Welcome to VCE!

This handbook outlines the VCE studies most likely to be offered by the College in 2012. Please take the time to carefully read the course descriptions provided. Course selections have significant implications for future study and career options. Students need to seek careful advice and keep a close check on tertiary entrance requirements for particular courses. I actively encourage you to make an appointment to see our Careers Adviser, Mr. Chris Kynoch, in order to assist with this process.

I am confident that, with careful attention to personal organisation and planning, and the right choice of subjects, you will be successful in your VCE studies.

Next year will, yet again, be an exciting and challenging year that will enable you to impact the community, our nation and the world for the Lord Jesus Christ.

Mr Peter Sheahan
Principal
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VICTORIAN CERTIFICATE OF EDUCATION (VCE)

COMPLETING THE VICTORIAN CERTIFICATE OF EDUCATION

The Victorian Certificate of Education (VCE) is made up of a series of ‘studies’ (rather than subjects) each of which is divided into semester-long ‘units’. Generally Year 11 students will complete Units 1 and/or 2 of their chosen studies whereas Year 12 students will complete Units 3 and 4 (which must be studied as a sequence). It is, however, possible for Year 10 and 12 students to undertake Unit 1 and/or 2 of VCE studies and for some Year 11 students to undertake Unit 3 & 4 sequences. Each study is conducted according to the Victorian Curriculum and Assessment Authority’s (VCAA) accredited ‘Study Design’, relevant details of which are passed on to students by their teachers. Each student’s own VCE programme will be individually developed to best suit their career pathways and personal interests in such a way as to maximise their performance in each study. However, it must be understood that although essential pathway studies will be provided for VCE students, the availability of some studies may be subject to timetable constraints and enrolment numbers.

Year 11 students will be expected to take 12 units of study, (the equivalent of 6 subjects), of which either English or Literature Units 1 & 2 are compulsory. Year 12 students will generally take 10 units of study, (the equivalent of 5 subjects), of which either English or Literature Units 3 & 4 are compulsory. Within these programmes of study it is a VCAA requirement that satisfactorily completed units must include:

- At least 16 units including at least 3 units of English or Literature.
- Three sequences of Units 3 and 4 studies other than English.

COURSEWORK

The workload of all VCE units is prescribed by VCAA but organised and administered by class teachers. Each VCE Unit includes two to four Outcomes. These are achieved on the basis of the teacher’s assessment of the student’s performance on the unit’s assessment tasks. Therefore, satisfactory completion of any unit is determined by teachers at Waverley Christian College based on guidelines provided by the VCAA.

It is the intention of the College that every student be given every opportunity to satisfactorily complete all work by the due date. Class teachers will work with students to ensure that due dates are mapped out fairly and that completion of work is occurring according to schedule. No student should be surprised by any due date.

ASSESSMENT AND REPORTING

Each student undertaking VCE studies will be issued with a VCE Statement of Results from VCAA at the end of the year in addition to semester reports from Waverley Christian College.

The VCAA Statement of Results indicates:

- That a student has satisfactorily completed a particular unit in which case an “S” shall be reported, or,
• That a student has not satisfactorily completed a particular unit in which case an “N” shall be reported, or,
• That a student has not completed a particular unit and has not officially withdrawn from that unit in which case a “J” shall be reported.

All Unit 1 & 2 studies offered at Waverley Christian College involve assessment tasks which are based upon the Outcomes prescribed for those units. These assessment tasks are set, monitored and graded by the teachers of each unit and will, therefore, only be reported on the Waverley Christian College semester report.

This report will indicate:
• The study and unit undertaken.
• An overall unit result (an “S” or an “N” indicating that a student has either satisfactorily completed or has not satisfactorily completed the unit. N.B. an “N” will indicate that the work was not satisfactorily completed).
• A letter grade from A+ to E for each assessment task, for school assessment purposes only (since these assessment tasks are not reported to VCAA for credit towards the VCE).
• As well as:
  • UG ‘Ungraded’. This symbol does not indicate that a student’s work has not been assessed but that it has not scored highly enough to receive a letter grade A+ to E.
  • NA ‘Not assessed’. This symbol indicates that the student’s work cannot be marked (usually because it has not been completed for an acceptable reason).

This marking system is used because it resembles the Unit 3 & 4 assessment which is credited towards the VCE using the same letter grades but differing percentage ranges which must then be used to determine an overall study score for each Unit 3 & 4 sequence studied.

Unit 3 & 4 studies are based upon school assessment and either one or two examinations. This structure is designed to allow a significant amount of work to be completed during class time. All grades given by the College are checked statistically by VCAA using the results of an externally set and marked ‘General Achievement Test’ or GAT which Unit 3 & 4 students must sit during the June examination period. Students’ overall achievements are reported as a study score between 0 and 50 provided that the units are satisfactorily completed.

From a student’s VCE results, the Victorian Tertiary Admissions Centre (VTAC) will calculate an Equivalent National Tertiary Entrance Rank (ENTER) for all students as the basis of entry into all Victorian universities and TAFE colleges.

The ENTER places each VCE student on a percentile rank and is calculated using the study score for the ‘best four’ studies, one of which must be English or Literature (N.B. certain subject combinations may be excluded for ENTER calculations).

A rank of 75.5 would mean that the student achieved an overall result equal to or better than 75.5% of all students in THEIR AGE GROUP FOR THAT YEAR.

All VET Units 3 & 4 have their own study score and contribute towards the ENTER calculation.

(NB. “N” or “J” results in Unit 3 or 4 results in a zero study score for that study).
VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training (VET) programmes provide pathways to rewarding careers, allowing students a combination of general and vocational training and an experience of business and industry.

HOW DO VET IN SCHOOLS PROGRAMS RELATE TO THE VCE?

All VET delivery and assessment is a part of the National Training Framework (NTF). Programmes are delivered by partnership with another Registered Training Organisation (RTO), usually another Secondary School or a TAFE College, who issue a certificate upon completion of the course. VET modules contribute towards VCE Units and have full VCE status as well as providing an industry endorsed, nationally recognised credential. Students may wish to gain this credential to enhance their prospects for gaining full-time employment immediately after leaving school (or they may wish to upgrade this study to a higher-level qualification first, if possible) or they may use it to secure part-time skilled employment whilst completing post-secondary study. Students would, ordinarily, begin a VET course when in Year 11 and then continue to study this (often at a Certificate III) level in Year 12.

Whilst there are enormous benefits associated with undertaking VET courses within a student's VCE programme, families should be aware that:

- External studies will bear extra tuition costs that Waverley Christian College is unable to subsidise.
- Students may miss some VCE classes on the day that VET courses are run at other institutions and will be expected to complete work missed and comply with all deadlines for VCE work. Students can, however, apply for an extension of time for school-based work where appropriate.
- Students have to make their own way to and from the institution where they are studying and to and from any work placement venues that may be associated with the running of the appropriate VET course.

Students will not necessarily have the completion of their work as closely supervised and monitored as they would within the College and cannot expect the Christian values and ethos of the College to be upheld in any of the institutions offering the various VET courses.

WHAT VET COURSES ARE AVAILABLE?

We plan to run the Certificate III in Christian Ministry at the College in 2012. This will run in a block on Wednesday afternoons. Some of the other VET programs available include the certificates listed on the table shown on the next page. We cannot guarantee that these programs will be run at venues within a close proximity to the College or to students' homes but will investigate enrolment on behalf of any student who may be interested. No student can enrol in a VET course without the approval of the College. Other VET courses may be available. Please speak to the Careers Coordinator about an area you are interested in.
RELEVANT VET COURSES EXPECTED TO BE AVAILABLE IN 2012
AT VARIOUS VENUES IN THE MULLUM VET CLUSTER OR KIOSC*

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WHAT IS THE VCAL?

The Victorian Certificate of Applied Learning (VCAL) is a hands-on alternative to the Victorian Certificate of Education (VCE). The VCAL gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. Like the Victorian Certificate of Education (VCE), VCAL is an accredited secondary certificate.

Students who do the VCAL are likely to be interested in going on to training at Technical and Further Education (TAFE) institutes, doing an apprenticeship, or getting a job after completing school. However, if you start your VCAL and then decide to transfer to the VCE, it won’t be too late to change your mind. In fact, any VCE units you complete as part of your VCAL may count towards your VCE, should you decide to transfer between certificate courses. The VCAL’s flexibility enables you to undertake a study program that suits your interests and learning needs. Accredited modules and units are selected from the following four compulsory strands:

- Literacy and Numeracy Skills
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills.

If you successfully complete your VCAL, you will receive a certificate and a Statement of Results that details the areas of study you have completed.

WHAT I NEED TO KNOW?

Why would I choose to do the VCAL?

Just like the VCE, the VCAL is an accredited senior secondary school certificate usually undertaken in Years 11 and 12, but can be commenced in Year 10. The VCAL is based on hands-on learning, also referred to as ‘applied learning’. If you choose to do the VCAL, you will gain practical experience and employability skills, as well as the skills you will need to go onto further training in the workplace or at a TAFE institute.

When can I do the VCAL?

At Waverley Christian College, you can begin your VCAL program in Year 10. However, it can only be completed in Year 11 or Year 12 of secondary school.

What are the VCAL levels?

The VCAL has three levels – Foundation, Intermediate and Senior. At Waverley Christian College we offer the VCAL at Intermediate and Senior levels only. The Foundation level offers only a very low level of basic skills and is not offered at Waverley Christian College. For 2012, all students will study at the Intermediate level.
Are there any entry requirements?
No. You begin the VCAL at a level suitable to your capabilities. At Waverley Christian College we will work with you to help you decide which level is suitable for you. We would encourage you to talk to our VCAL Coordinator and our Careers Counsellor as part of this process.

How long will the VCAL take me to complete?
The VCAL has been specifically developed for Years 11 and 12 students and the time it takes varies depending on how your VCAL program is structured. At Waverley Christian College, when commencing the VCAL in Year 10 it will take you two years to complete the Intermediate level. However, you may be able to complete the VCAL in one year if you commenced it in Year 11 or 12, depending on how your program is structured. For example, a student commencing Intermediate level in Year 11 can complete a VCAL Intermediate certificate in one year. However, for entry to TAFE, most students would require a Senior level VCAL and would therefore complete that in one year in Year 12. As such the student would receive a VCAL Intermediate and a VCAL Senior certificate.

What do I get after successfully completing the VCAL?
If you successfully complete your VCAL program you will receive a VCAL certificate for either Intermediate or Senior level, depending on the VCAL level you complete. You will also get a Statement of Results from the Victorian Curriculum and Assessment Authority (VCAA), listing all completed VCAL, VCE and VCE Vocational Education and Training (VET) units, and a Statement of Attainment from the Registered Training Organisation (RTO) for VET or Further Education (FE) training you have completed.

WHAT DO I STUDY?
With the help of the VCAL Coordinator and the Careers Advisor we will help you to develop a VCAL program that suits your particular learning needs and interests. You have the choice of selecting units and modules from each of the following four compulsory VCAL strands.

**Strand 1 – Literacy and Numeracy Skills**
Your VCAL program must include literacy and numeracy subjects. At Waverley Christian College, VCAL Literacy & Numeracy skills are covered in VCE studies such as English, Literature, Mathematics, Accounting, Chemistry and Physics.

**Strand 2 – Industry Specific Skills**
Your VCAL Intermediate or Senior program must include industry specific units from VET certificates. However, you are not required to focus on, or complete, any single VET certificate. For example, you can choose to undertake various modules or units of competence from a range of VET certificates to meet the VCAL requirements, and gain experience in a range of vocational areas. The range of VET options is extensive and includes automotive, engineering, building and construction, hospitality, retail, multimedia, information technology, agriculture, horticulture and hair and beauty.

**Strand 3 – Work Related Skills**
In order to develop employability skills, VCAL gives you the choice of undertaking a structured workplace learning placement or a School Based Apprenticeship or Traineeship and/or part-time work. You can also study units and modules that will help prepare you for work, for example occupational health and safety or job interview skills. You will also be required to complete training in an accredited Occupational Health and Safety (OH&S) module/unit before commencing a structured workplace learning placement. At Waverley Christian College, much of the Work Related Skills module is covered in the Year 10 Career Education program.

**Strand 4 – Personal Development Skills**
As part of your VCAL program you will participate in community-based projects and/or structured activities that will help develop your teamwork skills, self-confidence and other skills important for life and work. At Waverley Christian College, you will be allocated a supervisor as part of the Personal Development Skills module. You can even choose to complete the Duke of Edinburgh Award at Silver level as part of this module.
WHAT COUNTS TOWARDS MY VCAL?

I have already started a VET certificate. Will this count towards my VCAL?
Yes. You should speak to the VCAL Coordinator or Careers Counsellor to work out how much of your prior study counts towards your VCAL and to plan the remainder of your VCAL program.

I have already done a VCE subject. Will this count towards my VCAL?
Yes, if you have an ‘S’ result for the VCE unit it will count towards your VCAL. Again, should speak to the VCAL Coordinator or Careers Counsellor to plan the remainder of your VCAL program.

Can I swap to the VCE if I change my mind?
Yes. If you change your mind and want to swap to the VCE, or if you want to pursue the VCE after completing the VCAL, any units successfully completed as part of your Intermediate/Senior VCAL may count towards your VCE. You might also be able to transfer credit for other VET units and modules competed as part of your VCAL. Again, you should discuss this with the VCAL Coordinator or Careers Counsellor if you decide to take this option.

Can I complete a School Based Apprenticeship or Traineeship as part of my VCAL program?
A School Based Apprenticeship or Traineeship fits very well in a student’s VCAL program. A School Based Apprenticeship or Traineeship can meet two of the four VCAL curriculum strand requirements – Industry Specific and Work Related Skills.

Can I work part-time while enrolled in the VCAL?
You can gain recognition and credit for part-time work while enrolled in the VCAL. This work can include:
- School Based Apprenticeship or Traineeship
- part-time work
- structured workplace learning placements.

HOW IS THE VCAL ASSESSED?
All accredited courses/certificates that make up your VCAL program are assessed by your teacher and/or RTO.

Do I need to sit for the General Achievement Test (GAT)?
The GAT is a test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. It is done by all students doing one or more VCE or scored VCE VET Unit 3 and 4 sequences.
Students whose only enrolment consists of VCAL units are not required to sit the GAT. However, you can choose to sit the GAT if it is appropriate to your pathway into further education, training or employment.

WHAT MUST I DO TO BE AWARDED A VCAL CERTIFICATE?
To be awarded a VCAL certificate, you must successfully complete a learning program of 1000 nominal hours that is designed to comply with the following credit requirements. The learning program must:
- be made up of a minimum of ten credits
- include curriculum components to fulfil each of the four VCAL curriculum strands
- contain components drawn from accredited curriculum such as:
  - VCAL units
  - VCE units
  - VET accredited curriculum or FE accredited curriculum
    (one credit is awarded on successful completion of 100 nominal hours of accredited curriculum)
- include:
  - a minimum of two VCAL units
  - a minimum of one credit for literacy and one credit for numeracy; and
  - in each of the remaining three strands, components to the value of at least one credit
- include components to the value of six credits at the level of the VCAL award, of which one must be for literacy and one credit must be for a VCAL Personal Development Skills unit.
HOW ARE MY RESULTS REPORTED TO ME?

Statement of Results
If you are undertaking a VCAL and have not undertaken any VCE Unit 3 or 4 studies you will receive a Statement of Results through your school. If you have undertaken VCE Unit 3 or 4 studies then your Statement of Results will be mailed to you by the VCAA in December.

The Statement of Results will list all VCAL units where a satisfactory result was obtained. It will also list all VCE units and whether or not you gained an ‘S’ or ‘N’ for every unit you enrolled in – Units 1, 2, 3 and 4. Your assessments for Units 3 and 4 VCE School-assessed Coursework, School-assessed Tasks and examinations will be reported as a grade A+ to E or UG (ungraded). If you achieve two or more graded assessments and achieve an ‘S’ result for both Units 3 and 4 in a VCE study you will also receive a study score. The study score is calculated on a scale 0–50 and is a measure of how well you performed in relation to all others who took the study. If you have completed VCE VET units these will be shown on your Statement of Results and if you have completed a full VCE VET program you will receive a separate certificate from the RTO in addition to your VCAL.

VCAL Certificate
You will also receive a certificate if you have satisfied the requirements for graduating with the VCAL.

WHERE CAN THE VCAL TAKE ME?

What if I haven't decided exactly what I want to do?
If you are undecided then VCAL is a great option in Year 11. The VCAL is designed to be flexible so that education, training, part-time work, School Based Apprenticeships or Traineeships and some of your personal interests are recognised within the certificate. You can choose to complete a VCAL at Year 11 or Year 12, then do further education or training at the next VCAL certificate level or continue your training or an apprenticeship at work.

What are my options once I have completed the VCAL?
The VCAL will give you practical work-related experience and a qualification that will be recognised by TAFE institutes and employers. Together these will help you move from school into work, an apprenticeship or traineeship and/or further training at TAFE. Alternatively, if you start studying for your VCAL in Year 11 and successfully complete it, you may consider going on to complete a higher level of VCAL in Year 12. Or you might transfer to the VCE.

Can I get into higher education if I successfully complete the VCAL?
If you are considering going to university straight from school, VCAL is probably not the best option for you. Students planning to go straight into higher education usually do the VCE which allows them to gain an Equivalent National Tertiary Entrance Rank (ENTER) from the Victorian Tertiary Admissions Centre (VTAC). If you are studying the VCAL at Senior level and decide that you might be interested in going on to university, check with the Careers Counsellor because some universities will consider students with a VCAL Senior certificate for admission. However, entry straight from school is not the only route into university. Some people study a VET course at TAFE, perhaps leading to a Diploma or Advanced Diploma, and then decide that they would benefit from a university course. VCAL would be a good start along this pathway.

Will the VCAL get me ready to enter a trade?
Once you have completed your VCAL, you will have knowledge and skills that are a useful preparation for a trade or industry certificate. The knowledge and skills you have learnt in VCAL may also count towards a traineeship or apprenticeship. Many students include a School Based Apprenticeship or Traineeship as part of their VCAL.

Where do I get more information about VCAL at Waverley Christian College?
For more information about VCAL at Waverley Christian College you can speak to the following people:

- Mr. A. Rouse - VCAL Coordinator
- Mr. C. Kynoch - Careers & VET Coordinator
The following table outlines curriculum options which, on satisfactory completion, meet minimum requirements for VCAL eligibility. Note: not all these options are available at Waverley Christian College and are marked with an asterisk (*).

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<td>- Studio Arts*</td>
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<td>- Visual Communication and Design</td>
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<td>• VCAL Personal Development Skills Senior Units 1 and/or 2</td>
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* study not available at Waverley Christian College
**PLANNING YOUR VCAL LEARNING PROGRAM**

**Student Name:** ____________________________________________  
**VCAL Level:** __________________________

What would you like to do when you finish school/training? ____________________________________________

What Vocational Education and Training (VET) program interests you? ____________________________________________

What VCE studies might you want to include in your VCAL program? ____________________________________________

Do you have a part-time job and are you interested in gaining credit for your experience at work? ____________________________________________

Are you interested in combining work and training (School Based Apprenticeship or Traineeship) as part of your VCAL studies? ____________________________________________

Using the above information your school/training provider will help you to complete the table below to develop a VCAL program that can best meet your needs.

<table>
<thead>
<tr>
<th>Literacy/Numeracy Skills Strand</th>
<th>Work Related Skills Strand</th>
<th>Industry Specific Skills Strand</th>
<th>Personal Development Skills Strand</th>
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<td>VCAL Units</td>
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<td>VCE Units</td>
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<td>VCE VET Program/s</td>
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<td>VET/Further Education Program/s</td>
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<td>Credits (for use by school/provider only)</td>
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</tbody>
</table>

Students may complete more than one VCAL in their senior secondary years of education.
VCAL PERSONAL DEVELOPMENT SKILLS

AIM
The Personal Development Skills Strand recognizes the importance of applying knowledge and skills within different social contexts. The purpose of the Personal Development Skills Strand is to develop skills, knowledge and attitudes that lead toward:

- Social responsibility
- Building community
- Civic responsibility e.g. through volunteerism and working for the benefit of others
- Improved self-confidence and self-esteem
- Valuing civic participation in a democratic society.

The Personal Development Skills units have been developed to recognize learning, not recognized within other qualifications, that is valued within the community and that develops the skills, knowledge and attitudes identified in this strand. The units enable students to develop personal development skills through participation in locally developed curriculum, for example the Duke of Edinburgh Awards, Advance, a Victorian youth development program or Landcare Programs.

The Personal Development Skills Strand units are designed to develop:

- Environmental awareness
- Commitment to, and achievement of, personal goals
- Civil and civic responsibility
- Improved health and physical wellbeing

CONTENT

Intermediate Unit 1: Personal Development Skills
Nominal duration: 100 hours

Unit Purpose
The purpose of this unit is to focus on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. The focus of the learning program for Intermediate Unit 1 includes:

- Subject specific knowledge applicable to a relevant personal, social, educational and/or community activity
- Skills applicable to a relevant personal, social, educational and/or community activity
- Development of self-management skills
- Development of learning skills
- Interpersonal communication skills

Learning Outcomes
1. Plan and organise a complex activity
2. Demonstrate self-management skills for goal achievement
3. Demonstrate knowledge, skills and abilities in the context of an activity or project
4. Describe leadership skills and responsibilities
5. Utilise interpersonal skills to communicate ideas and information
Assessment can occur at any time during the unit when the teacher/trainer is confident that the student is likely to be able to demonstrate successful performance. The learning outcomes for Personal Development Skills Intermediate Units 1 and 2 are not sequential and students may do one or both units within a learning program.

Assessment must be valid in terms of context and methods. Assessment must be reliable in showing consistent results over a number of occasions. Assessment must not unduly disadvantage any student and must provide flexibility in the range of methodologies that cater to the needs of individual students.

Evidence of successful performance of the learning outcomes can include, but is not restricted to:
- A portfolio of accumulated evidence, for example photos, timelines, logbooks, peer evaluations
- Teacher observation and/or checklists
- Evidence accumulated through project or program participation
- Awards from recognized programs
- Self-assessment inventories
- Oral or written reports
- Evidence of information and communications technology, including Internet usage.

The conditions related to the assessment of the learning outcomes may differ according to the particular learning environment, mode of delivery and subject content.

Intermediate Unit 2: Personal Development Skills
Nominal duration: 100 hours

Unit Purpose
The purpose of this unit is to focus on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. The focus of the learning program for Intermediate Unit 2 includes:
- Subject specific knowledge applicable to a relevant personal, social, educational and/or community activity
- Skills applicable to a relevant personal, social, educational and/or community activity
- Problem solving and comprehension skills
- Presentation and research skills
- Communication skills for spoken language and active listening

Learning Outcomes
1. Identify planning and organisation skills relevant for the management of health or community service activities
2. Demonstrate skills relevant to complex problem solving
3. Demonstrate knowledge and skills related to hobby, study or interest
4. Utilise research and development skills to present information to an audience
5. Use spoken language and active listening skills to communicate complex ideas and information

Assessment
Assessment can occur at any time during the unit when the teacher/trainer is confident that the student is likely to be able to demonstrate successful performance. The learning outcomes for Personal Development Skills Intermediate Units 1 and 2 are not sequential and students may do one or both units within a learning program.
Assessment must be valid in terms of context and methods. Assessment must be reliable in showing consistent results over a number of occasions. Assessment must not unduly disadvantage any student and must provide flexibility in the range of methodologies that cater to the needs of individual students.

Evidence of successful performance of the learning outcomes can include, but is not restricted to:

- A portfolio of accumulated evidence, for example photos, timelines, logbooks, peer evaluations
- Teacher observation and/or checklists
- Evidence accumulated through project or program participation
- Awards from recognized programs
- Self-assessment inventories
- Oral or written reports
- Evidence of information and communications technology, including Internet usage

The conditions related to the assessment of the learning outcomes may differ according to the particular learning environment, mode of delivery and subject content.
VCAL WORK RELATED SKILLS

AIM

The purpose of the Work Related Skills Strand is to develop employability skills, knowledge and attitudes valued within community and work environments as a preparation for employment. The development of employability skills within this strand provides learners with a capacity to consider and choose from the range of pathways.

The Work Related Skills units have been developed to recognize learning that is valued within community and work environments as preparation for employment which may not normally be recognized within other qualifications. Locally developed programs that use different social and work contexts to develop the interests and employability skills of young people can be selected for inclusion in the Work Related Skills units.

The Work Related Skills units are designed to:
• Integrate learning about work skills with prior knowledge and experiences
• Enhance the development of employability skills through work related contexts
• Develop critical thinking skills that apply to problem solving in work contexts
• Develop planning and work related organizational skills
• Develop OH&S awareness
• Develop and apply transferable skills for work related contexts.

CONTENT

Intermediate Unit 1: Work Related Skills
Nominal duration: 100 hours

Unit Purpose
The purpose of this unit is to provide a focus for more complex development of appropriate skills and knowledge in order to provide the necessary OH&S preparation for the workplace.

The Work Related Skills units have been developed to recognise learning that may not normally be recognised within other qualifications, which is valued within community and work environments as preparation for employment. Locally developed programs that use different social and work contexts to develop interests and employability skills can be selected for inclusion in the Work Related Skills units.

Content will be selected for the achievement of the learning outcomes by the school or educational provider. VCAL programs may include content from accredited and non-accredited curriculum, for example TAFE Taster programs. Teachers must ensure that these programs meet the learning outcomes of the Work Related Skills units.
Learning Outcomes
At Intermediate level, a ‘work related goal’ involves work undertaken at Certificate 1/11 level conducted under supervision and reasonable autonomous in regard to planning and work activities. In this unit there is a strong focus on the development of knowledge regarding OH&S in the workplace.

Students must show competence in all six learning outcomes which are to:
1. Learn basic conditions and entitlements of a specific industry
2. Obtain and communicate information in response to work related OH&S issue
3. Develop knowledge and understanding of OH&S in a work related context
4. Identify problems or safety hazards that can affect the safety of the work environment
5. Contribute to team objectives to achieve safe work procedures
6. Use information and communication technology in relation to a work related activity.

Assessment
Assessment can occur at any time during the unit when the teacher/trainer is confident that the student is likely to be able to demonstrate successful performance. To receive and ‘S’ in this unit, students must show competence in all six learning outcomes through satisfactory demonstration of all elements.

All elements within each learning outcome must be met in the one assessment task. However, one task may by used to assess a number of learning outcomes.

Intermediate Unit 2: Work Related Skills
Nominal duration: 100 hours

Unit Purpose
The unit provides a focus for more complex development of work related and pre-vocational skills in a context appropriate to the task through:

- Integrating more complex learning about work related skills with prior knowledge and experiences
- Enhancing the development of employability skills at a more complex level in relevant problem solving situations
- Developing more complex critical thinking skills that can be applied to work related problem solving situations
- Developing more complex work related planning and organisational skills that incorporate evaluation and review
- Developing more complex work related skills, which can be transferred to other work contexts.

The Work Related Skills units have been developed to recognise learning that may not normally be recognised within other qualifications, which is valued within community and work environments as preparation for employment. Locally developed programs that use different social and work contexts to develop interests and employability skills can be selected for inclusion in the Work Related Skills units.

Content will be selected for the achievement of the learning outcomes by the school or educational provider. VCAL programs may include content from accredited and non-accredited curriculum, for example TAFE Taster programs. Teachers must ensure that these programs meet the learning outcomes of the Work Related Skills units.

Content can include structured workplace learning and on-the-job learning/training but must enable the achievement of the Work Related Skills unit learning outcomes.
Learning Outcomes
At Intermediate level, a ‘work related goal’ involves work undertaken at Certificate 1/11 level conducted under supervision and reasonable autonomous in regard to planning and work activities.

In this unit there is a focus on the development of knowledge regarding OH&S in the workplace. In this unit students will:
1. Learn to analyse and organise information for a work related goal
2. Communicate information and ideas for a work related goal
3. Plan, organise and manage activities for a work related goal
4. Identify and solve problems for a work related purpose
5. Work with others and in teams to achieve a work related goal
6. Use information and communications technology in relation to a work related activity.

Assessment
Assessment can occur at any time during the unit when the teacher/trainer is confident that the student is likely to be able to demonstrate successful performance. To receive and ‘S’ in this unit, students must show competence in all six learning outcomes through satisfactory demonstration of all elements.

The conditions related to the assessment of the learning outcomes may differ according to the particular learning environment, mode of delivery and content.

All elements within each learning outcome must be met in the one assessment task. However, one task may be used to assess a number of learning outcomes.
VCE STUDIES
ACCOUNTING

AIM

This study is designed to enable students to:-
- acquire knowledge and skills to record and report financial data and information in a manner that is appropriate for the needs of the user;
- develop an understanding of the role of accounting in the management and operation of a small business;
- develop skills in the use of information and communications technology in an accounting system;
- acquire accounting skills to successfully operate a small business;
- develop the capacity to identify, analyse and interpret financial data and information;
- use financial and non-financial information to improve the decision-making processes of a small business owner.

CONTENT

Unit 1: Establishing and Operating a Service Business

AREAS OF STUDY

1. Going into Business
A potential small business owner needs to make many decisions before commencing the operations of the business. The decisions made at this early stage will often influence the success or failure of the business. In this area of study students investigate features of successful and unsuccessful businesses, sources of finance and how pre-operational decisions are made.

2. Recording and Reporting Accounting Data and Information
In this area of study students investigate the role of accounting in the generation of financial data and information for the owner of a service business. The focus is on the recording and reporting of financial data and information using a single entry recording system. Students are required to use both manual and ICT methods in the recording and reporting process.

Unit 2: Accounting For a Trading Business

AREAS OF STUDY

1. Recording and Reporting Accounting Data and Information
A small business operator needs to input and process financial data to provide information for decision-making on the management and performance of the business. In this area of study students record and report the financial data and information of a single activity sole trader using the single entry system of recording. Both manual and ICT methods of recording and reporting are used.

2. ICT in Accounting
ICT is an essential tool in the operation of a small business. This area of study enables students to develop an understanding of the role of ICT in the accounting process. Students use an accounting software package to record and report financial data and information for a single activity sole trader, and demonstrate their understanding of the importance of ICT in the accounting process.

3. Evaluation of Business Performance
The performance of a business should be measured and evaluated regularly. Using financial and non-financial information in this process will assist the owner in planning and decision-making for the future. This area of study focuses on an evaluation of a particular area/s of the business such as stock or debtors, with students then suggesting strategies that will improve business performance.
Unit 3: Recording and Reporting For a Trading Business

AREAS OF STUDY

1. Recording of Financial Data
   This area of study focuses on identifying and recording financial data for a single activity sole trader. Students record data using double entry accounting to provide the owner with accounting information, enabling the owner to make informed decisions about the operation of the business.

2. Balance Day Adjustments and Reporting of Accounting Information
   The preparation of financial reports at the end of the reporting period provides information for planning and decision making by the owner of a small business. Students complete the accounting processes required at balance day and apply the accrual method of accounting in the preparation of accounting reports. They identify the differences between cash and profit and explain the implications of these differences when using reports to make decisions.

3. Extension of Recording and Reporting
   This area of study enables students to build on their knowledge of the accounting system developed in Unit 3. The collecting, measuring, processing and communication of financial data and accounting information is an important process for a sole trader. Students undertake this process using double entry accounting and an accrual-based reporting system. Students explore alternative depreciation methods in the recording and reporting process.

4. Financial Planning and Decision Making
   The owner of a small business must be able to plan and control the activities of the business. The preparation of budgeted accounting reports provides information for the owner in this decision-making process. Students focus on preparing budgeted accounting reports and analysing financial and non-financial information for a single activity sole trader. Students evaluate this information and suggest strategies to the owner on how to improve the performance of the business.

BIBLICAL PERSPECTIVES

The study of accounting is based on the premise that people need to be accountable.

As Christians we can go one step further and highlight a very fundamental Biblical principle – that we are all ultimately accountable to God: “Nothing in all creation is hidden from God’s sight. Everything is uncovered and laid bare before the eyes of Him to whom we must give account” Hebrews 4:13


The course also helps encourage careful stewardship of the gifts that God has given through planning and budgeting.

ASSESSMENT

Unit 1

Assessment tasks for this unit are selected from:

- Folio of exercises (manual and ICT-based);
- Tests;
- Assignments;
- Case studies;
- Classroom presentation;
- Reports (written, oral and multimedia).

Unit 2

Assessment tasks for this unit are selected from:

- Exercises using an accounting software package;
- Folio of exercises (manual and ICT-based);
- Tests;
- Assignments;
- Case studies;
- Classroom presentation;
- Reports (written, oral and multimedia).
Unit 3

The student’s level of achievement in Unit 3 will be determined by school-assessed coursework and a mid-year examination. School assessed coursework for Unit 3 will contribute 17 per cent to the final study score. The mid-year examination will contribute 33 per cent to the study score.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Marks allocated*</th>
<th>Assessment Tasks</th>
</tr>
</thead>
</table>
| Outcome 1 | 50 | The student’s performance on each outcome is assessed using one or more of the following:  
• Structured questions  
• A folio of exercises (Manual and ICT)  
• A case study (Manual and/or ICTY)  
• A test (Manual and/or ICT)  
• A report (Written, Oral or Multimedia). |
| Outcome 2 | 50 |  |

**TOTAL MARKS 100**  
At least 30 marks must be allocated to ICT-based assessment

* School-assessed Coursework for Unit 3 contributes 17 per cent.

Unit 4

The Student’s level of achievement in Unit 4 will be determined by school-assessed coursework which will contribute 17 per cent to the study score. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 33 per cent to the study score.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Marks allocated*</th>
<th>Assessment Tasks</th>
</tr>
</thead>
</table>
| Outcome 1 | 50 | The student’s performance on each Outcome 1 is assessed using one or more of the following:  
• structured questions  
• a folio of exercises (manual and ICT)  
• a case study (manual and/or ICT)  
• a test (manual and/or ICT)  
• a report (written, oral or multimedia). |
| Outcome 2 | 50 | **Outcome 2 will be assessed by two tasks:**  
Task A  
Prepared budgets and variance reports for a business using spreadsheets. Evaluate the budgets and variance reports and discuss strategies for improvement.  
  
Task B  
Evaluate the performance of a business using financial and non-financial information and discuss strategies to improve the profitability and liquidity of the business.  
The student’s performance for Task B will be assessed using one or more of the following:  
• structured questions  
• a folio of exercises (manual and ICT)  
• a case study (manual and/or ICT)  
• a test (manual and/or ICT)  
• a report (written, oral or multimedia). |

**TOTAL MARKS 100**  
At least 30 marks must be allocated to ICT-based assessment

* School-assessed Coursework for Unit 3 contributes 17 per cent.
ART

AIM

This study is designed to enable students to:

• acquire a broad knowledge of art;
• develop ideas and conceptual and problem-solving skills through investigation and experimentation;
• develop the technical skills and artistic awareness necessary to produce works of quality;
• develop diversity in art practice through the investigation and experimentation of materials, techniques, processes and art forms; understand aesthetics and the language of visual analysis;
• develop critical awareness of how art relates to its cultural and historical contexts;
• develop a critical awareness of the ways in which artists relate to the values, beliefs and traditions of societies;
• develop skills to interpret art and to discuss and debate the ideas and issues which are raised.

CONTENT

Unit 1: Art and meaning

AREAS OF STUDY

1. Art and Meaning
   This area of study introduces the concept of Analytical Frameworks to support the interpretation of the meanings and messages of artworks, both as intended by the artist and as interpreted by the viewer. Students learn that the analysis of an artwork’s formal qualities using the Formal Framework can enhance their understanding and interpretation of artworks. They gain an understanding that art may reflect the artist’s interests, experiences and thinking through applying the Personal Framework to read possible meanings of artworks. They also develop an understanding that the interpretation of the meanings and messages of art may be a personal response by the viewer. Students examine both historical and contemporary artworks that may be selected from a range of societies and cultures.

2. Artmaking and Personal Meaning
   In this area of study, students are encouraged to develop and apply skills while exploring areas of individual interest to create artworks. Students undertake a range of experiences that offer different ways of working. They build confidence through the guided exploration of techniques, materials and processes. Students apply skills of observation and imagination to the development of a folio of visual responses to a selection of set tasks. Students document their thinking as they engage in creative and technical processes. They reflect on their own artmaking and examine how they have used art elements and principles to develop their visual language. They use the Formal Framework and the Personal Framework to analyse the formal qualities in their artworks.
   In their artmaking, students focus on realising their ideas through the exploration of techniques, selected art forms and media. They are introduced to a range of materials, skills and concepts through processes of discussion and investigation. Teachers set specific tasks to direct and facilitate investigation and experimentation.

Unit 2: Art and culture

AREAS OF STUDY

1. Art and Culture
   This area of study focuses on the ways in which art reflects and communicates the values, beliefs and traditions of the societies for and in which it is created. Students explore and investigate the ways in which the world and the artist have changed over time and the factors that influence these changes. They apply the Formal Framework and the Cultural Framework in their analysis and interpretation of artworks of at least four artists.
2. **Artmaking and Cultural Expression**

In this area of study students explore areas of personal interest related to their cultural identification and experiment with visual language to present their ideas. Observations, imagination, ideas or concepts may be starting points for them to experiment with techniques, materials, processes and art forms. Using the Formal Framework, they analyse formal qualities in their artworks and document their creative and technical processes. They reflect on their own artmaking and examine how they have used art elements and principles to develop their visual language. They examine their artmaking and reflect on how cultural aspects are evidenced in their artwork. They use appropriate health and safety practices with respect to the impact of their arts practice upon themselves and their environment.

**Unit 3: Interpreting art**

**AREAS OF STUDY**

1. **Interpreting Art**

In this area of study students respond critically as they interpret the meanings and messages of artworks. They develop, examine and analyse their own and others’ opinions and use evidence to support different points of view. Students undertake research to support their analysis. Using appropriate art language, they compare and contrast artworks produced before 1970 with artworks produced since 1970.

Students must undertake:
- the study of at least one artist who produced work before 1970 and at least one other artist who has produced work since 1970;
- a comparison and contrast of these artists with detailed analysis of at least two artworks by each artist;
- the application of relevant aspects of all the Analytical Frameworks across each of the selected artworks to interpret the meanings and messages.

2. **Investigation and Interpretation Through Artmaking**

In this area of study students develop their own art responses inspired by ideas, concepts and observations. They apply imagination and creativity as they explore and develop their visual language through the investigation and experimentation of materials, techniques, processes and art form/s. They engage in ongoing exploration, reflection, analysis and evaluation as they progressively develop and refine their ideas. They document and analyse their thinking and working practices throughout this process, using the language and context of selected Analytical Frameworks to guide their reflection. They use appropriate technical skill to produce at least one finished artwork as they continue to develop the body of work that will be completed at the end of Unit 4. Students employ appropriate health and safety practices in the development of their practical work.

**Unit 4: Discussing and debating art**

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. They use relevant aspects of the Analytical Frameworks to provide structure for their analysis. They make use of a range of commentaries to support and/or challenge art issues.

In this area of study, students must study:
- a minimum of one selected art issue;
- at least one artist not studied in Unit 3 and a minimum of two artworks by that artist;
- a range of diverse viewpoints as seen in commentaries relating to artworks and art issues.

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. They use and analyse appropriate formal elements and principles, and continue to apply appropriate health and safety practices relevant to their use of materials, techniques and processes.
BIBLICAL PERSPECTIVES

God created the world out of nothing. For the human artist, we must begin with what is, in order to create what is imaginary. Creating and making, looking and responding enables students to fulfill their God given roles as creators and makers. It is our responsibility to draw closer to God and understand Him better through studying and using observational skills to perceive and respond to what we see. We are responsible to think on beautiful things and to appreciate the beauty God has provided. God evaluated His creative works when they were finished. God gives a specific command; we are to respond differently from the world. God’s creations communicate His truth and love to man. Through their study of Art Appreciation, students begin to develop an awareness of God’s role in the Fine Arts and discover God’s purpose for Art in society. Artists who have worked for God’s glory demonstrate and reflect all that is true, praiseworthy and holy. The role and responsibility of the Christian Artist in the production of Art work will not debase or degenerate creation, but emphasize its wonder and glorify its Creator.

ASSESSMENT

Unit 1

Assessment tasks for Outcome 1 are selected from:

- an extended written response;
- short-answer responses supported by visual references;
- an annotated visual report;
- a multimedia presentation.

Assessment task for Outcome 2 is:

- a developmental folio of visual responses to a selection of set tasks.

Unit 2

Assessment tasks for Outcome 1 are selected from:

- an extended written response;
- short-answer responses supported by visual references;
- an annotated visual report;
- a multimedia presentation.

Assessment task for Outcome 2 is:

- a folio of visual responses including at least one finished artwork.

Unit 3

The student’s level of achievement in Units 3 & 4 will be determined by school-assessed coursework, a school-assessed task and an end-of-year examination.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area of Study 1 Outcome 1</td>
<td>Any one or a combination of the following tasks:</td>
<td>30</td>
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<tr>
<td>Use the Analytical Frameworks</td>
<td>• a written report</td>
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<tr>
<td>to analyse and interpret</td>
<td>• an extended response</td>
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<td>artworks produced before</td>
<td>• short responses</td>
<td></td>
</tr>
<tr>
<td>1970 and artworks produced</td>
<td>• structured questions</td>
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<tr>
<td>since 1970, and compare and</td>
<td>• an annotated visual report</td>
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<tr>
<td>contrast the meanings and</td>
<td>• a multimedia presentation</td>
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<tr>
<td>messages of artworks</td>
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<td>produced before 1970 with</td>
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<tr>
<td>those of artworks produced</td>
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<tr>
<td>since 1970.</td>
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<tr>
<td><strong>TOTAL MARKS</strong></td>
<td></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

*School-assessed coursework for Unit 3 contributes 10 per cent
## Unit 4

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area of Study 1</strong>&lt;br&gt;<strong>Outcome 1</strong>&lt;br&gt;Discuss and debate an art issue using selected artist/s works as context, and present their informed opinion with reference to artworks and with the support of selected commentaries and relevant aspects of the Analytical Frameworks.</td>
<td>Any one or a combination of the following tasks:&lt;br&gt;• a written report&lt;br&gt;• an extended response&lt;br&gt;• short responses&lt;br&gt;• structured questions&lt;br&gt;• an annotated visual report&lt;br&gt;• a multimedia presentation</td>
<td>30</td>
</tr>
</tbody>
</table>

**TOTAL MARKS** 30

*School-assessed coursework for Unit 4 contributes 10 per cent*
AIM
Biology is the study of created living things from familiar, complex multicellular organisms that live in the many different habitats of our biosphere to single-celled micro-organisms that live in seemingly inhospitable conditions. It is a study of the dynamic relationships between living things, their interdependence, their interactions with the non-living environment, and the processes that maintain life and ensure its continuity. Biology enables students to understand that despite the diverse ways of meeting the challenges of survival, all living things have many structural and functional characteristics in common.

CONTENT

Unit 1: Unity and Diversity

AREAS OF STUDY

1. Cells in Action
This area of study focuses on the activities of cells. Students investigate the relationship between specialized structures of cells and the processes that maintain life. Students examine how membranes contribute to survival of cells by controlling the movement of substances within cells, and between cells and their external environment.

Students undertake practical investigations into cell structure and functioning in autotrophs and heterotrophs. They consider the development of ideas and technological advances that have contributed to our knowledge and understanding of cell biology. Students investigate the implications of current and emerging techniques and technologies that make use of, and further our knowledge of, cells as functional units.

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. They consider the needs for systems to be integrated for the organism to function as a whole.

Unit 2: Organisms and their environment

AREAS OF STUDY

1. Adaptations of Organisms
This area of study focuses on the kinds of environmental factors that are common to all habitats. Students investigate the adaptations of organisms that enable them to exploit the resources of their particular ecological niche. Adaptations are interrelated and can be grouped into structural, physiological, and behavioural categories.

2. Dynamic Ecosystems
With an emphasis on Australian ecosystems, this area of study focuses on the complex and finely balanced relationships that exist between living things and the resources in their particular habitat. This network of relationships can be understood as a system with inputs, processing and outputs: there is a flow of energy and cycling of matter between the living and non-living components of the ecosystem. Ecosystems do not exist in isolation from each other; they form a network of ecosystems that constitute the global system of the biosphere.
Unit 3: Signatures of life

AREAS OF STUDY

1. Molecules of Life
   In this area of 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 catalyzing biochemical processes. Students investigate energy transformations in cells and how autotrophs and heterotrophs obtain their energy requirements, particularly through the processes of photosynthesis and cellular respiration.

   Students gain an understanding that DNA and proteins are key molecules of life forms, and that units of DNA code for the production of proteins underpins the relationship between changing the code and changing the molecular products of cells. Students explore applications of molecular biology in medical diagnosis and the design of 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 signaling molecules, such as hormones and neurotransmitters, assist in coordinating and regulating cell activities by binding to specific receptors on membranes of target cells, initiating a series of molecular changes in response.

   Students examine the barriers and mechanisms of organisms that protect them from invasion and infection by pathogenic organisms. They investigate mechanisms that control the effectiveness of pathogens, and specific and non-specific immune responses of organisms to antigens.

Unit 4: Continuity and Change

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 the 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.

2. Change Over time
   This area of study focuses on change to genetic material that occurs over time and the changing nature and reliability of evidence that supports the concept of evolution of life forms. Students investigate changes to species and examine the process of natural selection as a mechanism for evolution.

BIBLICAL PERSPECTIVES

Biology should assist the Christian growth of the students in the following ways:

- It should allow students to develop and exercise cooperation and appreciation for others as they work together in small groups;
- It should provide a resource of skills and information on which the student can make responsible, intelligent and Christian decisions on various biology related issues eg. Abortion, IVF, euthanasia, genetic engineering and evolution.
- It should help the student cultivate a fear of and respect for God as they study the wonder of His creation;
- It should help the student gain appreciation and awareness of God’s amazing creations.
ASSESSMENT

Unit 1

Assessment tasks for this unit are selected from:
- a student-designed and/or adapted and/or extended practical investigation;
- practical activities;
- multimedia or web page presentation;
- response to a media article;
- oral presentation;
- annotated poster;
- data analysis;
- problem solving;
- test, multiple choice and/or short answer and/or extended response.

Unit 2

Assessment tasks for this unit are selected from
- a written report on fieldwork (fieldwork may include a study of habitat within or outside the classroom)
- practical activities;
- multimedia or web page presentation;
- response to a media article;
- oral presentation;
- annotated poster;
- data analysis;
- test, multiple choice and/or short answer and/or extended response.

Unit 3

The student’s level of achievement in Unit 3 will be determined by school-assessed coursework and a mid-year examination. School assessed coursework for Unit 3 will contribute 17 per cent to the study score. The level of achievement for Unit 3 is also assessed by a mid-year examination which will contribute 33 per cent to the study score.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks Allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Analyse and evaluate evidence from practical investigations related to biochemical processes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A summary report of a practical activity related to a biochemical process.</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td><strong>AND</strong> A written report of a practical activity on the movement of substances across membranes.</td>
<td>25</td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
<td>Describe and explain coordination and regulation of an organism’s immune response to antigens at the molecular level.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A summary report of a plant or animal response to chemical and/or physical stimuli.</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td><strong>OR</strong> A summary report of a practical activity related to bacteria response to chemical and/or physical stimuli.</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>A presentation given orally or in annotated poster form on one aspect of the immune response.</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td><strong>OR</strong> A web page or presentation in multimedia format on one aspect of the immune response.</td>
<td>25</td>
</tr>
<tr>
<td><strong>TOTAL MARKS</strong></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

*School-assessed coursework for Unit 3 contributes 17 per cent to the study score.
**Unit 4**
The student's level of achievement in Unit 4 will be determined by school-assessed coursework which will contribute 17 per cent to the finale assessment. The level of achievement for Unit 4 is also assessed by and end-of-year examination, which will contribute 33 per cent to the study score.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks Allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>A summary report of a practical activity related to a genetic cross using first-hand data.</td>
<td>25</td>
</tr>
<tr>
<td>Analyse evidence for the molecular basis of heredity, and patterns of inheritance.</td>
<td><strong>AND</strong> A summary report of a practical activity on a DNA manipulation technique</td>
<td></td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
<td>An oral or written report that demonstrates evolutionary relationships using first – or second-hand data.</td>
<td>25</td>
</tr>
</tbody>
</table>
| Analyse and evaluate evidence for evolutionary change and evolutionary relationships, and describe mechanisms for change including the effect of human intervention on evolutionary processes. | **AND** A response to an issue related to an application of gene technologies using any one or a combination of the following:  
  • an oral report  
  • an annotated poster  
  • a web page  
  • a multimedia format  
  • a written report | 25               |

**TOTAL MARKS** 100

*School-assessed coursework for Unit 4 contributes 17 per cent to the study score.*
BUSINESS MANAGEMENT

AIM

As the Christian leaders of tomorrow, both in the church and in business, it is important that our students have a strong understanding of what it means to lead and manage. Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation.

The study recognises that there is a range of management theories. In each unit students examine some of these theories and, through exposure to real business scenarios and direct contact with business, compare them with management in practice.

CONTENT

Unit 1: Small Business Management

AREAS OF STUDY

1. Introducing Business
   In this area of study, students 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
   In this area of study, 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. Students examine one or more of these topics.

Unit 2: Communication and Management

AREAS OF STUDY

1. Communication in Business
   This area of study 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. 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
   This area of study involves an examination of the planning used by management to position its products and services in the marketplace. 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
This area of study 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.

Unit 3: Corporate Management

AREAS OF STUDY

1. Large-Scale Organisations in Context
In this area of study, 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.

2. Internal Environment of Large-Scale Organisations
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

AREAS OF STUDY

1. The Human Resource Management Function
In this area of study, 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
In this area of study, 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.

BIBLICAL PERSPECTIVE

Biblical leadership principles are examined as students consider the application of management styles and skills to their own lives and to possible careers in a business environment. In addition, students will evaluate social responsibility and ethics in examining change in large organisations. The application of conflict resolution strategies (see Matt 18:15 and 1 Corinthians 6) will be considered.

God has created us to be in relationship both with Himself and with our fellow human beings. Therefore, students must consider how strong, Christ-centred relationships can be developed and maintained as an integral part of harmonious interactions within the business organisation.
ASSESSMENT

Units 1 & 2

Assessment tasks for these units are selected from the following:
• case study analysis
• business research (print and online)
• development of a marketing and/or public relations plan
• interview and report on contact with business
• business simulation exercise
• essay
• test
• computer applications and simulations
• business survey and analysis
• analytical exercises
• media analysis
• report (written, visual, oral)

Unit 3

The student’s level of achievement in Unit 3 will be determined by school-assessed coursework and an end-of-year examination. School-assessed coursework for Unit 3 will contribute 25 per cent. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment Tasks</th>
<th>Marks Allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1 Discuss and analyse the context in which large-scale organisations operate.</td>
<td>The student’s performance on each outcome should be assessed using one or more of the following: • case study • structured questions • media analysis • test • essay • report in written format • report in multimedia format</td>
<td>20</td>
</tr>
<tr>
<td>Outcome 2 Discuss and analyse major aspects of the internal environment of large-scale organisations.</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Outcome 3 Discuss and analyse strategies related to operations management.</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>TOTAL MARKS</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

*School-assessed coursework for Unit 3 contributes 25 per cent

Unit 4

The student’s level of achievement in Unit 4 will be determined by school-assessed coursework and an end-of-year examination. School-assessed coursework for Unit 4 will contribute 25 per cent. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

<table>
<thead>
<tr>
<th>Outcomes</th>
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<th>Marks Allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1 Analyse and evaluate practices and processes related to human resource management.</td>
<td>The student’s performance on each outcome should be assessed using one or more of the following: • case study • structured questions • media analysis • test • essay • report in written format • report in multimedia format</td>
<td>60</td>
</tr>
<tr>
<td>Outcome 2 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.</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>TOTAL MARKS</td>
<td></td>
<td>100</td>
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</tbody>
</table>

*School-assessed coursework for Unit 4 contributes 25 per cent
CHEMISTRY

AIM
Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. A knowledge of chemistry gives an understanding of a broad range of human activities; medicine, domestic science, industrial development, use of machines and scientific research, to name a few. As such, chemistry is a prerequisite or recommended subject for a large number of tertiary courses. However, students should be encouraged to study this subject not simply because they must to become a nurse or an engineer, but because it provides a chance to understand more about the materials we encounter in everyday life.

CONTENT

Unit 1: The big ideas of Chemistry

AREAS OF STUDY

1. The Periodic Table
   This area of study focuses 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 of elements. They explore the link between the electronic configuration of an element and the type of bonding in which it participates. 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 the structure, properties and applications of materials.
   
   Students investigate how the bonding models were developed to explain the properties of materials. Students use these models to explain the properties and structure of metals, ionic compounds, and molecular, covalent network lattice and covalent layer lattice substances. They investigate the properties of alkanes and alkenes including isomers. Students 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

AREAS OF STUDY

1. Water
   This area of study focuses on the study of water. Students explore the special properties (chemical and physical) of water which make it so important to living things and relate the properties to chemical bonding characteristics. Students investigate chemical reactions that take place in aqueous solution by conducting practical activities on precipitation, acid-base reactions and redox reactions such as corrosion. They use full and ionic equations to represent the reactions and calculate the amount of reactants and products involved.

   Students investigate the concepts 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
   This area of study focuses on the interaction between living things and gases of the atmosphere. Students use the kinetic molecular theory to explain and predict the behaviour of gases. They perform calculations using the gas laws.
   
   Students investigate the vital roles of oxygen, carbon dioxide and nitrogen through studies of the carbon and nitrogen cycles. They prepare and test the properties of one of these gases in the laboratory. Students explore state, national and global issues associated with the impact of human activities on the atmosphere.
Unit 3: Chemical Pathways

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 are also introduced to instrumental analytical techniques of spectroscopy and chromatography. 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 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

AREAS OF STUDY

1. Industrial Chemistry
   This area of study focuses on the factors that affect the rate and extent of a chemical reaction. 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, sulphuric 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.

BIBLICAL PERSPECTIVES

Many topical issues are explored in the units of study, allowing opportunities to discuss these from a Christian viewpoint. The Psalmist reminds us that “the earth is the Lord’s and everything in it” (Ps 24:1), but at creation God gave man a position of authority under His authority. As His stewards of the earth, we need to treat its chemical resources responsibly. It is important that we show concern for our “neighbour” - the present and future generations that may be affected by waste disposal - and for the treatment of the environment and the excessive use or misuse of materials. Through understanding the chemical principles involved in God’s Creation, students of Chemistry become equipped to produce, modify and analyse substances encountered in everyday life.

The group and discussion work aims to foster cooperation and mutual respect between students.

It is hoped that increased understanding of the complexity and the order of the materials that make up our physical world will inspire wonder at the creation and appreciation of our mighty Creator.

ASSESSMENT

Unit 1

Assessment tasks for this unit are selected from:

- an extended experimental investigation
- a summary report including annotations of three practical activities.
- a response to stimulus material in written, oral, visual, or multimedia format;
- an analysis of first and/or second-hand data using structured questions;
- a written, oral, visual, multimedia, or web page presentation of a new material/s, or new use/s of an existing material.
Unit 2

Assessment tasks for this unit are selected from:
- an extended experimental investigation
- a summary report including annotations of three practical activities.
- a response to stimulus material in written, oral, visual, or multimedia format;
- an analysis of first and/or second-hand data using structured questions;
- a written, oral, annotated, visual, multimedia, or web page presentation related to green chemistry.

Unit 3

The student’s level of achievement in Unit 3 will be determined by school-assessed coursework and a mid-year examination.

School assessed coursework for Unit 3 will contribute 17 per cent to the study score. The mid-year examination will contribute 33 per cent.

<table>
<thead>
<tr>
<th>Outcomes</th>
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<th>Marks allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1 Evaluate the suitability and instruments used in chemical analyses</td>
<td>An extended experimental investigation that can be drawn from either area of study 1 or area of study 2. AND From the area of study NOT used for the extended experimental investigation</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>A written report of one practical activity AND</td>
<td>25</td>
</tr>
<tr>
<td>Outcome 2 Identify and explain the role of functional groups in organic reactions and construct reaction pathways using organic molecules</td>
<td>One task selected from the following: • a response to stimulus material in written, oral or visual format • an analysis of first or second-hand data using structural questions • a report in written, oral, multimedia or visual format related to chemical pathways</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TOTAL MARKS 100</td>
</tr>
</tbody>
</table>

*School-assessed coursework in Unit 3 will contribute 17 per cent to the study score

Unit 4

The student’s level of achievement in Unit 4 will be determined by school-assessed coursework and an end-of-year examination. School-assessed coursework for Unit 4 will contribute 17 per cent to the study score. The end-of-year examination will contribute 33 per cent.

<table>
<thead>
<tr>
<th>Outcomes</th>
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<th>Marks allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1 Analyse the factors that determine the optimum conditions used in the industrial production of the selected chemical</td>
<td>A summary report including annotations of three practical activities drawn from either area of study 1 and area of study 2 AND From the area of study NOT used for the extended experimental investigation</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>A written report of one practical activity AND</td>
<td>25</td>
</tr>
<tr>
<td>Outcome 2 Analyse chemical and energy transformations occurring in chemical reactions</td>
<td>One task selected from the following: • a response to stimulus material in written, oral or visual format • an analysis of first or second-hand data using structured questions • a report in written, oral, multimedia or visual format related to chemical pathways.</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TOTAL MARKS 100</td>
</tr>
</tbody>
</table>

*School-assessed coursework in Unit 4 will contribute 17 per cent to the study score
AIM

This study is designed to enable students to:
• understand design practice and product development and how this occurs in a variety of contexts and environments
• acquire cognitive and practical skills to solve problems creatively
• generate and communicate ideas, concepts and design options using a range of techniques to develop a viable solution to problems
• develop appropriate design, research and analytical skills
• explore methods of extracting, sourcing, processing, production and assembly using materials
• apply appropriate and safe methods of working with materials with due consideration of risk management and efficiency in the work environment
• produce solutions using a project management approach and through the application of appropriate techniques and processes using materials, tools, equipment and machines
• test the appropriateness of solutions through a range of analytical and evaluative techniques
• understand the requirement for ethical and legal considerations involved in designing for the needs of the broader community
• examine the social, economic and environmental implications of using resources and production methods

CONTENT

Unit 1: Design Modification and Production

AREAS OF STUDY

1. Redesigning an Existing Product
   Many of the products in use today have been redesigned to suit the changing needs and demands of users. Fashions and style create a force for change. Designers and makers take advantage of new developments in materials and manufacturing processes. Safety regulations, user demands and community standards have a strong influence on product design. Therefore designers constantly update, improve and modify products. This area of study provides students with the opportunity to examine how a designer investigates a need and explores a design problem using relevant design factors. Students look at the development of the designer’s ideas through, for example, the use of design sketchbooks, worksheets and image/mood boards, and how ideas are evaluated and further refined and presented as design options in response to the need or problem outlined in the design brief.

2. Producing and Evaluating a Redesigned Product
   Referring to their materials/components lists and production plans, students apply a range of techniques and processes and develop practical skills to safely use materials, tools, equipment and machines to make the product designed in Unit 1, Outcome 1. This area of study also introduces students to methods used to critically analyse and evaluate redesigned products.

Unit 2: Collaborative Design

AREAS OF STUDY

1. Designing as a Team
   Each student works in a design team to generate a group design brief from a scenario that includes relevant design parameters. Individually and in teams, students develop evaluation criteria that will be used to determine the success of the product and/or product range and processes used. Students justify the criteria and devise a test/s to show how the product will be checked to determine if each criterion has been met.
2. Producing and Evaluating a Collaboratively Designed Product
In this area of study students apply techniques and processes to manufacture and assemble their team project/s designed in Outcome 1. They examine how design teams and individual design-makers evaluate their use of materials, techniques and processes in transforming design options into a product range or team-designed product.

Unit 3: Design, Technological Innovation and Manufacture

AREAS OF STUDY

1. The Designer, Client and End-User in Product Development
This area of study focuses on the role of the designer and the relationship between a designer, client and end-user/s of a product resulting from design and production activities. It 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 area of study focuses on the factors that influence the design and development of products within industrial/commercial settings. Students explore specific manufacturing industries and the role of design in value adding. They also examine how industry reacts to market demands and technological developments. Students investigate the use of computer-aided design and manufacturing tools (CAD/CAM), and emerging technologies used in industry.

3. Designing for Others
This area of study focuses on the procedures used by the designer to meet the needs of a client or the requirements of an end-user. It includes the application of investigation and research methods to identify specific needs of the client or end-user; appropriate techniques for recording and communicating data, information, ideas, proposals and design options; obtaining client or end-user feedback; and selecting and justifying the preferred design option.

Unit 4: Product Development, Evaluation and Promotion

AREAS OF STUDY

1. Product Analysis and Comparison
In this area of study the students examine factors that are used to determine the success of a commercially available product in the context of comparison with similar product types. Products are analysed and compared for aesthetic appeal, function, ease of use, repair and maintenance requirements, cost, innovative features, and consideration of social and environmental impacts.

2. Product Manufacture
This area focuses on the skills, production techniques and processes used to make a product to suit the needs of a client or end-user/s. This includes the continued implementation and management of the production plan covering the application of skills and processes, safe use of tools, equipment, machines and materials, and demonstration of skill in completing the product to specified standards and quality.

3. Product Evaluation and Promotion
This area of study focuses on how evaluation criteria 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, Outcome 3. Tests and checks are conducted and client or end-user feedback gathered to ascertain whether the product matches the requirements outlined in the design brief. The effectiveness of planning and efficiency of the production processes are also evaluated. Students consider how their findings can be used to inform the design process for future projects.

BIBLICAL PERSPECTIVES
Artists and craftsmen were called wise. Their wisdom was in their ability to do their jobs well. We appreciate God’s design for us all the more when we have engaged in design ourselves.
ASSESSMENT

Units 1 and 2

Assessment tasks for these units are:
• design folios (including the use of information and communications technology as appropriate) that contain design
  briefs, research, design ideas and options, documentation of decisions, materials lists and production plans;
• production work and records of production and modifications;
• multimedia presentations supported by speaker’s notes;
• short written reports (materials testing activities, industry visits, technical reports, product evaluation reports, process
  evaluation reports);
• oral reports supported by notes and/or visual materials.

Unit 3

The student’s level of achievement in Unit 3 will be determined by school-assessed coursework, school-assessed tasks and an
end-of-year examination.

School-assessed coursework for Unit 3 will contribute 12 per cent to the study score.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks Allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>Explain and demonstrate the role of a designer by writing a design brief, developing evaluation criteria, and identifying and explaining areas for research and methods that would be used to develop design ideas</td>
<td>30</td>
</tr>
<tr>
<td>A structured, annotated design brief, evaluation criteria and diagrammatic explanation of how the designer could develop design ideas from the design brief, with reference to key words and phrases.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome 2</td>
<td>Explain the factors that influence the design, development and manufacture of products within industrial/commercial settings</td>
<td>30</td>
</tr>
<tr>
<td>Any one or a combination of:</td>
<td>• a test (short and/or extended response)</td>
<td></td>
</tr>
<tr>
<td>• a short written report</td>
<td></td>
<td></td>
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<tr>
<td>• a report in multimedia format</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• an oral presentation accompanied by speaker notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL MARKS</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

*School-assessed coursework for Unit 3 contributes 12 per cent to the study score.

Unit 4

The student’s level of achievement for Unit 4 will be determined by school-assessed coursework, a school-assessed task and an
end-of-year examination.

School-assessed coursework for Unit 4 will contribute 8 per cent to the study score.

School-assessed coursework

<table>
<thead>
<tr>
<th>Outcomes</th>
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<th>Marks Allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>Analyse similar product types through a comparison of innovative features, function, aesthetic and visual appeal, and any economic, social and environmental benefits and costs.</td>
<td>40</td>
</tr>
<tr>
<td>Any one or a combination of:</td>
<td>• a test (short and/or extended response)</td>
<td></td>
</tr>
<tr>
<td>• a short written report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• structured questions</td>
<td></td>
<td></td>
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<tr>
<td>• a multimedia report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• an oral presentation accompanied by speaker notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• an annotated visual report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL MARKS</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

*School coursework for Unit 4 contributes 8 per cent to the study score.
ECONOMICS

AIM

Economics is the study of how individuals and societies use resources to satisfy needs. It is central to understanding why individuals and societies behave as they do. Economic decisions are about resource use in producing goods and services and about the distribution of the proceeds of production. To understand the basis for these decisions, and their impact, requires an understanding of basic economic principles and concepts. Students will develop an awareness of the links between economics and the influence of political, ethical, environmental and social forces on economic decision making. VCE Economics equips students with a unique set of concepts, ideas and tools to apply to individual and social circumstances, and helps them to be more informed citizens, consumers, workers, voters, producers, savers and investors.

CONTENT

Unit 1: Economics: Choices and Consequences

AREAS OF STUDY

1. A Market System
   The Australian economy is primarily a market based system. This area of study introduces the basic economic concepts and the workings of markets: places where buyers and sellers exchange goods and services. Decisions made by households, businesses, governments and other relevant groups have an impact on the way resources are allocated in different markets. A case study approach in this area enables students to make meaningful connections between economic theory and the workings of different markets in the Australian economy. To develop knowledge and understanding about the nature, operation and role of markets, students will consider one or more of the following:
   • agricultural markets, such as wool, wheat and beef
   • other commodity markets, such as minerals
   • community markets
   • the finance market
   • the foreign exchange market
   • labour markets
   • the property/housing market
   • leisure markets, such as sport, music and other entertainment
   • the stock market
   • the transport market
   • online markets
   • the health market
   • any other relevant market

2. Economic Issues
   All economies face issues that have an impact on the living standards and on the stability of the economy. Through a consideration of economic growth and sustainable development and one other contemporary economic issue, students will develop an understanding of the way the decisions made by economic decision-makers, including households, businesses, government and other relevant groups, may affect living standards.

Unit 2: Economic change: issues and challenges

AREAS OF STUDY

1. Population, Employment and Change
   This area of study focuses on the changing nature of population and demographics, the labour market and other related factors influencing the level of economic prosperity in the country. Australia’s ageing population poses serious challenges for the federal government and for businesses wishing to expand production. Large increases in population through natural increases and immigration will have economic, cultural and environmental consequences. Students examine and analyse the impact on Australia’s living standards of changing employment and participation patterns, skills shortages and technological change.
2. **Global Economic Issues**

Issues exist in economies that have an impact on living standards and on the stability of the economy. Students consider two of the contemporary global economic issues listed below in light of how the economic decisions made by domestic and international households, businesses, governments and other relevant groups influence the Australian and international economies.

- International economic relations
- Development economics
- Economic globalisation
- A global economic issue selected by the teacher and/or students

**Unit 3: Economic activity**

**AREAS OF STUDY**

1. **An Introduction to Microeconomics: The Market System and Resource Allocation**

Economic activity refers to the actions taken by individuals, businesses or government that generate production, income, expenditure and employment. Most economic activity is undertaken through markets which coordinate the decisions of buyers and sellers. The prices determined in the market will have a significant impact upon how scarce resources are allocated. Students consider the factors that influence the buying decisions made by consumers in conjunction with the production and supply decisions made by businesses. Students gain an appreciation of the way in which the market system operates in the Australian economy and evaluate the effectiveness of the market system in achieving an efficient allocation of resources.

2. **An Introduction to Macroeconomics: Output, Employment and Income**

There is a range of economic goals which may vary in importance over time. The general aim of achieving these goals is to increase living standards. Students consider a range of aggregate demand and aggregate supply factors which influence these goals. Consequently, they develop an understanding of the relative importance of each goal and the relevant trade-offs the government must make in the pursuit of these goals.

**Unit 4: Economic Management**

**AREAS OF STUDY**

1. **Macroeconomic Demand Management Policies**

In this area of study, students develop a detailed knowledge of how the federal government can use budgetary policy and monetary policy to achieve its economic goals, and examine how the policies have been implemented over the past four years.

2. **Aggregate Supply Policies**

Australia’s long-term prosperity and living standards depend upon effective management of the supply side of the economy. Students develop an understanding about how these aggregate supply policies operate to achieve desired outcomes in relation to the achievement of key economic goals. Students develop a detailed knowledge of how the federal government has used policies to manage aggregate supply over the past four years and the initiatives introduced to expand future productive capacity.

Students also examine the role of aggregate demand and aggregate supply policies in the current government policy mix.

**BIBLICAL PERSPECTIVE**

God has placed us as a steward over His resources. A study of Economics helps to understand that God’s resources are finite and that we have a responsibility to manage economic resources wisely. The study of Economics helps us to understand that God is the supplier of material needs for those who trust him.
ASSESSMENT

Units 1 & 2

Assessment tasks for these units are chosen from the following:
- an analysis of written, visual and statistical evidence;
- a folio of applied economic exercises;
- problem-solving tasks;
- a folio of annotated media commentaries using print or electronic materials;
- a report of an investigation;
- case studies;
- a debate;
- an essay;
- a presentation (oral, multimedia, visual);
- a web page;
- economic simulation activities;
- a test

Unit 3

The student’s level of achievement in Unit 3 will be determined by school-assessed coursework and an end-of-year examination. School-assessed coursework for Unit 3 will contribute 25 per cent. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment Tasks</th>
<th>Marks Allocated*</th>
</tr>
</thead>
</table>
| Outcome 1 Explain how markets operate to allocate scarce resources, and discuss the extent to which markets operate freely in Australia. | The student’s performance on each outcome is assessed using one or more of the following:  
- a folio of applied economic exercises  
- an essay  
- a test  
- a report | 40 |
| Outcome 2 Explain the nature and importance of key economic goals in Australia, describe the factors that may have influenced the achievement of these goals over the past four years, and analyse the impact each of these goals may have on living standards. | | 60 |
| **TOTAL MARKS** | | **100** |

*School-assessed coursework for Unit 3 contributes 25 per cent

Unit 4

The student’s level of achievement in Unit 4 will be determined by school-assessed coursework and an end-of-year examination. School-assessed coursework for Unit 4 will contribute 25 per cent. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

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<tr>
<th>Outcomes</th>
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<th>Marks Allocated*</th>
</tr>
</thead>
</table>
| Outcome 1 Explain the nature and operation of government macroeconomic demand management policies, explain the relationship between budgetary and monetary policy, and analyse how the policies may be used to achieve key economic goals and improve living standards in Australia. | The student’s performance on each outcome is assessed using one or more of the following:  
- an essay  
- a report  
- problem-solving exercises  
- a test  
- a folio of media commentaries using print and/or electronic media  
- a folio of applied economic exercises | 50 |
| Outcome 2 Explain the nature and operation of government aggregate supply policies, analyse how they may be used to achieve key economic goals and improve living standards in Australia, and analyse the current government policy mix. | | 50 |
| **TOTAL MARKS** | | **100** |

*School-assessed coursework for Unit 4 contributes 25 per cent
ENGLISH

AIM
Living in contemporary society requires competence in communicating to others. The acquisition of such competence is the responsibility of all Christians. The English Course is designed to progressively develop competence in the four basic areas of language: reading, writing, speaking and listening.

Within this basic framework, students are given the opportunity to:
• gain a critical understanding of language as an instrument for clear, and effective communication;
• expand and enhance their creative and imaginative gifts;
• become proficient in the processes of drafting, editing and assessing their own writing;
• learn to read with enjoyment, perception and discrimination;
• gain competence in their ability to evaluate information, organise ideas and form a personal opinion;
• develop confidence in their ability to formulate, articulate and express (verbally or in writing) their thoughts and feelings about themselves, their world and their reading.

CONTENT

Units 1 and 2

AREAS OF STUDY
1. Reading and Responding
   This area of study encourages the development of responses to texts. The term ‘text’ encompasses print, visual and oral materials.

2. Creating and Presenting
   In this area of study students’ writing is informed by their reading of a range of texts relating to a specific “context”.

3. Using Language to Persuade
   The focus of this area of study is on the use of language in the presentation of a point of view.

Unit 3

AREAS OF STUDY
1. Reading and Responding
   This area of study focuses on the reading of a range of literary texts to develop critical and supported responses. Students examine the structures, features and conventions used by authors of a range of selected texts to construct meaning.

2. Creating and Presenting
   The focus in this area of study is on reading and writing and their interconnection.

3. Using Language to Persuade
   The focus of this area of study is on the analysis and comparison of the use of language in texts that debate a topical issue which has appeared in the Australian media since 1 September of the previous year.
**Unit 4**

**AREAS OF STUDY**

1. **Reading and Responding**  
   This area of study builds on Area of Study 1 in Unit 3. Students identify, discuss and analyse the structures, features and conventions of a range of texts to explore how these elements have been chosen by authors in order to construct meaning and how they affect interpretation.

2. **Creating and Presenting**  
   The focus in this area of study is on reading and writing and their interconnection.

**BIBLICAL PERSPECTIVES**

As stated previously, competence in language both written and oral, is of vital importance if students are to become effective communicators of the Gospel. However, Christian students need to develop basic skills not only to communicate the truth, but also to discern truth. Students must be able to comprehend and analyse what they are reading and to be able to clearly explain and justify their responses.

Through the study of literature, the media, drama and the students’ own writing, various social values are examined from a Biblical perspective. Common issues which arise and are explored include:

- wealth and poverty  
- the family  
- relationships  
- suffering and adversity  
- peer pressure  
- race relations; discrimination  
- the spiritual aspect of man’s personality  
- ambition and aspirations.

In addition, English aims to extend the students’ appreciation of the beauty and goodness which exists in God’s world. Literature has an important role to play in the development of the students’ understanding of themselves and the world, and is a valuable tool in discussions on the nature of man and our Christian responsibility to God and His creation.

**ASSESSMENT**

**Units 1 and 2**

Assessment tasks for each unit are selected from:

- responses to text in written, oral or multimodal form;  
- personal, imaginative, informative, instructional, argumentative or persuasive texts;  
- role-play;  
- an oral presentation, with or without data show;  
- a web page;  
- a video with accompanying written text;  
- a newspaper article;  
- a feature magazine article;  
- a radio program;  
- discussion of the use of language and point/s of view in a persuasive text.
### Unit 3

The student’s level of achievement for Unit 3 will be determined by school-assessed coursework which will contribute 25 per cent to the study score. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong>&lt;br&gt;Analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.</td>
<td><strong>For All Students:</strong>&lt;br&gt;- a response to a selected text, either orally or in writing</td>
<td><strong>English Students:</strong> 30&lt;br&gt;<strong>ESL Students:</strong> 35</td>
</tr>
<tr>
<td><strong>For English Students:</strong></td>
<td></td>
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<tr>
<td></td>
<td>- At least one sustained written text created for a specific audience and context, with a written explanation of decisions about form, purpose, language, audience and context</td>
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<tr>
<td></td>
<td><strong>OR</strong></td>
<td><strong>All Students:</strong> 30</td>
</tr>
<tr>
<td></td>
<td>- Three to five shorter texts created for a specific audience/s and context/s with a written explanation of decisions about form, purpose, language, audience and context</td>
<td></td>
</tr>
<tr>
<td><strong>Outcome 2</strong>&lt;br&gt;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</td>
<td><strong>For ESL Students:</strong>&lt;br&gt;- At least one sustained written text created for a specific audience and context</td>
<td></td>
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<tr>
<td></td>
<td><strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Three to five shorter texts created for a specific audience/s and context/s</td>
<td></td>
</tr>
<tr>
<td><strong>Outcome 3</strong>&lt;br&gt;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 or in writing, a sustained and reasoned point of view on the selected issue.</td>
<td><strong>For English Students:</strong>&lt;br&gt;- Writing which analyses the use of language in three or more persuasive texts that debate a current issue in the Australian media</td>
<td>20&lt;br&gt;<strong>AND</strong>&lt;br&gt;- A sustained and reasoned point of view on the selected issue in written or oral form</td>
</tr>
<tr>
<td></td>
<td><strong>For ESL Students:</strong>&lt;br&gt;- A sustained and reasoned point of view on the selected issue that demonstrates the persuasive use of language. This may be in oral or written form</td>
<td>35</td>
</tr>
<tr>
<td><strong>TOTAL MARKS</strong></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

*School-assessed coursework for Unit 3 contributes 25 per cent to the study score.
Unit 4

The student’s level of achievement for Unit 4 will be determined by school-assessed coursework which will contribute 25 per cent to the study score. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination which will contribute 50 per cent to the study score.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks allocated*</th>
</tr>
</thead>
</table>
| **Outcome 1**  
Develop and justify a detailed interpretation of a selected text. | **For All Students:**  
• an extended written interpretation of one selected texts  
**For English Students:**  
• At least one sustained written text created for a specific audience and context, with a written explanation of decisions about form, purpose, language, audience and context  
OR  
• Three to five shorter texts created for a specific audience/s and context/s with a written explanation of decisions about form, purpose, language, audience and context | **All Students:**  
50 |
| **Outcome 2**  
Draw on ideas and arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context. | **For ESL Students:**  
• At least one sustained written text created for a specific audience and context  
OR  
• Three to five shorter texts created for a specific audience/s and context/s | **All Students:**  
50 |

**TOTAL MARKS**  
100

*School-assessed coursework for Unit 4 contributes 25 per cent to the study score.
GEOGRAPHY

AIMS

Geography is designed to enable students to:
- develop a geographic perspective;
- understand and apply spatial concepts of location, scale, distance, distribution, region, movement, spatial change over time, spatial association, and spatial interaction;
- acquire knowledge of the interaction and interdependence of natural processes and human activities, including attitudes and values that influence decision making in relation to geographical issues and questions;
- develop knowledge of the earth and, in particular, Australia;
- develop and apply skills of observation, data collection, analysis, explanation, synthesis and evaluation from both primary and secondary sources;
- acquire and apply the skills and techniques needed to conduct geographic study and enquiry; mapwork, including digital maps; fieldwork; information and communications technology (ICT), including geo-spatial technologies;
- communicate information effectively and as appropriate to the task and audience, in a variety of ways, including oral and/or in writing, accompanied by maps (including digitally-generated visualizations), diagrams, photographs, graphs and tables.

CONTENT

Unit 1: Natural Environments

AREAS OF STUDY

1. Characteristics of Natural Environments
   This area of study focuses on natural environments at two different scales, comparing and contrasting their geographic characteristics, for example location, climate, soils, drainage, natural vegetation and topography. It identifies natural features from different kinds of imagery, topographic maps and fieldwork activities. It investigates the natural processes, including extreme natural events, that create and change landforms, landscapes and environment. Suitable topics for study may include coasts, mountains, deserts, rivers, volcanoes, glaciers, oceans and tropical rainforests.

2. Changes in Natural Environments
   This area of study focuses on the dynamic nature of natural environments and the contribution of the various agents of change such as weathering, erosion, transportation and deposition as well as human activity. It explores the nature of change and the dimensions of change in different environments through different kinds of imagery, topographic maps and fieldwork activities. Suitable topics for investigation of changes caused mainly by human activities and their interaction with natural environments include deforestation, global warming, tourism, urban expansion, irrigation and drainage works, mining, pollution, conservation of important sites such as national parks and marine national parks.

Unit 2: Human environments

AREA OF STUDY

1. Characteristics of Human Environments
   This area of study focuses on the geographic characteristics of selected rural and urban environments at a range of scales. These geographic characteristics could include locations, landscapes, climate, living conditions and environmental qualities. It identifies these characteristics from a range of sources including texts, photographs, topographic maps and fieldwork activities. It investigates the nature and type of human activities and their interaction with natural environments. Suitable topics for rural environments include farms, forests, mines, fishing areas and rural settlements. Suitable topics for urban environments include the central business district, inner urban areas, rural urban fringe areas, retail precincts and leisure areas.
Unit 3: Regional Resources

AREAS OF STUDY

1. **Use and Management of an Australian Water Resource**
   This area of study focuses on water as a resource in Australia, with specific application to the region of the Murray-Darling Basin. Water is a critical resource on the Earth’s second driest continent. Students should understand the context of the debates over the variations in the supply, distribution and demand for water. In the regional context of the Murray-Darling Basin, the study focuses on the source, availability, distribution and utilization of water (surface and/or ground water), and examines the dynamic nature of relationships and interactions between natural processes and human activities. Students study a variety of management responses and evaluate strategies designed to achieve sustainable development.

   The area of study provides students with the opportunity to develop an understanding of a significant resource and the concept of region, and to develop a regional perspective in determining the availability, utilization and sustainability of a resource.

2. **Use and Management of Local Resources**
   This area of study focuses on the use and management of a significant resource in the local region such as shopping centres, urban renewal sites such as the Docklands, a farm, a factory, conservation parks including national and marine parks, and ski fields such as Mount Stirling. Students study the importance of a local resource, how it is managed and its future sustainability. The local resource is placed in a regional context; for example, a study of a local shopping strip could be understood in the context of a hierarchy of shopping centres across the wider region. This resource is the focus for fieldwork.

Unit 4: Global perspectives

AREAS OF STUDY

1. **Global Phenomena**
   This area of study focuses on an analysis, explanation and evaluation of the factors primarily responsible for generating global phenomena. The study of the human population examines the geographic distribution, structure and composition as well as the dynamics of population in time and space, including growth and decline in fertility and mortality. The other global phenomenon may include major natural processes and/or human activities and their interactions that are distributed globally. Students investigate the impact on people and natural systems caused by human populations and another global phenomenon. Suitable topics for study include climate change, fishing, migration tourism, desertification and wetlands.

2. **Global Responses**
   This area of study focuses on the ways in which people and organizations respond to the global impact of two phenomena, including human population at a range of scales. It investigates how people’s responses to the phenomena have changed in the short and the long term. It identifies the positive and negative effects of these responses from government and non-government organizations or groups. It analyses and evaluates policies and strategies including those that promote sustainability.

BIBLICAL PERSPECTIVE

God is a God of Creation. Through Geography, students explore God’s Creation from a Biblical perspective. Geography will assist students to participate effectively in debate from a Biblical perspective about the creation and development of the Earth and the impact of human use on the Earth’s resources.
ASSESSMENT

Units 1 and 2

Assessment tasks are selected from:
• recording and reporting on data collected in the field;
• data processing, analysis and presentation;
• multimedia presentations;
• oral presentations;
• short-answer questions;
• structured questions;
• research reports;
• written responses;
• role-plays;
• tests.

At least one of the assessment tasks must involve fieldwork.

Unit 3

The student’s level of achievement in Unit 3 will be determined by school-assessed coursework and an end-of-year examination. School-assessed coursework for Unit 3 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by and end-of-year examination, which will contribute 50 per cent to the study score.

<table>
<thead>
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<th>Outcomes</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1 Analyse the use and management of water within the Murray-Darling Basin region and evaluate its future sustainability.</td>
<td>Any one or a combination of the following formats; • A data analysis • A case study • A multimedia presentation • A structured essay • A report • Structured questions • Short-answer questions • A test</td>
<td>50</td>
</tr>
<tr>
<td>Outcome 2 Describe characteristics of a local resource and justify a policy for its future use and management using data collected in the field.</td>
<td>A written report</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL MARKS</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*School-assessed coursework for Unit 3 contributes 25 per cent to the study score

Unit 4

The student’s level of achievement for Unit 4 will be determined by school-assessed coursework and an end-of-year examination. School-assessed coursework for Unit 4 will contribute 25 per cent to the study score. The level of achievement for Units 3 and 4 is also assessed by and end-of-year examination, which will contribute 50 per cent to the study score.

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<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks Allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1 Evaluate the relative importance of factors that affect changes in human population and one other selected global phenomenon.</td>
<td>For each outcome, any one or a combination of the following formats; • A data analysis • A case study • A multimedia presentation • A structured essay • A report • Structured questions • Short-answer questions • A test</td>
<td>50</td>
</tr>
<tr>
<td>Outcome 2 Compare and evaluate the effectiveness of responses and policies to manage a global phenomenon from a global perspective.</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL MARKS</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*School-assessed coursework for Unit 4 contributes 25 per cent to the study score
HEALTH AND HUMAN DEVELOPMENT

AIM

This study is designed to enable students to:

• develop an understanding of individual human development (physical, social, emotional and intellectual) that occurs through the lifespan stages of childhood, youth and adulthood;
• develop an understanding of the physical, mental and social dimensions of health and the interrelationship between health and individual human development;
• develop an understanding that variations in health and human development are influenced by a range of determinants including biological and behavioural factors, as well as physical and social environments;
• critically examine health and human development from an individual, community, national and global perspective;
• develop an understanding of the interdependencies between health, human development and sustainability;
• identify, develop and evaluate behaviours and strategies that promote health and human development;
• analyse the role of governments and non-government agencies in achieving sustainable improvements in health and human development in Australia and globally.

CONTENT

Unit 1: The Health and Development of Australia’s Youth

AREAS OF STUDY

1. Understanding Health and Development
   In this area of study students develop an understanding of the concepts of health and individual human development. In investigating these concepts, students 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
   In this area of study students develop an understanding of the physical, social, emotional and intellectual changes associated with the developmental stage of youth. They interpret data on the health status of Australia’s youth and develop an understanding of how determinants including biological and behavioural factors, and physical and social environments influence youth health and individual human development. Students explore the importance of nutrition for the provision of energy and growth during the lifespan stage of youth. They identify the sources of nutrients and the specific functions they perform in the body. They analyse the impact of food behaviours on the health and individual human development of youth.

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. Possible health issues suitable for investigation include mental health, asthma, diabetes, weight issues, injury, tobacco smoking, alcohol use, illicit substance use, sun protection, sexual and reproductive health, food allergies, homelessness and cyber-safety. Students explore the impact of this health issue on all dimensions of youth health and individual human development. They develop an understanding of how determinants of health act as risk and/or protective factors in relation to their selected health issue. Students 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

AREAS OF STUDY

1. The Health and Development of Australia’s Children
   In this area of study students develop an understanding of the health and individual human development of Australia’s children. Students study the period from conception to approximately twelve years. They explore the physical development that occurs from conception to late childhood, as well as the social, emotional and intellectual changes that occur from birth to late childhood. 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
   In this area of study, students gain an understanding of health and individual human development of Australia’s adults, including the elderly. Students explore the physical, social, emotional and intellectual changes that occur during adulthood. They describe the health status of Australia’s adults, including the various determinants that have an impact on health and individual human development.

3. Health Issues
   In this area of study 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. Health issues suitable for investigation include human rights and ethics, medical technology, complementary and/or alternative health services, environmental health, provision of rural health services, the ageing population. Students use statistical data to identify emerging trends and evaluate a range of views related to their selected health issue. Students investigate the actions that could be undertaken in relation to their selected health issue.

Unit 3: Australia’s Health

AREAS OF STUDY

1. Understanding Australia’s Health
   In this area of study students develop an understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. Students use key health measures to compare health in Australia with other developed countries, and analyse how biological, behavioural and social determinants of health contribute to variations in health status. The NHPAs initiative seeks to bring a national health policy focus to diseases or conditions that have a major impact on the health of Australians. The NHPAs represent the disease groups with the largest burden of disease and potential costs (direct, indirect and intangible) to the Australian community. Students examine the development of the NHPAs and their relationship to burden of disease in Australia. They analyse initiatives designed to promote health relevant to the NHPAs, and come to understand that nutrition is an important factor for a number of the NHPAs.

2. Promoting Health in Australia
   In this area of study students examine different models of health and health promotion. They investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives. Students examine the role of government and non-government organisations in providing programs and support for the promotion of healthy eating.

Unit 4: Global Health And Human Development

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 the health status between people living in developing countries and Australians, and analyse reasons for the differences. The role of the United Nations Millennium Development Goals is investigated in relation to achieving sustainable improvements in health status and human development.
2. **Promoting Global Health and Human Development**
   Students explore the role of international organisations including the UN and WHO in achieving sustainable improvements in health and human development. Students consider strategies designed to promote health and sustainable human development globally, as well as Australia’s contribution to international health programs through AusAid and contributions to non-government organisations.

**BIBLICAL PERSPECTIVES**

1 Corinthians 6:19 – 20 “Or didn't you realize that your body is a sacred place, the place of the Holy Spirit? Don't you see that you can't live however you please; squandering what God paid such a high price for? The physical part of you is not some piece of property belonging to the spiritual part of you. 20 God owns the whole works. So let people see God in and through your body.” (The Message translation)

The central focus of the Health and Human Development study is to examine the factors that promote wellbeing in individuals, families and the community. This study aims to develop an understanding of the relationship between health and the various aspects of human development. It incorporates the truth that all life originates in God and that our health and wellbeing are important to Him as our Creator. The study explores the physical, social, emotional and mental aspects of health and development, beginning with the individual and progressing to family, local community and finally to the global stage. With the change in values in our society, students will be challenged to assess their responsibilities, and those of the community, in considering God’s word and developing a sense of stewardship and positive interaction for self, family and the community.

This study recognises that health and human development are influenced by lifestyle, environment, behaviour, politics, genetics and many other factors and the ways these factors interact. It is hoped that students will learn to analyse and filter the information presented to them in a godly way and begin to use these principles to influence our society.

**ASSESSMENT**

**Units 1 & 2**

Assessment tasks are selected from:
- a case study analysis;
- a data analysis;
- a visual presentation, such as concept/mind map, poster or presentation file;
- a multimedia presentation, using more than two data types (for example, text, still or moving images, sound or numeric) and involving some form of interaction such as hyperlinks;
- an oral presentation, such as a debate or podcasts (audio or visual);
- a blog;
- a test;
- a written response, such as a research assignment or briefing paper.

**Units 3 and 4**

- The student’s level of achievement in Unit 3 and Unit 4 will be determined by school-assessed coursework and an end-of-year examination.
- School-assessed coursework for Unit 3 will contribute 25% to the study score.
- School-assessed coursework for Unit 4 will also contribute 25%.
- The end-of-year examination, which is based on Units 3 and 4, will contribute 50%.
In Unit 3 and Unit 4 all school assessment tasks will be in one or more of the following forms:
- a case study analysis
- a data analysis
- a visual presentation, such as a concept/mind map, poster or presentation file
- a multimedia presentation using more than two data types (for example, text, still or moving images, sound or numeric) and involving some form of interaction such as hyperlinks
- an oral presentation, such as a debate or podcasts (audio or visual)
- a blog
- a test (multiple-choice, short-answer and/or extended response)
- a written response.

**Unit 3 School Assessment Tasks**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Marks allocated*</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare the health status of Australia’s population with other developed</td>
<td><strong>30</strong></td>
<td>Response on the relative health status</td>
</tr>
<tr>
<td>countries, explain variations in health status of population</td>
<td></td>
<td>of Australians</td>
</tr>
<tr>
<td>groups in Australia and discuss the role of the National Health Priority</td>
<td></td>
<td></td>
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<tr>
<td>Areas in improving Australia’s health status.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss and analyse approaches to health and health promotion, and</td>
<td><strong>40</strong></td>
<td>Response on Australia’s health care</td>
</tr>
<tr>
<td>describe Australia’s health system and the different roles of</td>
<td></td>
<td>system and the roles of governments and non-government organizations in</td>
</tr>
<tr>
<td>government and nongovernment organisations in promoting health.</td>
<td></td>
<td>promoting health</td>
</tr>
<tr>
<td>TOTAL MARKS</td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

*School-assessed coursework for Unit 3 contributes 25 per cent to the study score.

**Unit 4 School Assessment Tasks**

School-assessed coursework for Unit 4 will contribute 25 per cent to the study score. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Marks allocated*</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyse factors contributing to variations in health status between</td>
<td><strong>30</strong></td>
<td>Response on the variations in health status between developing countries and</td>
</tr>
<tr>
<td>Australia and developing countries, evaluate progress towards the United</td>
<td></td>
<td>Australia</td>
</tr>
<tr>
<td>Nations’ Millennium Development Goals and describe the interrelationships</td>
<td></td>
<td></td>
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<tr>
<td>between health, human development and sustainability.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe and evaluate programs implemented by international and</td>
<td><strong>40</strong></td>
<td>Response to a program implemented to</td>
</tr>
<tr>
<td>Australian government and non-government organisations in</td>
<td></td>
<td>promote health and human</td>
</tr>
<tr>
<td>promoting health, human development and sustainability</td>
<td></td>
<td>development and sustainability</td>
</tr>
<tr>
<td>TOTAL MARKS</td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

*School-assessed coursework for Unit 4 contributes 25 per cent to the study score.
HISTORY

AIM

The study is designed to enable students to:
• develop an understanding of change, continuity, causation and evidence over time;
• acquire a knowledge of how people in different times and cultures have interacted, organised their societies and given meaning to their world;
• develop the knowledge, concepts and skills to analyse the ways in which the past has been represented visually, orally and in written form;
• develop skills in responding to historical evidence creatively and critically to make meaning of the past;
• acquire a broad historical knowledge, including a historical map within which to locate their detailed studies.

CONTENT

Unit 1: Twentieth-Century History (1900 – 1945)

This course will focus on the History of the Twentieth-Century. Unit 1 will focus on the period 1900 – 1945, with a particular focus on the economic, political and social change and conflict that took place within this time frame, as well as different cultural expression that came to the fore. We will explore the impact that World War I and II had and specifically study the rise of fascism in Germany, the Nazi State and the Holocaust.

AREAS OF STUDY

1. Crisis and Conflict.
   • Geopolitical changes resulting from the treaties signed following World War I, especially for Germany.
   • Circumstances leading to the emergence of new political ideas about social and economic orders.
   • Main characteristics of the new political ideas, such as Communism and Fascism.
   • The means by which individuals organisations and groups of people attempted to establish and legitimise particular political ideas.
   • Conflict which emerged from attempts to implement new political and social ideas.

2. Social Life.
   • Change and continuity in the patterns of social life experienced by different groups in the German Republic in the first half of the twentieth century.
   • The role of class, race, ethnicity, political affiliation, nationality and gender in social experience, in particular, the persecution of the Jews.
   • Factors influencing changes in social life especially economic, political and technological developments.
   • The way in which groups and communities organised to protect and advance their political, social and economic interests.

3. Cultural Expression.
   • The work of a cultural or artistic movement, group or individual in the first half of the twentieth century.
   • Responses to, or the effect of, the work of the movement, group or individual.
   • The relationship between cultural expression and political, social or economic developments of the period.
Unit 2: Twentieth Century History 1945 – 2000.

Unit 2 will study the period from 1945 onwards, with predominant emphasis on the Vietnam War. Students will examine ideas of political power, a number of social movements as well as the growth of internationalism within the context of the Vietnam War.

AREAS OF STUDY

1. Ideas and Political Power
   - The principle features of a post-war conflict(s).
   - The ways in which competing groups represented themselves and each other, notably the Communists and advocates of democracy.
   - The propagation and maintenance of ideological views both domestically and beyond their borders.
   - The Outcome of the competition between ideologies.

2. Movements of the People
   - A group or groups which challenged the existing structure of social, political and/or economic power.
   - Reasons for the challenge.
   - How the groups or group expressed their view culturally and politically.
   - Reactions and responses to the challenge.

3. Issues for the Millennium.
   - The pattern of social life experienced by a community or group in the last decades of the twentieth century.
   - Factors which brought about change in the social experience of the community such as international, regional or local events, technological developments and/or environmental change.
   - The way in which the community and its supporters responded and were affected by these events.
   - How this community or group experience has been represented in art, literature, film, print and journalism, music or multimedia.

Units 3 and 4: Revolutions

This course will focus on the Revolutions that took place in China (1898-1976) and Russia (1905–1924). Revolutions share a common aim of breaking and destroying the past and embarking on an exciting program of political and social transformation. At times, revolutions polarise society and unleash civil war and counter-revolutions. We will look at the leaders of these revolutions, the part they played and the way different movements and revolutionary groups created revolution and rebellion.

AREAS OF STUDY

1. Revolutionary Ideas, Leader’s Movements and Events.
   Periods of study:
   - Chinese Revolution: 1898 to 1949 (100 days of reform to the triumph of Mao)
   - Russian Revolution: 1905 to October 1917 (Bloody Sunday to the Bolshevik Revolution)

   The Area of Study will include:
   - the chronology of key events and factors which contributed to the revolution.
   - the causes of tensions and conflicts generated in the old regime that many historians see as contributing to the revolution.
   - the ideas and ideologies utilised in revolutionary struggle.
   - the role of revolutionary individuals and groups in bringing about change.
2. Creating a New Society

Periods of study:
- Chinese Revolution: 1949 to 1976 (Communist Revolution to the death of Mao)
- Russian Revolution: November 1917 to 1924 (initial decrees to the death of Lenin).

The Area of Study will include:
- the contribution of individuals and groups to the creation of the new society.
- the cause of difficulties or crisis faced by the revolutionary groups or governments as a new state was consolidated.
- the response of the key revolutionary individuals, groups, governments or parties to the difficulties they encountered as the new state was consolidated.

BIBLICAL PERSPECTIVES

Throughout history God has been working to bring His purposes for man to a conclusion. It is this overall perspective on history, and the salvation which God intends in history, that is central to this course.

In specific terms, students will gain and grow from a Biblical perspective on history by:
- identifying how closely linked most of history is to the development of Christian ideas;
- analysing how Christian values have functioned in many historical settings, compared with other value systems;
- understanding Christian cultures and communities of the past;
- learning from the human frailty and misunderstandings of the past;
- critically comparing non-Christian culture with Christian culture.

ASSESSMENT

Units 1 & 2

Assessment tasks are selected from:
- analytical exercises;
- short reports;
- essays;
- oral presentations;
- multimedia presentations;
- film reviews;
- biographical studies;
- responses to literature;
- tests.

Units 3 and 4

The student’s level of achievement for Units 3 and 4 will be determined by school-assessed coursework and an end-of-year examination. School-assessed coursework for Unit 3 will contribute 25 per cent to the study score. School-assessed coursework for Unit 4 will contribute 25 per cent to the study score. The level of achievement for Units 3 and 4 is assessed by an end-of-year examination which will contribute 50 per cent to the study score.
### Unit 3

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks Allocated*</th>
</tr>
</thead>
</table>
| **Outcome 1** Evaluate the role of ideas, leaders, movements and events in the development of the revolution. | The following four assessment tasks must be taken over Units 3 and 4;  
  - Research report  
  - Analysis of visual and/or written documents  
  - Historiographical exercise  
  - Essay  
  Teachers may choose the order of the assessment task.                                                | 50               |
| **Outcome 2** 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. |                                                                                                                                                                                                             | 50               |

**TOTAL MARKS** 100

*School-assessed coursework for Unit 3 contributes 25 per cent to the study score

### Unit 4

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
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| **Outcome 1** Evaluate the role of ideas, leaders, movements and events in the development of the revolution. | The following four assessment tasks must be taken over Units 3 and 4;  
  - Research report  
  - Analysis of visual and/or written documents  
  - Historiographical exercise  
  - Essay  
  Teachers may choose the order of the assessment task.                                                | 50               |
| **Outcome 2** 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. |                                                                                                                                                                                                             | 50               |

**TOTAL MARKS** 100

*School-assessed coursework for Unit 4 contributes 25 per cent to the study score
INFORMATION TECHNOLOGY

AIM

This study enables students to:
- apply, as an individual and as a team member, skills, techniques and strategies to creatively and methodically solve information problems;
- understand how data can be represented in a computer, and how it can be structured and manipulated into meaningful information;
- evaluate how the information needs of individuals, organisations, communities and society are and can be met by the use of ICT, taking into account legal, ethical, social and environmental tensions;
- understand the principal hardware and software components and the architecture of information systems and networks;
- understand how technologies, procedures, legislation and personal attitudes can serve to protect the integrity and security of data and information.

CONTENT

Unit 1: IT in Action

AREAS OF STUDY

1. From Data to Information
   In this area of study students develop and apply knowledge and skills in using spreadsheet software to manipulate numeric data. Students select relevant data and apply functions and techniques to manipulate the data to produce information in graphic form, which is displayed onscreen. Examples of graphical representations are column graphs, scatter diagrams and bubble charts.

   Spreadsheet knowledge and skills acquired in this area of study are applied in Area of Study 3.

   When working with given data sets, students apply the design and development stages of the problem-solving methodology. As students will not be engaged in the analysis stage, they must be provided with details of relevant requirements of the solution, such as what information the solution has to provide and the constraints on the solution.

2. Networks
   In this area of study students investigate how networked information systems allow data and information to be exchanged locally and within a global environment. Students develop an understanding of the technology and procedures, and the roles and responsibilities of people required to connect and maintain computers so that ideas, files, information, programs and resources can be shared. Students consider the advantages and disadvantages of using such networks, and explore how mobile devices are used within networks. Students develop an understanding of the ways in which the security of exchanged and stored data and information can be compromised.

3. ICT in a Global Society
   In this area of study students develop an understanding about how the applications of particular information and communications technology (ICT) can cause tensions and conflicts between different stakeholders. This area of study involves consideration of contemporary issues within a selected context.

   Working in teams, which can be virtual, students use web authoring software to create a website that presents an overview of an issue associated with one context. With evidence acquired from both primary and secondary sources, students present on their website the viewpoints of different stakeholders, the team’s opinion regarding the issue and their strategies for encouraging individuals to influence how ICT is applied in particular situations.

   Students use visualising thinking tools and techniques to assist in formulating team opinions. They use spreadsheet software to manipulate acquired primary data and generate graphical representations to include on their website using the skills acquired in Area of Study 1. Students can supplement these graphical representations with related sound and images, such as recorded and video interviews. Project plans are developed using ICT to record tasks to be completed and team member responsibilities.
During the development of the website, progress is monitored and recorded. Students do not have to use dedicated project management software.

Students apply the design and development stages of the problem-solving methodology when creating a website.

**Unit 2: IT pathways**

**AREAS OF STUDY**

1. **Data Analysis and Visualisation**
   
   In this area of study 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. Effective visual forms reduce the effort required by readers to interpret information and are clear, usable, relevant and attractive. Appropriate visual forms include graphs, charts, spatial relationships, maps, histograms and network diagrams (nodes and edges). Sources of large data repositories include the Bureau of Meteorology, World Development Indicators, Australian Bureau of Statistic, United Nations, CSIRO, OECD. Interactivity and the inclusion of dynamic data are key features of some visualisations. When developing these visualisations, students use one or more of the following tools: a programming language, database software, spreadsheet software, data visualisation software. In response to design briefs students apply all stages of the problem-solving methodology.

2. **Programming and Pathways**
   
   In this area of study students develop knowledge and skills in using programming or scripting language software. Flexibility exists regarding the language studied as there is no approved programming list for this area of study. If a programming language is selected in Area of Study 1, it can be used in this area of study.

   Students develop knowledge and skills in describing data types and data structures, and applying data representation methods. They develop knowledge and skills about methods and techniques for completing a series of small discrete tasks that use features of a programming or scripting language.

   Students are not required to create complete solutions to information problems; rather they focus on applying knowledge and skills related to activities within the design and development stages of the problem-solving methodology.

   Students keep an electronic record of the new knowledge and skills applied in each task, and reflect on their learning progress by evaluating the extent to which the knowledge and skills are applied. An understanding of the technical knowledge and skills associated with using programming or scripting languages is further developed through examining ICT career pathways, which focus on:

   - entry requirements to specific ICT jobs
   - the main roles and tasks involved in ICT jobs.

3. **Tools, techniques and procedures**
   
   In this area of study students apply all stages of the problem-solving methodology to create solutions to information problems. No restrictions are placed on the software tool used to create these solutions for clients.

   By working in teams, which can be virtual, to solve information problems for known clients, students develop an understanding of how constraints imposed by clients (users) affect the techniques and procedures applied when creating solutions. Individual team members prepare designs for the solutions and collectively they consider the designs and select one, based on agreed criteria, and make adjustments, if appropriate. These designs are considered by the clients, who provide feedback to the teams. Any modifications suggested by the clients are incorporated into the designs. Each student in a team can then individually follow the final design and develop the entire solution, or each student can contribute to the completion of the team’s solutions. This involves using techniques and procedures to efficiently and effectively process and manage data, information and files. Team members record and monitor progress through shared electronic files. Students do not have to use dedicated project management software.

   A client-based approach provides the opportunity for students to develop and apply, in real situations, knowledge and understanding about criteria for evaluating the efficiency of processing and the effectiveness of solutions, as identified in the solution designs.
Unit 3: IT Applications

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. A list of approved types of websites serving the purpose of supporting information exchange will be published annually by the Victorian Curriculum and Assessment Authority in the VCAA Bulletin VCE, VCAL and VET.

   In this area of study there is an emphasis on the analysis, design and development stages of the problem-solving methodology. Details of the methodology are located on pages 16 to 18. When analysing the needs of online communities students consider the technical requirements for hosting the site, any relevant legal and other non-technical matters, access rights (open or closed), the size of membership and the different needs of individual online community members. Students use design tools to represent the websites, and develop these websites using web authoring software. Prototype websites are sufficient – students are not expected to develop operational websites that support the exchange of information for online communities. The prototype should represent the functionality, partial navigation options and user interface; however, every feature is not expected to be fully functional. Sufficient testing must have occurred to ensure that major elements are tested and working as expected. In addition to the mandated use of web authoring software, students may use other software such as image editing software. A list of minimum software capabilities or equivalents suitable for web authoring software will be published annually by the Victorian Curriculum and Assessment Authority in the VCAA Bulletin VCE, VCAL and VET.

   When creating a prototype website, students respond to a design brief that contains information about a particular online community. Content material for the prototype website will be supplied by the teacher and the students are expected to select from this material, information relevant to their website. Supplied material could include text, images, video and sound files, and students may use a range of software tools to manipulate the data.

2. **Organisations and Data Management**

   In this area of study students develop knowledge about how organisations acquire data via websites. They also develop knowledge and skills in using a relational database management system (RDBMS) to manipulate data typically acquired through websites. Students review websites to ascertain the types of data being acquired, including text, numeric and images (still and moving), and to identify how the data is acquired. Students examine how organisations fulfil their legal requirements of protecting the rights of data providers and why organisations want the data organised in particular ways. This provides a lead-in to the fundamentals of an RDBMS, namely fields and field types, and the relationships between data sets. Students develop knowledge and skills in describing data types and data structures, and in applying functions, techniques, formats and conventions to manipulate and validate data, and to present suitable information. A list of minimum software capabilities or equivalents suitable for a relational database management system (RDBMS) will be published annually by the Victorian Curriculum and Assessment Authority in the VCAA Bulletin VCE, VCAL and VET. In this area of study there is an emphasis on the design and development stages of the problem-solving methodology.

Unit 4: IT applications

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. An RDBMS or spreadsheet software is selected for use. Through the application of all of the stages of the problem-solving methodology and the selected software, students create solutions to solve problems. Solutions of this nature have the capacity to process new sets of data for recurring problems. To support the ongoing use of these solutions, students produce user documentation using either web authoring or multimedia authoring software.

   A list of minimum software capabilities or equivalents suitable for an RDBMS, spreadsheet software, web authoring and multimedia authoring software will be published annually by the Victorian Curriculum and Assessment Authority in the VCAA Bulletin VCE, VCAL and VET. In this area of study students apply all stages of the problem-solving methodology.
2. Information Management
This area of study focuses on information management and its importance to organisations. Students 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 consider the subsequent consequences for ineffective information management strategies. Students recommend information management strategies to protect the integrity and security of data and information, taking into account key legal obligations of organisations and any ethical dilemmas faced by organisations and individuals regarding security of information. The key legislation is outlined in the Glossary on page 13 and includes the Privacy Act 1988, Information Privacy Act 2000, Health Records Act 2001, Copyright Act 1968, Charter of Human Rights and Responsibilities Act 2006 (VIC) (sections 13, 14 and 15) and the Spam Act 2003 (Part 1.3, Simplified outline).

BIBLICAL PERSPECTIVES
ICT is a powerful tool for communicating with the current generation. How would Jesus use ICT today to present the gospel? The use of computers, websites and multi-media are considered form a Biblical perspective and how they can be used to present the gospel to the next generation.

ASSESSMENT

Unit 1
Assessment tasks for this unit are:
• using ICT tools and techniques, produce a solution and an information product in response to an identified need
• visual presentations such as multimedia presentations
• oral presentations supported by a visual presentation
• a written report using ICT
• a test

Unit 2
Assessment tasks for this unit are:
• using ICT tools and techniques, produce a solution and an information product in response to a client brief;
• visual presentations such as multimedia presentations;
• oral presentations supported by a visual presentation;
• an electronic learning journal, such as a blog, to record learning progress;
• a written report using ICT;
• a test.

Units 3 and 4
School-assessed coursework for Unit 3 and for Unit 4 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.
## Unit 3

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks Allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong>&lt;br&gt;Apply stages of the problem-solving methodology to create a prototype website that meets an online community’s needs, and explain the technical requirements to support the hosting of this website.</td>
<td>In response to a design brief and given data:&lt;br&gt;• create a prototype website capable of supporting the information needs of an online community.&lt;br&gt;<strong>AND:</strong>&lt;br&gt;One of the following that justifies the selected website and explains the technical requirements of the host network:&lt;br&gt;• a written report&lt;br&gt;• a short-answer test.</td>
<td>40&lt;br&gt;10</td>
</tr>
<tr>
<td><strong>Outcome 2</strong>&lt;br&gt;Design, and develop using a relational database management system, a solution to an information problem, and discuss why and how data is acquired via websites.</td>
<td>In response to a design brief that includes an analysis of an information problem:&lt;br&gt;• the design and development of a solution&lt;br&gt;<strong>AND:</strong>&lt;br&gt;One of the following that discusses why and how data is acquired via websites:&lt;br&gt;• a written report&lt;br&gt;• a test</td>
<td>40&lt;br&gt;10</td>
</tr>
</tbody>
</table>

**TOTAL MARKS** | 100 |

*School-assessed coursework for Unit 3 contributes 25 per cent to the study score.

## Unit 4

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks Allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong>&lt;br&gt;Use selected software to solve an ongoing information problem, and evaluate the efficiency and effectiveness of the solution in meeting the information needs of an organisation.</td>
<td>A solution in response to a design brief, including user documentation.&lt;br&gt;<strong>AND</strong>&lt;br&gt;A report that evaluates the extent to which the solution meets the needs of the organisation, in one of the following:&lt;br&gt;• a written report&lt;br&gt;• an annotated visual report.</td>
<td>50&lt;br&gt;10</td>
</tr>
<tr>
<td><strong>Outcome 2</strong>&lt;br&gt;Use selected software to solve an ongoing information problem, and evaluate the efficiency and effectiveness of the solution in meeting the information needs of an organisation.</td>
<td>One of the following:&lt;br&gt;• A written report&lt;br&gt;• A test&lt;br&gt;An annotated visual report.</td>
<td>40</td>
</tr>
</tbody>
</table>

**TOTAL MARKS** | 100 |

*School-assessed coursework for Unit 4 contributes 25 per cent to the study score.*
LEGAL STUDIES

AIM

If Christians are to be educated for service and witness in the world, some knowledge of the political and legal systems which seek to control our society is essential. This course introduces students to the Australian legal system with a view to encouraging interest and a sense of Christian responsibility in these fundamental structures of our community.

CONTENT

Unit 1: Criminal Law In Action

AREAS OF STUDY

1. Law in Society
   All societies have rules and laws that govern the behaviour of individuals and groups so that order is maintained and individual rights are protected. Students develop an understanding of the role of the law and the need for effective laws, as well as the concept that the law confers rights and responsibilities on members of society in their dealings with each other. Students investigate the difference between legal and non-legal rules through a consideration of who makes, interprets and enforces rules and to whom they apply. Students gain an understanding of the role of parliament and subordinate authorities in law-making, and the types of laws each creates.

2. Criminal Law
   Criminal law regulates conduct in society in order to protect the community, as well as sanction those who commit crimes. Students develop an appreciation of the importance of criminal law by investigating its principles, types of crimes and their enforcement, and possible outcomes. Students consider a range of illustrative criminal cases to assist them in their understanding of different categories of crime and the related defences. Students investigate the individual’s rights and responsibilities in dealing with the police. Students discuss the purposes of sanctions, the types of sanctions that may be imposed and sentencing trends and approaches. They compare one aspect of sentencing in Victoria with that of an international jurisdiction. Throughout this area of study students apply principles of criminal law to relevant cases and issues.

3. The Criminal Courtroom
   Criminal cases are heard across a number of courts in the Victorian court hierarchy and these are subject to specific processes and procedures. Students investigate procedures that are used prior to bringing a criminal case to trial, as well as the role and jurisdiction of the courts in hearing criminal cases. The adversarial nature of criminal courts is examined, as well as a consideration of the role and operation of juries in criminal cases. Students focus on the concept of a fair trial or hearing and the rights in criminal proceedings protected by the Victorian Charter of Rights and Responsibilities. Students discuss the extent to which features of the criminal justice system contribute to the achievement of justice.

Unit 2: Issues In Civil Law

AREAS OF STUDY

1. Civil Law
   Civil law protects the rights of individuals, groups and organisations in society. Such rights establish responsibilities regarding conduct. Students gain an insight into the importance of civil law in their lives and learn to distinguish between civil and criminal law. They also examine how a situation can result in both criminal and civil action. Students develop an understanding of the process of lawmaking by judges and courts through the operation of the doctrine of precedent and through statutory interpretation. They explore torts and their related defences. Throughout this area of study students apply civil law principles to relevant cases and issues.
2. **Civil Law in Action**

When an individual, a group or an organisation feels that their civil rights have been infringed, they may seek a resolution to the problem. Students investigate the role and operation of dispute resolution bodies and the methods employed in resolving civil disputes. For those disputes that proceed to court, students examine the purpose and operation of civil pre-trial procedures and the adversarial nature of a civil trial, and evaluate the methods of dispute resolution. Students investigate available remedies and examine their effectiveness. They consider the difficulties faced by parties when attempting to resolve disputes.

3. **The Law in Focus**

Civil law protects a wide range of rights that exists between parties. The extent and principles of civil rights and responsibilities need to develop along with changes in society, and this creates issues for the law. Students undertake a detailed investigation of a specific area of the law. To develop knowledge and understanding about contemporary issues in the law and their resolution, students consider one or more of the following areas of law:

- Contract law
- Family law
- Consumer protection laws
- Workplace laws
- Wills and inheritance
- Sports and the law
- Tenancy law
- Environmental law
- Any other relevant area of civil law.

4. **A question of rights**

Individuals can make an impact on the legal system in a number of ways, one of which is the pursuit of cases through the courts. In this area of study students examine an instance where an individual or group has suffered an abuse of their rights and sought redress through the court system. Students investigate an Australian case and develop an understanding of ways in which individuals can shape the law, and examine instances of people being empowered by the legal system. Students discuss the impact of this case on the legal system and the rights of individuals.

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**Unit 3: Law-Making**

**AREAS OF STUDY**

1. **Parliament and the Citizen**

Parliaments are the supreme law-making bodies in the Australian legal system; their role is to make laws that reflect the views and values of Australian society. This area of study focuses on the principles that underpin the Australian parliamentary system as well as an investigation of parliament as a lawmaking body. Students explore the factors that may influence parliament in bringing about changes in the law by examining the role that individuals and groups may play. Through an investigation of the structure and role of parliament, and the processes it follows in passing legislation, students evaluate the overall effectiveness of parliament as a law-making body.

2. **Constitution and the Protection of Rights**

In this area of study students investigate the role of the Commonwealth Constitution in establishing and restricting the law-making powers of State and Commonwealth Parliaments. Students examine how these law-making powers can be changed and analyse the impact of these methods. They investigate the role of the High Court with respect to law-making powers and the protection of rights contained in the Constitution. Students explore the means by which the Commonwealth Constitution protects rights in Australia and develop an awareness of the rights and responsibilities of Australian citizens. They engage in a comparison of the constitutional approach used to protect their rights in Australia with that of another country, raising their awareness of an alternative model for the protection of rights.

3. **Role of the Courts in Law-Making**

In this area of study students develop an understanding of the role that courts play in developing the law. Students investigate the doctrine of precedent and statutory interpretation and consider their operation and effect. They evaluate the effectiveness of courts as a law-making body. Using relevant cases, students explore the relationships between courts and parliament in law-making.
Unit 4: Resolution and Justice

AREAS OF STUDY

1. Dispute Resolution Methods
There is a range of methods by which legal disputes can be resolved. Criminal cases are determined through the courts, whereas civil disputes can be resolved through a range of methods in courts and tribunals. Students investigate the jurisdictions of selected courts in the Victorian court hierarchy, and develop an understanding of the need for a hierarchy of courts. They examine the methods of dispute resolution used by courts and the Victorian Civil and Administrative Tribunal (VCAT) as a means of resolving civil disputes, and the way the institutions operate to resolve the disputes. Throughout their investigation, students compare and evaluate the operation of these dispute resolution methods.

2. Court Processes and Procedures, and Engaging in Justice
Dispute resolution through courts operating under the adversary system of trial is characterised by formal processes and procedures that must be adhered to by all parties involved with the case. Students investigate the major features of the adversary system of trial, and aided by a comparison with the inquisitorial system of trial, evaluate the adversarial approach to dispute resolution. They also examine criminal and civil pre-trial and post-trial procedures. Students investigate the role of criminal and civil juries, consider their strengths and weaknesses, and suggest reforms and alternatives applicable to the current jury system. Throughout their investigation of court processes and procedures, students assess the extent to which these processes contribute to an effective legal system.

BIBLICAL PERSPECTIVES

Legal Studies aims to:
- cultivate a reasoned and compassionate outlook on social and political behaviour based on Christian principles.
- encourage a responsibility to, and involvement in, political and social activity which effectively promotes Biblical values while respecting the rights, opinions and interpretations of others.
- show the difficulties involved in applying God’s absolute standards to a world corrupted by sin; to recognise, as a consequence, that sometimes the choice is not between good and evil but a matter of choosing the lesser of two evils.
- promote an appreciation of the fact that there may be a number of alternative means, political legal and social, of achieving the implementation of Biblical principles.

ASSESSMENT

Units 1 and 2

Assessment tasks are selected from:
- structured assignment
- essay
- mock court or role-play
- folio and report
- case study
- test
- report (written, visual, oral or multimedia).
### Unit 3

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks Allocated*</th>
</tr>
</thead>
</table>
| **Outcome 1**  
Explain the structure and role of parliament, including its processes and effectiveness as a law-making body, describe why legal change is needed, and the means by which such change can be influenced. | The student’s performance on each outcome will be assessed using one or more of the following:  
- A case study  
- Structured questions  
- A test  
- An essay  
- A report in written format  
- A report in multimedia format  
- A folio of exercises. | 25 |
| **Outcome 2**  
Explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, analyse the means by which law-making powers may change, and evaluate the effectiveness of the Commonwealth Constitution in protecting human rights. | | 50 |
| **Outcome 3**  
Describe the role and operation of courts in lawmaking, evaluate their effectiveness as law-making bodies and discuss their relationship with parliament. | | 25 |

**TOTAL MARKS** 100

*School-assessed coursework for Unit 3 contributes 25 per cent to the study score.

### Unit 4

<table>
<thead>
<tr>
<th>Outcomes</th>
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</tr>
</thead>
</table>
| **Outcome 1**  
Describe and evaluate the effectiveness of institutions and methods for the determination of criminal cases and the resolution of civil disputes. | The student’s performance on each outcome will be assessed using one or more of the following:  
- A case study  
- Structured questions  
- A test  
- An essay  
- A report in written format  
- A report in multimedia format  
- A folio of exercises. | 40 |
| **Outcome 2**  
Explain the processes and procedures for the resolution of criminal cases and civil disputes, and evaluate their operation and application, and evaluate the effectiveness of the legal system. | | 60 |

**TOTAL MARKS** 100

*School-assessed coursework for Unit 4 contributes 25 per cent to the study score.*
LITERATURE

AIMS

Literature is designed to enable students to:
• develop an enjoyment of literature through reading widely, imaginatively, critically and independently;
• gain an understanding of the variety of human experience;
• develop a critical awareness of cultures past and present, as they are represented in literature;
• read closely and engage in detailed critical analysis of the key literary features;
• develop interpretive skills by hypothesising about and drawing inferences from texts;
• extend their understanding of the different ways literary texts are constructed;
• reflect on their interpretations and evaluate others’ interpretations;
• develop the capacity to write confident analytical and creative responses to texts.

CONTENT

Unit 1

AREAS OF STUDY

1. Readers and their Responses
   In this area of study students develop more informed responses to texts. They explore the relationship between their response and the ways texts represent human experience. Students consider the form of text under consideration and some of the conventions associated with it. They may predict and hypothesise about developments in a text and discuss the effect when their predictions are confirmed or challenged. Students also make connections between the characters, settings and events evoked in texts and their own lives.

2. Ideas and Concerns in Texts
   This area of study focuses on the ideas and concerns raised in texts and the ways social and cultural contexts are represented. Students consider how texts reflect or comment on the interests of individuals and particular groups in society and how texts may support or question particular aspects of society. Students learn to select and discuss aspects of the texts that help develop their interpretation and to understand the point of view being presented. Students find evidence in details such as how a scene is structured, the style of the language and the behaviour of the characters to infer the ideas and concerns being raised. Students respond both critically and creatively to texts.

3. Interpreting Non-Print Texts
   This area of study focuses on making meaning form non-print texts. Students come to understand how non-print texts, like print texts, are not neutral but represent a point of view. Students learn about the beliefs and concerns in a non-print text through such features as narrative structure and characterization. They consider how the viewer is positioned and, where appropriate, interpret the text’s use of visual images, speech or silence, music and sound effects. The conventions appropriate to different genres of non-print text such as romance, tragedy, comedy or melodrama are also considered.

Unit 2

AREAS OF STUDY

1. The Text, the Reader and their Contexts
   This area of study focuses on the interrelationships between the text, readers and their social and cultural contexts. Students reflect upon their own background and experience in developing their response to the representation of social and cultural concerns and values of a text from a past era. Students explore the text to understand its point of view and what it endorses and questions. They identify the language and the representations in the text which reflect the period, ideas and concerns of the text. Students respond critically and creatively to reflect or comment on the text.
2. **Comparing Texts**  
This area of study focuses on the way two or more texts relate to each other. Students make comparisons between the ways in which different texts are constructed. Students also show how style, form, voice, structure and central concerns of the texts affect the reader’s interpretation. Students consider the assumptions made in texts, and their social and cultural values.

**Unit 3**

**AREAS OF STUDY**

1. **Adaptations and Transformations**  
This area of study focuses on how the form of text is significant in the making of meaning. Students recognize the major divisions of poetry, drama and prose and how these literary forms can be divided into genres such as crime fiction, science fiction, fantasy, and romance. Students understand the typical features of a particular form of text and how the conventions associated with it are used. Students use these understandings to reflect upon the way meaning changes when the form of the text is changed. For example, students may explore the transformation of prose into film, poetry into performance, or script into stage performance or film.

2. **Views, Values and Contexts**  
This area of study 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. Students consider the issues, ideas and contexts writers choose to explore and the way these are represented in the text. Students also consider how these representations may be shaped by and reflect the cultural, social, historical or ideological contexts in which they were created. Students enquire into the ways readers may arrive at differing interpretations and judgments about a text and the bases on which they are developed. Through close attention to ideas, incidents, characters and images, students justify their interpretation of the text.

3. **Considering Alternative Viewpoints**  
This area of study focuses on how various interpretations and judgments about a text can contribute to the students’ interpretations. Students engage with the viewpoints of others, for example, in a review, critical essay and commentary. They explore the underlying values and assumptions of these viewpoints. They consider what is questioned by the text, for example the text’s representation of gender, socioeconomic status, place and culture. Students also discuss what remains unquestioned and the implications of the gaps and silences. Students show how the content is shaped and structured, and how they are positioned by the writer’s choice of language.

**Unit 4**

**AREAS OF STUDY**

1. **Creative Responses to Texts**  
This area of study focuses on the imaginative techniques used for creating and re-creating a literary work. In composing their own responses, students show both how writers develop images of people and places, and an understanding of language, voice, form and structure. Students can speculate about the writer’s purpose and draw inferences from the original text. In their adaptation of the tone and the style of the original text, students show an understanding of the concerns and attitudes of the text. Students also reflect critically upon aspects of the text on which their own writing is based, and discuss the purpose and context of their response.

2. **Close Analysis**  
This area of study focuses on detailed scrutiny of the style, concerns and construction of a text. Students attend closely to textual details to examine the ways specific features and/or moments in the text contribute to their overall interpretations. Students may wish to consider features of the text such as structure, context, genre, imagery, rhythm, irony, voice, setting, stage directions, dialogue, characterization and mood.
BIBLICAL PERSPECTIVE

Competence in language, both written and oral, is of vital importance if students are to become effective communicators of the Gospel. However, Christian students need to develop basic skills not only to communicate the truth, but also to discern truth. Students must be able to comprehend and analyse what they are reading and to be able to clearly explain and justify their responses.

Through the study of literature, various social values are examined from a Biblical perspective. Common issues which arise and are explored include:

- wealth and poverty
- the family
- relationships
- suffering and adversity
- race relations; discrimination
- the spiritual aspect of man’s personality
- ambition and aspirations

In addition, Literature aims to extend the students’ appreciation of the beauty and goodness which exists in God’s world. Literature has an important role to play in the development of the students’ understanding of themselves and the world, and is a valuable tool in discussions on the nature of man and our Christian responsibility to God and His creation.

ASSESSMENT

Units 1 and 2

Assessment tasks for Units 1 and 2 are selected from:

- Essay (comparative, interpretive, analytical or discursive);
- Debate;
- Journal entries;
- Close analysis of selected passages;
- An original piece of writing responding to a text(s) studied;
- Oral or written review;
- Multimedia presentation;
- Participation in an online discussion;
- Performance and commentary.
Unit 3

The student’s level of achievement in Unit 3 will be determined by school-assessed coursework and an end-of-year examination. School-assessed coursework for Unit 3 will contribute 25 per cent to the study score. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>This task requires an analysis of how the form of a text influences meaning, and may be presented in written, oral or multimedia form. For example, students may:</td>
<td>40</td>
</tr>
<tr>
<td>Analyse how meaning changes when the form of a text changes.</td>
<td>• Compare a dramatised version of a scene or scenes from a text with the original text;</td>
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<td></td>
<td>• Compare a print text with the text’s adaptation into another form;</td>
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<td></td>
<td>• Compare the performance of either a substantial individual text or group of texts with the original text.</td>
<td></td>
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<tr>
<td><strong>Outcome 2</strong></td>
<td>This task requires an analysis of the views and values of a text, and may be presented in written or multimedia form. For example, students may:</td>
<td>40</td>
</tr>
<tr>
<td>Analyse, interpret and evaluate the views and values of a text in terms of the ideas, social conventions and beliefs that the text appears to endorse, challenge of leave unquestioned.</td>
<td>• Interpret the ways in which views and values are represented and commented upon in a text;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Compare the ways in which views and values are represented and commented upon in a text;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Compare how different contemporary readers or readers at different times might interpret the views and values of a text.</td>
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<tr>
<td><strong>Outcome 3</strong></td>
<td>This task requires an evaluation of one or more points of view about a text, and may be presented in written, oral or multimedia form. For example, students may:</td>
<td>20</td>
</tr>
<tr>
<td>Evaluate views of a text and make comparisons with their own interpretation.</td>
<td>• Evaluate an oral or written review, critical essay or commentary;</td>
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<td></td>
<td>• Discuss or debate the merits of various readings.</td>
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<tr>
<td><strong>TOTAL MARKS</strong></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

*School-assessed coursework for Unit 3 contributes 25 per cent to the study score.
## Unit 4

School-assessed coursework for Unit 4 will contribute 25 per cent to the study score. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

<table>
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<tr>
<th>Outcomes</th>
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</table>
| **Outcome 1**<br>Respond imaginatively to a text, and comment on the connections between the text and the response. | This task requires an imaginative composition based on a text, and may be presented in written or multimedia form. For example, students may:  
  - Submit an original piece of writing, presented in a manner consistent with the style and context of the text;  
  - Re-create or rework an aspect of the text, such as adding to the text, recasting a part of the text in another setting or form, presenting an episode in the text from another point of view.  
  **AND**  
  A brief reflective commentary discussing the purpose and context of the student’s response. | 50 |
| **Outcome 2**<br>Analyse critically features of a text, relating them to an interpretation of the text as a whole | This task requires textual analysis and should be presented in written form. For example, students may:  
  - Select and discuss the role and significance of particular sections of a text in interpreting the text as a whole;  
  - Analyse how certain literary features contribute to an interpretation of a text;  
  - Analyse the linkages, parallels and contrasts between different passages from a text. | 40 |

**TOTAL MARKS** 100

*School-assessed coursework for Unit 4 contributes 25 per cent to the study score*
LOTE Indonesian

AIM
The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The ability to communicate in another language, in conjunction with other skills, may provide opportunities for employment in the fields of interpreting, social services, ethnic affairs, the tourism and hospitality industries, international relations, the arts, commerce, technology, science, education etc.

This study is designed to enable students to:
• Use Indonesian to communicate with others
• Understand and appreciate the cultural contexts in which Indonesian is used
• Understand their own culture(s) through the study of other cultures
• Understand language as a system
• Make connections between Indonesian and English, and/or other languages
• Apply Indonesian to work, further study, training or leisure

CONTENT

Units 1-4

COMMON AREAS OF STUDY

1. The Individual
   • Personal world
   • Education and aspirations
   • Personal opinions and values

2. The Indonesian-Speaking Communities
   • Lifestyles
   • Visiting Indonesia
   • Customs and traditions
   • Arts and entertainment
   • Stories from the past

3. The Changing World
   • Social issues
   • Environmental issues
   • Australian and Indonesian relations
   • The world of work

Text Types
The student will be expected to be familiar with the various text types. The student is expected to be familiar with, and be able to produce, the following five kinds of writing: personal, imaginative, persuasive, informative and evaluative.

BIBLICAL PERSPECTIVES

Competence in language, both written and oral, is of vital importance in communicating the gospel. The study of a LOTE should be more than simply memorizing words and structures, especially from a Christian perspective. Effective communication in a second language takes place when there is a relationship based on levels of empathy, feelings allowing social discussion to effectively take place. Being familiar with phrases, structures, text types and appropriate relationship
building strategies, allows us to join communicatively in God’s big vision of impacting people and communities, seeking and saving the lost.

Common worldwide issues we explore in VCE Indonesian include: relationships, personal opinions and values, lifestyles, customs and traditions, social and environmental change. Studying these topics and themes will further increase our students’ understanding of our responsibility to God and others in His world.

**ASSESSMENT**

**Units 1 & 2**

Students will be expected to be familiar with various text types for written and oral assessment.

Text types will be selected from the following:

- advertisement
- article
- conversation
- discussion
- email
- editorial
- formal letter
- interview script
- invitation
- journal entry
- play/role play
- review
- recipe
- report
- song
- speech
- story
## Units 3 and 4

<table>
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</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong>&lt;br&gt;Outcome 1&lt;br&gt;Express ideas through the production of original texts</td>
<td>A 250 - word personal or imaginative written piece.</td>
<td>10</td>
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<td></td>
<td>A response to specific questions, messages or instructions, extracting and using the information requested.</td>
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<td></td>
<td>A three-to-four-minute role-play, focusing on the resolution of an issue.</td>
<td>10</td>
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<tr>
<td></td>
<td>A response to specific questions, messages or instructions, extracting and using information requested.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(a) A 250 – 300 word informative, persuasive or evaluative, written response, for example, report, comparison or review.</td>
<td>10</td>
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<tr>
<td></td>
<td>AND&lt;br&gt;(b) A three-four-minute interview on an issue related to the texts studied</td>
<td>10</td>
</tr>
<tr>
<td><strong>Unit 4</strong>&lt;br&gt;Outcome 1&lt;br&gt;Analyse and use information from spoken texts</td>
<td>Conversation</td>
<td>12.5</td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Listening &amp; Responding</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part A: Response in English</td>
<td>7.5</td>
</tr>
<tr>
<td></td>
<td>Part B: Response in Indonesian</td>
<td>7.5</td>
</tr>
<tr>
<td></td>
<td><strong>Reading &amp; Responding</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part A: Response in English</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Part B: Response in Indonesian</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>7.5</td>
</tr>
<tr>
<td><strong>Units 3 and 4</strong>&lt;br&gt;End of Year Oral examination</td>
<td>TOTAL MARKS</td>
<td>100</td>
</tr>
<tr>
<td><strong>End of Year Written examination</strong></td>
<td><strong>TOTAL MARKS</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*School-assessed coursework for Unit 3 contributes 25 per cent to the study score
*School-assessed coursework for Unit 4 contributes 25 per cent to the study score
MATHEMATICS

AIM

Mathematical competence is demanded by many facets of contemporary society. It seeks to discover the created order of the universe by adopting systematic analyses and investigations. Mathematics courses develop a range of skills applicable to careers and business, research, science, engineering and design.

CONTENT

VCE Mathematics units offered are as follows:

General Mathematics Units 1 and 2

General Mathematics provides courses of study for a broad range of students and may be implemented in a number of ways. Some students will not study Mathematics beyond Units 1 and 2, while others will intend to study Further Mathematics Units 3 and 4. Others will also be studying Mathematics Methods Computer Algebra System (CAS) Units 1 and 2 and intend to study Mathematical Methods (CAS) Units 3 and 4 and, in some cases, Specialist Mathematics Units 3 and 4 as well.

AREAS OF STUDY

• Arithmetic;
• Data analysis and simulation;
• Algebra;
• Graphs of linear and non-linear relations;
• Decision and business mathematics; and
• Geometry and trigonometry.

Units 1 and 2 are constructed to suit the range of students entering the study by selecting material from the six areas of study using the following rules:

• for each unit, material covers four or more topics selected from at least three different areas of study;
• courses intended to provide preparation for study at the Units 3 and 4 level include a selection of material from areas of study which provide a suitable background for these studies;
• selected material from an area of study provide a clear progression in key knowledge and key skills from Unit 1 to Unit 2.

The appropriate use of technology to support and develop the teaching and learning of mathematics is incorporated throughout the course.

At Waverley Christian College, two different subjects are offered under the umbrella of General Mathematics:-

• General Mathematics A which, when studied in conjunction with Mathematical Methods (CAS) Units 1 and 2, is designed for students intending to articulate into Units 3 and 4 of Mathematical Methods (CAS) and/or Specialist Mathematics. General Mathematics A can only be undertaken in conjunction with Mathematical Methods (CAS) Units 1 and 2. It may be studied concurrently or Mathematical Methods (CAS) Units 1 and 2 may have been previously completed.
• General Mathematics B which has been designed for students intending to articulate into Units 3 and 4 of Further Mathematics.

Please note that General Mathematics A and B cannot BOTH be undertaken as separate subjects. They are both different expressions of the same subject, designed to cater for different student needs. Therefore only one can be undertaken for the purposes of VCE subject accreditation.

There are no prerequisites for entry to General Mathematics Units 1 and 2. However, students attempting General Mathematics A are expected to have a sound background in number, algebra and functions.
Mathematical Methods (CAS) Units 1 and 2

Mathematical Methods (CAS) is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into accounts the needs and aspirations of a wide range of students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effecting use of mathematical ideas, techniques and processes.

Units 1 and 2 each deal with specific content and are designed to enable students to achieve a set of outcomes.

There are no prerequisites for entry to Mathematical Methods (CAS) Units 1 and 2. However, students attempting Mathematical Methods (CAS) are expected to have a sound background in number, algebra, function, and probability.

Some additional preparatory work will be advisable for any student who is undertaking Mathematical Methods (CAS) Unit 2 without completing Mathematical Methods (CAS) Unit 1.

AREAS OF STUDY

- Functions and graphs;
- Algebra;
- Rates of change and calculus; and
- Probability.

The appropriate use of Computer Algebra Systems (CAS) technology to support and develop the teaching and learning of mathematics is incorporated throughout the course.

Mathematical Methods (CAS) Units 1 and 2 are designed as preparation for Mathematical Methods (CAS) Units 3 and 4, and must be completed before Units 3 and 4 are commenced.

Further Mathematics Units 3 and 4

Further Mathematics is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into accounts the needs and aspirations of a wide range of students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effecting use of mathematical ideas, techniques and processes.

Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

The assumed knowledge and skills for Further Mathematics Units 3 and 4 are drawn from General Mathematics Units 1 and 2. Students who have done only Mathematical Methods Computer Algebra System (CAS) Units 1 and 2 will also have had access to knowledge and skills to undertake Further Mathematics.

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

1. Data analysis – Core Material

2. Applications – Module Material:
   - Module 1: Number patterns
   - Module 2: Geometry and trigonometry
   - Module 3: Graphs and relations
   - Module 4: Business-related mathematics
   - Module 5: Networks and decision mathematics
   - Module 6: Matrices

Assumed knowledge and skills for the ‘Data analysis’ area of study are contained in the topics: Univariate data, Bivariate data, Linear graphs and modelling, and Linear relations and equations from General Mathematics Units 1 and 2.

The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout the units.

Mathematical Methods (CAS) Units 3 and 4

Mathematical Methods (CAS) is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

Units 3 and 4 each unit deal with specific content and are designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

Students must undertake Unit 3 prior to undertaking Unit 4.

AREAS OF STUDY:

- Functions and graphs;
- Calculus;
- Algebra; and
- Probability

Assumed knowledge and skills for Mathematical Methods (CAS) Units 3 and 4 are contained in Mathematical Methods Units (CAS) Units 1 and 2.

The appropriate use of Computer Algebra Systems (CAS) technology to support and develop the teaching and learning of mathematics, and in related assessments, is incorporated throughout the course.

Specialist Mathematics Units 3 and 4

Specialist Mathematics is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

Each unit deals with specific content and is designed to enable students to achieve a set of outcomes.

Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of Mathematical Methods Computer Algebra System (CAS) Units 3 and 4.
Specialist Mathematics consists of the following areas of study:

- Functions, relations and graphs;
- Algebra;
- Calculus;
- Vectors; and
- Mechanics.

The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout the units. In particular, students are encouraged to use graphics calculators and other technologies both in the learning of new material and the application of this material in a variety of different contexts.

Specialist Mathematics can only be undertaken in conjunction with Mathematical Methods (CAS) Units 3 and 4. They may be studied concurrently, or Mathematical Methods (CAS) Units 3 and 4 may have been previously completed.

SPECIAL NOTE FOR MATHEMATICS STUDIES

Various combinations of units are possible. Students should be guided by their Mathematics teachers and select units very carefully. In addition, the careers adviser should be consulted in order to determine prerequisites for further courses of study. Sequences of mathematics which can be studied are as follows:
Please note the following:-

1. Specialist Mathematics Units 3 and 4 must be studied in conjunction with Mathematical Methods (CAS) Units 3 and 4, not in isolation. It will offer certain students the maximum possible depth of mathematics tuition for entry into specialised tertiary courses.

2. General Mathematics A Units 1 and 2 must be studied in conjunction with Mathematical Methods Units (CAS) 1 and 2.

3. General Mathematics A and B cannot BOTH be undertaken as separate subjects. They are both different expressions of the same subject, designed to cater for different student needs. Therefore only one can be undertaken for the purposes of VCE subject accreditation.

4. Mathematical Methods (CAS) Units 3 and 4 cannot be undertaken without Mathematical Methods (CAS) Units 1 and 2 having been previously completed.

5. Students who only take Units 1 and 2 of General Mathematics B may be eligible for some courses which require two units of mathematics (eg. Physical Education). Students who subsequently progress to Units 3 and 4 of Further Mathematics will have a broader range of tertiary course options.

BIBLICAL PERSPECTIVES

Mathematics provides us with many insights into the order of God’s Creation. Physical, biological and economic laws are expressed by explaining that derived functions of quantity behave in a particular way. The study of Mathematics seeks to discover more of God’s wonder by developing an understanding of the predictability of the created world.

Furthermore, since all students will utilise mathematical concepts to differing degrees in their professional and social lives, they should develop a mutual respect for the differing levels of mathematical gifting apparent within the classroom. Group work is undertaken in many problem solving tasks and in project work in order to enhance this appreciation.

ASSESSMENT

Units 1 and 2

Assessment tasks are selected from:

- assignments
- tests
- summary of review notes
- projects
- short written responses
- problem-solving tasks
- modelling tasks
- effective and appropriate use of technology.
Units 3 and 4

Students will be assessed as follows:-

**Further Mathematics**
- Unit 3 school-assessed coursework: 20 per cent
- Unit 4 school-assessed coursework: 14 per cent
- Units 3 and 4 examination 1: 33 per cent (duration 90 minutes)
- Units 3 and 4 examination 2: 33 per cent (duration 90 minutes)

**Mathematical Methods**
- Unit 3 school-assessed coursework: 20 per cent
- Unit 4 school-assessed coursework: 14 per cent
- Units 3 and 4 examination 1: 22 per cent (duration 60 minutes)
- Units 3 and 4 examination 2: 44 per cent (duration 120 minutes)

Examination 1 for Mathematical Methods (CAS) Units 3 and 4 is a technology free examination. Examination 2 is a technology-enabled examination.

**Specialist Mathematics**
- Unit 3 school-assessed coursework: 14 per cent
- Unit 4 school-assessed coursework: 20 per cent
- Units 3 and 4 examination 1: 22 per cent (duration 60 minutes)
- Units 3 and 4 examination 2: 44 per cent (duration 120 minutes)

Examination 1 for Specialist Mathematics Units 3 and 4 is a technology free examination. Examination 2 is a technology-enabled examination.
MEDIA

AIM

The media influences the way in which people spend their time and how people perceive themselves and others. This study analyses and evaluates media products, production processes and policies through studying media forms which include the press, radio, film and television.

CONTENT

Unit 1: Representation and Technology

The main purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. The unit involves the study of the implications of media technology for the individual and society. Students develop practical and analytical skills, including developing an understanding of the contribution of codes and conventions, to the creation of meaning in media products and the role and significance of selection processes in the construction of such products.

Unit 2: Media Production and the Australian Media Industry

The main purpose of this unit is to enable students to develop an awareness of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills through undertaking assigned roles during their participation in specific stages of a media production and analyse issues concerning the stages and roles in the media production process. The contexts within which Australian media production takes place are also analysed.

Unit 3: Narrative and Media Production Design

AREAS OF STUDY

1. Narrative

Narrative is a key element in the construction of meaning in media products. Narrative orders the events, images, words and sounds and attaches a specific importance to them within an overall framework. Narratives may be categorised into genres or types of stories such as horror, soap opera and teen movies. Production and story elements contribute to an audience’s response. Audiences are engaged by and respond to the narratives they experience in different ways; for example, enjoying the action and suspense, identifying with the characters and situations, taking pleasure in particular scenes or aspects of narrative. The narrative elements may also contribute to the ideas communicated by the text; for example, themes, issues and motifs.

2. Media Production Design

The design of a media production is an essential and creative stage of the production process. Developing design ideas that express flair, imagination and creativity is a cyclical process which includes research, experimentation, feedback and testing. These concepts and ideas are documented for production in a blueprint, often called a storyboard, navigation plan or flow chart. This blueprint focuses the design process, incorporates and describes all the necessary specifications (for example, lighting, sound effects and buttons) and is used as a means of communicating the idea and concept of the production. Working systematically through the concept and refining the blueprint contributes to a successful production process and the completion of a media product.

A person developing a production design needs to be familiar with the range of technical applications used in the production process.
Unit 4 - Media Process, Social Values and Media Influence

AREAS OF STUDY

1. Media Process

Each medium has a specific production process and set of work practices which are both appropriate to the particular medium and to the nature of the type of product being produced within that form. The specific production process for a television mini-series is very different from that required for a television current affairs program. Similarly, a radio talk show involves a different production process from that of a radio documentary.

Each type of media product, however, requires the integration of a variety of skills and personnel to move from a written planning document (for example, script or treatment) and supporting visual representations (for example, rough, storyboard or navigation plan) to a completed media product.

The transition from production design to product requires management and organisation. Often this management will be the function of the individual writer, director or producer of the product, though this may vary depending on the nature of the product and the conventions of the particular media industry or institution.

2. Social Values

The media are social and cultural institutions. The texts they produce both shape and reflect the society in which they operate in their subject matter, organisational structure and values.

The media are also instrumental in determining and disseminating the broad set of cultural beliefs, ideas and conventions which guide members of a society in learning about their culture and their role within it.

The widespread acceptance of common social values in a society seems to suggest that these values are natural and unchanging. Despite its appeal, this suggestion denies the fact that social values are the product of a specific history and culture. Furthermore, the social values of a society are in a state of constant evolution, and tension always exists between the dominant set of values and different or emerging social values.

3. Media Influence

A range of ongoing considerations inform discussion of the relationship between media, its function and influence. Individuals actively making sense of a media product is one version of the relationship between media and its audience. Alternatively, it is sometimes argued that individuals and mass audiences passively absorb media products, which makes them susceptible to manipulation and encourages them to adopt specific forms of behaviour.

The rights and responsibilities of the media in society involve a number of issues. These include the contested relationship between audiences and media, the centrality of the media in entertainment and information industries and the profit-making objectives of some media organisations. These issues focus on the role of the media in our culture and their repercussions are sometimes manifested in a variety of measures designed to control aspects of the media’s operation, production and influence. Audiences and the community in general place expectations and responsibilities on the media. These may result in codes of practice, government legislation or regulations, or self-regulation from within an industry. Such codes or regulations may define standards, set limitations or play ethical parameters on the media. New technological developments also introduce new concerns into any discussion about the influence of specific media forms and texts.

BIBLICAL PERSPECTIVES

The media's influence upon society has been profound. In teaching students to analyse and evaluate the media, this study encourages students to critically examine the media from a Christian worldview.
ASSESSMENT

Units 1 and 2

Assessment tasks are selected from:

- audio sequences
- video sequences
- photographs
- print layouts
- multimedia sequences or presentations
- posters
- tests
- short written responses
- oral reports

Unit 3

School assessed coursework for Unit 3 will contribute 8 per cent of the study score. The school-assessed task completed across Units 3 and 4 will contribute 35 per cent to the study score. The end-of-year examination will contribute 45 per cent to the study score.

School-Assessed Coursework

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks allocated*</th>
</tr>
</thead>
</table>
| **Outcome 1**
Discuss the nature and function of production and story elements in fictional media texts and explain how the combination of these elements structure the narrative to engage an audience. | An analysis of two professionally produced narrative fictional media texts in one of the following forms:
- written analyses
- tests | 40 |

**TOTAL MARKS** 40

*School –assessed coursework for Unit 3 contributes 8 per cent to the study score.

School-Assessed Task

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Components of the school-assessed task</th>
<th>Marks allocated</th>
</tr>
</thead>
</table>
| **Unit 3**
**Outcome 2**
Use a range of technical equipment, applications and media processes to present ideas, achieve effects and explore aesthetic qualities in production design plan specification areas appropriate to a media form | Production exercises with accompanying documentation that demonstrate a range of media skills relevant to production design plan specifications appropriate to the media form(s) identified in Unit 3 area of study 3 Media production design | Subject to external review |
| **Outcome 3**
Prepare a media production design plan incorporating the specifications appropriate for the chosen media product | A media production design plan prepared for one of the media form(s) identified in Unit 3 area of study 3 Media production design. The plan should be related to a media product to be completed in Unit 4 and include specifications as identified in Unit 3 area of study 3 Media production design | Subject to external review |
Unit 4

School assessed coursework for Unit 4 will contribute 12 per cent of the study score. The school-assessed task completed across Units 3 and 4 will contribute 35 per cent to the study score. The end-of-year examination will contribute 45 per cent to the study score.

School-Assessed Coursework

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 2 Discuss the way in which social values shape the content of a media text and analyse how social values are reflected in that text.</td>
<td>An analysis of a media text which demonstrates an understanding of the role of social values in the construction of media texts in one of the following forms: • written analyses • tests</td>
<td>40</td>
</tr>
<tr>
<td>Outcome 3 Discuss notions of media influences and analyse issues about the nature and extent of media influences</td>
<td>An analysis of key viewpoints about the nature and extent of media influence in any one of the following forms: • written analyses • tests</td>
<td>40</td>
</tr>
</tbody>
</table>

TOTAL MARKS 80

*School –assessed coursework for Unit 4 contributes 12 per cent to the study score

School-Assessed Task

The School Assessed Task will be subject to external review and will reflect both Outcome 3 of Unit 3 and Outcome 1 of Unit 4. A media production design plan will be prepared for one media form in Unit 3, and should be related to the media product to be completed in Unit 4.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Components of the school-assessed task</th>
<th>Marks allocated</th>
<th>Subject to external review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 4 Outcome 1 Produce a media product for an identified audience from the media production design plan prepared by the student in Unit 3</td>
<td>A media product including audio, visual and/or text components as appropriate. The production of the media product should be undertaken individually. However, the implementation of the production design plan may, in some audio and audiovisual production, require the collaboration of others to realise the student’s intentions as developed in the media production design plan.</td>
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</tbody>
</table>
MUSIC

AIM

VCE Music offers students opportunities to approach the study of music as a performer, as a creator of music works or arrangements and as a person who studies music works from diverse cultural and historical traditions. Through a study of the music of others and experimentation in their own music making, students are able to demonstrate and discuss meaning in music. Each unit of Music includes:

- music making: the study of ways of making music through developing skills in playing one or a number of instruments or singing, performing in solo and group contexts, composing, arranging and/or improvising
- listening and aural perception: developing skills in listening, aural comprehension and making a critical response to music by analysing the characteristics of music of a wide range of styles and geographical locations
- music language: the elements of music, compositional devices, and ways of preserving a record of works, and
- the study of music works and approaches to music making in diverse historical and cultural contexts: researching and considering information and scenarios surrounding the creation of musical compositions and performances, and perceiving and understanding trends and patterns in the way music styles emerge from different cultures, geographical locations and eras.

CONTENT

Unit 1

AREA OF STUDY

Music Performance
This unit focuses on performance in solo and group contexts, studying approaches to performance and performing, and developing skills in aural comprehension. Students present a solo and a group performance, demonstrate prepared technical work and perform previously unseen music.

Unit 2

AREA OF STUDY

Music Performance
This unit further develops skills in practical music and performance in solo and group contexts.

Students present a prepared program/s of solo and group works, demonstrate prepared technical work, perform previously unseen music and develop skills in aural comprehension.

Selected works are analysed to enhance performance interpretation and to understand their context, influences, characteristics and styles. This unit also focuses on music language that is relevant to performance and used to analyse, compose or improvise music.

Units 3 and 4: Music Solo Performance

Students who select Music Solo performance are primarily concerned with recreating music represented as published notated solo works. Units 3 and 4 Music Solo performance focus on the preparation and presentation of performances in solo and ensemble contexts, demonstrating through performance and understanding of interpretation and authenticity.
Unit 3

AREA OF STUDY

Music Solo Performance
This unit focuses on the preparation and presentation of solo works. Students use performance techniques to develop understanding of interpretation of a range of styles. Music performance skills are broadened by ensemble performance, solo technical work and unprepared performance. Music language knowledge, aural comprehension skills and understanding of the structure and characteristics of an ensemble work are also developed.

Unit 4

AREA OF STUDY

Music Solo Performance
This unit focuses on the preparation and presentation of a solo program of works, demonstrating through performance an understanding of interpretation. Music performance skills are extended by development of technical work in ensemble performance and unprepared performance skills, and studies in aural comprehension. Understanding and recognition of musical characteristics of and ensemble work are further developed.

BIBLICAL PERSPECTIVES

Because music is an integral part of worship and fellowship within the body of Christ and in regard to our relationship with God, the music course aims to:

- instil and develop an attitude of excellence in presenting our best to God.
- raise an awareness of the creativity of our God and the potential for creativity that He has placed within each of us, to be used for His glory and for the building up of others.

ASSESSMENT

Unit 1

Assessment tasks for this unit will include:

- a solo technique test that includes material that supports development of the student as an instrumentalist (or vocalist) and preparation of solo and/or group works for performance
- a solo performance of at least two works
- a group performance of at least two works
- a performance of unprepared material

The duration of the solo and group performance will vary depending on the works selected and whether the student is focusing mainly on solo or group performance

- a report in one of the following formats:
  - written report
  - aural and written reports
  - multimedia report
  - a test that includes aural, written and practical components.
Unit 2

Assessment tasks for this unit will include:
• a solo technique test that includes material that supports development of the student as an instrumentalist (or vocalist) and preparation of solo and/or group works for performance
• a solo performance of at least two works
• a performance of unprepared material
• a report in one of the following formats:
  • written
  • aural and written
  • multimedia
• a test that includes aural, written and practical components
• a folio of composition and/or improvisation exercises and accompanying documentation that describes the use of music language in one of the exercises.

Unit 3 & 4

• Unit 3 school-assessed coursework: 15 per cent
• Unit 4 school-assessed coursework: 10 per cent
• End-of-year Solo performance recital examination: 50 per cent
• End-of-year Aural and written examination: 25 per cent

Unit 3

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks Allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 2</td>
<td>Performance of a study or unaccompanied work with a technical focus. AND Performance of solo technical work and exercises unaccompanied. AND Unprepared performance of previously unseen material.</td>
<td>25 20 10</td>
</tr>
<tr>
<td>Outcome 3</td>
<td>Contribute to interpretation in a performance of a prepared ensemble program.</td>
<td>Ensemble performance.</td>
</tr>
<tr>
<td><strong>TOTAL MARKS</strong></td>
<td><strong>75</strong></td>
<td></td>
</tr>
</tbody>
</table>

*School-assessed coursework for Unit 3 contributes 15 per cent to the study score

Unit 4

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks Allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 2</td>
<td>Performance of solo technical work and exercises unaccompanied. AND Unprepared performance of previously unseen material.</td>
<td>20 10</td>
</tr>
<tr>
<td>Outcome 3</td>
<td>Contribute to interpretation in a performance of a prepared ensemble program.</td>
<td>Ensemble performance.</td>
</tr>
<tr>
<td><strong>TOTAL MARKS</strong></td>
<td><strong>50</strong></td>
<td></td>
</tr>
</tbody>
</table>

*School-assessed coursework for Unit 4 contributes 10 per cent to the study score
OUTDOOR AND ENVIRONMENTAL STUDIES

In 2012, Waverley Christian College only plans to offer Units 1 and 2 of “Outdoor and Environmental Studies”.

AIM

Outdoor and Environments Studies is the study of the ways humans interact with and relate to natural environments. The study is directed towards enabling students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

CONTENT

Unit 1: Understanding outdoor experiences

AREA OF STUDY

This unit examines the ways in which humans understand and relate to nature through experiences of natural environments. The focus is on the individual and his/her personal relationship with natural environment. This unit provides an opportunity for students to explore the many ways in which nature is understood and perceived. Through related outdoor experiences, students develop the practical skills and knowledge required to live comfortably, with minimal impact, in natural environments.

Unit 2: Environmental Impacts

AREA OF STUDY

This unit focuses on characteristics of natural environments, human impacts on natural environments, and how changes to nature affect people. The focus shifts from the individual’s personal relationship with the natural environment to society’s interaction with the natural environment. It includes analyses of historical and contemporary conceptions of nature and human interactions with nature, including nature’s impact on humans. Outdoor recreation provides the means for studying nature’s impact on humans, as well as the ecological, social and economic implications of human impact on natural environments. A clear understanding of the impact of technology and changing human lifestyles on natural environments should also be developed.

BIBLICAL PERSPECTIVES

For students to guard over and appreciate God’s incredible creation, by monitoring and investigating particular features and animals and their environments.

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

ASSESSMENT

Units 1 and 2

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

Assessment tasks for this unit are selected from the following:

- Tests
- Assignment
- Case studies
- Classroom presentation
- Oral reports
- Written reports
- Multimedia reports
PHYSICAL EDUCATION

AIM

Physical Education is designed to enable students to:
• understand the social, environmental, cultural, biological, psychological and physiological factors that influence participation in physical activity
• develop a critical perspective on physical activity across the lifespan
• investigate the promotion of physical activity in a variety of settings
• examine how the body systems work together to produce movement
• examine performance enhancement in terms of training programming and recovery, biomechanics, sports psychology, risk management and ethics
• analyse the processes associated with skill development and coaching, and strategies and tactics used within game situations
• use practical activities to underpin theoretical understanding

CONTENT

Unit 1: Bodies in Motion

AREAS OF STUDY

1. Body Systems and Human Movement
   In this area of study students examine the systems of the human body and how they translate into movement. Through practical activities they explore the major components of the musculoskeletal, cardiovascular and respiratory systems and their contributions and interactions during physical activity. Anaerobic and aerobic pathways are introduced and linked to the types of activities that utilise each of the pathways.

2. Biomechanical Movement Principles
   In this area of study students examine biomechanical principles underpinning physical activity and sport. Through their involvement in practical activities, students investigate and analyse movements in a variety of activities to develop an understanding of how the correct application of biochemical principles leads to improved performance.

One of the following areas of study will also be included:

3.1 Technological Advancements from a Biomechanical Perspective
   In this detailed study students examine changes that have been made to sporting techniques and equipment (including clothing, footwear and playing fields) and explore the biomechanical effect of the change. By researching a recent change that has occurred in the selected sport, students analyse the biomechanical effect, the result of the change, the impact of the change on performance and participation, rules and the relevant implications of the change (biomechanical, social and ethical).

OR

3.2 Injury Prevention and Rehabilitation
   This detailed study focuses on sports injury risk management strategies used to reduce the risk of injury to the participant/athlete, and the rehabilitation practices and processes an individual/athlete may use to ready them for a return to sport and physical activity. Students analyse and demonstrate a range of different strategies that may be implemented at a club, an administration, a coaching or an individual level.
Unit 2: Sports coaching and physically active lifestyles

AREAS OF STUDY

1. Effective Coaching Practices
   In this area of study students focus on the roles and responsibilities of a coach as well as looking at coaching pathways and accreditation. The effectiveness of a coach may be determined by their style, skills and behaviours. A coach must have an understanding of skill learning practices and interpersonal skills if they are to develop and enhance the performance of athletes. Students apply these skills by coaching a team.

2. 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 sedentary behaviour are explored at individual and population levels. Students explore the dimensions of the National Physical Activity Guidelines and investigate the current status of physical activity and sedentary behaviour from an Australian perspective. Students investigate factors that facilitate involvement in physical activity and consider barriers to participation for various population groups. Students create and implement a program that encourages compliance with the National Physical Activity Guidelines for a given age group.

One of the following areas of study will also be included:

3.1 Decision Making in Sport
   This detailed study introduces students to an understanding of games and sport, including how they are categorised. Through a series of practical activities, and for a specific scenario, students analyse and interpret different strategies and tactics used within game situations, and approaches to coaching that develop a player’s ability to implement an appropriate strategic decision.

OR

3.2 Promoting Active Living
   This detailed study focuses on the promotion of physical activity in a variety of settings. Students develop an understanding of the use of recall surveys and questionnaires in the collection of data related to physical activity levels, and compare these to the National Physical Activity Guidelines. Media communication tools that are used in the promotion of programs to increase physical activity levels are explored.

Unit 3: Physical activity participation and physiological performance

AREAS OF STUDY

1. Monitoring and Promotion of Physical Activity
   This area of study focuses uses subjective and objective methods for assessing the student’s own and another cohort’s physical activity and sedentary levels. Students analyse the advantages and limitations of each of these methods to determine the most appropriate measure for a given setting. Students identify components of the social-ecological model to assist in the critique of government and non-government strategies aimed at increasing physical activity within the population.

2. Physiological Responses to Physical Activity
   In this area of study students explore the various systems and mechanisms associated with the energy required for human movement. They consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They examine the way in which energy for activity is produced via the three energy systems and the associated fuels used for activities of varying intensity and duration. Students also consider the many contributing factors to fatigue as well as recovery strategies used to return to pre-exercise conditions. Through practical activities students explore the relationship between the energy systems during physical activity.
Unit 4: Enhancing Performance

AREAS OF STUDY

1. Planning, Implementing and Evaluating a Training Program
   This area of study focuses on the components of fitness and assessment of fitness from a physiological perspective. Students consider the manner in which fitness can be improved by the application of appropriate training principles and methods. Students conduct an activity analysis of an elite athlete to determine the fitness requirements of a selected sport. They participate in fitness testing and an individual training program and evaluate this from a theoretical perspective.

2. Performance Enhancement and Recovery Practices
   This area of study explores nutritional, physiological and psychological strategies used to enhance performance. Students examine legal and illegal substances and methods of performance enhancement and develop an understanding of different anti-doping codes. Students consider strategies used to promote recovery, including nutritional, physiological and psychological practices.

BIBLICAL PERSPECTIVES

- Respect for our bodies as a unique gift of God’s creation, and for the performances that we as individuals can achieve
- Respect for the rights of others in regard to ability to enjoy activity. Our aim is to develop a healthy Christian attitude towards competition, in that the activity is there for the enjoyment of “all”, not just the gifted
- To develop Christian social skills with regard to working with others in a common cause

ASSESSMENT

Units 1 & 2

Assessment tasks will be selected from:
- A practical laboratory report linking key knowledge and key skills to practical activity
- A case study analysis
- A data analysis
- A critically reflective folio/diary of participation in practical activities
- A visual presentation such as a graphic organiser, concept/mind map, annotated poster, presentation file
- A multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction
- A physical simulation or model
- An oral presentation such as podcast, debate
- A written report
- A test
### Unit 3

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks Allocated*</th>
</tr>
</thead>
</table>
| **Outcome 1**  
Analyse individual and population levels of participation in physical activity, and evaluate initiatives and strategies that promote adherence to the National Physical Activity Guidelines. | A response in one or more of the following forms, which focuses on strategies to promote participation in physical activity:  
- a practical laboratory report  
- a case study analysis  
- a data analysis  
- a critically reflective folio/diary of participation in practical activities  
- a visual presentation  
- a multimedia presentation | 40 |
| **Outcome 2**  
Analyse the role and relative contribution of the energy systems during physical activity. | 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:  
- a practical laboratory report  
- a case study analysis  
- a data analysis  
- a critically reflective folio/diary of participation in practical activities  
- a visual presentation  
- a multimedia presentation | 20 |
| | **AND** | 40 |
| | A practical laboratory report analyzing the relative contribution of the energy systems and associated fatigue mechanisms and recovery strategies used in various activities. | |
| **TOTAL MARKS** | **100** | |

*School-assessed coursework for Unit 3 contributes 25 per cent to the study score.
## Unit 4

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<tr>
<td><strong>Outcome 1</strong>&lt;br&gt;Plan, implement and evaluate training programs to enhance specific fitness components</td>
<td>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.  <strong>AND</strong> 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:  - a case study analysis  - a data analysis  - a critically reflective folio/diary of participation in practical activities  - a practical laboratory report  - a visual presentation  - a test</td>
<td>40</td>
</tr>
<tr>
<td><strong>Outcome 2</strong>&lt;br&gt;Analyse and evaluate strategies designed to enhance performance or promote recovery</td>
<td>A response in one or more of the following formats, which identifies and evaluates various strategies and practices that are used to enhance performance:  - a practical laboratory report  - a case study analysis  - a data analysis  - a media analysis  - a test</td>
<td>40</td>
</tr>
</tbody>
</table>

**TOTAL MARKS 100**

*School-assessed coursework for Unit 4 contributes 25 per cent to the study score.*
PHYSICS

AIM

This study is designed to enable students to:
• become familiar with language, methods and major ideas of physics;
• use the established ideas of physics to interpret the world in fruitful ways, developing both a rigorous qualitative understanding and the ability to handle quantitative relationships;
• become familiar with the ways in which knowledge is developed within physics;
• become aware of physics as a particular way of knowing about the world which interacts with the setting, both social and personal, within which it is pursued.
• understand some of the practical applications of physics in present and past technology, examining the social usefulness of such technologies as well as any problems associated with them;
• acquire the practical skills necessary to investigate physical phenomena both inside and outside the laboratory;
• develop self esteem and confidence to communicate their knowledge of physics effectively;
• develop curiosity about the physical world;
• prepare for careers in physics and physics-based technological areas.

CONTENT

Unit 1

AREAS OF STUDY

1. Nuclear and Radioactivity Physics
The particle model of matter and ideas about energy transfers and transformations are relevant to the study of nuclear physics and radioactivity.

Students’ understanding of the particle model of matter, developed in earlier years, is extended to include subatomic particles.

Ideas of energy transfer and transformations are applied to energy changes associated with nuclear phenomena and radioactivity, and their applications.

Students develop knowledge and skills to contribute to informed debate on the use of nuclear and radioactive technological applications in society.

Students will use the concepts of nuclear physics and radioactivity in the contexts of environmental radiation and the production and use of radioisotopes in industry. They will access information related to the use of nuclear reactions and radioactivity.

2. Electricity
Students develop circuit models to analyze 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. Mathematical models are applied and critically assessed during experimental investigation of DC circuits.

Students will use electrical circuits in the contexts of simple battery operated DC device, household electricity, and car electrical systems.

3. Detailed study selected from one of the following:
• Astronomy
• Astrophysics
• Energy from the nucleus
• Investigations: Flight
• Investigations: Sustainable energy sources
• Medical Physics
Unit 2

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.

   All models should be developed within the contexts that are familiar and relevant to the students. Ideas about energy transfers and transformations continue to be used. Mathematical models are critically applied during experimental investigations of examples of motion.

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.

3. **Detailed study selected from one of the following**
   - Astronomy
   - Astrophysics
   - Energy from the nucleus
   - Investigations: Flight
   - Investigations: Sustainable energy sources
   - Medical Physics

Unit 3

AREAS OF STUDY

1. **Motion in One and Two Dimensions**
   Students will use the Newtonian model in the contexts of transport and safety on Earth, and motion in space. They will use safe and responsible practices when working with moving objects and equipment.

2. **Electronics and Photonics**
   Students will use electronic and photonic devices and systems in domestic and industrial contexts. They will use safe and responsible practices when working with electrical, electronic and photonic equipment.

3. **Detailed study selected from one of the following:**
   - Einstein’s relativity
   - Materials and their use in structures
   - Further electronics

Unit 4

AREAS OF STUDY

1. **Electric Power**
   Students will use evidence and models of electrical, magnetic and electromagnetic effects in the contexts of electric motors, generators, alternators and transformers, and electric power transmission and distribution.

2. **Interactions of Light and Matter**
   Students will use evidence about the interactions of light and matter in the context of models and explanations. They will use safe and responsible practices when working with light sources, lasers and related equipment.

3. **Detailed study selected from one of the following:**
   - Synchrotron and its applications
   - Photonics
   - Sound
BIBLICAL PERSPECTIVES

This course should enable students to see the beauty and harmony of God’s creation. Students will be better equipped to fulfil the Genesis commission to subdue (control) the earth by having a greater understanding of the laws that govern the physical world. Students will learn to analyse and question scientific ideas put forward by others and be less likely to be deceived by proposals that are contrary to God’s word or nature.

Students will see that scientific ideas are continually changing and that the only eternal truth is in God’s word. Students will learn study and inquiry skills that may be applied to all aspects of their life.

ASSESSMENT

Units 1 & 2

Assessment tasks for this unit are selected from:

- practical investigation (student designed or adapted)
- and a selection of the following:
- an annotated folio of practical activities;
- a data analysis;
- a multimedia or webpage presentation;
- a response to a media article;
- a summary report of selected practical investigations including maintenance of a logbook;
- a written report;
- a test (short answer and extended response).
Unit 3

The student’s level of achievement for Unit 3 will be determined by school-assessed coursework which will contribute 17 per cent to the study score. The level of achievement for Unit 3 is also assessed by a mid-year examination, which will contribute 33 per cent to the study score.

<table>
<thead>
<tr>
<th>Outcomes</th>
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</tr>
</thead>
</table>
| **Outcome 1**  
Use the Newtonian model in one and two dimensions to describe and explain transport motion and related aspects of safety, and motion in space. | | 40 |
| **Outcome 2**  
Compare and explain the operation of electronic and photonic devices and analyse their use in domestic and industrial systems. | | 30 |
| **Detailed Studies** |
| **Outcome 3.1**  
Use Einstein's theory of relativity to describe relativistic motion and effects and make comparisons with Galilean and Newtonian descriptions. | A student-designed extended practical investigation with at least two independent, continuous variables | |
| **OR** |
| **Outcome 3.2**  
Compare and contrast the properties of construction materials, and model the effects on structures and materials of forces and loads. | | |
| **OR** |
| **Outcome 3.3**  
Design an AC to DC voltage regulated power supply system; and describe and explain the operation of the system and its components, and the effects of test equipment on the system. | | |
| **TOTAL MARKS** | **100** | |

*School-assessed coursework for Unit 3 contributes 17 per cent to the study score
Unit 4

The student’s level of achievement for Unit 4 will be determined by school-assessed coursework which will contribute 17 per cent to the study score. The level of achievement for Unit 4 is also assessed by an end-of-year examination, which will contribute 33 per cent to the study score.

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<th>Outcomes</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>Explain the operation of electronic motors, generators and alternators and the generation, transmission, distribution and use of electric power.</td>
<td>40</td>
</tr>
<tr>
<td>Outcome 2</td>
<td>Use wave and photon models to explain interactions of light and matter and the quantised energy levels of atoms.</td>
<td>30</td>
</tr>
</tbody>
</table>

Detailed Studies

Outcome 3.1
Describe the basic design and operation of a synchrotron and the production, characteristics and interactions with targets of synchrotron radiation.

OR

Outcome 3.2
Apply the photon and wave models of light to explain the operation of different light sources and fibre optic wave-guides and their domestic, scientific and industrial uses.

OR

Outcome 3.3
Apply a wave model of sound and a field model of electromagnetism to describe and evaluate the recording and reproduction of sound.

A summary report of extended practical activities from the student's log book

AND

At least two different tasks selected form the following:
- a multimedia presentation
- an annotated folio of practical activities
- a student-designed extended practical investigation
- a data analysis
- a report (written, oral, annotated visual)
- a test (short answer and extended response)

**TOTAL MARKS** 100

*School-assessed coursework for Unit 4 contributes 17 per cent to the study score*
PSYCHOLOGY

AIM

This study is designed to enable students to:

• understand the historical development of psychology and the contemporary status of psychology as a field of study
• understand the ways that biological, behavioural, cognitive and socio-cultural perspectives are used to organise, analyse and extend knowledge in psychology
• understand, compare and evaluate psychological theories and concepts
• communicate psychological information, ideas and research findings
• understand the application of psychology in personal, social and organisational contexts
• critically examine psychological challenges that arise in their own environment and across their own lifespan, particularly in relation to personal development, good health, mental wellbeing, social interaction, communication and lifelong learning
• develop an inquiring and critical approach to alternative opinions and explanations
• develop the ability to use evidence to justify beliefs
• develop skills in scientific inquiry and investigation
• understand and apply ethical principles that govern the study and practice of psychology

CONTENT

Unit 1: Introduction to Psychology

AREAS OF STUDY

1. What is Psychology?
   In this area of study students analyse the contribution that classic and contemporary theories have made 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. Students investigate aspects of visual perception to consider how psychologists approach the study of the mind and human behaviour from biological, behavioural, cognitive and socio-cultural perspectives.

2. Lifespan Psychology
   Students consider how classic and contemporary studies contribute to our understanding of changes that take place across an individual’s lifespan. They use the major perspectives in contemporary psychology to explain cognition and behaviours associated with particular stages of development, taking into account heredity and environmental influences. Students apply appropriate methods of psychological research to their investigations into aspects of lifespan psychology, and explain associated ethical principles in the conduct and use of psychological research.

Unit 2: Self and others

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
   In this area of study, 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.
Unit 3 – The Conscious Self

AREAS OF STUDY

1. Mind, Brain and Body
   This area of study focuses on the role of the functioning brain and nervous system in relation to awareness of self, the environment and behaviour. Students explore the relationships between consciousness and thoughts, feelings and behaviour by comparing the characteristics of normal waking consciousness with altered states of consciousness. They examine how the understanding of consciousness and sleep patterns has been enhanced by developments in brain stimulation, recording and imaging technologies, and the expansion of knowledge in cognitive neuroscience.

2. Memory
   Students study the neural basis of memory and the connectivity between brain areas to explain the complexity of memory, factors that affect memory and its decline over time, and the cause of forgetfulness. They examine models that explain processes and types of memory, consider how to measure retention of memory and investigate techniques for improving and manipulating memory.

Unit 4 – Brain, Behaviour and Experience

AREAS OF STUDY

1. Learning
   This area of study explores the characteristics of learning as a process that plays a part in determining behaviour. Students study the neural basis of learning, and examine different types of learning. As students analyse and evaluate the contribution that classic and contemporary studies have made to this field of study, they consider the techniques used to gather data and the associated ethical implications.

2. Mental Health
   Students use a biopsychosocial framework to investigate how biological, psychological and sociocultural factors interact to contribute to the development of an individual’s mental functioning and mental health. They identify the mechanisms underpinning the range of usual human emotions such as anxiety, stress, anger, sadness and happiness. Students learn to distinguish between normal or universal experiences such as stress, anxiety and moodiness, and chronic conditions such as addiction, depression, anxiety and phobias which fall into the category of mental illness or psychological disorder.

BIBLICAL PERSPECTIVES

1. To better understand ourselves in order to further develop our God-given potential
2. To have a better understanding of the behaviour of others in order to relate more effectively in personal and professional life
3. Through an understanding of “scientific” Psychology, to appreciate its relevance to Biblical principles

ASSESSMENT

Unit 1
- Assessment SAC 1: Chapter tests
- Assessment SAC 2: Visual Perception annotated presentation
- Assessment SAC 3: Empirical Research activity on Piaget’s Theory of Development

Unit 2
- Assessment SAC 1: Chapter tests
- Assessment SAC 2: Attitudes and Prejudice
- Assessment SAC 3: Intelligence
Unit 3

School assessed coursework for unit 3 will contribute 17% to the study score. The mid-year exam will contribute 33%.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>There are two pairs of assessment tasks. Pair A may be selected for <strong>either</strong> Outcome 1 or Outcome 2. Pair B must be utilised for the outcome not covered by Pair A.</td>
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**Pair A**

**Outcome 1**
Explain the relationship between the brain, states of consciousness including sleep, and behaviour, and describe the contribution of selected studies and brain research methods to the investigation of brain function.

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<th></th>
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<th>Report of a research investigation conducted by the student AND</th>
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<tr>
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<td>20</td>
<td>One other task selected from:</td>
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<td></td>
<td></td>
<td>• Data analysis</td>
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<td>• Test</td>
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**AND**

**Pair B**

**Outcome 2**
Compare theories that explain the neural basis of memory and factors that affect its retention, and evaluate the effectiveness of techniques for importing and manipulating memory.

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<th>Two tasks selected from:</th>
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<tr>
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<td></td>
<td>• Evaluation of research</td>
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<td>• Oral presentation using two or more data types</td>
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<td>• Test</td>
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<td>• Visual presentation</td>
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</table>

**TOTAL MARKS** 100

* School assessed Coursework for Unit 3 contributes 17 per cent.
**Unit 4**

School assessed coursework for unit 4 will contribute 17% to the study score. The ends of year exam will contribute 33%.

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*School assessed Coursework for Unit 4 contributes 17 per cent.
AIM

This subject provides students with an excellent opportunity to study the Bible as a part of their VCE. This subject is offered at Waverley Christian College with the aim of empowering students to have a mature and confident grasp of the Bible and the study skills to be able to interpret and apply its message to life today. In Units 1 & 2 students learn about the importance of the Bible’s story for the Christian faith and the way the Bible relates to the issues of our society today. In Units 3 & 4 students study the Gospel of Luke.

CONTENT

Unit 1: Texts and traditions

AREAS OF STUDY

1. Exploring Literary Forms in the Bible
   This area of study includes:
   - How Bible passages function as literature
   - The different types of literature that are found in the Bible
   - The characteristics of particular types of literature in the Bible

2. The Formation and Exegesis of Bible Passages
   This area of study includes:
   - Learning how the historical and cultural setting of the Prophet Jeremiah gives context to the original meaning of his message
   - Exegetical skills to explore the meaning of Jeremiah’s prophetic ministry and message

3. Later Uses and Interpretations of the Bible
   This area of study includes:
   - A study of the artistic interpretations of the Exodus from Egypt and the Passover
   - A study of how the Exodus has been interpreted in church history

Unit 2: Texts in society

AREAS OF STUDY

1. The Bible in the Past
   This area of study includes:
   - How the Bible was put together and how it got to us today
   - The importance of the Old Testament to the New
   - The view of the founding Christians about Scripture

2. The Bible Today
   This area of study includes:
   - The authority and reliability of the Bible
   - Passages of the Bible that Christians debate
   - How the Bible influences Christianity’s view of human sexuality

3. Comparing the Bible to Other Sacred Texts
   This area of study includes:
   - Differences and similarities between the Bible and the Koran
   - The Bible gone wrong! Cults and weird interpretations of the Bible
   - Investigation into the Book of Mormon and its view of Jesus
Unit 3: Texts and early tradition

AREAS OF STUDY

1. The Background of Luke’s Gospel
   - This area of study includes:
     - Students undertaking a social and historical study of the background to Jesus’ life in the first century
     - Students examining texts relating to the origin and early development of Christianity, focusing on events, people and places important to its development

2. The Historical and Literary Background to Luke’s Gospel
   This area of study includes:
   - Students examining issues that relate to the writing of Luke’s Gospel; for example, purpose, authorship and intended audience
   - Students developing a knowledge of Luke in terms of its literary structure and major themes. These major themes will come from the passages for special study but be applicable to the entire set text

   This area of study includes:
   - Students applying exegetical methods to develop an interpretation of some of the passages for special study in Luke’s Gospel, and discussing the nature of, and the challenges to, exegetical method

Unit 4: Texts and their teaching

AREAS OF STUDY

1. Interpreting Luke’s Gospel (Part 2)
   This area of study includes:
   - Students continuing the development of the knowledge and skills required for writing competent exegeses of passages from the set texts
   - Students will engage in an exegetical study of texts in light of the above considerations.

2. The Religious Ideas, Beliefs and Social Themes of Luke’s Gospel
   This area of study includes:
   - Students investigating a significant religious idea, belief or social theme arising out of the passages for special study in Luke; this idea, belief or theme is then investigated over the entire set text

BIBLICAL Perspectives

All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that all God's people may be thoroughly equipped for every good work. [2 Timothy 3:16 – 17 (TNIV)].

This subject will seek to further train students in their ability to read and apply the scriptures to their life and the world that they live in.

ASSESSMENT

Unit 1
Assessment tasks for this unit are selected from:
- summaries
- textual commentaries
- essays
- oral presentations; where appropriate, supported by multimedia presentations
- short reports
- exegetical exercises
- comparative tables
- short-answer questions
Unit 2
Assessment tasks for this unit are selected from:
- summaries
- textual commentaries
- essays
- oral presentations; where appropriate, supported by multimedia presentations
- short reports
- comparative tables
- short-answer questions

Unit 3
The student’s level of achievement in Unit 3 will be determined by school-assessed coursework and an end-of-year examination. School-assessed coursework for Unit 3 will contribute 25 per cent to the final assessment. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the final assessment.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks allocated*</th>
</tr>
</thead>
</table>
| **Outcome 1** Identify and explain social and cultural contexts that influenced early development of the religious tradition. | For each outcome, one or more of the following:  
- Textual commentary  
- Essay  
- Oral presentation, supported, where appropriate, by multimedia presentation  
- Exegetical task  
- Short report  
- Test  
- Short-answer questions. | 30 |
| **Outcome 2** Discuss major themes of the set text, and analyse its literary structure and issues related to the writing of the set text. | | 30 |
| **Outcome 3** Apply exegetical methods to develop an interpretation of some of the passages for special study, and discuss the nature of, and challenges to, exegetical method. | | 40 |
| **TOTAL MARKS** | | 100 |

*School-assessed coursework for Unit 3 contributes 25 per cent to the study score

Unit 4
The student’s level of achievement for Unit 4 will be determined by school-assessed coursework and an end-of-year examination. School-assessed coursework for Unit 4 will contribute 25 per cent to the final assessment. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the final assessment.

<table>
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<th>Outcomes</th>
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<th>Marks allocated*</th>
</tr>
</thead>
</table>
| **Outcome 1** Apply exegetical methods to develop an interpretation of all the passages for special study. | For each outcome, one or more of the following:  
- Textual commentary  
- Essay  
- Oral presentation, supported, where appropriate, by multimedia presentation  
- Exegetical task  
- Short report  
- Test  
- Short-answer questions. | 50 |
| **Outcome 2** Discuss a significant religious idea, belief or social theme in the set text, and analyse and evaluate how related passages from the set text have been interpreted within the tradition at a later stage in the light of the particular idea, belief or theme. | | 50 |
| **TOTAL MARKS** | | 100 |

*School-assessed coursework for Unit 3 contributes 25 per cent to the study score
THEATRE STUDIES

AIM

Theatre Studies focuses on the interpretation of playscripts and the production of plays from the pre-modern era to the present day. Students apply stagecraft including acting, to study the nature, diversity and characteristics of theatre as an art form. This knowledge is applied through use of stagecraft to collaboratively interpret playscripts in performance. Through contribution to the production of plays and performance of a monologue, students also develop knowledge and understanding of theatrical styles. Theatre Studies provides students with pathways to further studies in fields such as theatre production and theatre design, script writing and studies in theatre history.

CONTENT

Unit 1

AREAS OF STUDY

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

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

   The term ‘playscript’ refers to play/s and/or excerpts from play/s.

2. **Stagecraft**
   In this unit stagecraft includes acting, costume, direction, dramaturgy, lighting, make-up, multimedia, properties, promotion (including publicity), set, sound and stage management. Students research and apply acting and other stagecraft to interpret playscripts.

Unit 2

AREAS OF STUDY

1. **Theatrical Styles of the Modern Era**
   This unit focuses on studying 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 1880s to the present. Students study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance from the modern era.

   Theatrical styles in the modern era include Naturalism/Realism, Expressionism, Theatre of the Absurd, Epic Theatre, physical theatre, political theatre, feminist theatre, and Eclectic theatre (contemporary theatre that crosses traditional boundaries). Modern theatre has been influenced by practitioners such as Ibsen, Strindberg, Stanislavsky, Chekhov, Brecht, Jarry, Pinter, Beckett, Anouilh, Grotowski, Artaud, Craig, Churchill, Hewitt, Kane, Cusack and Rayson.

   The term ‘playscript’ refers to play/s and/or excerpts from play/s.

2. **Stagecraft**
   In this unit stagecraft includes acting, costume, direction, dramaturgy, lighting, make-up, multimedia, properties, promotion (including publicity), set, sound and stage management. Students apply stagecraft to interpret a playscript and consider the impact of stagecraft on audiences.
Unit 3

AREAS OF STUDY

1. Production Development
   This unit focuses on an interpretation of a playscript through the four designated stages of production: planning, production development, production season, and production evaluation.

   Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They analyse the influence of stagecraft on the shaping of the production.

   Students also attend a performance selected from the prescribed Theatre Studies Unit 3 Playlist published annually in the VCAA Bulletin, and analyse and evaluate the interpretation of the playscript in the performance.

   The term ‘playscript’ refers to play/s and/or excerpts from play/s.

2. Stagecraft
   In this unit stagecraft includes acting, costume, direction, dramaturgy, lighting, make-up, multimedia, properties, promotion (including publicity), set, sound and stage management.

   In this unit, students apply two areas of stagecraft across the four designated stages of production to interpret a playscript. They also analyse the influence of the areas of stagecraft they have selected on the shaping of the production across the four stages of the production process.

3. 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 only focus on some areas of stagecraft. These decisions will be influenced by the playscript selected for interpretation and/or the size of the class.

Unit 4

AREA OF STUDY

1. Performance Interpretation
   In this unit students study a scene and associated monologue from the Theatre Studies Performance Examination (monologue list) published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical brief that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research.

   Students interpret a monologue from within a specified scene through acting and other appropriate areas of stagecraft. Students attend a performance selected from the prescribed Theatre Studies Unit 4 Playlist published annually in the VCAA Bulletin and analyse and evaluate acting in the production.

2. Monologue Selection
   For Outcomes 1 and 2 students should select a play title from the Theatre Studies Performance Examination (monologue list) 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 play and analyse and evaluate its content. The plays on the monologue list will be selected from a range of periods of theatre history and include a variety of performance styles and theatrical traditions that reflect the period in which the works were originally developed.

3. Scene
   In this unit, the term ‘scene’ refers to a designated segment/s of a playscript selected from the Theatre Studies Performance Examination (monologue list).

4. Stagecraft
   In this unit stagecraft includes acting, costume, direction, dramaturgy, make-up, multimedia, properties, set, and sound.

   Note, in this unit, appropriate stagecraft does not include lighting, stage management or promotion (including publicity).
BIBLICAL PERSPECTIVES

In preparing ourselves as Christian artists, it is good for us to analyse the works of an institution that prides itself in the excellence of its storytelling. In so doing, we circumnavigate the pitfalls of ineffective art and didacticism. One example of such consideration is that a Christian artist must decide to create either a descriptive or a prescriptive story. Most Christians want to create a prescriptive story, showing how things can be. They focus solely on hope and redemption, and the potential and promises of the spiritual life, specifically, of people changing as a result of their relationship with God. This presents its own set of problems. Many Christians begin with redemption, rather than end with it; instead of showing the process people go through to find God, these artists are eager to show the result. They forget to show the struggle, pain, resistances, obstacles, and courage needed to turn to the Christian life.

How can we get around this as storytellers? First, it’s essential to recognize that drama is about process. It’s about the stages of growth and the movement through those stages. From a story standpoint, it means understanding, and remembering the process of transformation. For many Christians, this is difficult to do. Their impulse is to convert others, and their instinct is to do it through words. To spread the Good News through the theatre, Christian artists will have to learn a whole new series of techniques. Drama is about action, not talk.

The stage can be a particularly good expression of our Christian values and theologies, because it is an art form that unfolds through a process, just like spiritual transformation. A play and its characters never stand still but play out in a dynamic sequence of moments. This gives the Christian writer the opportunity to play both sides of descriptive and prescriptive drama. By creating a transformational arc, drama can show the possibility of change, and how and why people are able to change. Since drama is a visual medium, artists need to learn how to show change, as achieved through irrevocable choices. A writer can show what the change looks like, again through the new choices that character makes as the story progresses. There is a fascination for some for studying the theatre and its ability to express values, to communicate the human condition, to combine all the arts together in their most collaborative of all art forms. As students at a Christian school, we would seek to embrace both drama and theology, seeing in each a complementary intersection that is most wise, profound and natural.

ASSESSMENT

Units 1 and 2

Assessment tasks for this unit are:

- analytical exercises;
- oral presentations;
- interpretation of playscript/s;
- performance of playscripts from the pre-modern era;
- multimedia reports/presentations;
- annotated visual reports;
- tests;
- essays.

At least one assessment task must be completed in writing.
## Unit 3

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Marks Allocated*</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome1</strong>&lt;br&gt;Apply stagecraft to interpret a playscript for performance to an audience and demonstrate understanding of the stages of the production process.</td>
<td>50</td>
<td>Practical application of two areas of stagecraft in all four 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.</td>
</tr>
<tr>
<td><strong>Outcome2</strong>&lt;br&gt;Analyse the use of stagecraft in the development of a playscript for production, incorporating the specifications appropriate for each stage of the production process.</td>
<td>25</td>
<td>A production folio that presents evidence and analysis of the application of two areas of stagecraft in all four stages of the production task.</td>
</tr>
<tr>
<td><strong>Outcome3</strong>&lt;br&gt;Analyse and evaluate ways in which a written playscript selected from the prescribed playlist is interpreted in its production to an audience</td>
<td>25</td>
<td>An analysis and evaluation of an interpretation of a prescribed playscript in any one or a combination of the following formats:&lt;br&gt;• a written report&lt;br&gt;• an analytical essay&lt;br&gt;• short responses&lt;br&gt;• structured questions.</td>
</tr>
<tr>
<td><strong>TOTAL MARKS</strong></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

* School-assessed coursework for Unit 3 contributes 30 per cent to the study score.

## Unit 4

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome2</strong>&lt;br&gt;Develop a theatrical brief that presents an interpretation of a scene</td>
<td>25</td>
<td>A theatrical brief that outlines an interpretation of a prescribed scene. The theatrical interpretation may be in any one or a combination of the following formats:&lt;br&gt;• a written report&lt;br&gt;• an analytical essay&lt;br&gt;• short responses&lt;br&gt;• structured questions</td>
</tr>
<tr>
<td><strong>Outcome3</strong>&lt;br&gt;Analyse and evaluate acting in a production from the prescribed playlist</td>
<td>25</td>
<td>An analysis and evaluation of an interpretation of a prescribed playscript in any one or a combination of the following formats:&lt;br&gt;• a written report&lt;br&gt;• an analytical essay&lt;br&gt;• short responses&lt;br&gt;• structured questions.</td>
</tr>
<tr>
<td><strong>TOTAL MARKS</strong></td>
<td>100</td>
<td></td>
</tr>
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VISUAL COMMUNICATION AND DESIGN

AIM

The Visual Communication and Design course aims to develop knowledge, understanding and skills in communicating ideas and information through visual means. Students are encouraged to develop their ability to think and solve problems creatively and imaginatively to benefit others by the use of freehand drawing, instrumental drawing and rendering.

As Christians, it is important to recognise the impact of visual presentation on our society. There is the need to be able to analyse and understand the visual communications of others. As Christians, we need to be able to discern the truth of a visual message and have insight into marketing tactics.

Students interested in careers in areas such as graphic design, fashion, industrial and multimedia design and architecture will greatly benefit from this course.

CONTENT

Unit 1: Visual communication

AREAS OF STUDY

1. Instrumental Drawing
   This area of study focuses on instrumental drawing to show objects and their relationships to each other in space – two dimensionally and three dimensionally.

2. Freehand Drawing and Rendering
   This area of study focuses on freehand drawing from direct observation and rendering. A range of media is used in drawing and rendering to represent objects.

3. Design elements and Design Principles
   This area of study focuses on the experimentation, exploration and application of design elements and principles through manual freehand drawing, the use of information and communications technology and, where appropriate, other methods of electronic image generation such as photography and photocopying.

4. Design Process
   This area of study focuses on components of the design process and how it is applied in the production of visual communications.

Unit 2: Communication in context

AREAS OF STUDY

1. Representing and Communicating Form
   This area of study focuses on developing skills in communicating visual information and in developing images through freehand and instrumental drawing.

2. Developing Imagery
   This area of study focuses on the application of freehand drawing and rendering and the methods of application that effectively represent form.

3. Developing Visual Communication Solutions
   This area of study focuses on applying the design process in the development of visual communication solutions to set tasks.

4. Visual Communication in Context
   This area of study focuses on how cultural and historical factors influence the communication of information and ideas in both contemporary and historical visual communications.
Unit 3: Visual communication practices

AREAS OF STUDY

1. Visual Communication Design
   This area of study focuses on the application of the design process to satisfy a stated visual communication need.

2. Visual Communication Analysis
   This area of study focuses on the analysis and evaluation of examples of visual communication.

3. Professional Practice in Visual Communication
   This area of study focuses on the relationship between the clients, professional designers and, where appropriate, specialist professional personnel in a professional setting.

Unit 4: Designing to a brief

AREAS OF STUDY

1. The Brief
   This area of study focuses on the preparation of a brief that proposes and defines the communication need(s) of a client.

2. Developmental Work
   This area of study focuses on the application of the design process to produce developmental work consistent with the requirements of the brief.

3. Final Presentations
   This area of study focuses on the final phase of the design process.

BIBLICAL PERSPECTIVES

The Visual Communication course aims to:
- teach and promote an appreciation for good design;
- help students critically analyse the visual communications of others from a Christian viewpoint;
- encourage students to use their design skills in order to communicate Christian values; the awesome nature of God, the beauty of creation, the value of human life and a sense of hope for the future.

ASSESSMENT

Unit 1

Assessment tasks for this unit include:
- folio of instrumental drawings of objects
- folio of drawings of objects that show one-point and two-point perspective drawing, rendering techniques, proportion, scale and relationship of objects.
- folio of visual communications that use design elements and principles to satisfy stated purpose(s)
- written report supported by visual material describing the design process in the production of visual communications.
Unit 2

Assessment tasks for this unit include:
- folio of instrumental drawings of objects that include paraline drawing, scale, Australian Standard conventions in dimensioning, cross-sectioning and circular representations, conversion of two-dimensional orthogonal views into three-dimensional drawing systems and vice versa.
- folio of freehand drawings of objects that shows development of rendered three-dimensional images.
- a folio of visual communication solutions to set tasks.
- a written response, supported by visual material, that describes and analyses contemporary and historical examples of visual communications;

Unit 3

The student’s level of achievement for Unit 3 will be determined by school-assessed coursework which will contribute 33 per cent to the study score. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 34 per cent to the study score.

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<tr>
<th>Outcomes</th>
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</tr>
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<tbody>
<tr>
<td>Outcome 1</td>
<td>Apply the design process to produce a final visual communication presentation that satisfies a specified communication need.</td>
<td>A folio.</td>
</tr>
<tr>
<td>Outcome 2</td>
<td>Analyse and evaluate the effectiveness of a range of visual communications.</td>
<td>The analysis and evaluation could take one of the following forms: an essay, a written report, a test, structured questions, an annotated visual report, or another appropriate format.</td>
</tr>
<tr>
<td>Outcome 3</td>
<td>Discuss the roles and relationships involved in the design and production of visual communications in the context of professional practice.</td>
<td>The task could take one of the following forms: an essay, a written report, a test, structured questions, an annotated visual report, or another appropriate format</td>
</tr>
<tr>
<td>TOTAL MARKS</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

*School-assessed coursework for Unit 3 contributes 33 per cent to the study score

Unit 4

The student’s level of achievement for Unit 4 will be determined by a school-assessed task which will contribute 33 per cent to the study score. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 34 per cent to the study score.

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<tr>
<td>Outcome 1</td>
<td>Prepare one brief that describes a client’s communication need and specifies possible resolutions, and proposes two distinct final visual communication presentations suitable for a stated audience.</td>
<td>A written brief for a client that includes a description of two distinct visual communication presentations.</td>
</tr>
<tr>
<td>Outcome 2</td>
<td>Prepare developmental work that explores design concepts relevant to the requirements of the brief developed for Outcome 1 and fulfils the requirements of that brief.</td>
<td>A developmental folio.</td>
</tr>
<tr>
<td>Outcome 3</td>
<td>Produce two distinct final visual communication presentations that satisfy the requirements of the brief developed for Outcome 1.</td>
<td>Two distinct final visual communication presentations on two presentation formats.</td>
</tr>
</tbody>
</table>

*School-assessed coursework for Unit 4 contributes 33 per cent to the study score