Welcome to VCE!

This handbook outlines the VCE, VCAL and VET studies most likely to be offered by the College in 2017. 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 Teacher, 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, VCAL and VET 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.

**Stephan Munyard**
**Head Of Secondary**
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NOTE: Subjects will run based on student subject selection. Some subjects may not run due to low preference on student selections.
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 English Units 1 & 2 is compulsory. Year 12 students will generally take 10 units of study, (the equivalent of 5 subjects), of which English Units 3 & 4 is 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.
- 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 year. 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 Australian Tertiary Admission Rank (ATAR) for all students as the basis of entry into all Victorian universities and TAFE colleges.

The ATAR 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 ATAR 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 ATAR calculation.

(NB. “N” or “J” results in Unit 3 or 4 results in a zero study score for that study).
2017 SUBJECT OFFERINGS

Please note:
These are not required pathways for VCE subjects, rather a guide as to where each elective can lead.
It is also important to note that many subjects can lead into multiple VCE subjects.

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 Unit 1 and 2</th>
<th>Year 12 Unit 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
</tbody>
</table>

ENGLISH
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<table>
<thead>
<tr>
<th>MATHEMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 7</strong></td>
</tr>
<tr>
<td>Advanced Mathematics</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td><strong>Year 8</strong></td>
</tr>
<tr>
<td>Advanced Mathematics</td>
</tr>
<tr>
<td>Mathematics</td>
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<tr>
<td><strong>Year 9</strong></td>
</tr>
<tr>
<td>Advanced Mathematics</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td><strong>Year 10</strong></td>
</tr>
<tr>
<td>Advanced Mathematics</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td><strong>Year 11</strong></td>
</tr>
<tr>
<td>Unit 1 and 2</td>
</tr>
<tr>
<td>Maths Methods</td>
</tr>
<tr>
<td>General Maths</td>
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<tr>
<td>Specialist Maths</td>
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<tr>
<td><strong>Year 12</strong></td>
</tr>
<tr>
<td>Unit 3 and 4</td>
</tr>
<tr>
<td>Maths Methods</td>
</tr>
<tr>
<td>Further Maths</td>
</tr>
<tr>
<td>Specialist Mathematics</td>
</tr>
</tbody>
</table>
**HEALTH AND PHYSICAL EDUCATION**

- **Year 7**
- **Year 8**
- **Year 9**
- **Year 10**
- **Year 11 Unit 1 and 2**
- **Year 12 Unit 3 and 4**

- **Sport/Activities** → **Sport/Activities** → **Sport/Activities** → **Sport/Activities**

- **Physical Education**
  - **Physical Education**
  - **Physical Education**
  - **Physical Education**
  - **Physical Education**

- **Health & Fitness** → **Sports Science**

- **Sports Management**

- **Healthy Choices** → **Healthy Lifestyles**

- **Healthy Perspectives** → **Health and Community Service**

- **Outdoor Education** → **Duke of Edinburgh Award**

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**Please note:**

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<th>Year 11 Unit 1 and 2</th>
<th>Year 12 Unit 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Biology</td>
<td>Biology</td>
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<td></td>
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<td></td>
<td></td>
<td>Chemistry</td>
<td>Chemistry</td>
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<td></td>
<td></td>
<td>Physics</td>
<td>Physics</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Psychology</td>
<td>Psychology</td>
</tr>
</tbody>
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FOOD, LOTE & INFORMATION TECHNOLOGY

Year 7
Year 8
Year 9
Year 10
Year 11
Unit 1 and 2
Year 12
Unit 3 and 4

Food Studies

Ready, Set, Cook
We are what we eat
To Market, To Market
Multicultural Cuisine

Web Design
Computing
Computing (2017)

Mandarin
Mandarin
Mandarin I
Mandarin I
Mandarin (2018)
Mandarin (in 2019)
Mandarin II
Mandarin II

French
French
French I
French I
French
French (in 2018)
French II
French II
Please note:
These are not required pathways for VCE subjects, rather a guide as to where each elective can lead.
It is also important to note that many subjects can lead into multiple VCE subjects.

### PERSONAL DEVELOPMENT

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Development</td>
<td>Personal Development</td>
<td>Personal Development</td>
<td>Personal Development</td>
<td>Personal Development</td>
<td>Personal Development</td>
</tr>
</tbody>
</table>

### VCAL

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 (in 2017) Unit 1 and 2</th>
<th>Year 12 (in 2017) Unit 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCAL Literacy (Intermediate)</td>
<td>VCAL Literacy (Senior)</td>
<td>VCAL Personal Development Skills (Senior)</td>
<td>VCAL Personal Development Skills (Senior)</td>
<td>VCAL Numeracy (Intermediate)</td>
<td>VCAL Numeracy (Senior)</td>
</tr>
</tbody>
</table>
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 SCHOOL PROGRAMS RELATE TO THE VCE?

All VET delivery and assessment is 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?

Some 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 Mr Andrew Aldous about an area you are interested in.
# Relevant VET Courses

Expected to be available in 2017 at various venues in the Sellen VET Cluster*

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
</tr>
<tr>
<td>Automotive</td>
</tr>
<tr>
<td>Building and Construction</td>
</tr>
<tr>
<td>Business</td>
</tr>
<tr>
<td>Community Services</td>
</tr>
<tr>
<td>Community Health Care</td>
</tr>
<tr>
<td>Early Childhood Education and Care</td>
</tr>
<tr>
<td>Electronic Trade</td>
</tr>
<tr>
<td>Engineering</td>
</tr>
<tr>
<td>Finance</td>
</tr>
<tr>
<td>Hospitality Services</td>
</tr>
<tr>
<td>Information Technology</td>
</tr>
<tr>
<td>Media</td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td>Primary Industries</td>
</tr>
<tr>
<td>Printing</td>
</tr>
<tr>
<td>Retail</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Sports and Recreation</td>
</tr>
</tbody>
</table>

Note: Details can be found at [www.sellen.org.au](http://www.sellen.org.au)
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. 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 DO 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. 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 will complete your VCAL program in Year 11 or Year 12 of secondary school. (It is projected that VCAL will be introduced at NWS in 2017).

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.

How long will the VCAL take me to complete?

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 (to be appointed at NWS in 2016 for 2017 start) 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 VCAL specific courses. However, some students may cover these strands in specific VCE studies.

**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, the Work Related Skills module is covered in a specific Work Related Skills subject.

**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.
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.

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.

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 Australian Tertiary Admission Rank (ATAR) 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. Hindle - Head of Teaching and Learning
- Mr A. Aldous - Careers and VET Coordinator
VCAL CURRICULUM OFFERINGS FOR 2017

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 (*).

<table>
<thead>
<tr>
<th>Strand/Level</th>
<th>Intermediate</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Skills</td>
<td>VCAL Literacy Skills Reading and Writing Intermediate units</td>
<td>VCAL Literacy Skills Reading and Writing Senior Units</td>
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<td>Personal Development Skills (PDS)</td>
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<td>Structured Workplace Learning (SWL)</td>
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Sample Timetable

Bear in mind that the course has a large proportion of hands-on and interactive work and is likely to include a number of excursions designed to help students learning to intersect well with the wider community.

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VCAL LITERACY SKILLS

AIM

The broad purpose of the Literacy Skills units is to enable the development of skills, knowledge and attitudes in literacy that allows progression in the main social contexts of:

- Family and social life
- Workplace and institutional settings
- Education and training contexts
- Community and civic life

These social contexts are not seen to be autonomous and often overlap.

Four domains of literacy have been identified as corresponding with these social contexts:

- Literacy for self-expression: focuses on aspects of personal and family life, and the cultures which shape these
- Literacy for practical purposes: focuses on forms of communication mainly used in workplace and institutional settings and in communication with such organisations
- Literacy for knowledge: focuses on sociological, scientific, technological, historical and mechanical theories and concepts which are relevant to education and training
- Literacy for public debate: focuses on matters of public concern, and the forms of argument, reason and criticism used in the public arena.

The Literacy Skills units are premised on the understanding that effective literacy skills development occurs within social contexts. The application of literacy skills cannot be separated from social context. The overall purpose is to provide an applied ‘real life’ approach to literacy development.

Literacy includes reading, writing and oral communication skills.

CONTENT

Intermediate Unit 1: Reading and Writing
Nominal duration: 100 hours

Unit Purpose
The purpose of this unit is to enable students to develop the skills and knowledge to read and write a range of texts on everyday subject matters which include some unfamiliar aspects or material. At this level students, once they have identified the audience and purpose of the text, use the writing process to produce texts that link several ideas or pieces of information. In reading, students identify how, and if, the writer has achieved his or her purpose and express an opinion on the text taking into account its effectiveness.

At the end of the unit students will be able to read, comprehend and write a range of texts within a variety of contexts.

Learning Outcomes
1. Writing for Self Expression
Write a recount, narrative or expressive text.

2. Writing for Practical Purposes
Write an instructional or transactional text.

3. Writing for Knowledge
Write a report, explanatory or expository text.

4. Writing for Public Debate
Write a persuasive, argumentative or discursive text.

5. Reading for Self Expression
Demonstrate that meaning has been gained from reading a narrative, recount or expressive text.

6. Reading for Practical Purposes
Demonstrate that meaning has been gained from reading an instructional or transactional text.

7. Reading for Knowledge
Demonstrate that meaning has been gained from reading an explanatory, expository or informative text.

8. Reading for Public Debate
Demonstrate that meaning has been gained from reading a persuasive, discursive or argumentative text.

Assessment
Assessment is conducted through meaningful activities and, wherever possible, integrated into and spread throughout the course. Assessment may be through:
For writing learning outcomes:
- written text
- teacher observation.

For reading learning outcomes:
- oral or written explanation of task
- teacher observation
- oral or written response to text.

**Intermediate Unit 2: Oral Communication**
Nominal duration: 100 hours

**Unit purpose**
At the end of this unit students will be able to use and respond to spoken language including some unfamiliar material within a variety of contexts.

**Learning Outcomes**
1. **Oracy for Self Expression**
   Use and respond to spoken language to communicate to others' story and life experience.
2. **Oracy for Knowledge**
   Use and respond to spoken language in informative talks.
3. **Oracy for Practical Purposes**
   Use and respond to spoken language in instructions and transactions.
4. **Oracy for Exploring Issues and Problem Solving**
   Use and respond to spoken language in discussions to explore issues or solve problems.

**Assessment**
A range of assessment methods are used including:
- observation and written documentation of oral communication episodes; this may be simplified by using checklists of key features observed
- recording of student interactions on video or cassette tape; transcriptions can be made for quality assurance
- assessment of individual interacting with teacher
- assessment of individual interacting with peers
- self-evaluation of their performance
- feedback from peers/audience
- assessment of individual interacting with a wider community audience.
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

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
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.
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.

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 from 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.

UNIT 4: CONTROL AND ANALYSIS OF BUSINESS PERFORMANCE

1. 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.

2. 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)
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<tr>
<th>Outcomes</th>
<th>Assessment Tasks</th>
<th>Marks allocated*</th>
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| **Outcome 1** Record financial data for a single activity sole trader using a double entry system, and discuss the function of various aspects of this accounting system. | 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). | 50               |
| **Outcome 2** Record balance day adjustments and prepare and interpret accounting reports. |                                                                                                                                                                                                               | 50               |
| **TOTAL MARKS**                                                        | At least 30 marks must be allocated to ICT-based assessment                                                                                                                                                    | 100              |

* School-assessed Coursework for Unit 3 contributes 25 per cent.

**Unit 4**

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<th>Outcomes</th>
<th>Assessment Tasks</th>
<th>Marks allocated*</th>
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| **Outcome 1** Record financial data using double entry accounting and report accounting information using an accrual-based system for a single activity sole trader, and discuss the function of various aspects of this accounting system. | 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). | 50               |
| **Outcome 2** Prepare budgets and a variance reports, evaluate the performance of a business using financial and non-financial information and discuss strategies to improve the profitability and liquidity of the business | 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) | 50               |
| **TOTAL MARKS**                                                        | At least 30 marks must be allocated to ICT-based assessment                                                                                                                                                    | 100              |

* School-assessed Coursework for Unit 3 contributes 25 per cent.
ART

AIM

This study enables students to:

• understand how artworks reflect the values, beliefs and traditions of their own and other cultures
• analyse, interpret and respond to artworks, ideas and concepts using the support of the Analytical Frameworks
• critically evaluate ideas and issues used by historical and contemporary artists from different cultures, and examine and consider the different viewpoints expressed in commentaries made by others
• develop personal ideas and expression through investigation and experimentation in art making
• employ practical skills in art making and develop conceptual understanding to inform their artistic practice and aesthetic awareness
• develop confidence to make informed opinions on ideas about the role of art in society.

CONTENT

UNIT 1: Artworks, experience and meaning

AREAS OF STUDY

1. Artworks and Meaning
In this area of study students are introduced to the Structural and the Personal Framework 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 using the Structural Framework can enhance their understanding and interpretation. 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 artist and/or the viewer, and that viewpoints can be substantiated using a range of sources. Students study at least three artists and at least one artwork from each artist to examine both historical and contemporary artworks. The artists may be selected from a range of societies and cultures including artworks by Aboriginal and Torres Strait Islander artists.

2. Art making and 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 and develop an understanding about how to use the art process. They build confidence through the exploration of techniques, materials and processes. Students create and develop a range of visual responses using imagination and observation in a selection of tasks. They investigate the artistic practices of selected artists or styles as inspiration for the development of their own visual responses. Students engage in creative and technical processes with a range of materials and art forms and use a visual diary to document their reflections, exploration of ideas, and experimentation with materials and techniques. They reflect on their own art making and examine how they have developed their visual language. They use the Structural Framework and the Personal Framework to analyse and evaluate their visual responses.

UNIT 2: Artworks and contemporary culture

AREAS OF STUDY

1. Art making and contemporary culture
In this area of study students focus on the ways in which art reflects and communicates the values, beliefs and traditions of the societies for and in which it was created. Particular emphasis is placed on the influence of contemporary materials, techniques, ideas and approaches to making and presenting artworks. Students explore and investigate the ways in which the world has changed and continues to change over time, the factors that influence these changes and their impact on artistic practice. Students focus their research on selected theme/s to compare artworks, artists and their artistic practice. From the range of artists studied, two of the artworks must be based on a common theme.

2. Art making and cultural expression
In this area of study students explore areas of personal interest related to culture and contemporary practices. They use the art process and experiment with visual language to develop, present and document their ideas. Observations, imagination, ideas and concepts inspired by cultural or contemporary sources, such as the artists and artworks being studied in Area of Study 1, may be starting points to experiment with techniques, materials, processes and art forms. Students use all the Analytical Frameworks as appropriate to analyse visual qualities, concepts and meaning in their artworks and to document their artistic practice in a visual diary. They reflect on their own art making, and identify and discuss how they have used the art process and developed their visual language. Students examine and discuss their artistic practice and reflect on how cultural and contemporary aspects are evidenced in their artworks.
UNIT 3: Artworks, ideas and values

AREAS OF STUDY

1. Interpreting Art
In this area of study students respond to and critically 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 and critique. Using appropriate terminology, they compare artworks produced before 1990 with artworks produced since 1990.

Students must undertake:
- the study of at least one artist, their artistic practice and artworks produced before 1990, and at least one artist, their artistic practice and artworks produced since 1990;
- a comparison of the artists with detailed analysis of at least two artworks by each artist;
- the application of relevant aspects of the Analytical Frameworks across each of the selected artworks to interpret the meanings and messages.

2. Investigation and Interpretation through Art making
In this area of study students use the art process to develop their own art responses inspired by ideas, concepts and observations. They apply imagination and creativity as they explore and develop visual language through the investigation and experimentation of materials, techniques, processes and art forms. Students engage in ongoing exploration, experimentation, reflection, analysis and evaluation as they progressively develop and refine their ideas. They document and analyse their thinking and working practices throughout the art process, using the language and context of selected and identified Analytical Frameworks to guide their reflection. They use appropriate technical skill to produce a body of work with at least one finished artwork at the end of Unit 3. Students employ appropriate health, safety and sustainable practices in the development of their practical work.

UNIT 4: Artworks, ideas and viewpoints

1. Discussing art
In this area of study students discuss art ideas and issues and the varying interpretations about the role of art in society. Students select a statement about an art idea and related issues that they research, analyse and interpret. They refer to a range of resources and viewpoints to examine opinions and arguments, and refer to artists and artworks to support and develop their own ideas. The range of commentaries and viewpoints may both support and challenge the selected art idea and related issues.

In this area of study, students must study:
- one art idea and related issues;
- at least one artist not studied in Unit 3 and a minimum of one artwork by that artist;
- a range of viewpoints as presented in attributed commentaries relating to the selected art idea and related issues and artwork/s.

2. Realisation and Resolution
In this area of study students continue to develop the body of work begun in Unit 3 by using the art process and work toward resolved ideas and concepts leading to at least one finished artwork, in addition to the work that was completed for Unit 3. They reflect on personal concepts and ideas as they progressively develop and refine their artworks. Students continue to use the Analytical Frameworks to document their artistic practice, reflecting on exploration, experimentation, further development, refinement and resolution of a body of work.

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 presentation using digital technologies
• an oral presentation.

Assessment task for Outcome 2 is:
• a range of visual responses to a selection of set tasks and documented evidence of the art process.

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 presentation using digital technologies
• an oral presentation.

Assessment task for Outcome 2 is:
• a range of visual responses including at least one finished artwork.
• documentation of the art process using visual language and the Analytical Frameworks.

Unit 3

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area of Study 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome 1</td>
<td>Use the Analytical Frameworks to analyse and interpret artworks produced before 1990 and since 1990, and compare the meanings and messages of these artworks.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any one or a combination of the following tasks:</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>• a written report</td>
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<td></td>
<td>• an extended response</td>
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<tr>
<td></td>
<td>• short responses</td>
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<tr>
<td></td>
<td>• structured questions</td>
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<tr>
<td></td>
<td>• an annotated visual report</td>
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</tr>
<tr>
<td></td>
<td>• a response using digital technologies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• an oral presentation with documented evidence</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL MARKS 30

*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></td>
<td><strong>Outcome 1</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Examine and analyse an art idea and its related issues to inform their viewpoint.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any one or a combination of the following tasks:</td>
<td><strong>30</strong></td>
</tr>
<tr>
<td></td>
<td>• a written report</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• an extended response</td>
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<td></td>
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<td></td>
<td>• structured questions</td>
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<tr>
<td></td>
<td>• an annotated visual report</td>
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<td></td>
<td>• an oral presentation with visual evidence</td>
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<tr>
<td></td>
<td>• a presentation using digital technologies.</td>
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<tr>
<td></td>
<td><strong>TOTAL MARKS</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

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

School Assessed Task

The School-assessed Task, which constitutes the assessment for Outcome 2 in Unit 3 and Outcome 2 in Unit 4, will be assessed by the teacher using criteria published annually and available on the Art study page on the Victorian Curriculum and Assessment Authority website. Details of the task are set out in the following table.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment task</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 3 Outcome 2</strong></td>
<td>Use the art process to produce at least one artwork, and use the Analytical Framewords to document and evaluate the progressive development and refinement of their artistic practice.</td>
</tr>
<tr>
<td><strong>Unit 4 Outcome 2</strong></td>
<td>Apply the art process to progressively communicate ideas, directions and personal concepts in a body of work that includes at least one finished artwork and use selected aspects of the Analytical Framewords to underpin reflections on their art making. A body of work that presents explorations within selected art forms and that clearly demonstrates the development of the student’s thinking and working practices. The progressive realisation and resolution of the body of work reflects personal concepts, ideas, directions, explorations, aesthetic qualities and technical skills, and includes at least two finished artworks that resolve the student’s intentions.</td>
</tr>
</tbody>
</table>

*School-assessed task contributes 50 per cent to the overall study score
BIOLOGY

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: HOW DO LIVING THINGS STAY ALIVE?
AREAS OF STUDY

1. How do organisms function?
   In this area of study students examine the structure and functioning of cells and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell. Although the internal structure of a cell varies, all cells require a relatively stable internal environment for optimal functioning. Whether life forms are unicellular or multicellular, or heterotrophic or autotrophic, whether they live in a deep ocean trench, a tropical rain forest, an arid desert or on the highest mountain peak, all individual organisms are faced with the challenge of obtaining nutrients and water, exchanging gases, sourcing energy and having a means of removal of waste products.

2. How do living systems sustain life?
   In this area of study students examine the structural, physiological and behavioural adaptations of a range of organisms that enable them to survive in a particular habitat and to maintain a viable population size over time. Students consider the distinction between the external and internal environment of an organism and examine how homeostatic mechanisms maintain the internal environment within a narrow range of values for factors including temperature, blood glucose and water balance. They explore the importance and implications of organising and maintaining biodiversity and examine the nature of an ecosystem in terms of the network of relationships within a community of diverse organisms. Students identify a keystone species, explore an organism's relationship to its habitat and evaluate the impact of abiotic factors on the distribution and abundance of organisms within the community. Factors affecting population size and growth are analysed.

3. Practical Investigation
   Survival requires control and regulation of factors within an individual and often outside the individual. In this area of study students design and conduct a practical investigation into the survival of an individual or a species. The investigation requires the student to develop a question, plan a course of action to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data and reach a conclusion in response to the question. The investigation is to be related to knowledge and skills developed in Areas of Study 1 and/or 2 and is conducted by the student through laboratory work, fieldwork and/or observational studies.
UNIT 2: HOW IS CONTINUITY OF LIFE MAINTAINED?
AREAS OF STUDY

1. **How Does Reproduction Maintain the Continuity of Life?**
   In this area of study students consider the need for the cells of multicellular organisms to multiply for growth, repair and replacement. They examine the main events of the cell cycle in prokaryotic and eukaryotic cells. Students become familiar with the key events in the phases of the cell cycle, and focus on the importance of the processes involved in a cell’s preparation for cell division. Students investigate and use visualisations and modelling to describe the characteristics of each of the phases in mitosis. Cytokinesis is explained for both plant and animal cells. Students describe the production of gametes in sexual reproduction through the key events in meiosis and explain the differences between asexual and sexual reproduction in terms of the genetic makeup of daughter cells. Students consider the role and nature of stem cells, their differentiation and the consequences for human prenatal development and their potential use to treat injury and disease.

2. **How Is Inheritance Explained?**
   In this area of study students build on their understanding of the nature of genes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses. They gain an understanding that a characteristic or trait can be due solely to one gene and its alleles, or due to many genes acting together, or is the outcome of genes interacting with external environmental or epigenetic factors. Students apply their genetic knowledge to consider the social and ethical implications of genetic applications in society including genetic screening and decision making regarding the inheritance of autosomal and sex-linked conditions.

3. **Investigation of an issue**
   The increasing uses and applications of genetics knowledge and reproductive science in society both provide benefits for individuals and populations and raise social, economic, legal and ethical questions. Human cloning, genetic modification of organisms, the use of forensic DNA databanks, assisted reproductive technologies and prenatal and predictive genetic testing challenge social and ethical norms. In this area of study students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate an issue involving reproduction and/or inheritance. They communicate the findings of their investigation and explain the biological concepts, identify different opinions, outline the legal, social and ethical implications for the individual and/or species and justify their conclusions. Material for the investigation can be gathered from laboratory work, computer simulations and modelling, literature searches, global databases and interviews with experts.

UNIT 3: HOW DO CELLS MAINTAIN LIFE?
AREAS OF STUDY

1. **How do cellular processes work?**
   In this area of study students focus on the cell as a complex chemical system. They examine the chemical nature of the plasma membrane to compare how hydrophilic and hydrophobic substances move across it. They model the formation of DNA and proteins from their respective subunits. The expression of the information encoded in a sequence of DNA to form a protein is explored and the nature of the genetic code outlined. Students use the lac operon to explain prokaryotic gene regulation in terms of the ‘switching on’ and ‘switching off’ of genes.

   Students learn why the chemistry of the cell usually takes place at relatively low, and within a narrow range of, temperatures. They examine how reactions, including photosynthesis and cellular respiration, are made up of many steps that are controlled by enzymes and assisted by coenzymes. Students explain the mode of action of enzymes and the role of coenzymes in the reactions of the cell and investigate the factors that affect the rate of cellular reactions.

2. **How do cells communicate?**
   In this area of study students focus on how cells receive specific signals that elicit a particular response. Students apply the stimulus-response model to the cell in terms of the types of signals, the position of receptors, and the transduction of the information across the cell to an effector that then initiates a response. Students examine unique molecules called antigens and how they elicit an immune response, the nature of immunity and the role of vaccinations in providing immunity. They explain how malfunctions in signalling pathways cause various disorders in the human population and how new technologies assist in managing such disorders.
UNIT 4: How does life change and respond to challenges over time?

AREAS OF STUDY

1. How are species related?
In this area of study students focus on changes to genetic material over time and the evidence for biological evolution. They investigate how changes to genetic material lead to new species through the process of natural selection as a mechanism for evolution. Students examine how evolutionary biology and the relatedness of species is based upon the accumulation of evidence. They learn how interpretations of evidence can change in the light of new evidence as a result of technological advances, particularly in molecular biology. The human fossil record is explored to identify the major biological and cognitive trends that have led to a complex interrelationship between biology and culture.

2. How do humans impact on biological processes?
In this area of study students examine the impact of human culture and technological applications on biological processes. They apply their knowledge of the structure and function of the DNA molecule to examine how molecular tools and techniques can be used to manipulate the molecule for a particular purpose. Students describe gene technologies used to address human issues and consider their social and ethical implications. Scientific knowledge can both challenge and be challenged by society. Students examine biological challenges that illustrate how the reception of scientific knowledge is influenced by social, economic and cultural factors.

3. Practical investigation
The investigation requires the student to identify an aim, develop a question, formulate a hypothesis and plan a course of action to answer the question and that complies with safety and ethical guidelines. The student then undertakes an experiment that involves the collection of primary qualitative and/or quantitative data, analyses and evaluates the data, identifies limitations of data and methods, links experimental results to science ideas, reaches a conclusion in response to the question and suggests further investigations which may be undertaken. The results of the investigation are presented in a scientific poster format according to the template provided by the VCAA. A practical logbook must be maintained by the student for record, authentication and assessment purposes.

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

<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>Explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.</td>
<td>50</td>
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<td></td>
<td>A report related to at least two practical activities from a practical logbook. The assessment task may be written or multimodal.</td>
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<tr>
<td><strong>Outcome 2</strong></td>
<td>Apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>At least one task selected from;</td>
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<tr>
<td></td>
<td>• a report of a practical activity</td>
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<tr>
<td></td>
<td>• annotations of activities or investigations from a practical logbook</td>
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<td></td>
<td>• a graphic organiser</td>
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<td>• a bioinformatics exercise</td>
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<td></td>
<td>• an evaluation of research</td>
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<td></td>
<td>• media response</td>
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<td></td>
<td>• data analysis</td>
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<td></td>
<td>• a response to a set of structured questions</td>
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<td></td>
<td>• problem solving involving biological concepts, skills and/or issues</td>
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<td></td>
<td>• a reflective learning journal/blog relate</td>
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</tbody>
</table>

TOTAL MARKS 100
### 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; Analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution</td>
<td>A report using primary or secondary data. The assessment task may be written or multimodal</td>
<td>30</td>
</tr>
<tr>
<td><strong>Outcome 2</strong>&lt;br&gt; Describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.</td>
<td>A response to an issue OR A report of a laboratory investigation The assessment task may be written or multimodal</td>
<td>30</td>
</tr>
<tr>
<td><strong>Outcome 3</strong>&lt;br&gt; Design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.</td>
<td>A structured scientific poster according to the VCAA template</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL MARKS</strong></td>
<td></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>
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: Planning a business
AREAS OF STUDY

1. The business idea
In this area of study students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. New business ideas are formed through a range of sources, such as identifying a gap in the market, technological developments and changing customer needs. Students explore some of the issues that need to be considered before a business can be established.

2. External environment
The external environment consists of all elements outside a business that may act as pressures or forces on the operations of a business. Students consider factors from the external environment such as legal, political, social, economic, technological, global and corporate social responsibility factors and the effects these may have on the decisions made when planning a business. Students investigate how the internal environment relates to the external environment and the effects of this relationship on planning a business.

3. Internal environment
The internal environment affects the approach to and success of business planning. The owner will generally have more control over the activities, functions and pressures that occur within a business. These factors, such as business models, legal business structures and staffing, will also be influenced to some extent by the external environment. Students explore the factors within the internal environment and consider how planning decisions may have an effect on the ultimate success of a business.

UNIT 2: Establishing a business
AREAS OF STUDY

1. Legal requirements and financial considerations
It is essential to deal with legal and financial matters when establishing a business. In this area of study students are introduced to the legal requirements and financial considerations that are vital to establishing a business. They also consider the implications for the business if these requirements are not met.

2. Marketing a business
Establishing a strong customer base for a business is an important component of success. In this area of study students develop their understanding that marketing encompasses a wide range of management practices, from identifying the needs of the target market and establishing a brand presence, through to considerations on price, product features and packaging, promotion, place, people, physical evidence and processes. They also consider effective public relations strategies and the benefits and costs these can bring to a business.

3. Staffing a business
Staff are one of the business’s greatest assets and are an important consideration when establishing a business. The quantity and quality of staff has a direct link to business productivity and the achievement of business objectives. In this area of study students examine the staffing requirements that will meet the needs and objectives of the business and contribute to productivity and effectiveness. They research the processes undertaken by the business with relation to the recruitment, selection and induction of staff. Students consider the opportunities that the skills and capabilities of staff can contribute to the business, the legal obligations that must be addressed and the relationship between employers and employees within a business.
UNIT 3: Managing a business

AREAS OF STUDY

1. Business foundations
   This area of study introduces students to the key characteristics of businesses and their stakeholders. Students investigate potential conflicts between and the different demands of stakeholders on a business. They examine a range of management styles and management skills that may be used when managing a business and apply these to contemporary business case studies.

2. Managing employees
   In this area of study students investigate essential factors such as motivation and training involved in effectively managing employees during their time at a business to ensure the business objectives are achieved. They consider Maslow's Hierarchy of Needs, Locke and Latham's Goal Setting Theory and Lawrence and Nohria's Four Drive Theory of motivation. Using the theories and motivation strategies, students propose and justify possible solutions to employee management in contemporary business case studies. Students gain an overview of workplace relations, including the main participants and their roles in the dispute resolution process.

3. Operations management
   The production of goods and services is the core objective of businesses. Effective management of the process of transforming inputs into outputs is vital to the success of a business, both in terms of maximising the efficiency and effectiveness of the production process and meeting the needs of stakeholders. In this area of study students examine operations management and consider the best and most responsible use of available resources for the production of a quality final good or service in a competitive, global environment.

UNIT 4: Transforming a business

AREAS OF STUDY

1. Reviewing performance – the need for change
   In this area of study students develop their understanding of the need for change. Managers regularly review and evaluate business performance through the use of key performance indicators and use the results to make decisions concerning the future of a business. Managers can take both a proactive and reactive approach to change. Students investigate the ways a business can search for new business opportunities as a source of future business growth and consider current forces for change on a business. They apply Lewin's Force Field Analysis theory to contemporary case studies and consider approaches to strategic management, using Porter's (1985) Generic Strategies.

2. Implementing change
   In this area of study students explore how businesses respond to evaluation data. It is important for managers to know where they want a business to be positioned for the future before implementing a variety of strategies to bring about the desired change. Students consider the importance of leadership in change management, how leaders can inspire change and the effect change can have on the stakeholders in a business. They consider the principles of Senge's Learning Organisation and apply the Three Step Change Model (Lewin) in implementing change in a business. Using a contemporary business case study from the past four years, students evaluate business practice against theory, considering how corporate social responsibility can be incorporated into the change process.

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

Unit 1
Outcome 1: Business Pitch and initial report
Outcome 2: Test and Report
Outcome 3: Report and Presentation

Unit 2
Outcome 1: Test
Outcome 2: Report and Presentation
Outcome 3: Folio and Test

Unit 3

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment Tasks</th>
<th>Marks Allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1 Discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.</td>
<td>The student’s performance on each outcome should be assessed using one or more of the following: • case study • structured questions • essay • report • media analysis</td>
<td>20</td>
</tr>
<tr>
<td>Outcome 2 Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.</td>
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<td>40</td>
</tr>
<tr>
<td>Outcome 3 Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.</td>
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<td>40</td>
</tr>
<tr>
<td>TOTAL MARKS</td>
<td></td>
<td>100</td>
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</table>

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

Unit 4

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment Tasks</th>
<th>Marks Allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1 Explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.</td>
<td>The student’s performance on each outcome should be assessed using one or more of the following: • case study • structured questions • essay • report • media analysis</td>
<td>50</td>
</tr>
<tr>
<td>Outcome 2 Evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>TOTAL MARKS</td>
<td></td>
<td>100</td>
</tr>
</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 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: How can the diversity of materials be explained?

AREAS OF STUDY

1. **How can knowledge of elements explain the properties of matter?**
   In this area of study students focus on the nature of chemical elements, their atomic structure and their place in the periodic table. They review how the model of the atom has changed over time and consider how spectral evidence led to the Bohr model and subsequently to the Schrödinger model. Students examine the periodic table as a unifying framework into which elements are placed based upon similarities in their electronic configurations. In this context students explore patterns and trends of, and relationships between, elements with reference to properties of the elements including their chemical reactivity.

2. **How can the versatility of non-metals be explained?**
   In this area of study students explore a wide range of substances and materials made from non-metals including molecular substances, covalent lattices, carbon nanomaterials, organic compounds and polymers. Students investigate the relationship between the electronic configurations of non-metallic atoms and the resultant structures and properties of a range of molecular substances and covalent lattices. They compare how the structures of these non-metallic substances are represented and analyse the limitations of these representations. Students study a variety of organic compounds and how they are grouped into distinct chemical families. They apply rules of systematic nomenclature to each of these chemical families. Students investigate useful materials that are made from non-metals, and relate their properties and uses to their structures. They explore the modification of polymers and the use of carbon-based nanoparticles for specific applications.

3. **Research investigation**
   Knowledge of the origin, structure and properties of matter has built up over time through scientific and technological research, including medical research, space research and research into alternative energy resources. As a result, patterns and relationships in structures and properties of substances have been identified, applied and modified, and a vast range of useful materials and chemicals has been produced. This research and development is ongoing and new discoveries are being made at an accelerating rate.
UNIT 2: What makes water such a unique chemical?

AREAS OF STUDY

1. How do substances interact with water?
In this area of study students focus on the properties of water and the reactions that take place in water including acid-base and redox reactions. Students relate the properties of water to the water molecule’s structure, polarity and bonding. They also explore the significance of water’s high specific heat capacity and latent heat of vaporisation for living systems and water supplies.

2. How are substances in water measured and analysed?
In this area of study students focus on the use of analytical techniques, both in the laboratory and in the field, to measure the solubility and concentrations of solutes in water, and to analyse water samples for various solutes including chemical contaminants. Students examine the origin and chemical nature of substances that may be present in a water supply, including contaminants, and outline sampling techniques used to assess water quality. They measure the solubility of substances in water, explore the relationship between solubility and temperature using solubility curves and learn to predict when a solute will dissolve or crystallise out of solution.

3. Practical investigation
Substances that are dissolved in water supplies may be beneficial or harmful, and sometimes toxic, to humans and other living organisms. They may also form coatings on, or corrode, water pipes. In this area of study students design and conduct a practical investigation into an aspect of water quality. The investigation relates to knowledge and skills developed in Area of Study 1 and/or Area of Study 2 and is conducted by the student through laboratory work and/or fieldwork.

UNIT 3: How can chemical processes be designed to optimise efficiency?

AREAS OF STUDY

1. What are the options for energy production?
In this area of study students focus on analysing and comparing a range of energy resources and technologies, including fossil fuels, biofuels, galvanic cells and fuel cells, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. Students use the specific heat capacity of water and thermochemical equations to determine the enthalpy changes and quantities of reactants and products involved in the combustion reactions of a range of renewable and non-renewable fuels.

2. How can the yield of a chemical product be optimised?
In this area of study students explore the factors that increase the efficiency and percentage yield of a chemical manufacturing process while reducing the energy demand and associated costs. Students investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. They explain reactions with reference to the collision theory including reference to Maxwell-Boltzmann distribution curves. The progression of exothermic and endothermic reactions, including the use of a catalyst, is represented using energy profile diagrams. Students explore homogeneous equilibrium systems and apply the equilibrium law to calculate equilibrium constants and concentrations of reactants and products. They investigate Le Chatelier’s principle and the effect of different changes on an equilibrium system and make predictions about the optimum conditions for the production of chemicals, taking into account rate and yield considerations. Students represent the establishment of equilibrium and the effect of changes to an equilibrium system using concentration-time graphs. Students investigate a range of electrolytic cells with reference to their basic design features and purpose, their operating principles and the energy transformations that occur. They examine the discharging and recharging processes in rechargeable cells, and apply Faraday’s laws to calculate quantities in electrochemistry and to determine cell efficiencies.
UNIT 4: How are organic compounds categorised, analysed and used?

AREAS OF STUDY

1. How can the diversity of carbon compounds be explained and categorised?
   In this area of study students explore why such a vast range of carbon compounds is possible. They examine the structural features of members of several homologous series of compounds, including some of the simpler structural isomers, and learn how they are represented and named. Students investigate trends in the physical and chemical properties of various organic families of compounds. They study typical reactions of organic families and some of their reaction pathways, and write balanced chemical equations for organic syntheses. Students learn to deduce or confirm the structure and identity of organic compounds by interpreting data from mass spectrometry, infrared spectroscopy and proton and carbon-13 nuclear magnetic resonance spectroscopy.

2. What is the chemistry of food?
   Food contains various organic compounds that are the source of both the energy and the raw materials that the human body needs for growth and repair. In this area of study students explore the importance of food from a chemical perspective. Students study the major components of food with reference to their structures, properties and functions. They examine the hydrolysis reactions in which foods are broken down, the condensation reactions in which new biomolecules are formed and the role of enzymes, assisted by coenzymes, in the metabolism of food. Students study the role of glucose in cellular respiration and investigate the principles of calorimetry and its application in determining enthalpy changes for reactions in solution. They explore applications of food chemistry by considering the differences in structures of natural and artificial sweeteners, the chemical significance of the glycaemic index of foods, the rancidity of fats and oils, and the use of the term ‘essential’ to describe some amino acids and fatty acids in the diet.

3. Practical investigation
   A student-designed or adapted practical investigation related to energy and/or food is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Unit 3 and/or Unit 4. The investigation requires the student to identify an aim, develop a question, formulate a hypothesis and plan a course of action to answer the question and that complies with safety and ethical requirements. The student then undertakes an experiment that involves the collection of primary qualitative and/or quantitative data, analyses and evaluates the data, identifies limitations of data and methods, links experimental results to science ideas, reaches a conclusion in response to the question and suggests further investigations which may be undertaken. Findings are communicated in a scientific poster format according to the template provided by the VCAA. A practical logbook must be maintained by the student for record, authentication and assessment purposes.

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 & 2

For Outcomes 1 and 2
- annotations of a practical work folio of activities or investigations
- a report of a practical activity or investigation
- a modelling activity
- media response
- problem-solving involving chemical concepts, skills and/or issues
- a reflective learning journal/blog related to selected activities or in response to an issue
- data analysis
- a test comprising multiple choice and/or short answer and/or extended response.

For Outcome 3

a report of an independent investigation of a topic selected from Area of Study 1 and/or Area of Study 2, using an appropriate format, for example digital presentation, oral communication or written report.

Unit 3

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment Tasks</th>
<th>Marks allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1 Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.</td>
<td>Analysis and evaluation of stimulus material. OR A report on a laboratory investigation. OR A comparison of two electricity-generating cells. OR A reflective learning journal/blog related to selected activities or in response to an issue.</td>
<td>50</td>
</tr>
</tbody>
</table>
| Outcome 2 Apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries | At least one task selected from:
- annotations of at least two practical activities from a practical logbook
- a report of a student investigation
- an evaluation of research
- analysis of data including generalisations and conclusions
- media analysis/response
- a graphic organiser illustrating a chemical process
- an analysis of an unfamiliar chemical manufacturing process or electrolytic cell
- a response to a set of structured questions | 50 |

TOTAL MARKS 100
### Outcomes

<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;Compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules</td>
<td>At least one task selected from:&lt;br&gt;- annotations of at least two practical activities from a practical logbook&lt;br&gt;- a report of a student investigation&lt;br&gt;- analysis of data including generalisations and conclusions&lt;br&gt;- media analysis/response&lt;br&gt;- a response to a set of structured questions&lt;br&gt;- a reflective learning journal/blog related to comparison of organic structures or pathways</td>
<td><strong>30</strong></td>
</tr>
<tr>
<td><strong>Outcome 2</strong>&lt;br&gt;Distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.</td>
<td>Response to stimulus material. OR A report of a laboratory investigation. OR A comparison of food molecules OR A reflective learning journal/blog related to selected activities or in response to an issue.</td>
<td><strong>30</strong></td>
</tr>
<tr>
<td><strong>Outcome 3</strong>&lt;br&gt;Design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.</td>
<td>A structured scientific poster according to the VCAA standard template</td>
<td><strong>30</strong></td>
</tr>
<tr>
<td><strong>TOTAL MARKS</strong></td>
<td></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>
COMPUTING

AIM

This study enables students to:
• apply skills, techniques, processes and a methodology to create digital solutions that meet a range of needs and conditions
• understand how data can be represented in digital systems and structured and manipulated to become part of a digital solution
• become independent and discerning users of digital systems, able to critically appraise the opportunities and appropriateness of different digital systems in a range of settings
• understand the components of information systems and the architecture of the associated digital systems
• understand how digital systems, processes, legislation and personal behaviours can affect the integrity and security of data and information
• apply computational, design and systems thinking skills when creating digital solutions.

CONTENT

Unit 1: Computing
Areas of Study

1. Data and graphic solutions
In this area of study students conduct an investigation into an issue, practice or event and through the systematic collection, interpretation and manipulation of primary data they create a graphic solution, such as an infographic, that represents their findings. Examples of investigations include the social networking habits of people of different age groups, the heritage of a class of students to three generations and music preferences by genre and favourite artists within each. Graphic solutions could include charts, flowcharts, diagrams, images, hierarchies, animations, maps and timelines.

Students develop and apply a detailed understanding of data, including its types, characteristics, sources and methods of acquisition. Relevant primary data is collected and then evaluated to determine its suitability for manipulation. When acquiring this data, students consider risks associated with using data owned by other people or organisations, and apply strategies and techniques for acknowledging legal requirements and ethical responsibilities.

Students apply computational thinking skills when extracting meaning from data and apply design thinking knowledge and skills to create graphic information for the purpose of informing, educating or persuading an audience. No restrictions are placed on the software tool used to create these solutions.

2. Networks
In this area of study students investigate how networks with wireless capability allow data and information to be exchanged locally and within the global environment. Students examine the hardware and software components and procedures required to connect and maintain a wireless network. They focus on ways in which the security of exchanged and stored data and information can be compromised in wireless networks, in order to understand ways of controlling the networked devices they use. Students apply this technical knowledge to create the design for a network with wireless capability that meets a need or opportunity, identifying its components and how data and information are transmitted. Students use a software tool to depict the components of their network and its interactions.

When designing network solutions, students apply systems thinking by considering how users will interact with the network and the potential effects of the network on users and their data and information.
3. Collaboration and communication
In this area of study students examine how the use of particular information systems within specified contexts can cause tensions and conflicts between different stakeholders. Students develop the ability to critically appraise how information systems are used and how individuals can be empowered to shape their use.

Working in virtual (local, national, international) or face-to-face teams, students use web authoring software to create a website, designed for viewing on a mobile device, which presents an overview of an issue associated with one field. When designing their website students apply their knowledge of information architecture such as structuring sets of information to facilitate navigation and allowing users choices about levels of detail. They evaluate the merits of storing their website and its content in the cloud or on a private server.

Project plans are prepared to support an organised approach to problem solving. Students use software to record tasks to be completed and team member responsibilities and schedules. Students record and monitor progress of the website development. Students do not have to use dedicated project management software.

On their website students present the viewpoints of different stakeholders, drawing on evidence acquired from primary and/or secondary sources. They publish the team’s opinions about the issue and propose actions that can be taken to shape how information systems are used, for example, using social media to encourage actions or inviting comments in a forum. Students use visualising thinking tools to analyse content, online collaborative tools to support sharing of ideas, and techniques to assist in forming team opinions. They use other appropriate software to manipulate acquired data such as image, numeric, text and sound editing tools, and web authoring tools to communicate viewpoints.

Unit 2: Computing
Areas of Study

1. Programming
In this area of study students focus on using a programming or scripting language that can support object-oriented programming to create working software modules. These languages provide users with greater flexibility than application software, as specific sets of instructions can be implemented to create solutions that are purpose designed. Flexibility exists regarding the specific language studied. Depending on its nature the language could also be used in Area of Study 2.

Students develop skills in interpreting teacher-provided solution requirements and in designing working modules. They apply methods and techniques for completing a series of small discrete tasks or working modules that use features of a programming or scripting language, including predefined classes. They apply knowledge and skills associated with the design and development stages of the problem-solving methodology. Details of this methodology are on pages 14–16. Students also apply computational and design thinking skills when preparing design specifications and transforming them into working modules through the use of programming or scripting languages.

2. Data analysis and visualisation
In this area of study students learn to use software tools to access, select and, where appropriate, manipulate authentic data from large data repositories, and to present the key aspects of the data in an appropriate visual form. Once the data has been isolated and checked for its integrity, students create data visualisations that assist in reducing the complexity of data by using designs that illustrate patterns, connections and structure. These visualisations should minimise the effort required by readers to interpret complex data and they need to be clear, usable and relevant. Some data visualisation tools allow presentations to be dynamic and/or interactive. Appropriate visualisation 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 Statistics, United Nations, CSIRO, OECD. Appropriate tools to extract or structure data and create visualisations include a programming language, database software, spreadsheet software and data visualisation software. It is important that students engage in a two-step approach when creating visualisations: acquiring and preparing data (step one) and manipulating data into a visual form (step two). In response to teacher-provided design briefs, students apply all stages of the problem-solving methodology.
3. Data management

In this area of study students are introduced to the structure of databases and their applicability in a range of settings. Databases underpin many applications such as borrowing and booking systems, medical records and social media websites. Students develop an understanding of the purposes of databases by exploring the data and information they supply to and receive from systems such as banking, membership, online purchasing and voting systems. They apply systems thinking skills when considering the effects of their interactions with information systems that use databases.

Students develop and apply knowledge and skills in determining data types required to solve specific problems, and in organising and storing data. They examine the flexibility of databases by constructing query searches and sorts, and apply design principles that contribute to effective and efficient data collections tools, input forms and reports. Where appropriate, students apply mathematical calculations to the data and may create macros to automate repetitive tasks. Students devise a need or opportunity for a solution and collect relevant data for manipulation by database management software. This facilitates a deeper understanding of the benefits and risks associated with using database solutions. Students apply all stages of the problem-solving methodology.

Unit 3: Software Development

Areas of Study

1. Programming practice

In this area of study students focus on the design and development stages of the problem-solving methodology and computational thinking skills. Students examine the features and purposes of different design tools so they can accurately interpret the requirements for working software modules. Students interpret given designs and create working modules using a programming language, undertaking the problem-solving activities of coding, testing and documenting (development stage). Students use a programming language that meets the programming requirements published annually by the VCAA in the VCAA Bulletin.

The working modules do not have to be complete solutions and can focus on limited features of the programming language; however, students are expected to fully develop the working modules in accordance with the given designs. Each module should allow the testing of the program logic in readiness for creating a complete solution in Unit 4. Testing techniques are applied to ensure modules operate as intended and students learn to write internal documentation in the code that they develop.

2. Analysis and design

In this area of study students construct the framework for the creation of a software solution that meets a need or opportunity determined by individual students. This is the first part of a project, with the second part undertaken in Unit 4, Outcome 1.

In this area of study students analyse a real-world need or opportunity identified by them. The analysis is stated in terms of solution requirements, constraints and scope (analysis stage of problem-solving methodology) and presented as a software requirements specification.

There are two steps to designing. Initially, through the application of design and systems thinking skills, students generate two or three different design ideas for creating their solution. These are briefly stated and could include annotations to indicate key functions and layouts. The next step involves developing and applying evaluation criteria to select the preferred design idea. This is then fully detailed, addressing both the functionality and user interface of the solution. The evaluation criteria will be used in Unit 4 to evaluate the quality of this solution.

Students prepare a project plan, taking into account all stages of the problem-solving methodology covered in this outcome and in Unit 4, Outcome 1. Students do not have to use dedicated project-management software. Students determine the milestones of their project.
Unit 4: Software Development

Areas of Study

1. **Software solutions**
In this area of study students further develop their computational thinking skills by using the programming language studied in Unit 3 to transform the design they prepared in Unit 3, Outcome 2 into a software solution that meets specific needs or opportunities.

Students prepare a usability test that addresses the core features of their solution. The test must be undertaken by at least two other ‘users’ and the results recorded. Students can make any necessary adjustments to their solution based on these results.

During the project students apply techniques to record their progress on their plan, such as showing actual versus expected durations, achievement of milestones, modifications to the plan to show adjustments and annotations to explain these modifications. Students evaluate the quality of their solution using criteria developed in Unit 3 and they assess the effectiveness of their project plan in managing their project.

2. **Interactions and impact**
In a globalised economy and society, organisations are increasingly dependent on data supplied by other organisations. The integrity of the supplied data can affect the ability of an information system to achieve objectives. In this area of study students focus on the interactions between information systems that share data and how the performance of one of these systems is dependent on the integrity of the data. For example, timely and accurate weather reports generated by one information system can be used by an airline’s information system to reschedule flights, reducing risks to commuters.

Students apply systems thinking skills when examining information systems that share data. They develop knowledge of factors that influence the integrity of data and consider processes used within information systems to manage the storage, communication and disposal of data. Students investigate the capabilities of information systems operating in a networked environment and how these systems can be secured to enhance the integrity of data. They examine the importance of applying technical protocols when interacting with information systems and the consequences of violating these protocols.

**Biblical Perspectives**

Students are to be responsible citizens in a global society. Christian character should be demonstrated in the way students collaborate and communicate using technology. They are to be ‘good workman’ in the creative use of the various tools that God has provided and be ‘wise as serpents’ in recognising and avoiding the dangers of technology while being as ‘harmless as doves’ in their personal use of technology.
## 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;Interpret design requirements and apply a range of functions and techniques using a programming language to develop working modules.</td>
<td>In response to teacher-provided designs, create working modules to meet specific needs.</td>
<td>10</td>
</tr>
<tr>
<td><strong>Outcome 2</strong>&lt;br&gt;Analyse and document a need or opportunity, generate alternative design ideas, represent the preferred solution design and formulate a project plan for creating the solution.</td>
<td>An analysis that defines the requirements, constraints and scope of a solution in the form of a software requirements specification&lt;br&gt;&lt;br&gt;<strong>AND</strong>&lt;br&gt;A folio of two to three alternative design ideas and the detailed design specifications of the preferred design&lt;br&gt;&lt;br&gt;<strong>AND</strong>&lt;br&gt;A project plan (Gantt chart) indicating times, resources and tasks.</td>
<td>15</td>
</tr>
</tbody>
</table>

## 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;Apply stages of the problem-solving methodology to create a solution using a programming language that fulfils identified requirements and assess the effectiveness of the project plan in monitoring progress</td>
<td>A software solution that meets the software requirements specification and the results of the useability test&lt;br&gt;&lt;br&gt;<strong>AND</strong>&lt;br&gt;An assessment of the extent to which the project plan (Gantt chart) assisted in monitoring project progress in one of the following:&lt;br&gt;• a written report&lt;br&gt;• an annotated visual plan.</td>
<td>15</td>
</tr>
<tr>
<td><strong>Outcome 2</strong>&lt;br&gt;Analyse and explain the dependencies between two information systems and evaluate the controls in place in one information system to protect the integrity of its source data.</td>
<td>In response to a case study, one of the following:&lt;br&gt;• a written report&lt;br&gt;• an annotated visual report.</td>
<td>10</td>
</tr>
</tbody>
</table>

*School-assessed Task (SAT) for Units 3 and 4 contributes 30 per cent to the study score. The SAT is Unit 3 Outcome 2 combined with Unit 4 Outcome 1

*School-assessed coursework (SAC) for Unit 3 and 4 contributes 20 percent to the study score. The SAC's are Unit 3 Outcome 1 and Unit 4 Outcome 2.
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

Unit 1
1. Reading and Creating Texts
This Area of Study encourages students to explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. Students develop the ability to respond to texts in various forms, such as writing an analytical essay and a creative response from within the world of the text.

2. Analysing and Presenting Argument
In this Area of Study students focus on the analysis and construction of texts that attempt to influence an audience. They explore the use of language, both written and visual, for persuasive effect and the structure and presentation of an argument.

Unit 2
1. Reading and Comparing Texts
In this Area of Study students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader’s understanding of one text is broadened and deepened when considered in relation to another text.

2. Analysing and Presenting Argument
In this Area of Study, students continue to develop the skills from the same Area of Study in Unit 1.

UNIT 3
AREAS OF STUDY

1. Reading and Creating Texts
In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts.

2. Analysing Argument
In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. The texts must have appeared in the media since 1 September of the previous year. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader.
UNIT 4
AREAS OF STUDY

1. Reading and Comparing
In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences.

2. Presenting Argument
In this area of study students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year.

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 - 4

Tasks include:
- An analytical response to a set text
- A creative response to a set text such as a monologue, script or short story.
- An analysis of the use of argument and persuasive language in text/s
- Oral presentations, intended to position an audience
- Written persuasive tasks
- A comparative analytical response to set texts
## Unit 3

### Outcomes

**Outcome 1**  
Produce an analytical interpretation of a selected text, and a creative response to a different selected text.

**Outcome 2**  
Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

**Outcome 3 - EAL Students Only**  
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.

### Assessment tasks

**For All Students:**
- An analytical interpretation of a selected text in written form.
- A creative response to a selected text in written or oral form with a written explanation of decisions made in the writing process and how these demonstrate understanding of the text.

**For English Students:**
- An analysis and comparison, in written form, of argument and the use of persuasive language in two to three texts that present a point of view on an issue. Texts must include written and visual material and have appeared in the media since 1 September of the previous year.

**For EAL Students:**
- A demonstration of understanding of two to three texts that present a point of view on an issue through: short-answer responses, note form summaries. (10)
- An analysis and comparison of argument and the use of persuasive language in the same two to three texts, in written form. Texts must include written and visual material and have appeared in the media since 1 September of the previous year. (30)

**For EAL Students:**
- Comprehension of a spoken text through: short-answer responses, note-form summaries.

### Marks allocated*

<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>For All Students:</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>English Students:</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>EAL Students:</td>
<td>40</td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
<td>For English Students:</td>
<td>All Students:</td>
</tr>
<tr>
<td></td>
<td>English Students:</td>
<td>All Students:</td>
</tr>
<tr>
<td></td>
<td>EAL Students:</td>
<td>All Students:</td>
</tr>
<tr>
<td><strong>Outcome 3 - EAL Students Only</strong></td>
<td>For EAL Students:</td>
<td>TOTAL MARKS</td>
</tr>
<tr>
<td></td>
<td>EAL Students:</td>
<td>100</td>
</tr>
</tbody>
</table>

*School-assessed coursework for Unit 3 contributes 25 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 | Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes | For All Students:  
- A detailed comparison in written form of how two selected texts present ideas, issues and themes.  
All Students: 60 |
| Outcome 2 | Construct a sustained and reasoned point of view on an issue currently debated in the media. | For All Students:  
- A written statement of intention to accompany the student's own oral presentation, articulating the intention of decisions made in the planning process, and how these demonstrate understanding of argument and persuasive language. (10)  
- A point of view presented in oral form using sound argument and persuasive language. The point of view should relate to an issue that has appeared in the media since 1 September of the previous year. The issue does not have to be the same as the issue selected for study in Outcome 2, Unit 3.  
All Students: 40 |
| TOTAL MARKS | | 100 |

*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 Youth Health and Human Development

In this area of study students develop an understanding of the concepts of youth health and individual human development, and explore the interrelationships that exist within and between them. Students become aware of the differing methods for measuring health status and develop a greater understanding of the health status of youth.

2. Youth Issues

In this area of study students develop understanding of a range of determinants and their ability to influence youth health and individual human development.

Students explore the importance of nutrition and the development functions it performs in the body, including the consequences of nutritional imbalance on the health and individual human development of youth.

Students investigate in detail one health issue relevant to youth. They 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 and programs designed to influence and promote youth health and individual human development.
UNIT 2: INDIVIDUAL HUMAN DEVELOPMENT AND HEALTH ISSUES
AREAS OF STUDY

1. Prenatal health and individual development
In this area of study students develop understanding of the health and individual human development of Australia’s unborn children. Students study the physical changes that occur from conception to birth. Students investigate how determinants, including physical environment, biological, behavioural and social, influence prenatal health and individual human development.

2. Child health and individual development
The focus of this area of study is the development of students’ understanding of health and individual human development of Australia’s children. Students study the period from birth to approximately twelve years. They explore the physical, social, emotional and intellectual changes that occur from birth to late childhood.

   Students investigate how determinants, including physical environment, biological, behavioural and social, influence child health and development.

3. Adult health and individual development
The focus of this area of study is the development of students’ understanding of the health and individual human development of Australia’s adults, including older adults. 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.

UNIT 3: AUSTRALIA’S HEALTH
AREAS OF STUDY

1. Understanding Australia’s Health
In this area of study students develop 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 and analyse how determinants of health, including the physical environment, biological and social, contribute to variations in health status.

   The NHPAs initiative seeks to bring a national health policy focus to diseases and 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
This area of study examines different models of health and health promotion. Students 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. They 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
This area of study explores global health, human development and sustainability. Students 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
This area of study explores 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 and contributions of 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. 20God 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 way 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

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

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

### Unit 4

<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>25</td>
<td>Response on the variations in health status between developing countries and Australia</td>
</tr>
<tr>
<td>Analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nations’ Millennium Development Goals.</td>
<td>25</td>
<td>Response on the contribution of the Millennium Development Goals to global health and sustainable human development.</td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
<td>50</td>
<td>Response to a program implemented to promote health, human development and sustainability.</td>
</tr>
<tr>
<td>Describe and evaluate programs implemented by international and Australian government and non-government organisations and analyse the inter-relationships between health, human development and sustainability.</td>
<td>100</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 (1918 – 1939)

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars.

The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. We will explore Post-War Germany and the rise of Nazism. In Germany, the persecution of the Jewish people became intensified. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

AREAS OF STUDY

1. **Ideology and conflict**
   - What impact did the treaties which concluded World War One have on nations and people?
   - What were the dominant ideologies of the period?
   - What impact did the post-war treaties, the development of ideologies and the economic crisis have on the events leading to World War Two?

2. **Social and cultural change**
   - What continuity and what change is evident between the 1920s and 1930s in social and cultural life?
   - How did ideologies affect the daily lives of people?
   - How did cultural life both reflect and challenge the prevailing political, economic and social circumstances?
UNIT 2: TWENTIETH-CENTURY HISTORY (1945 – 2000)

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights.

Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War.

The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

AREAS OF STUDY

1. Competing ideologies
   • What were the causes of the Cold War?
   • What were the key characteristics of the ideologies of communism in the USSR and democracy and capitalism in the USA?
   • What was the impact of the Cold War on nations and people?
   • What led to the end of the Cold War?

2. Challenge and change
   • What were the significant causes of challenge to and change in existing political and social orders in the second half of the twentieth century?
   • How did the actions and ideas of popular movements and individuals contribute to change?
   • What impacts did challenge and change have on nations and people?

Units 3 and 4: Revolutions

In Units 3 and 4 Revolutions students study the Russian Revolution of October 1917, and the Chinese Revolution of 1949.

Students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.
AREAS OF STUDY

1. Causes of revolution

The Russian Revolution from 1896 to October 1917 (Coronation of Tsar Nicholas to the 25th October Revolution 1917)
The Chinese Revolution from 1912 to 1949 (The Chinese Republic to the Communist victory in the Civil War on the 1 October 1949).

• What were the significant causes of revolution?
• How did the actions of popular movements and particular individuals contribute to triggering a revolution?
• To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?

Russia

The events and other conditions that contributed to the outbreak of revolution, including tensions in Tsarist Russia, the formation of the Mensheviks and Bolsheviks, the Russo-Japanese War, Bloody Sunday, the role of the Dumas, World War One, the February Revolution, the effectiveness of the Provisional Government, The Dual Authority, Lenin’s return and his April Theses, the July Days, the Kornilov Affair and the events of October 1917

The ideas that played a significant role in challenging the existing order, including Nationalism, Liberal reformism, Revolutionary Populism, Marxism and Marxist-Leninism

The role of individuals, including Tsar Nicholas II and Tsarina Alexandra, Count Witte, Pyotr Stolypin, Grigori Rasputin, Alexander Kerensky, Lenin and Trotsky.

The contribution of popular movements in mobilising society and challenging the existing order, including workers’ protests and peasants’ uprisings, soldier and sailor mutinies, and challenges by the Socialist Revolutionaries, Bolsheviks and Mensheviks (SDs), Octoberists and Kadets.

China

The events and other conditions that contributed to the outbreak of revolution, including the economic and social inequalities, challenges to the early Republican era, Warlordism, the First United Front, the Northern Expedition, the Shanghai Massacre, the establishment of the Jiangxi Soviet (Kiangsi Soviet), successes and limitations of the Nationalist Decade, The Long March, the Japanese occupation of Manchuria and the Sino-Japanese War, the Yan’an Soviet (Yenan), the Second United Front, and the Civil War

The ideas that played a significant role in challenging the existing order, including Marxist-Leninism, Sun Yixian’s (Sun Yat-sen’s) ‘Three Principles of the People’, Nationalism, Chinese Communism and Mao Zedong Thought (Maoism)

The role of individuals, including Yuan Shikai (Yuan Shih-k’ai), Sun Yixian (Sun Yat-sen), Jiang Jieshi (Chiang Kai-shek), Mao Zedong (Mao Tse-tung), Zhu De (Chu Te), and Zhou Enlai (Chou En-lai)

The contribution of popular movements in mobilising society and challenging the existing order, including the New Culture Movement and the May 4th Movement, the New Life Movement, actions of the Red Army, actions of the Gomindang (Kuomintang) and the Chinese Communist Party.

2. Consequences of revolution

The Russian Revolution from October 1917 to 1927 (Early Sovnarkom decrees to the end of the NEP)
The Chinese Revolution from 1949 to 1971 (Communist victory to the death of Lin Biao).

• How did the consequences of revolution shape the new order?
• How did the new regime consolidate its power?
• How did the revolution affect the experiences of those who lived through it?
• To what extent was society changed and revolutionary ideas achieved?
Russia

The challenges the new regime faced in attempting to consolidate its power, including the dissolution of the Constituent Assembly, political opposition, the creation of the Sovnarkom, land redistribution, the Treaty of Brest-Litovsk, State Capitalism, the Civil War, War Communism, the Red Terror, the Polish Soviet War, the 1921 Famine and the Kronstadt Revolt

The changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise their revolutionary ideals, including creation of the Sovnarkom, creation of the CHEKA, issuing of new decrees, State Capitalism, War Communism, the Treaty of Riga, the Tenth Party Congress (introduction of the NEP and Lenin's 'On Party Unity') and the effects of the NEP

The contribution of significant individuals that changed society including Lenin, Trotsky, Felix Dzerzhinsky and Alexandra Kollontai

The diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including Aristocracy, peasants, Kulaks, workers, bourgeoisie, women and nationalities of the former Russian Empire.

China

The challenges the new regime faced in attempting to consolidate its power, including the new political system, PLA, the implementation of Fanshen, Thought Reform, Sanfan and Wufan, a culture of spying and fear, the First Five-Year Plan and collectivisation and social improvements

The changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise their revolutionary ideals, including the nature of political systems, the impacts of mass campaigns, the Hundred Flowers Campaign, The Great Leap Forward, ‘Three Bad Years’ (Famine), The Great Proletarian Cultural Revolution, the Cult of Mao, and the fall of Lin Biao (Lin Piao)

The contribution of significant individuals that changed society, including Mao Zedong (Mao Tse-tung), Zhou Enlai (Chou En-lai), Peng Dehuai (P'eng Te-huai), Lin Biao (Lin Piao), Liu Shaoqi (Liu Shao-ch'i), and Jiang Qing (Chiang Ch'ing)

The diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including peasants, women, intellectuals, business owners, workers, CCP Party Members, students and the Red Guards.

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 of 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

UNIT 1 & 2
Assessment tasks over Units 1 and 2 should include the following:

- a historical inquiry
- an analysis of primary sources
- an analysis of historical interpretations
- an essay

UNIT 3 & 4
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.

<table>
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<tr>
<th>Outcomes</th>
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<tbody>
<tr>
<td>Unit 3</td>
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<tr>
<td>Outcome 1</td>
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<td>Each of the following four assessment tasks must be completed over Units 3 and 4:</td>
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<tr>
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<td></td>
<td>• a historical inquiry</td>
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<td></td>
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<td>• an analysis of primary sources</td>
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<td></td>
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<td>• an evaluation of historical interpretations</td>
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<td>• an essay</td>
</tr>
<tr>
<td>Outcome 2</td>
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<td>Teachers may choose the order of the assessment tasks.</td>
</tr>
<tr>
<td>TOTAL MARKS</td>
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</table>

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

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<td>Unit 4</td>
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<td></td>
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<tr>
<td>Outcome 1</td>
<td>50</td>
<td>Each of the following four assessment tasks must be completed over Units 3 and 4:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• a historical inquiry</td>
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<tr>
<td>TOTAL MARKS</td>
<td>100</td>
<td></td>
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</tbody>
</table>

*School-assessed Coursework for Unit 4 contributes 25 per cent.

End-of-year examination

The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.
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.

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>
<tbody>
<tr>
<td><strong>Outcome 1</strong>&lt;br&gt;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.</td>
<td>The student’s performance on each outcome will be assessed using one or more of the following:&lt;br&gt;• A case study&lt;br&gt;• Structured questions&lt;br&gt;• A test&lt;br&gt;• An essay&lt;br&gt;• A report in written format&lt;br&gt;• A report in multimedia format&lt;br&gt;• A folio of exercises.</td>
<td>25</td>
</tr>
<tr>
<td><strong>Outcome 2</strong>&lt;br&gt;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.</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td><strong>Outcome 3</strong>&lt;br&gt;Describe the role and operation of courts in lawmaking, evaluate their effectiveness as law-making bodies and discuss their relationship with parliament.</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL MARKS**<br>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;Describe and evaluate the effectiveness of institutions and methods for the determination of criminal cases and the resolution of civil disputes.</td>
<td>The student’s performance on each outcome will be assessed using one or more of the following:&lt;br&gt;• A case study&lt;br&gt;• Structured questions&lt;br&gt;• A test&lt;br&gt;• An essay&lt;br&gt;• A report in written format&lt;br&gt;• A report in multimedia format&lt;br&gt;• A folio of exercises.</td>
<td>40</td>
</tr>
<tr>
<td><strong>Outcome 2</strong>&lt;br&gt;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.</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL MARKS**<br>100

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

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 and education.

This study is designed to enable students to:

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

CONTENT

UNITS 1-2
COMMON AREAS OF STUDY

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

2. The French-Speaking Communities
   • Lifestyles
   • Historical perspectives
   • Arts and entertainment

3. The Changing World
   • Social issues
   • The world of work
   • Scientific and technological issues

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 memorising 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 and 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, and seeking and saving the lost.

The common worldwide issues we explore in VCE French include: relationships, personal opinions and values, lifestyles, customs and traditions, as well as 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
- Role play
- Review
- Recipe
- Report
- Song
- Speech
- Story
Units 1 and 2

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks Allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outcome 1</strong> Establish and maintain a spoken or written exchange related to personal areas of experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outcome 2</strong> Listen to, read and obtain information from spoken and written texts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outcome 3</strong> Produce a personal response to a text focusing on real or imaginary experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outcome 1</strong> Participate in a spoken or written exchange related to making arrangements and completing transactions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outcome 2</strong> Listen to, read and obtain information from spoken and written texts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outcome 3</strong> Give expression to real or imaginary experience in spoken or written form.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**End of Year Written Examination**

- Reply to personal letter/email/fax or Informal conversation 15
- Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes charts or tables in French or English. 10
- Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes charts or tables in French or English. 10
- Oral presentation or Review or Article 15
- Formal letter, or fax, or email or Role-play or Interview 10
- Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type 10
- Read written texts (e.g. extracts, advertisements, and letters) and reorganise information and ideas in a different test type. 10
- Journal entry or Personal account or Short story 15
- Writing 25

**TOTAL MARKS 100**
## Units 3 and 4

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks Allocated*</th>
</tr>
</thead>
</table>
| **Unit 3**  
**Outcome 1**  
Express ideas through the production of original texts | A 250 word personal or imaginative written piece. | 10 |
| | A response to specific questions, messages or instructions, extracting and using the information requested. | 5 |
| | A three-four minute role-play, focusing on the resolution of an issue. | 10 |
| **Outcome 2**  
Analyse and use information from spoken texts | A response to specific questions, messages or instructions, extracting and using the information requested. | 5 |
| **Outcome 3**  
Exchange information, opinions and experiences | (a) A 250-300 word informative, persuasive or evaluative, written response, for example, a report, comparison or review. | 10 |
| | AND  
(b) A three-four minute interview on an issue related to the texts studied | 10 |
| **Unit 4**  
**Outcome 1**  
Analyse and use information from written texts | Conversation  
Discussion | 12.5 |
| **Outcome 2**  
Respond critically to spoken and written texts which reflect aspects of the language and culture of French-speaking communities | **Listening and Responding**  
Part A: Response in English  
Part B: Response in French | 7.5 |
| **Units 3 and 4**  
End of Year Oral examination  
End of year Written examination | **Reading and Responding**  
Part A: Response in English  
Part B: Response in French | 10  
5 |
| | Writing | 7.5 |
| | **TOTAL MARKS** | **100** |
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 Units 1 and 2 and intend to study Mathematical Methods Units 3 and 4 as well.

AREAS OF STUDY

- Arithmetic and Number
- Financial Arithmetic
- Statistics
- Analysis of univariate or bivariate data
- Algebra and Structure
- Linear relations and equations
- Graphs of linear and non-linear relations;
- Discrete Mathematics
- Matrices
- Graphs and Networks
- Number patterns and recursion
- Geometry, measurement 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:

- 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.

There are no prerequisites for entry to General Mathematics Units 1 and 2. However, students attempting General Mathematics are expected to have a sound background in number, algebra and functions. Enrolment without satisfactory completion of these studies is subject to approval.
MATHEMATICAL METHODS UNITS 1 AND 2

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

Students attempting Mathematical Methods 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 Units 1 and 2 without meeting a satisfactory standard of Year 10 Mathematics.

AREAS OF STUDY

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

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

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

SPECIALIST MATHEMATICS UNITS 1 AND 2

Specialist Mathematics is designed to provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modeling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

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

Enrolment in Specialist Mathematics Units 1 and 2 assumes a current enrolment in, or previous completion of Mathematical Methods Computer Algebra System Units 1 and 2.

SPECIALIST MATHEMATICS CONSISTS OF THE FOLLOWING AREAS OF STUDY:

- Arithmetic and Number
- Geometry, measurement and trigonometry
- Vectors
- Graphs of linear and non-linear relations
- Kinematics
- Algebra and Structure
- Transformations, trigonometry and matrices
- Statistics

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 CAS calculators and other technologies both in the learning of new material and the application of this material in a variety of different contexts.
Further 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. 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 Units 1 and 2 will have had access to limited knowledge and skills relevant to Further Mathematics.

Some additional preparatory work will be necessary for any student who decides to undertake Further Mathematics Unit 3 & 4 without completing year 11 General Mathematics Units 1 & 2.

In 2016, Further Mathematics has had a change in its course make-up. It now consists of an enlarged compulsory core area of study and has a selection of two from four modules in the 'Applications' area of study.

AREAS OF STUDY

1. Core Material
   - Data analysis
   - Recursion and Financial Modelling

2. Modules
   - Module 1: Matrices
   - Module 2: Networks and decision mathematics
   - Module 3: Graphs and relations
   - Module 4: Geometry and measurement

Assumed knowledge and skills for the Core Material areas of study are contained in the topics: Investigating and comparing distributions, Investigating relationships between two variables, Linear graphs and modeling, Linear equations and relations, Number Patterns and Recursion; and Computation & Practical Arithmetic topics from General Mathematics Units 1 and 2.

Relevant skills for the Modules chosen at the College are contained in the topics: Matrices; and Graphs and Networks topics 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 UNITS 3 AND 4

Mathematical Methods 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;
• Algebra;
• Calculus; and
• Probability and statistics.

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

The appropriate use of Computer Algebra Systems (CAS) technology via a hand-held calculator 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 Units 3 and 4.

In addition, students attempting Specialist Mathematics Units 3 and 4 are expected to have successfully completed Specialist Mathematics Units 1 and 2 (formerly known as GMA).

SPECIALIST MATHEMATICS CONSISTS OF THE FOLLOWING AREAS OF STUDY:

• Functions and graphs;
• Algebra;
• Calculus;
• Vectors
• Mechanics; and
• Probability and Statistics

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 Units 3 and 4. They may be studied concurrently, or Mathematical Methods 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 pre-requisites for further courses of study. The standard sequences of mathematics which can be studied are as follows:
Please note the following:

1. Please note that General Mathematics and Specialist Mathematics 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.
2. Specialist Mathematics Units 3 and 4 must be studied in conjunction with Mathematical Methods 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.
3. Specialist Mathematics Units 1 and 2 must be studied in conjunction with Mathematical Methods Units 1 and 2.
4. Mathematical Methods Units 3 and 4 cannot be undertaken without Mathematical Methods Units 1 and 2 having been previously completed.
5. Students who only take Units 1 and 2 of General Mathematics may be eligible for some tertiary 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
- Projects
- Short Written Responses
- Problem-Solving Tasks
- Modelling Tasks
- Effective and Appropriate use of technology.

Units 3 and 4

In 2016, 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: 17 per cent
- Unit 4 school-assessed coursework: 17 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 Units 3 and 4 is a technology-free examination. Examination 2 is a technology-enabled examination.

Specialist Mathematics
- Unit 3 school-assessed coursework: 17 per cent
- Unit 4 school-assessed coursework: 17 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.

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. Specialist Mathematics Units 1 and 2 must be studied in conjunction with Mathematical Methods Units (CAS) 1 and 2.
3. Mathematical Methods (CAS) Units 3 and 4 cannot be undertaken without Mathematical Methods (CAS) Units 1 and 2 having been previously completed.
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 TECHNOLOGIES OF REPRESENTATION

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 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, INFLUENCE AND SOCIETY’S VALUES.
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. Media texts and society’s 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

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>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.</td>
<td>An analysis of two professionally produced narrative fictional media texts in one of the following forms: • written analyses • tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TOTAL MARKS</td>
</tr>
</tbody>
</table>

*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>
<tbody>
<tr>
<td>Unit 3 Outcome 2</td>
<td>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</td>
<td>Subject to external review</td>
</tr>
<tr>
<td>Outcome 3</td>
<td>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</td>
<td>Subject to external review</td>
</tr>
</tbody>
</table>
Unit 4

School-Assessed Coursework

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks allocated*</th>
</tr>
</thead>
</table>
| **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. | 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 | 40 |
| **Outcome 3**  
Discuss notions of media influences and analyse issues about the nature and extent of media influences | An analysis of key viewpoints about the nature and extent of media influence in any one of the following forms:  
• written analyses  
• tests | 40 |

**TOTAL MARKS**  
80

*School-assessed coursework for Unit 4 contributes 12 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 4**  
**Outcome 1**  
Produce a media product for an identified audience from the media production design plan prepared by the student in Unit 3 | 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. | Subject to external review |
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.

To supplement the educational and musical development taking place in the classroom it is expected that all VCE Music students will be having private instrumental lessons with a teacher of their choosing either inside or outside of school. This is a particularly important step in their musical development over the VCE Music process. It is also expected that all VCE students be involved in at least one ensemble at the Waverley Christian College to further their abilities in working with others musically.

CONTENT

MUSIC PERFORMANCE

UNIT 1

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

UNIT 2

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

UNIT 3

This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

UNIT 4

This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end-of-year examination. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.
MUSIC INVESTIGATIONS

UNITS 3 AND 4

In this study students research performance practices relevant to a music style, tradition or genre. The music style, tradition or genre selected for study may be representative of music practice in a specific time, place or culture, and/or the work of a particular performer or composer. Students design an Investigation Topic as the basis for study of performance techniques and conventions, interpretative possibilities and contextual issues. Through this study they develop listening, aural, theoretical, interpretative and technical musicianship skills and demonstrate findings through performance of established repertoire, music they have composed, improvised or arranged, and commentary about issues that have informed their interpretation of a representative program of works.

UNIT 3

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

UNIT 4

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

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:
- instill 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.
ASSESSMENTS

Unit 1
Suitable tasks for assessment may be selected from the following:

- performance/s of at least three works including at least one group work and one solo work with accompaniment, as appropriate; the duration of the performance/s will vary depending on the works selected
- a demonstration of material chosen to address challenges in performance of works prepared for Outcome 1, for example an assessment task that includes a test or other performance context
- an explanation of how selected material supports the student's development as an instrumentalist and their preparation of works performed for Outcome 1; the explanation may be presented in one or more of the following formats:
  - oral
  - multimedia
  - written
- aural, written and practical tasks such as:
  - a folio of exercises
  - structured questions
  - a workbook of class activities

Unit 2
Suitable tasks for assessment may be selected from the following:

- performances of at least three works, including at least one group work and one solo work with accompaniment as appropriate; the duration of the performances will vary depending on the works selected
- a demonstration of material chosen to address challenges in performance of works prepared for Outcome 1, for example an assessment task that includes a test or other performance context
- an explanation of how selected material supports the student's development as an instrumentalist and their preparation of works performed for Outcome 1; the explanation may be presented in one or more of the following formats:
  - oral
  - multimedia
  - written
- aural, written and practical tasks such as:
  - a folio of exercises
  - structured questions
  - a workbook of class activities
- a composition or an improvisation and accompanying documentation that describes use of music language in the exercise/s; the documentation may be presented in one or both of the following formats:
  - multimedia
  - written
# MUSIC INVESTIGATIONS

## 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;Demonstrate understanding of practices and issues that inform performance of works that are representative of a selected music style, tradition and/or genre relevant to the Investigation Topic</td>
<td>A report that includes written, audio and visual components. The report will be based on research undertaken for Outcome 1 and be presented in a multimedia format. AND &lt;br&gt;<strong>Outcome 2</strong>&lt;br&gt;Compose, improvise and/or arrange original music exercises and document and discuss music characteristics and performance practices relevant to the Investigation Topic.</td>
<td>40</td>
</tr>
<tr>
<td><strong>Outcome 3</strong>&lt;br&gt;Present a performance of music works and communicate knowledge and understanding of a specific music style, tradition and/or genre relevant to the Investigation Topic</td>
<td>Responses to questions about material presented in the report and the presentation.</td>
<td>20</td>
</tr>
</tbody>
</table>

**TOTAL MARKS**<br>100

*School –assessed coursework for Unit 3 contributes 30 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 2</strong>&lt;br&gt;Compose, improvise and/or arrange original music exercises and document and discuss music characteristics and performance practices relevant to the Investigation Topic.</td>
<td>Compose, improvise or arrange, document and perform an original music work that demonstrates understanding of a music style, tradition and/or genre AND&lt;br&gt;<strong>Outcome 3</strong>&lt;br&gt;Present a performance of music works and communicate knowledge and understanding of a specific music style, tradition and/or genre relevant to the Investigation Topic</td>
<td>80</td>
</tr>
<tr>
<td>Explain how the work is representative of the music style, tradition and/or genre. The explanation may be in one of the following formats: • oral • multimedia</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL MARKS**<br>100
MUSIC PERFORMANCE
Units 3 & 4

- Unit 3 school-assessed coursework: 20 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: 20 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>Demonstrate and discuss techniques relevant to performance of selected works.</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>A demonstration of material selected to assist with development of general instrumental technique and preparation of works selected for Outcome 1 including exercise/s created by the student. AND</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A discussion of how the selected material is supporting the student's development as an instrumentalist and their preparation of works for Outcome 1.</td>
<td>10</td>
</tr>
<tr>
<td>Outcome 3</td>
<td>Identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>A test that includes the following components: aural and theory, written, and practical components.</td>
<td>10 20</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL MARKS</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*School-assessed coursework for Unit 3 contributes 20 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>Demonstrate and discuss techniques relevant to refining the performance of selected works</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>A demonstration of material selected to assist with development of general instrumental technique and preparation and presentation of works selected for Outcome 1, including exercise/s created by the student. AND</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A discussion of how the selected material is supporting the student's development as an instrumentalist and their preparation of works for Outcome 1.</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL MARKS</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

*School-assessed coursework for Unit 4 contributes 10 per cent to the study score
PHYSICAL EDUCATION

AIM UNITS 1 & 2

Physical Education is designed to enable students to:

• use practical activities to underpin contemporary theoretical understanding of the influences on participation and performance in physical activity, sport and exercise
• develop an understanding of the anatomical, biomechanical, physiological and skill acquisition principles, and of behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity across the lifespan
• engage in physical activity and movement experiences to determine and analyse how the body systems work together to produce and refine movement
• critically evaluate changes in participation from a social-ecological perspective and performance in physical activity, sport and exercise through monitoring, testing and measuring of key parameters.

CONTENT

UNIT 1: The human body in motion

AREAS OF STUDY

1. How does the musculoskeletal system work to produce movement?
In this area of study students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement. Through practical activities they explore the major components of the musculoskeletal system and their contributions and interactions during physical activity, sport and exercise. Students evaluate the social, cultural and environmental influences on movement, and how the capacity and functioning of the muscular and skeletal systems may act as an enabler or barrier to participation in physical activity. Sedentary behaviour, overtraining and participation at the elite and recreational level are investigated as possible causes of illness and injury to the musculoskeletal system. Students consider a variety of legal and illegal practices and substances used to enhance performance from an ethical and a biophysical perspective.

2. How does the cardiorespiratory system function at rest and during physical activity?
In this area of study students examine the cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity. Through practical activities students explore the structure and function of the cardiorespiratory system and their contributions and interactions during physical activity, sport and exercise. Enablers and barriers to the capacity and functioning of the cardiovascular and respiratory systems are investigated from a sociocultural, environmental and physical perspective. Students explore the ethical and performance considerations of the use of a variety of legal and illegal practices and substances specific to each system.

UNIT 2: Physical activity, sport and society

AREAS OF STUDY

1. What are the relationships between physical activity, sport, health and society?
In this area of study students focus on the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan. Students explore the social, cultural and historical influences on participation in various forms of physical activity, including sport. They investigate at the individual and population levels the physical, social, mental and emotional benefits of participation in regular physical activity and the potential negative physical, social, mental and emotional consequences of physical inactivity and sedentary behaviour, including hypokinetic diseases such as Type 2 diabetes and obesity.

2. What are the contemporary issues associated with physical activity and sport?
In this area of study students focus on a range of contemporary issues associated with physical activity and/or sport at the local, national and global level. They investigate in detail one issue relevant to physical activity and/ or sport. Possible issues suitable for investigation include declining levels of physical activity across the lifespan, active transport, gender equity in physical activity and sport, cultural diversity and inclusion in physical activity, risk management and safety in physical activity and sport, children and competitive sport, the community and recreation, access to physical activity for population groups such as children, rural and remote communities, cultural groups, Aboriginal and Torres Strait Islanders and people with disabilities.
AIM UNITS 3 & 4

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

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

Unit 1

The core assessment task for Outcomes 1 and 2 is:

• a written report analysing participation in at least four physical activities that demonstrate how the musculoskeletal and cardiorespiratory systems work together to produce movement.
Additionally, at least one task for the assessment of each of Outcomes 1 and 2 is to be selected from the following:

- a practical laboratory report linking key knowledge and key skills to a practical activity or practical activities
- 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 or simulation
- a physical simulation or model
- an oral presentation such as podcast, debate
- a written report
- structured questions

Unit 2

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit. The assessment task for Outcome 1 is:

- a written plan and a reflective folio demonstrating participation in a program designed to either increase physical activity levels and/or reduce sedentary behaviour based on the physical activity and sedentary behaviour guidelines for an individual or a selected group.

Suitable tasks for assessment of Outcome 2 may be selected from the following:

- 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 or simulation
- an oral presentation
- a written report.

Unit 3

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</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>Analyse individual and population levels of participation in physical activity, and evaluate initiatives and strategies that promote adherence to the National Physical Activity Guidelines.</td>
<td>40</td>
</tr>
</tbody>
</table>
| | 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  

  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  

  AND  
  A practical laboratory report analyzing the relative contribution of the energy systems and associated fatigue mechanisms and recovery strategies used in various activities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 20 |
| Outcome 2 | Analyse the role and relative contribution of the energy systems during physical activity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 40 |
| |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 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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<th>Marks Allocated*</th>
</tr>
</thead>
</table>
| **Outcome 1**  
Plan, implement and evaluate training programs to enhance specific fitness components | 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.  
**AND**  
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 | 40  
20 |
| **Outcome 2**  
Analyse and evaluate strategies designed to enhance performance or promote recovery | 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 | 40 |
| **TOTAL MARKS** |                                                                                                                                                    | **100**          |

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

This study is designed to enable students to:

- become familiar with the 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 What ideas explain the physical world?

AREAS OF STUDY

1. How can thermal effects be explained?
   In this area of study students investigate the thermodynamic principles related to heating processes, including concepts of temperature, energy and work. Students examine the environmental impacts of Earth's thermal systems and human activities with reference to the effects on surface materials, the emission of greenhouse gases and the contribution to the enhanced greenhouse effect. They analyse the strengths and limitations of the collection and interpretation of thermal data in order to consider debates related to climate science.

2. How do electric circuits work?
   Modelling is a useful tool in developing concepts that explain physical phenomena that cannot be directly observed. In this area of study students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Concepts of electrical safety are developed through the study of safety mechanisms and the effect of current on humans. Students apply and critically assess mathematical models during experimental investigations of DC circuits.

3. What is matter and how is it formed?
   In this area of study students explore the nature of matter, and consider the origins of atoms, time and space. They examine the currently accepted theory of what constitutes the nucleus, the forces within the nucleus and how energy is derived from the nucleus.
UNIT 2 What do experiments reveal about the physical world?

AREAS OF STUDY

1. How can motion be described and explained?
   In this area of study students observe motion and explore the effects of balanced and unbalanced forces on motion. They analyse motion using concepts of energy, including energy transfers and transformations, and apply mathematical models during experimental investigations of motion. Students model how the mass of finite objects can be considered to be at a point called the centre of mass. They describe and analyse graphically, numerically and algebraically the motion of an object, using specific physics terminology and conventions.

2. Options
   One option is to be selected by the student from the following:
   - What are stars?
   - Is there life beyond Earth's Solar System?
   - How do forces act on the human body?
   - How can AC electricity charge a DC device?
   - How do heavy things fly?
   - How do fusion and fission compare as viable nuclear energy power sources?
   - How is radiation used to maintain human health?
   - How do particle accelerators work?
   - How can human vision be enhanced?
   - How do instruments make music?
   - How can performance in ball sports be improved?
   - How does the human body use electricity?

3. Practical investigation
   Systematic experimentation is an important aspect of physics inquiry. In this area of study students design and conduct a practical investigation related to knowledge and skills developed in Area of Study 1 and/or Area of Study 2. The investigation requires the student to develop a question, plan a course of action that attempts to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to the question. The student designs and undertakes an investigation involving two independent variables one of which should be a continuous variable. A practical logbook must be maintained by the student for recording, authentication and assessment purposes.

UNIT 3 How do fields explain motion and electricity?

AREAS OF STUDY

1. How do things move without contact?
   In this area of study students examine the similarities and differences between three fields: gravitational, electric and magnetic. Field models are used to explain the motion of objects when there is no apparent contact. Students explore how positions in fields determine the potential energy of an object and the force on an object. They investigate how concepts related to field models can be applied to construct motors, maintain satellite orbits and to accelerate particles.

2. How are fields used to move electrical energy?
   The production, distribution and use of electricity has had a major impact on human lifestyles. In this area of study students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes. They explore magnetic fields and the transformer as critical to the performance of electrical distribution systems.

3. How fast can things go?
   In this area of study students use Newton's laws of motion to analyse relative motion, circular motion and projectile motion. Newton's laws of motion give important insights into a range of motion both on Earth and beyond. At very high speeds, however, these laws are insufficient to model motion and Einstein's theory of special relativity provides a better model. Students compare Newton's and Einstein's explanations of motion and evaluate the circumstances in which they can be applied. They explore the relationships between force, energy and mass.
UNIT 4 How can two contradictory models explain both light and matter?

AREAS OF STUDY

1. How can waves explain the behaviour of light?
In this area of study students use evidence from experiments to explore wave concepts in a variety of applications. Wave theory has been used to describe transfers of energy, and is important in explaining phenomena including reflection, refraction, interference and polarisation. Do waves need a medium in order to propagate and, if so, what is the medium? Students investigate the properties of mechanical waves and examine the evidence suggesting that light is a wave. They apply quantitative models to explore how light changes direction, including reflection, refraction, colour dispersion and polarisation.

2. How are light and matter similar?
In this area of study students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter. When light and matter are probed they appear to have remarkable similarities. Light, which was previously described as an electromagnetic wave, appears to exhibit both wave-like and particle-like properties. Findings that electrons behave in a wave-like manner challenged thinking about the relationship between light and matter, where matter had been modelled previously as being made up of particles.

3. Practical investigation
A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Units 3 and 4 and is undertaken by the student through practical work. The investigation requires the student to develop a question, formulate a hypothesis and plan a course of action to answer the question and that complies with safety and ethical guidelines. Students then undertake an experiment that involves the collection of primary quantitative data, analyse and evaluate the data, identify limitations of data and methods, link experimental results to science ideas, reach a conclusion in response to the question and suggest further investigations that may be undertaken. The student is expected to design and undertake an investigation involving two continuous independent variables. Results are communicated in a scientific poster format according to the template provided by the VCAA. A practical logbook must be maintained by the student for record, authentication and assessment purposes

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 include a practical investigation (student designed or adapted) and a selection from the following:

- an annotated folio of practical activities
- data analysis
- design, building, testing and evaluation of a device
- an explanation of the operation of a device
- a proposed solution to a scientific or technological problem
- a report of a selected physics phenomenon
- a modelling activity
- a media response
- a summary report of selected practical investigations
- a reflective learning journal/blog related to selected activities or in response to an issue
- a test comprising multiple choice and/or short answer and/or extended response

For Outcome 3

- a report of a practical investigation (student-designed or adapted) using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.
## Unit 3

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<th>Outcomes</th>
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<tbody>
<tr>
<td><strong>Outcome 1</strong>&lt;br&gt;Analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.</td>
<td>At least one task (which is different from the task/s selected for Outcomes 2 and 3) selected from:&lt;br&gt;• annotations of at least two practical activities from a practical logbook&lt;br&gt;• a report of a student investigation&lt;br&gt;• a report of a physics phenomenon&lt;br&gt;• data analysis&lt;br&gt;• media analysis/response&lt;br&gt;• design, building, testing and evaluation of a device&lt;br&gt;• an explanation of the operation of a device&lt;br&gt;• a proposed solution to a scientific or technological problem&lt;br&gt;• a response to structured questions&lt;br&gt;• a reflective learning journal or blog related to selected activities or in response to an issue&lt;br&gt;• a test (short answer and extended response)</td>
<td>30</td>
</tr>
<tr>
<td><strong>Outcome 2</strong>&lt;br&gt;Analyse and evaluate an electricity generation and distribution system.</td>
<td>Analysis and evaluation of stimulus material. At least one task (which is different from the task/s selected for Outcomes 1 and 3) selected from:&lt;br&gt;• annotations of at least two practical activities from a practical logbook&lt;br&gt;• a report of a student investigation&lt;br&gt;• a report of a physics phenomenon&lt;br&gt;• data analysis&lt;br&gt;• media analysis/response&lt;br&gt;• design, building, testing and evaluation of a device&lt;br&gt;• an explanation of the operation of a device&lt;br&gt;• a proposed solution to a scientific or technological problem&lt;br&gt;• a response to structured questions&lt;br&gt;• a reflective learning journal or blog related to selected activities or in response to an issue&lt;br&gt;• a test (short answer and extended response)</td>
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</tr>
<tr>
<td><strong>Outcome 3</strong>&lt;br&gt;Investigate motion and related energy transformations experimentally, analyse motion using Newton's laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein's theory of special relativity.</td>
<td>At least one task (which is different from the task/s selected for Outcomes 1 and 2) selected from:&lt;br&gt;• annotations of at least two practical activities from a practical logbook&lt;br&gt;• a report of a student investigation&lt;br&gt;• a report of a physics phenomenon&lt;br&gt;• data analysis&lt;br&gt;• media analysis/response&lt;br&gt;• design, building, testing and evaluation of a device&lt;br&gt;• an explanation of the operation of a device&lt;br&gt;• a proposed solution to a scientific or technological problem&lt;br&gt;• a response to structured questions&lt;br&gt;• a reflective learning journal or blog related to selected activities or in response to an issue&lt;br&gt;• a test (short answer and extended response)</td>
<td>30</td>
</tr>
</tbody>
</table>

**TOTAL MARKS**<br>90

*School-assessed coursework for Unit 3 contributes 21 per cent to the study score
## Outcomes

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks allocated*</th>
</tr>
</thead>
</table>
| **Outcome 1**  
Apply wave concepts to analyse, interpret and explain the behaviour of light. | At least one task (which is different from the task selected for Outcome 2) selected from:  
- annotations of at least two practical activities from a practical logbook  
- a report of a student investigation  
- a report of a physics phenomenon  
- data analysis  
- media analysis/response  
- design, building, testing and evaluation of a device  
- an explanation of the operation of a device  
- a proposed solution to a scientific or technological problem  
- a response to structured questions  
- a reflective learning journal or blog related to selected activities or in response to an issue  
- a test (short answer and extended response) | 30 |
| **Outcome 2**  
Provide evidence for the nature of light and matter, and analyse the data from experiments that support this evidence | Response to stimulus material. At least one task (which is different from the task selected for Outcome 1) selected from:  
- annotations of at least two practical activities from a practical logbook  
- a report of a student investigation  
- a report of a physics phenomenon  
- data analysis  
- media analysis/response  
- design, building, testing and evaluation of a device  
- an explanation of the operation of a device  
- a proposed solution to a scientific or technological problem  
- a response to structured questions  
- a reflective learning journal or blog related to selected activities or in response to an issue  
- a test (short answer and extended response) | 30 |
| **Outcome 3**  
Design and undertake a practical investigation related to waves, fields or motion, and present methodologies, findings and conclusions in a scientific poster. | Structured scientific poster according to VCAA template | 35 |
| **TOTAL MARKS** | | 95 |

*School-assessed coursework for Unit 4 contributes 19 per cent to the study score*
PSYCHOLOGY

AIM

This study enables students to:

• apply psychological models, theories and concepts to describe, explain and analyse observations and ideas related to human thoughts, emotions and behaviour
• examine the ways that a biopsychosocial approach can be applied to organise, analyse and extend knowledge in psychology

and more broadly to:

• understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences
• develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory
• develop an informed perspective on contemporary science-based issues of local and global significance
• apply their scientific understanding to familiar and to unfamiliar situations, including personal, social, environmental and technological contexts
• develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions
• understand and apply the research, ethical and safety principles that govern the study and practice of the discipline in the collection, analysis, critical evaluation and reporting of data
• communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

CONTENT

Unit 1: How are behaviour and mental processes shaped?

AREAS OF STUDY

1. How does the brain function?
Advances in brain research methods have led to new ways of understanding the relationship between the mind, brain and behaviour. In this area of study students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world around us. They analyse the roles of specific areas of the brain and the interactions between different areas of the brain that enable complex cognitive tasks to be performed. Students explore how brain plasticity and brain damage can affect a person’s functioning.

2. What influences psychological development?
The psychological development of an individual involves complex interactions between biological, psychological and social factors. In this area of study students explore how these factors influence different aspects of a person’s psychological development. They consider the interactive nature of hereditary and environmental factors and investigate specific factors that may lead to development of typical or atypical psychological development in individuals, including a person's emotional, cognitive and social development and the development of psychological disorders.

3. Student-directed research investigation
In this area of study students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate a question related to brain function and/or psychological development. Students analyse the scientific evidence that underpins the research in response to a question of interest. They then communicate the findings of their research investigation and explain the psychological concepts, outline contemporary research and present conclusions based on the evidence.
Unit 2: How do external factors influence behaviour and mental processes?

AREAS OF STUDY

1. **What influences a person's perception of the world?**
   Human perception of internal and external stimuli is influenced by a variety of biological, psychological and social factors. In this area of study students explore two aspects of human perception – vision and taste – and analyse the relationship between sensation and perception of stimuli. They consider how biological, psychological and social factors can influence a person's perception of visual and taste stimuli, and explore circumstances where perceptual distortions of vision and taste may occur.

2. **How are people influenced to behave in particular ways?**
   A person's social cognition and behaviour influence the way they view themselves and the way they relate to others. In this area of study students explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups. They consider how these factors can be used to explain the cause and dynamics of particular individual and group behaviours, including attitude formation, prejudice, discrimination, helping behaviour and bullying. Students examine the findings of classical and contemporary research as a way of theorising and explaining individual and group behaviour.

3. **Student-directed practical investigation**
   In this area of study students design and conduct a practical investigation related to external influences on behaviour. The investigation requires the student to develop a question, plan a course of action to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data and reach a conclusion in response to the question. The investigation relates to knowledge and skills developed in Areas of Study 1 and/or 2 and is undertaken by the student using either quantitative or qualitative methods, including experiments, surveys, questionnaires, observational studies and/or rating scales.

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

AREAS OF STUDY

1. **How does the nervous system enable psychological functioning?**
   In this area of study, students explore the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli. They explore the specialised structures and functioning of neurons that allow the nervous system to transmit neural information. Students evaluate how biological, psychological and social factors can influence a person's nervous system functioning. In particular, they consider the ways in which stress can affect the mind and body, the role that the nervous system plays in these processes and how stress can be managed.

2. **How do people learn and remember?**
   Memory and learning are core components of human identity: they connect past experiences to the present and shape futures by enabling adaption to daily changes in the environment. In this area of study students study the neural basis of memory and learning and examine factors that influence the learning of new behaviours and the storage and retention of information in memory. They consider the influence of biological, psychological and social factors on the fallibility of memory.
UNIT 4: How is wellbeing developed and maintained?

AREAS OF STUDY

1. **How do levels of consciousness affect mental processes and behaviour?**
   Differences in levels of awareness of sensations, thoughts and surroundings influence individuals’ interactions with their environment and with other people. In this area of study students focus on states of consciousness and the relationship between consciousness and thoughts, feelings and behaviours. They explore the different ways in which consciousness can be studied from physiological and psychological perspectives and how states of consciousness can be altered. Students consider the nature and importance of sleep and apply biological, psychological and social factors to analyse the effects of sleep disturbances on psychological functioning, including mood, cognition and behaviour.

2. **What influences mental wellbeing?**
   In this area of study, students examine what it means to be mentally healthy. They explore the concept of a mental health continuum and factors that explain how location on the continuum for an individual may vary over time. Students apply a biopsychosocial approach to analyse mental health and mental disorder, and evaluate the roles of predisposing, precipitating, perpetuating and protective factors in contributing to a person’s mental state. Specific phobia is used to illustrate how a biopsychosocial approach can be used to explain how biological, psychological and social factors are involved in the development and management of a mental disorder. Students explore the concepts of resilience and coping and investigate the psychological basis of strategies that contribute to mental wellbeing.

3. **Practical investigation**
   The investigation requires the student to identify an aim, develop a question, formulate a research hypothesis including operationalised variables and plan a course of action to answer the question and that takes into account safety and ethical guidelines. Students then undertake an experiment that involves the collection of primary qualitative and/or quantitative data, analyse and evaluate the data, identify limitations of data and methods, link experimental results to science ideas, reach a conclusion in response to the question and suggest further investigations which may be undertaken. Results are communicated in a scientific poster format.

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
Outcome 1: Test
Outcome 2: Empirical Research Activity on Piaget’s Theory of Development
Outcome 3: Report of an investigation

## Unit 2
Outcome 1: Test and Visual perception annotated presentation
Outcome 2: Social behaviour media analysis
Outcome 3: External influences on behaviour scientific poster

## Unit 3

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Marks Allocated*</th>
<th>Assessment Tasks</th>
</tr>
</thead>
</table>
| **Outcome1**  
Explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning | 50 | At least one task selected from:  
• Annotations of at least two practical activities from a practical logbook  
• Evaluation of research  
• A report of a student investigation  
• An analysis of data including generalisations and conclusions  
• A visual presentation  
• Media analysis/response  
• A response to a set of structured questions  
• A reflective blog/learning journal related to selected activities or in response to an issue  
• A test  
(approximately 50 minutes or not exceeding 1000 words for each task) |
| **Outcome2**  
Apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person’s inability to remember information | 50 | At least one task (which is different from the type of task/s for Outcome 1) selected from:  
• Annotations of at least two practical activities from a practical logbook  
• Evaluation of research  
• A report of a student investigation  
• Analysis of data including generalisations and conclusions  
• A flow chart  
• Media analysis/response  
• A response to a set of structured questions  
• A reflective blog/learning journal related to selected activities or in response to an issue  
• A test  
(approximately 50 minutes or not exceeding 1000 words for each task) |

**TOTAL MARKS**  
100

* School-assessed coursework for Unit 3 contributes 16 per cent
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Marks Allocated*</th>
<th>Assessment Tasks</th>
</tr>
</thead>
</table>
| **Outcome 1**<br>Explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person’s functioning | 30 | Analysis and evaluation of stimulus material using at least one task selected from:  
- Annotations of at least two practical activities from a practical work folio  
- Comparison of different states of consciousness  
- A report of a student investigation  
- Analysis of data including generalisations and conclusions  
- Media analysis/response  
- A response to a set of structured questions  
- A reflective blog/learning journal related to selected activities or in response to an issue  
- A test  
(approximately 50 minutes or not exceeding 1000 words for each task) |
| **Outcome 2**<br>Explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing | 30 | Application of a biopsychosocial approach using at least one task (which is different from the type of task/s for Outcome 1) selected from:  
- Annotations of at least two practical activities from a practical work folio  
- Analysis of the development of specific phobia or the maintenance of mental health  
- A report of a student investigation  
- Analysis of data including generalisations and conclusions  
- Media analysis/response  
- A response to a set of structured questions  
- A reflective blog/learning journal related to selected activities or in response to an issue  
- A test  
(approximately 50 minutes or not exceeding 1000 words for each task) |
| **Outcome 3**<br>Design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster | 30 | A structured scientific poster according to the VCAA template  
(not exceeding 1000 words) |
| **TOTAL MARKS** | 90 | |

* School-assessed coursework for Unit 4 contributes 24 per cent
TEXTS AND TRADITIONS

AIM

This subject provides students with an outstanding 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, its authority and the way the Bible relates to contemporary issues in our society. In Units 3 & 4 students study the Gospel of Luke for the entire year. This includes a strong focus on the background of the Gospel which many students find invaluable for their reading of the New Testament.

CONTENT

UNIT 1: Texts in traditions
AREAS OF STUDY

1. Exploring literary forms: Learning to read the Bible as it was intended
   This area of study includes:
   • The need to interpret
   • The different types of literature found in the Bible
   • Revisiting famous narratives in the Bible’s storyline
   • Set apart to be a prophet. Jeremiah and the exile of Judah

2. The formation and exegesis of text: The story that explains all others. Mastering the epic story of the Bible
   This area of study includes:
   • 66 Books + approximately 1500 years + approximately 40 authors = one story
   • Contemporary methods of opening up the Bible's story
   • The Law and the Gospel. Reconciling two pillars of the Biblical story

3. Later uses and interpretations of the Bible
   This area of study includes:
   • Artistic interpretations of the Exodus and Passover
   • Artistic interpretations of the Gospels
   • Artwork, architecture and the Bible

UNIT 2: Texts in society
AREAS OF STUDY

1. Sacred texts in the past: How trustworthy is the text of the Bible today?
   This area of study includes:
   • How the Bible was put together and handed down to us
   • Evidence for the accuracy and reliability of the Bible
   • Books that didn’t make it

2. Sacred texts today: What authority does the Bible have?
   This area of study includes:
   • The God who speaks. Investigating the Doctrine of Revelation
   • The God who can be trusted. Investigating the Doctrine of Inspiration
   • The Reformation and issues of translation

3. The other books. Comparing the Bible to texts from world religions
   This area of study includes:
   • Differences and similarities between the Bible and the Koran
   • Cults and extreme interpretations of the Bible’s story
   • Mormonism and the Book of Mormon
ASSSESSMENT

Units 1 and 2
Assessment tasks are selected from:
- summaries
- textual commentaries
- essays
- short reports, including reports based on interviews
- comparative tables
- short-answer questions.

UNIT 3: Texts and the 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 PERPECTIVES

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

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1 Identify and explain social and cultural contexts that influenced early development of the religious tradition.</td>
<td>For each of Outcomes 1 and 2 one or more: • extended responses • report • short-answer questions • textual commentary</td>
<td>30</td>
</tr>
<tr>
<td>Outcome 2 Discuss major themes of the set text, and analyse its literary structure and issues related to the writing of the set text.</td>
<td>For Outcome 3 one or more: • exegetical tasks</td>
<td>40</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL MARKS 100

*School-assessed coursework for Unit 3 contributes 25 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;Apply exegetical methods to develop an interpretation of all the passages for special study.</td>
<td>One or more:&lt;br&gt;• exegetical tasks</td>
<td>60</td>
</tr>
<tr>
<td><strong>Outcome 2</strong>&lt;br&gt;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.</td>
<td>One or more:&lt;br&gt;• essay&lt;br&gt;• extended responses&lt;br&gt;• report&lt;br&gt;• short answer questions.</td>
<td>40</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
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: THEATRICAL STYLES OF THE PRE-MODERN ERA
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: THEATRICAL STYLES OF THE MODERN ERA
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, Stanislavski, 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: PRODUCTION DEVELOPMENT
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: PERFORMANCE INTERPRETATION
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).
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>Outcome 1</strong>&lt;br&gt;Apply stagecraft to interpret a playscript for performance to an audience.</td>
<td>60</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>Outcome 2</strong>&lt;br&gt;Document an interpretation of excerpts from a playscript and explain how stagecraft can be applied in the interpretation.</td>
<td>15</td>
<td>An in-class response to structured questions</td>
</tr>
</tbody>
</table>
| **Outcome 3**<br>Analyse and evaluate ways in which a written playscript selected from the prescribed playlist is interpreted in its production to an audience. | 25 | An analysis and evaluation of an interpretation of a prescribed playscript in any one or a combination of the following formats:  
  - a written report  
  - an analytical essay  
  - short responses  
  - structured questions |
| **TOTAL MARKS** | 100 | |

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

### Unit 4

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Marks Allocated*</th>
<th>Assessment Tasks</th>
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| **Outcome 2**<br>Develop a theatrical brief that presents an interpretation of a scene | 25 | 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:  
  - a written report  
  - an analytical essay  
  - short responses  
  - structured questions |
| **Outcome 3**<br>Analyse and evaluate acting in a production from the prescribed playlist | 25 | An analysis and evaluation of an interpretation of a prescribed playscript in any one or a combination of the following formats:  
  - a written report  
  - an analytical essay  
  - short responses  
  - structured questions |
| **TOTAL MARKS** | 100 | |

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

AIM

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

Through experimentation and through exploration of the relationship between design elements and design principles, students develop an understanding of how design elements and principles affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design.

CONTENT

UNIT 1: DRAWING AS A MEANS OF COMMUNICATION

AREAS OF STUDY

1. Instrumental Drawing
   This area of study introduces the skill set that underpins the discrete design process stages of generating ideas, developing concepts and refining drawings.

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

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

UNIT 2: VISUAL COMMUNICATION DESIGN

AREAS OF STUDY

1. Technical Drawing in Context
   This area of study focuses on the acquisition and application of presentation drawing skills that incorporate the use of technical drawing conventions.

2. Type and Imagery
   In this area of study students develop knowledge and skills in manipulating type and images when communicating ideas and concepts in the design field of communication.

3. Applying the Design Process
   This area of study focuses on the application of specific stages of the design process to organise thinking about approaches to solving design problems and presenting ideas. Students respond to a given brief addressing communication, environmental or industrial fields of design that outlines the messages or information to be conveyed to a target audience.
UNIT 3: DESIGN THINKING AND PRACTICE
AREAS OF STUDY

Analysis and practice in context
In this area of study students explore a range of existing visual communications in the communication, environmental and industrial design fields. Students analyse how design elements, design principles, methods, media and materials are used in visual communications in these fields to achieve particular purposes for targeted audiences. Students draw on their findings from the analysis to inform the creation of their own visual communications and they articulate these connections. In response to given stimulus material, students apply skills to create visual communications for different purposes, audiences and contexts using a range of manual and digital methods, media and materials. The visual communications created by students include a two- and/or three-dimensional presentation drawing.

Design industry practice
In this area of study students investigate how the design process is applied in industry to create visual communications. Students develop an understanding of the processes and practices used to support collaboration between clients, designers and specialists when designing and producing these visual communications. Contemporary Australian and international designers from the communication, environmental and industrial design fields should be considered for study. Students develop an understanding of the function of the brief and approaches to its development. They examine how design and production decisions made during the design process are influenced by a range of factors. Students develop an understanding of the legal obligations of designers and clients with respect to ownership of intellectual property and how these obligations may affect decision making.

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

UNIT 4: DESIGN DEVELOPMENT AND PRESENTATION
AREAS OF STUDY

Development of Design Concepts
In this area of study students focus on the design process stages of the development of concepts and refinement. Using separate design processes, students develop and refine design concepts that satisfy each of the needs of the brief established in Unit 3. When selecting ideas to develop as concepts, students must ensure that each idea is discernibly different in intent and presentation format. Students manipulate and apply design elements and design principles to create concepts that attract the interest of their target audience and convey the messages, ideas and information required to satisfy the brief.

Final Presentations
This area of study focuses on the final stage in the design process, the resolution of presentations. Students produce two final visual communication presentations, which are the refinements of the concepts developed in Outcome 1. This involves selecting and applying materials, methods, media, design elements and design principles appropriate to the designs and selected presentation formats. Students explore ways of presenting their final visual communications that attract and engage the target audiences.

Evaluation and Explanation
In this area of study students devise a pitch to present and explain their visual communications. Their pitch is informed by an evaluation of the ways that the final visual communications meet the requirements of the brief and the design decisions made throughout the design process. Students explain their thinking behind each visual communication and the reasons for their selection and use of particular materials, media and methods, design elements, design principles, and presentation formats.

They draw on their annotations and reflections assembled during the design process to evaluate the effectiveness of their design solutions in relation to the requirements of the brief. Students consider client responses to their pitch. They may respond to questions and offer further clarification of their visual communication

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

- Drawing as a means of communication
- Design elements and design principles
- Visual Communication Design in Context

Unit 2

Assessment tasks for this unit include:

- a 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.
- a folio of freehand drawings of objects that shows development of 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

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<th>Outcomes</th>
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<th>Assessment Tasks</th>
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| **Outcome1**
Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications | 60 | In response to given stimulus material, create three visual communications designed for different contexts, purposes and audiences. These visual communications will include evidence of:
- Two- or three-dimensional presentation drawing
- Use of digital methods
And
| 15 | An explanation of the connections between each of these visual communications and existing visual communications using one of the following forms:
- Annotated visual communications
- Written or oral report supported by visual evidence |
| **Outcome2**
Describe how visual communications are designed and produced in the design industry and explain those factors that influence these practices | 25 | Any one or a combination of the following tasks:
- a written report
- short and extended responses
- structured questions
- an annotated visual report |

TOTAL MARKS 100

* School-assessed coursework for Unit 3 contributes 20 per cent to the study score.
### Unit 4

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| **Outcome3**<br>Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications | 20 | • Any one of a combination of the following tasks:  
• A written report  
• An annotated visual report  
• An oral presentation |
| **TOTAL MARKS** | 20 | |

* School-assessed coursework for Unit 4 contributes 5 per cent

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| **Unit 3**<br>**Outcome3**<br>Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief | A brief that identifies the contexts, constraints, client’s needs and target audience, and a folio generating ideas relevant to the brief.  
The development folio for each need will include evidence of:  
• Use of design process and design thinking strategies  
• Annotated research for information and inspiration  
• Observational and visualisation drawing  
• Generation of a wide range of design ideas |
| **Unit 4**<br>**Outcome1**<br>Develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief | A folio of conceptual developments for each need. The conceptual development folio for each need will include evidence of:  
• Use of design process and design thinking strategies  
• Application of manual and digital methods, media, materials, design elements, design principles, presentation formats  
• Development and refinement of concepts  
• Reasons for selection of preferred concepts for each need |
| **Unit 4**<br>**Outcome2**<br>Produce final visual communication presentations that satisfy the requirements of the brief | Two distinct final presentations in two separate presentation formats that fulfil the communication needs of the client as detailed in the brief developed in Unit 3 |

* School-assessed Task for Unit 3 and 4 contributes 40 per cent

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**End-of-Year Examination**
The examination will contribute 35 per cent