OUR KEY VALUES AND RIGHTS

At Footscray City College, everyone in the school community is valued and we all deserve to be treated fairly and with respect. Our key values reflect those ideas and we wish everyone to uphold them so that all in the school can be treated fairly, with respect and that all can be safe.

OUR KEY VALUES ARE:

ACHIEVEMENT
RESPECT
RESPONSIBILITY

From those three key values come a set of basis key rights that are fair and applicable to everyone. Because we believe in Achievement, Respect and Responsibility, the following key basic rights also apply to everyone;

OUR KEY RIGHTS ARE:

Students and teachers have the right to do as much work as possible.

Students and teachers have the right to feel comfortable and safe

Students and teachers have the right to expect that we all make a positive contribution
FOOTSCRAY CITY COLLEGE
1 KINNEAR STREET
FOOTSCRAY 3011

Melways Reference. Map 42 B-2

TELEPHONE 8387 1500
FAX 8387 1599
E-MAIL info@footscray.vic.edu.au
COLLEGE WEB SITE www.footscray.vic.edu.au
COMPASS PORTAL https://footscray-vic.compass.education/

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All information contained in the Footscray City College VCE Handbook was accurate at the time of publication.

Department of Education and Training CRICOS Provider Code 00861K
COURSE SELECTION - GENERAL PRINCIPLES

It is essential that students in their senior years plan carefully and make informed decisions that enable them to fulfil both their academic and personal goals.

IN SELECTING VCE STUDIES EACH STUDENT SHOULD:
• Give consideration to studies which are more likely to suit their individual learning style and post-school aspirations.
• Consider how much satisfaction and enjoyment they obtain from various studies. Students are more likely to do well in the studies they enjoy.
• Consider how well they have coped with a study (or a related one) in the past.
• Choose studies that maintain and develop their special skills and talents.
• Check the published prerequisite requirements for selection into future tertiary courses.
• Seek advice from key personnel at Footscray City College; Pathways Coordinators, VCE Manager, Year Level Coordinator, Learning Area Coordinators and Subject Teachers.
• Discuss choices with parents / guardians.

INTERNAL STUDENTS ENTERING YEAR 11.
Your instructions are to;
• Read this Guide carefully
• Seek advice from relevant staff.
• Attend the ‘Introduction to Choosing Your Year 11 Program’ day.
• Attend the ‘Year 11 Information Evening’ with parents.
• Attend the ‘Individual Course Counselling Day’ with parents.
• Ensure studies chosen comply with correct published tertiary prerequisites.
• Attend Tertiary Open Days.
• Complete all Year 11 Enrolment Forms and submit them punctually.

INTERNAL STUDENTS ENTERING YEAR 12.
Your instructions are to;
• Read this Guide carefully
• Seek advice from relevant staff.
• Attend the ‘Introduction to Choosing Your Year 12 Program’ morning.
• Ensure studies chosen comply with correct published tertiary prerequisites.
• Attend Tertiary Open Days.
• Complete all Year 12 Enrolment Forms and submit them punctually.

EXTERNAL ENROLMENTS
How to enrol in VCE at Footscray City College.
• Make an enrolment appointment by telephoning 8387 1500
• Attend an interview with the Senior School Program Manager with
  A parent/guardian
  Your last two school reports
  Birth Certificate
• At interview you discuss subjects, pathways, your goals and how they are best reached at Footscray City College
• You will complete a subject preference form, materials charge schedule and enrolment details
• Confirmation of enrolment will follow by letter

NB. While every effort will be made to provide for a student’s first choice of studies, a student may be asked to make a second choice if there are insufficient numbers of students wishing to undertake a study or there is a timetable clash. No guarantees are given that subjects will run.
KEY STAFF

The Senior Student Management Team includes:

- Stephanie Campbell, Assistant Principal Years 10 to 12.
- Vicki Tentzoglidis, Senior Program Manager for Years 10 to 12.
- Elizabeth Simpson, Year 11 Coordinator
- Will Marshall, Year 12 Coordinator

Additional Support and Engagement

- Juli Black, Pathways Coordinator
- Irene Alexandrou, Student Wellbeing Coordinator
- Rita Chiodo, International Students Coordinator
- Kellie Catanese, VCAL Coordinator

Victoria University Library.

Footscray City College senior students are also allowed to utilise the main library of our neighbouring university at the Footscray Park campus. Presentation of the college ID will allow access and borrowing rights.

Senior Sport.

The college recognises the importance of sporting participation and competes in the full range of sporting programs. Inter school sport offers a wide variety of competitions throughout the year in football, cricket, baseball, basketball, swimming, softball, tennis, badminton, table tennis, golf, hockey, netball, soccer, squash, lawn bowls, athletics, volleyball and lacrosse.

Course Commencement Programs.

Each November course commencement programs are run for introduction to studies at Years 11 and 12. Full attendance at course commencement is compulsory for all students.

Victoria University Sporting Facilities.

Presentation of the Footscray City College ID card will gain access to both the Swimming Pool and world-class gymnasium facilities at Victoria University Footscray Park campus. Student discount prices apply.

Homework Club.

Every Monday to Thursday from 3.30pm to 5.00pm homework and study assistance is available at the college. Homework Club is free and held in the college Library.
EXPECTATIONS OF STUDENTS AT FOOTSCRAY CITY COLLEGE.

Senior students at Footscray City College will need to abide by two sets of clearly established guidelines:

The Footscray City College Student Engagement Policy.
The regulations as set by the VCAA for the administration and completion of the VCE/VCAL.

Attendance

All students are required to attend for a minimum of 90% of scheduled classes. Please note that students who fail to meet the 90% attendance requirement can fail by a lack of attendance, even if tasks have been submitted. Students should discuss attendance concerns with the appropriate Year Level Coordinator.

Uniform.

The wearing of full school uniform as prescribed in the Footscray City College Uniform Policy is compulsory.

Smoking.

Smoking is prohibited at school and in the immediate neighbourhood. Students found smoking at school will be suspended.

Mobile Phones.

Whilst some students find it necessary to bring mobile phones to school, they MUST be turned off during class time. We request that parents/guardians make contact with the college instead of direct contact with students during class times. Following VCAA rules, mobile telephones are not allowed into any examination room.

Personal Items.

Students are advised not to bring personal items to school such as iPods, electronic games etc. The college will NOT take any responsibility for them, nor will the college investigate their loss or damage.
VCE. VET AND VCAL INFORMATION

VICTORIAN CERTIFICATE OF EDUCATION (VCE).

The VCE is generally undertaken over a minimum of two years of study. The Victorian Curriculum and Assessment Authority (VCAA) administer the VCE. Over the two years most VCE full time students will undertake a total of 22 to 24 semester length units of study.

VCE GRADUATION REQUIREMENTS.

In order to meet the graduation requirements of the VCE, a student must:
satisfactorily complete a minimum of 16 units. These units must include:

- At least 3 units from the combination of English / English(EAL) units
- Three sequences of Units 3&4 studies other than English / English(EAL)

ASSESSMENT IN THE VCE.

Students are awarded a pass in each unit of study by demonstrating the achievement of Outcomes. The Outcomes are knowledge and skills that students need to demonstrate through the completion of tasks set by the teacher. Each unit will have 2 to 4 Outcomes. Every Outcome needs to be successfully completed to achieve a pass. Formal Assessment Tasks come in the form of

- School Assessed Coursework (SAC’s)
- School Assessed Tasks (SATs) and
- Exams

Completion of SACs

The importance of due dates
All VCE Assessment tasks (SACs and SATs) have a date set for completions. Subject teachers cannot give extensions for SAC’s and SATs.
Students absent from a SAC are required to present a medical certificate before consideration is given for rescheduling the SAC.
Tasks such as SATs that run over an extended period of time must be completed in the time allocated and must be submitted on the published due date.

ASSESSMENT IN YEAR 11 (Units 1 and 2).

All assessment for units one and two is school based.
The school reports to the VCAA the achievement of each student as ‘Satisfactory’ or ‘Not Satisfactory’ for each unit of work.

ASSESSMENT IN YEAR 12 (Units 3 and 4).

In Units 3 and 4, assessments are both school based and state wide.
Students complete all assessment tasks to gain a pass in each subject.
These assessments in Units 3 and 4 are used to derive an overall Study Score out of 50 for each sequence of studies. The study scores are then used by the Victorian Tertiary Admissions Centre (VTAC) to calculate each student’s ATAR.
AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

The ATAR is a percentile rank used by tertiary institutions to select applicants for their courses. VTAC will receive the study scores gained by Year 12 students who apply for tertiary entry and will issue each student with an ATAR. The ATAR is a rank that indicates the comparative level of performance of all Year 12 applicants in Victoria. The highest ranking possible is 99.95 – this indicates that the performance of students with this ranking was higher than 99.95% of all students in Victoria in that year. An ATAR of 50.00 indicates that those student's results were higher than 50% of all students in Victoria in that year.

CALCULATION OF THE ATAR.

A two-stage process is used. Initially the study scores achieved by students in a study are adjusted to reflect differences in results achieved by those students in other studies. This is known as ‘Scaling’. The adjusted scaled study scores are then used in a calculation to give an overall Global Score.

The Global Score is calculated by:

- The score in the Year 12 English area study
- The next best three Scaled Study Scores
- 10% of the applicants next two best Scaled Study Scores.

When added together by this process, the overall Global Score is achieved and this is used to place students in their rank (ATAR) against all other students in the state in their Year 12 year.

This is a complex process and further information is available from the college Pathways Coordinator.

VCE AUTHENTICATION

Your work must be shown to be your own

- It is the responsibility of each student to ensure that their teacher can authenticate their work.
- Students are continually assessed during class time throughout the year.

Students will need to produce work for assessment that is clearly of their own making. The proof for authentication of work rests with the student concerned. It is important to note the following VCAA guidelines:

- All unacknowledged work submitted must genuinely be that of the student.
- Students must acknowledge all resources used in the development of their work.
- Students must not accept undue assistance from any person in preparation and submission of their work.
- Students must retain appropriate documentation of the development of School Assessed Coursework.
- Work submitted by students that is found to be plagiarised will not be assessed and may lead to unsatisfactory completion of that unit.

DUE DATES – Extensions and Special Provision

All Assessment Tasks are given a due date

If a student is unable to meet a deadline an extension through VCAA Special Provision procedures must be sought. Such an extension MUST BE APPLIED FOR ON OR BEFORE THE DUE DATE. Applications for extensions are to be made to the relevant Year Level Coordinator and it is the responsibility of the student and/or parents to organise this.

Failure to do so may result in an ‘N’ for the assessment and possibly the entire Unit.

An application for an extension after the due date will only be considered if a MEDICAL CERTIFICATE covering that
date is supplied and the student applies for the extension upon their immediate resumption to school. Students absent from a SAC in Year 12 will need to supply a MEDICAL CERTIFICATE covering that date to their Year Level Coordinator immediately upon returning to school. Computer failure or breakdown is not considered a valid reason for not meeting deadlines.

ENGLISH REQUIREMENTS.

Studies from the English area are the only compulsory studies in the VCE. At Footscray City College the following apply:

- All Year 11 students will undertake English/English (EAL) Units 1 and 2.
- Year 12 students have a choice. They need to study at least one Unit 3 and 4 sequence in English/English (EAL), Literature or English Language. Students who have strengths in this area may choose two of these studies at Year 12. The VCAA does not permit any student to undertake all three.

ENGLISH (EAL)

A student is eligible for EAL status if the following conditions are both met.

- The student has been a resident in Australia for a period of not more than seven calendar years prior to January 1 of the year in which the study will be taken.
- English has not been the student’s major language of instruction for a total period for more than seven years prior to commencement of Units 3 and 4.

YEAR 12 STUDIES DURING YEAR 11.

Students entering Year 11 may apply to undertake one Unit 3 and 4 sequence as a replacement for one of their Unit 1 and 2 studies. Put simply, a student can apply to do a Year 12 subject whilst in Year 11. Students may apply and will need a recommendation from their relevant Year 10 teachers for the enhancement study. For example if a student wishes to study Year 12 History whilst in Year 11, recommendations will be required from the Year 10 teachers of English and Humanities. There is no guarantee that all applicants for enhancement will be successful. Priority for placements in a Year 12 study will go to Year 12 students.

EXTERNAL LANGUAGE STUDIES

Some students may wish to undertake an additional VCE Language study that is not offered by Footscray City College. Typically these will be undertaken at a Victorian School of Languages (VSL) centre on a Saturday morning. Students who do this will need to immediately alert the Senior Program Manager and arrange for the VSL Language study to be officially added to their Footscray City College VCE enrolment. Failure to do so will not allow the VSL Language to be counted as part of the VCE program for any student.
VOCATIONAL EDUCATION AND TRAINING (VET) PROGRAMS

Students can elect to choose a VET program as part of their VCE. A VET program is one where students will study in a particular vocational area and if successful in completing the program will receive credits of Units 1 to 4 in their VCE as well as the issuing of a recognised vocational qualification. In 2017, the following VET programs will be offered:

- Certificate II in Furniture Making
- Certificate II in Horticulture
- Certificate II in Hospitality (Kitchen Operations)
- VET Integrated Technologies: Sustainable Energy Systems Stream (at time of printing, still to be confirmed)
- Certificate III in Music - Technical Production
- Certificate II in Sport and Recreation

Some VET programs are able to be used for the generation of a study score in Year 12, and if given the option of receiving a study score for VET study, all Footscray City College students are encouraged to do so. VET studies involve the completion of numerous modules, where students need to show they have reached the required level of competence. In many instances the competence may be shown by the demonstration of practical skills.

In all VET programs students will be able to undertake work placement as part of their studies, and in some VET programs work placement is a compulsory component.

Students need to be fully motivated in order to choose a VET program, as only by the completion of every module in the program is credit towards the VCE achieved.

Further descriptive information regarding VET courses is provided in the Description of Studies section of this handbook.

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

The VCAL is a separate certificate course to the VCE. It is designed for students who may be more interested in the pursuit of apprenticeships, traineeships, full time work or further study at TAFE upon the conclusion of their secondary education.

The VCAL course will provide practical work-related experience gained through work experience placements, enhanced general literacy and numeracy skills and an opportunity to build personal skills that are important for life and work.

Footscray City College offers the following two levels of VCAL:

- The Intermediate Certificate in VCAL at Year 11.
- The Senior Certificate in VCAL at Year 12.

The college’s VCAL Coordinator will individually counsel students in their decisions regarding VCAL. Further descriptive information regarding VCAL is provided in the Description of Studies section of this handbook.
SENIOR SCHOOL STUDIES.

FOOTSCRAY CITY COLLEGE IN 2017.

The study options below are OFFERED in 2017. Every effort is made to accommodate student’s choices, but final programs will depend upon the numbers of students choosing particular units and timetabling constraints.

Accounting
Art - Painting & Drawing (Units 1 & 2)
Art Photography (Units 3 & 4)
Australian & Global Politics
Biology
Bridging English as an Additional Language (Units 1 & 2)
Business Management
Chemistry
Computing (Units 1 & 2)
Dance
English
English (EAL)
Environmental Science
Food Studies
Foundation Mathematics (Units 1 & 2)
Further Mathematics (Units 3 & 4)
General Mathematics (Units 1 & 2)
Health and Human Development
History – Revolutions (Units 3 & 4)
History – Twentieth Century (Units 1 & 2)
Informatics (Units 3 & 4)
Language - Italian
Language - Japanese
Legal Studies
Literature
Mathematical Methods

Media
Music Performance
Outdoor and Environmental Studies
Philosophy
Physical Education
Physics
Psychology
Software Development (Units 3 & 4)
Specialist Mathematics
Studio Arts - Painting & Drawing (Units 3 & 4)
Studio Arts - Photography (Units 1 & 2)
Studio Arts – Digital Art
Studio Arts – Textiles (Fashion)
Systems Engineering
Theatre Studies
VCAL Intermediate
VCAL Senior
VET Furnishing
VET Horticulture
VET Hospitality
VET Integrated Technologies: Sustainable Energy
Systems Stream
VET Music - Technical Production
VET Sport & Recreation : Fitness
Visual Communication Design

The following pages will contain detail study descriptions organised by respective Learning Areas.
ENGLISH
ENGLISH (EAL)
BRIDGING ENGLISH AS AN ADDITIONAL LANGUAGE LITERATURE
ENGLISH

Unit 1

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts. The school will choose the texts for the achievement of Outcomes 1 and 2.

AREA OF STUDY 1 - Reading and creating texts
Outcome 1
On completion of this unit the student should be able to compare the presentation of ideas, issues and themes in two texts. On completion of this unit the student should be able to produce analytical and creative responses to texts.

AREA OF STUDY 2 - Analysing and presenting argument
Outcome 2
On completion of this unit the student should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

Assessment Tasks
- Single Text Study
- Creative Response to Text
- Language Analysis
- Exam

Unit 2

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

AREA OF STUDY 1 - Reading and comparing texts
Outcome 1
On completion of this unit the student should be able to compare the presentation of ideas, issues and themes in two texts.

AREA OF STUDY 2 - Analysing and presenting argument
Outcome 2
On completion of this unit the student should be able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view. The school will choose the texts for the achievement of Outcomes 1 and 2.

Assessment Tasks
- Comparative Analytical Response to set texts
- Presentation of a Point of View - written
- Exam

Unit 3

AREA OF STUDY 1 -Reading and creating texts
Students examine the ways in which readers are invited to respond to texts. They also develop and justify their own detailed interpretations of texts. Students prepare sustained analytical interpretations of selected texts, discussing how features of the texts create meaning and using textual evidence to support their responses. They craft their writing for convincing and effective presentation. They produce and share drafts, practising the skills of revision, editing and refining for stylistic and imaginative effect.

AREA OF STUDY 2 - Analysing and presenting an argument
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 explore the argument of a persuasive piece, and the way written, spoken and visual language is used. Students develop written and spoken critical analyses of the use of argument and language in written, spoken, and/or multimodal texts. They compare different written texts presenting argument on similar ideas or issues, considering different ways authors use language to express arguments. They produce drafts and practise the skills of revision and editing for clarity.

Outcomes
1. Produce an analytical interpretation of a selected text, and a creative response to a different selected text.
2. On completion of this unit the student should be able to 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.

Assessment Tasks
- Analytical text response essay
- Analysis of persuasive language
- Context folio
Unit 4

AREA OF STUDY 1 - Reading and comparing texts
Students analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. Students produce a written analysis comparing selected texts, discussing similarities and differences and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives. They draft, revise and edit for clarity, coherence and technical accuracy, and refine for effective presentation of the insights gained through comparison.

AREA OF STUDY 2 - Presenting argument
Students develop their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year. Students use their understanding of argument and language as the basis for the development of an oral presentation of their points of view. Students plan and prepare an argument and its supporting evidence, and develop and prepare any materials to support an oral presentation. Students develop, test and practise argument, critically analysing their own developing text.

Outcomes
1. Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.
2. Construct a sustained and reasoned point of view on an issue currently debated in the media.

Assessment Tasks
- Comparative Analytical Text Response
- Analysing and Presenting Argument - Presentation of a point of view
  - Written
  - Oral
ENGLISH (EAL)

Students will be eligible for English as an Additional Language if BOTH of the following conditions are satisfied.

1. The student has been a resident of Australia for not more than seven years.
2. English has NOT been the student’s major language of instruction for more than seven years prior to Units 3 and 4.

The school will choose relevant texts for EAL classes for the achievement of Outcomes in Units 1 to 4.

Unit 1

AREA OF STUDY 1 - Reading and creating texts
Students 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 investigate how the meaning of a text is affected by the contexts in which it is created and read.

AREA OF STUDY 2 - Analysing and presenting argument
Students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader.

Outcomes
1. The student is able to produce analytical and creative responses to texts
2. The student is able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

Assessment Tasks
- an analytical response to a set text
- a creative response to a set text such as a monologue, script, short story, illustrated narrative, short film or graphic text
- an analysis of the use of argument and persuasive language in text/s
- a text intended to position an audience.

Unit 2

AREA OF STUDY 1 - Reading and comparing texts
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. Students explore how features of texts, including structures, conventions and language convey ideas, issues and themes that reflect and explore the world and human experiences, including historical and social contexts. Students practise their listening and speaking skills through discussion, developing their ideas and thinking in relation to the texts studied.

AREA OF STUDY 2 - Analysing and presenting argument
Students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. Students consider a range of texts where the primary purpose is to convince an audience to share a point of view. They develop an understanding of how texts are constructed for specific persuasive effects by identifying and discussing the impact of argument and persuasive language used to influence an audience.

Outcomes
1. The student is able to compare the presentation of ideas, issues and themes in two texts.
2. The student is able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

Assessment Tasks
- a comparative analytical response to set texts
- a persuasive text that presents an argument or viewpoint
- an analysis of the use of argument and persuasive language in text/s.
Unit 3

AREA OF STUDY 1 - Reading and creating texts
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.

AREA OF STUDY 2
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.

AREA OF STUDY 3
Students develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts. Listening skills are developed in the context of Areas of Study 1 and 2 and specific speaking and listening activities.

Outcomes
1. The student is able to produce an analytical interpretation of a selected text, and a creative response to a different selected text.
2. The student is able to 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.
3. The student should be able to comprehend a spoken text.

Assessment Tasks
- 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.
- 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.
- Comprehension of a spoken text through short-answer responses and note-form summaries.

Unit 4

AREA OF STUDY 1 - Reading and comparing texts
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.

AREA OF STUDY 2 - Presenting argument
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.

Outcomes
1. The student is able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.
2. The student is able to construct a sustained and reasoned point of view on an issue currently debated in the media.

Assessment Tasks
- A detailed comparison in written form of how two selected texts present ideas, issues and themes.
- 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.
- 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.
BRIDGING ENGLISH AS AN ADDITIONAL LANGUAGE

Unit 1

In this unit, students build their understanding of how spoken and written Standard Australian English (SAE) is used to communicate effectively in a variety of contexts and for a range of purposes. Students develop the ability to listen, speak, read and write for everyday and academic purposes. They explore how language features, structures and conventions can be used to express ideas and opinions, and to create their own spoken and written texts.

Students explore how English is used for everyday and academic purposes. They identify and discuss variations in vocabulary, structures and conventions of spoken and written language, including culturally appropriate non-verbal language for a range of situations, purposes and audiences including social interactions, negotiating relationships, seeking and giving information and engaging in conversations and discussion. Students also investigate how subject-specific language, including technical terms, symbols and abbreviations, underpins their learning across a range of studies in school.

Students read and produce texts created for self-expression, including those that communicate ideas, desires, goals, opinions and experiences. They consider how authors use language to express themselves for different audiences and purposes. They discuss the decisions authors make to express their ideas in spoken, written and multimodal texts, and understand that authors use vocabulary, structures, features and conventions for different purposes and audiences.

Outcomes
1. Engage with and understand everyday and accessible academic texts, and produce their own everyday and academic texts making appropriate decisions in response to purpose, audience and context.
2. Understand texts for self-expression and produce texts for self-expression, making appropriate decisions in response to purpose, audience and context.

Assessment tasks for this unit may be selected from the following:

- Presentations
- Interviews
- Group work and discussion
- Journal entries
- Essays
- Comprehension and analysis activities

Unit 2

In this unit students consolidate and extend their understanding of how English is used for academic purposes. They read and discuss a variety of more challenging texts commonly used in studies other than English. Students identify variations in language and discuss the meaning and different functions of vocabulary, symbols and abbreviations. They learn that language in academic discourse may be subject specific for defining or conveying subject content, giving instructions, or outlining processes, as well as non-subject specific, for example to provide background information.

Students explore how authors create meaning in literary texts. They explore how authors construct setting, characters, narrative and themes using language, structures, features and conventions, to convey ideas and meaning for readers. Students also investigate how the author’s context can influence the views and ideas presented in a literary text.

Students engage with and understand spoken, written, visual, and multimodal media texts and develop understanding of how these texts reflect cultural contexts and seek to position audiences. In considering the choices made by authors to position their intended audiences, students identify and discuss cues such as headings, sub-headings, photographs, graphs, cartoons and types of language used.

Students focus on speaking and listening, and reading and written communication, for workplace purposes. They examine a range of work-related texts and identify and discuss distinctive language, structures, features and conventions used in these texts, and their purposes, intended audiences and contexts. The purposes of these texts may include providing instructions and information, seeking information, maintaining records, note-taking, recording messages, completing forms or orders, and making requests. Students investigate how work-related written and spoken communication varies according to purpose, context and the roles and status of participants.

Outcomes
1. Understand a variety of written, spoken and multimodal academic texts, identifying key information useful for their learning purposes, and produce written or spoken texts for specific academic purposes.
2. Understand and respond to literary texts, and create their own literary texts in response to, or in the style of, a text studied.
3. Explain how a variety of media texts position audiences, and produce texts which attempt to position audiences.
Assessment tasks for this unit may be selected from the following:

- Debates
- Résumés
- Editorials
- Opinion pieces
- Comprehension and analysis activities
LITERATURE

Unit 1: Approaches to literature

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students’ analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

AREA OF STUDY 1 - Reading practices
Outcome 1
On completion of this unit the student should be able to respond to a range of texts and reflect on influences shaping these responses.

AREA OF STUDY 2 - Ideas and concerns in texts
Outcome 2
On completion of this unit the student should be able to analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.

Assessment Tasks
• Critical response to texts
• Analytical response to texts
• Examination

Unit 2: Context and connections

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

AREA OF STUDY 1 - The text, the reader and their contexts

Outcome 1
On completion of this unit the student should be able to analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context.

AREA OF STUDY 2 - Exploring connections between texts

Outcome 2
On completion of this unit the student should be able to compare texts considering the dialogic nature of texts and how they influence each other.

Assessment Tasks
• Critical and Creative Response to Texts
• Comparison of texts
• Examination

UNIT 3

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts. Students develop their skills in communicating ideas in both written and oral forms. Students focus on how the form of text contributes to the meaning of the text. Students develop an understanding of the typical features of a particular form of text and how the conventions associated with it are used. Students also focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as form changes to construct their own creative transformations of texts.

Outcomes
1. Analyse the extent to which meaning changes when a text is adapted to a different form.
2. Respond creatively to a text and comment on the connections between the text and the response.
Assessment Tasks

- Text Analysis
- Creative Response
- Reflective Commentary

Unit 4

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts.

Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches.

Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

Outcomes

1. Produce an interpretation of a text using different literary perspectives to inform their view.
2. Analyse features of texts and develop and justify interpretations of texts.

Assessment Tasks

- Text Interpretation
- Text Analysis
- Written Interpretation task
ARTS

ART PAINTING & DRAWING
ART PHOTOGRAPHY
DANCE
MEDIA
MUSIC PERFORMANCE
STUDIO ARTS - DIGITAL ART
STUDIO ARTS - PAINTING & DRAWING
STUDIO ARTS - PHOTOGRAPHY
STUDIO ARTS - TEXTILES (FASHION)
THEATRE STUDIES
VISUAL COMMUNICATION DESIGN
ART - PAINTING & DRAWING

Unit 1

This unit is designed to develop art-making skills using a range of techniques and materials. Students will be progressively refining their skills in the production of art works. Students undertake a study of various Artists, and a study of the ways in which art from past and present cultures relate to the social context for which they were created.

Outcomes
1. Analyse and interpret a variety of artistic media using the Structural Framework and the Personal Framework.
2. Use the art process to create visual responses that demonstrate their personal interests and ideas.

Assessment Tasks
- Written Analysis of Artworks
- Folio of artworks with accompanying documentation

Unit 2

This unit focuses on the development of areas of personal interest in art exploration. It encourages artistic development through the exploration of contemporary materials, techniques and working methods within a range of art media. Students also study the roles of artists, and how they are portrayed in society and how art reflects and communicates the values, beliefs and traditions of the societies in which it was created.

Outcomes
1. Discuss and compare artworks from different cultures and times using the Cultural Framework and the Contemporary Framework.
2. Use the art process to produce at least one finished artwork that explores social and/or personal ideas or issues.

Assessment Tasks
- Folio of Artworks with accompanying documentation and analysis using Analytical Frameworks.
- Written Exploration of Art in different Social Contexts
ART - PHOTOGRAPHY

Unit 3

This unit focuses on a broad and innovative investigation including exploration and experimentation within photography and related media to develop and refine a sustained body of work. Student’s skill in interpreting artworks is developed through a study of artists and their works before and since 1990 through the application of interpretive frameworks and the comparison of artworks.

Outcomes
1. Use the Analytical Frameworks to analyse and interpret artworks produced before 1990 and since 1990, and compare the meanings and messages of these artworks.
2. Use the art process to produce at least one artwork, and use the Analytical Frameworks to document and evaluate the progressive development and refinement of their artistic practice.

Assessment Tasks
- Written Analysis Comparing Artists pre and post 1990
- Written task comparing the work of selected artists using the Analytical Frameworks
- Folio of developmental work and at least one completed Artwork

Unit 4

This unit focuses on the continued development and final presentation of ideas developed and refined from the directions explored in unit 3. The students will complete a folio of photographic and related artworks, which show a progressive exploration and resolution of ideas. They build their conceptual understanding of broad themes, ideas and issues related to the role of art in society.

Outcomes
1. Examine and analyse an art idea and its related issues to inform their viewpoint.
2. 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 Frameworks to underpin reflections on their art making.

Assessment Tasks
- Written analysis related to issues in art
- Research task analysing one issue in art
- Folio of developmental work and at least one finished art work.

External Assessment
- End-of-year exam
DANCE

Unit 1

This unit enables students to explore the potential of the body as an instrument of expression. Students will learn about and develop technical and physical dance skills. Students will learn to apply the knowledge of the safe use and care of the body in the development of their physical skills and body actions. They explore and perform dance works originating from different dance making processes and discuss influences on the movement and ideas communicated in their own and other’s dances.

Outcomes
1. Describe and document the expressive intention, body actions and technical and physical skills used in another choreographers’ dance works; and discuss influences that impact on their dance-making.
2. Choreograph and perform, solo or group dance work as a unified composition focusing on the use of physical skills and body actions and variations in the elements of movement.
3. Expressively and safely execute the body actions of a learnt solo or group dance work to communicate the intention of the choreographer.
4. Describe the safe use, maintenance and physiology of the dancer’s body, and describe methods and alignment principles, which facilitate the development of technical and physical skills.

Assessment Tasks
• Written Dance Analysis
• Anatomy Test
• Group Dance Performance
• Choreography and Performance (solo / small group)
• Examination

Unit 2

This unit focuses on expanding students’ personal movement vocabulary and choreographic skills through the exploration of the elements of dance design, expressive intention, form and movement vocabulary. Students apply their understanding of form and expression to the dance making and performing processes involved in choreographing and performing their own dance works and dance works created by others. Students are also introduced to pre-1930 dance traditions, styles and/or works.

Outcomes
1. Analyse and discuss ways the elements of movement are manipulated to communicate an expressive intention, and influences on selected pre-1930 dance traditions, styles and/or dance works.
2. Choreograph, describe and perform a solo or group dance work based on their expressive intention.
3. Expressively execute the elements of movement in a learnt solo or group dance work to communicate the choreographer’s expressive intention, through the safe use of technical and physical skills, and analyse the processes used to learn, rehearse and perform the work.

Assessment Tasks
• Written Report
• Group Performance
• Solo Performance

Unit 3

This unit focuses on choreography, rehearsal and performance of a solo dance work and involves the physical execution of a diverse range of body actions and use of technical and performance skills. Students also learn a group dance work created by another choreographer. The dance-making and performance processes involved in choreographing, rehearsing and performing the solo dance work, and learning, rehearsing and performing the learnt group dance work are analysed.

Outcomes
1. Analyse influences, movement vocabulary and the use of related phrases, movement sections, formal structures and dance design to communicate the expressive intention in prescribed solo dance works.
2. Choreograph, rehearse and perform a solo dance work using a personal movement vocabulary and technical, physical and performance skills to communicate their expressive intention, and analyse the processes used to choreograph, rehearse and perform the dance work.
3. Learn, rehearse and perform a group dance work created by another choreographer, and analyse the processes involved in learning, rehearsing and performing the work.

Assessment Tasks
• Group dance work
• Analysis report of two selected solo dance works
• Analysis report of the student’s own solo dance work

Unit 4
This unit focuses on choreography, rehearsal and performance of a unified solo dance work, which has a form selected by the student. Students focus on expressive and accurate execution of choreographic variations of spatial organisation and demonstration of performance skills. Students also document and analyse the dance-making and performance processes involved in the choreography, rehearsal and performance of the unified solo dance work. Group dance works by twentieth and/or twenty-first century choreographers are studied. The influences on choices made by choreographers in these works are also studied.

**Outcomes**

1. Analyse cultural influences on, and the use of, group structures and the elements of spatial organisation to communicate the expressive intention in prescribed group dance works.
2. Choreograph, rehearse and perform a solo dance work, which has a selected form and communicates an expressive intention through manipulation of the elements of spatial organisation. Also to analyse the processes used to choreograph, rehearse and perform the dance work.

**Assessment Tasks**

- Solo Dance Works
- Analysis report of a selected group dance work
- Analysis report of the student’s own solo dance work
Unit 1. Representation and technologies of representation

Students develop an understanding of the relationship between the media, technology and the representations present in media forms. They will study the relationships between media technologies, audiences and society. Students develop practical and analytical skills in the creation of meaning in media products. An exploration of the cultural impact of new media technologies will also be made.

Outcomes
1. Describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience of it.
2. Produce and compare media representations in two or more media forms and compare the representations produced by the application of different media technologies.
3. Discuss the creative and cultural implications of new media technologies for the production and consumption of media products.

Assessment Tasks
- Written Report
- Media Analysis
- Media Production
- Examination

Unit 2. Media production and the media industry

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

Outcomes
1. Demonstrate specialist production skills within collaborative media productions and reflect on the media production process.
2. Discuss media industry issues and developments relating to the production stages of a media production and specialist roles within the media industry.

Assessment Tasks
- Short Film Production
- Film Production Research
- Production of Video
- Analysis of Australian Film

Unit 3. Narrative and Media Production Design

This unit provides students with opportunities to develop their understanding of film, television or radio production and story elements and learn to recognise the role and significance of narrative in such works. Students will learn how production and story elements work together to structure meaning in order to engage audiences. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They design a media production for a specific media form with the relevant specifications presented as a written planning document with visual representations.

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

Assessment Tasks
- Narrative Comparisons Activity
- Camera and Edit Test

Unit 4. Media process, influence and society’s values

This unit allows students further develop practical skills in the production of media products to realise the production design plan completed during Unit 3. In this unit students also analyse the ways in which media texts are shaped by social values and the influence of social values in the representations and structure of a media text. The nature and extent of media influence, media regulation and media relationships are critically
analysed.

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

Assessment Tasks
• Production of a Media Product for an Identified Audience
• Written Report
• Essay/Report/Responses to Structured Questions
MUSIC PERFORMANCE

Unit 1

This unit focuses on building students’ performance and musicianship skills to present performances of group and solo music. They study the work of other performers and explore strategies to optimise their own approach to performance. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Outcomes
1. Students select a program of group and solo works. They rehearse weekly with their group and perform a number of times. Students are encouraged to explore repertoire that extends the boundaries of their current interests and knowledge.
2. Students develop their understanding of music language especially aural and theory skills and analysis of recorded music. Students use knowledge developed across this area of study to explore characteristics of works being prepared for performance and make decisions about approaches to interpretation.
3. Students continue to develop their understanding of music language especially aural and theory skills and analysis of recorded music. Students use knowledge developed across this area of study to explore characteristics of works being prepared for performance and make decisions about approaches to interpretation.
4. This area of study focuses on creating original work as a composition or an improvisation by drawing on knowledge and skills gained in outcome 3.

Assessment Tasks
- Solo Performance
- Group Performance
- Performance Technique
- Musicianship Tests
- Organisation of Sound

Unit 2

This unit focuses on building students’ performance and musicianship skills to present performances of group and solo music. They study the work of other performers and explore strategies to optimise their own approach to performance. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances and creating original music.

Outcomes
1. Students select a program of group and solo works. They rehearse weekly with their group and perform a number of times. Students are encouraged to explore repertoire that extends the boundaries of their current interests and knowledge.
2. Students develop their understanding of music language especially aural and theory skills and analysis of recorded music. Students use knowledge developed across this area of study to explore characteristics of works being prepared for performance and make decisions about approaches to interpretation.
3. Students continue to develop their understanding of music language especially aural and theory skills and analysis of recorded music. Students use knowledge developed across this area of study to explore characteristics of works being prepared for performance and make decisions about approaches to interpretation.
4. This area of study focuses on creating original work as a composition or an improvisation by drawing on knowledge and skills gained in outcome 3.

Assessment Tasks
- Solo Performance
- Group Performance
- Performance Technique
- Musicianship Tests
- Organisation of Sound

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. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Outcomes
1. In this area of study students prepare performances by rehearsing and performing solo and group works. They develop their individual instrumental and musicianship skills through regular practice and develop and implement group skills through rehearsal with other musicians.
2. This area of study focuses on continual development of students’ capabilities to present musically engaging and technically competent group and solo performances. Students develop knowledge of the works they are preparing to perform and systematically practise relevant material and processes that will enhance their ability to realise the character and style of selected group and solo works.
3. In this area of study students continue to systematically develop understanding of music language used for performance, interpretation and critical listening. They further develop their understanding of ways elements of music can be interpreted in the performance of music works. They apply this knowledge through analysis and comparison of ways in which performers have interpreted a variety of works.

**Assessment Tasks**
- Preparing for Performance
- Music Language Tasks

**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.

**Outcomes**

1. In this area of study students prepare performances by rehearsing and performing solo and group works. They develop their individual instrumental and musicianship skills through regular practice and develop and implement group skills through rehearsal with other musicians.

2. This area of study focuses on continual development of students’ capabilities to present musically engaging and technically competent group and solo performances. Students develop knowledge of the works they are preparing to perform and systematically practise relevant material and processes that will enhance their ability to realise the character and style of selected group and solo works.

3. In this area of study students continue to systematically develop understanding of music language used for performance, interpretation and critical listening. They further develop their understanding of ways elements of music can be interpreted in the performance of music works. They apply this knowledge through analysis and comparison of ways in which performers have interpreted a variety of works.

**Assessment Tasks**
- Preparing for Performance

**External assessment**

The performance examination will contribute 50 per cent and the aural and written examination will contribute 20 per cent. The level of achievement for Units 3 and 4 is also assessed by an end-of-year performance examination. The student will give a live performance in only one of the following contexts: as a member of a group OR as a soloist.
Unit 1: Artistic inspiration and techniques

The focus of this unit is for students to work on a common theme in order to create artwork including images, 2D animations and web pages. Students explore their ideas as the bases for their exploration of a wide range of materials and techniques in multimedia as tools for translating ideas, observations and experiences into a visual form. The application of materials and techniques and interpretation of sources of inspiration by artists from different times and locations is also examined.

Outcomes
1. Source ideas and inspiration and use a variety of methods to translate these into digital art forms.
2. Explore and use a variety of digital art materials and techniques to record and develop ideas and sources of inspiration for the production of artworks.
3. Discuss how artists from different times and locations have interpreted sources of inspiration and used materials and techniques in the production of artworks.

Assessment Tasks
- Documentation of Artistic Inspiration
- Folio of Works
- Examination

Unit 2: Design exploration and concepts

Students work on a common theme to produce a variety of artworks including, 2D and 3D animations and interactive web pages. Students are provided with the opportunity to develop skills and knowledge in design and the use of digital art techniques. Students develop their own artwork, which explores and communicates their ideas. Students also develop skills in the analysis of artworks to understand how artists experiment, create and innovate in order to find solutions to design problems.

Outcomes
1. Develop a design process including visual research and inquiry in order to produce a variety of digital art design explorations and a number of artworks.
2. Analyse and discuss the ways in which artists from different times and locations have created aesthetic qualities in artworks, communicated ideas and developed styles.

Assessment Tasks
- Written Tasks
- Folio of Works
- Examination

Unit 3: Studio production and professional art practices

The focus of this unit is the implementation of a design process leading to the production of a range of potential artworks. Possible choices for student artwork include, still images, slide shows, CD ROM presentations, 2D and 3D animations and interactive web pages. A work brief is initially prepared to set out the framework for the design process. Students also examine professional art practices in relation to particular art forms and the development of distinctive styles in artworks.

Outcomes
1. Prepare a work brief that formulates the content and parameters of the digital art design process and plan how this will be undertaken.
2. Present a design process that produces a range of potential solutions to the aims and ideas documented in the work brief.
3. Discuss art practices in relation to particular art forms and analyse ways in which artists develop distinctive styles in their artwork.

Assessment Tasks
- Extended written tasks on selected artists
- Written task analysis of artworks and appropriation
- Folio – exploration proposal, design process, potential directions, discussion statement

Unit 4: Studio production and art industry contexts

The focus of this unit is to produce a cohesive folio of finished digital art works developed from the design process generated in Unit 3. Visual and written documentation explaining how the potential solutions will be used to produce the folio of artworks is also prepared. Students also examine the presentation of artworks and current art industry issues, with reference to the exhibition, promotion and critique of art works.

Outcomes
1. Present a focus statement in visual and written form that documents how potential solutions will be used to produce a cohesive folio of finished digital artworks, how materials and techniques are applied, and how aims, ideas and
aesthetic qualities are resolved in the finished artworks.

2. Present a cohesive folio of finished digital artworks, based on potential solutions that skilfully apply materials and techniques, resolve the aims, ideas and aesthetic qualities, and communicate the student’s ideas.

3. Analyse and discuss roles and methods involved in the presentation of digital artworks and analyse and discuss current art industry issues.

**Assessment Tasks**

- A range of written tasks exploring art industry contexts
- Folio – reflection, evaluation, refinement of directions
- Art works – between two to five finished art works (or series of artworks)
STUDIO ARTS – PAINTING & DRAWING

Unit 3. Studio practices and processes

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4. For this study, the exploration proposal supports the student to identify a direction for their studio process. The student determines the studio process. This process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. From this process students progressively develop and identify a range of potential directions. Students will select some of these potential directions from which to develop at least two artworks in Unit 4. The study of artists and their work practices and processes may provide inspiration for students’ own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques. They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms. The exhibition of artworks is integral to Unit 3 and students are expected to visit a variety of exhibitions throughout the unit, reflect on the different environments where artworks are exhibited and examine how artworks are presented to an audience. Students are expected to visit at least two different exhibitions and study specific artworks displayed in these exhibitions during their current year of study.

Outcomes

1. On completion of this unit the student should be able to prepare an exploration proposal that formulates the content and parameters of an individual studio process including a plan of how the proposal will be undertaken. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study.
2. On completion of this unit the student should be able to progressively present an individual studio process recorded in written and visual form that produces a range of potential directions, and reflects the concepts and ideas documented in the exploration proposal and work plan.
3. On completion of this unit the student should be able to examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.

Assessment Tasks

- Extended written tasks on selected artists
- Written task analysis of artworks and appropriation
- Folio—exploration proposal, design process, potential directions, discussion statement

Unit 4: Studio production and art industry contexts

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. The development of these artworks should reflect refinement and skillful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks. This unit also investigates aspects of artists’ involvement in the art industry, focusing on a least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions. Students examine a range of environments for the presentation of artworks including public galleries and museums, commercial and private galleries, university art galleries, artist-run spaces, alternative art spaces and online gallery spaces.

Outcomes

1. On completion of this unit the student should be able to present at least two finished artworks based on selected and evaluated potential directions developed through the studio process, which demonstrate refinement and application of materials and techniques, and that realise and communicate the student’s ideas expressed in the exploration proposal.
2. On completion of this unit the student should be able to compare a range of historical and contemporary art periods, styles or movements, and analyse the ways in
which artists communicate ideas, develop styles and demonstrate aesthetic qualities in artworks.

3. On completion of this unit the student should be able to compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.

**Assessment Tasks**

- A range of written tasks exploring art industry contexts
- Folio – reflection, evaluation, refinement of directions
- Art works – between two to five finished art works (or series of artworks)
- End of Year Exam
Unit 1. Studio inspiration and techniques

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks. The exhibition of artworks is integral to Unit 1 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

Outcomes
1. On completion of this unit the student should be able to identify sources of inspiration and artistic influences and outline individual ideas, art forms and aesthetic qualities, and translate these into visual language.
2. On completion of this unit the student should be able to produce at least one finished artwork and progressively record the development of their studio practice, conveying individual ideas through the exploration of materials and techniques in the selected art form/s.
3. On completion of this unit the student should be able to discuss the artistic practice of artists from different times and cultures, their sources of inspiration, materials and techniques for at least two artworks by each artist.

Assessment Tasks
- Written Interpretation of Artistic Ideas and Materials
- Folio Tasks
- Examination

Unit 2: Studio exploration and concepts

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. Through the study of art movements and styles, students begin to understand the use of other artists’ work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art. Analysis is used to understand the artists’ ideas and how they have created aesthetic qualities and subject matter. Comparisons of contemporary art with historical art styles and movements should be encouraged. The exhibition of artworks is integral to Unit 2 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

Outcomes
1. On completion of this unit the student should be able to develop an individual exploration proposal to form the basis of a studio process, and from this produce and document a variety of potential directions in a visual diary for at least one artwork.
2. On completion of this unit the student should be able to compare a range of historical and contemporary art periods, styles or movements, and analyse the ways in which artists communicate ideas, develop styles and demonstrate aesthetic qualities in artworks.

Assessment Tasks
Outcome 1
- undertaking an exploration proposal
- undertaking studio process
- producing at least one artwork.

Outcome 2
- an extended response
- short-answer responses
- a presentation using digital technologies
Unit 1: Artistic inspiration and techniques

This unit provides students with the opportunity to explore a range of ideas and a variety of sources of inspiration for practical work. A range of designs and fabrics will be explored. Students will study the work of relevant fashion designers.

Outcomes
1. Source ideas and inspiration and use a variety of methods to translate these into textiles.
2. Explore and use a variety of materials and techniques to record and develop ideas and sources of inspiration for the production of textiles.
3. Discuss how designers from different times and locations have interpreted sources of inspiration and used materials and techniques in the production of clothes.

Assessment Tasks
- Documentation of Artistic Inspiration
- Folio of Works
- Examination

Unit 2: Design exploration and concepts

This unit provides students with the opportunity to develop skills in design, experimentation and a variety of techniques. After generating a range of practical solutions, students will undertake final practical production work (street-wear, day/evening garments, accessories or wearable art). The design work of relevant artists will be analysed.

Outcomes
1. Develop a design process including visual research and inquiry in order to produce a variety of artistic design explorations and a number of garments.
2. Analyse and discuss the ways in which designers from different times and locations have created aesthetic qualities in artworks, communicated ideas and developed styles.

Assessment Tasks
- Written Interpretation of Artistic Ideas and Materials
- Folio Tasks
- Exploration of Materials and Techniques through Folio

Unit 3: Studio production and professional art practices

This unit enables students to create a folio based on a selected idea, theme or subject. Students write a work brief outlining their practical intentions. The design process inherent in the folio will allow students to explore and develop their ideas.

Outcomes
1. Prepare a work brief that formulates the content and parameters of the design process and plan how this will be undertaken
2. Present a design process that produces a range of textile-based artworks that offer solutions to the aims and ideas documented in the work brief.
3. Discuss artistic practices in the textile industry and analyse ways in which designers develop distinctive styles in their artwork.

Assessment Tasks
- Extended written tasks on selected artists
- Written task analysis of artworks and appropriation
- Folio – exploration proposal, design process, potential directions, discussion statement

Unit 4: Studio production and art industry contexts

This unit has been designed to enable students to produce a folio of finished practical textile-related works. An understanding of the role of the designer in the fashion industry will be explored.

Outcomes
1. Present a focus statement in visual and written form that documents how potential solutions will be used to produce a cohesive folio of finished textiles. It will explain how materials and techniques are applied, and how aims, ideas and aesthetic qualities are resolved in the finished works.
2. Present a cohesive folio of finished garments. The folio is based on a skilled use of materials and techniques. The folio will include aims and aesthetic qualities, and communicate the student’s ideas.
3. Analyse and discuss roles and methods involved in the production of textile garments and analyse and discuss current fashion industry issues.

Assessment Tasks
- A range of written tasks exploring art industry contexts
- Folio – reflection, evaluation, refinement of directions
- Art works – between two to five finished art works (or series of artworks)
THEATRE STUDIES

Unit 1: Theatrical styles of the pre-modern era.

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

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

Outcomes
1. On completion of this unit the student should be able to identify and describe the distinguishing features of pre-modern theatre playscripts.
2. On completion of this unit the student should be able to apply acting and other stagecraft to interpret playscripts from the pre-modern era.
3. On completion of this unit the student should be able to analyse a performance of a playscript.

Assessment Tasks
- Performance Analysis
- Participation and Analysis of Group Work
- Presentation and Interpretation of a Theatrical Scene

Unit 2: Theatrical styles of the modern era.

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

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

Outcomes
1. On completion of this unit the student should be able to identify and describe the distinguishing features of modern era theatre playscripts.
2. On completion of this unit the student should be able to apply stagecraft to interpret playscripts from the modern era.
3. On completion of this unit the student should be able to analyse and evaluate stagecraft in a performance of a playscript.

Assessment Tasks
- Performance Analysis
- Participation and Analysis of Group Work
- Presentation and Interpretation of a Theatrical Scene

Unit 3: Production development

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

Outcomes
1. On completion of this unit the student should be able to apply stagecraft to interpret a playscript for performance to an audience.
2. On completion of this unit the student should be able to document an interpretation of excerpts from a playscript and explain how stagecraft can be applied in the interpretation.
3. On completion of this unit the student should be able to analyse and evaluate the interpretation of a written playscript in production to an audience.

Assessment Tasks
- Application of stagecraft to interpret a playscript for performance to an audience (ensemble performance).
- Evaluation and interpretation of a written playscript
playscript in production to an audience (a written report, structured questions or a multimedia report).

- Interpretation of a playscript and explanation of how stagecraft can be applied in the interpretation (a written report, an analytical essay or structured questions).

**Unit 4: 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.

**Outcomes**

1. On completion of this unit the student should be able to interpret a monologue from a playscript and justify their interpretive decisions.

2. On completion of this unit the student should be able to develop a theatrical treatment that presents an interpretation of a monologue and its prescribed scene.

3. On completion of this unit the student should be able to analyse and evaluate acting in a production.

**Assessment Tasks**

- Stagecraft presentation from the monologue list (presentation of stagecraft - either Acting/Direction or Design)
- Development of a theatrical treatment that presents an interpretation of a monologue and its prescribed scene (a written report, short responses or structured questions).
- Report/Essay – Analysis and Evaluation of Acting in a Production (a written report, short responses or structured questions)
VISUAL COMMUNICATION AND DESIGN

Unit 1: Introduction to visual communication design

This unit involves students in 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 will introduce students to the broader context of the place and purpose of design.

Outcomes
1. Students will create drawings for different purposes using a range of different methods media and materials
2. Students will select and apply design elements and design principles to create visual communications that satisfy stated purposes.
3. Students will describe how a visual communication has been influenced by past and contemporary practices and by social and cultural factors.

Assessment Task: Research Tasks

Assessment Tasks
- Folio of drawings – freehand and technical
- Use of a range of media and materials
- Design of a specific communication need
- Written research tasks – designs past and present
- Examination

Unit 2: Applications of visual communication design

This unit focuses on the application of visual communication design knowledge, thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field.

Outcomes
1. Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
2. Manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.
3. Engage in stages of the design process to create a visual communication appropriate to a given brief.

Assessment Tasks
- Folio tasks – design process, type and imagery, technical drawing
- Research Tasks – types and imagery
- Examination

Unit 3: Design thinking and practice

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes.

They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students use their research and analysis of visual communication designers to support the development of their own work. They establish a brief and apply design thinking skills through the design process.

They will identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need. This design brief and investigation work underpins the developmental and refinement work undertaken in Unit 4.
Outcomes
1. Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications
2. Describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.
3. Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.

Assessment Tasks
• Design Folio – industrial, environmental and communication design
• Analysis tasks – industrial, environmental and communication design
• Case study reports
• Development of a brief completing research and generating ideas

Unit 4: Design development and presentation

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

As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions are made against the brief to assists students with keeping their endeavours focused.

Students refine and present two visual communications within the parameters of the brief. They reflect on the design process and the design decisions they took in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

Outcomes
1. Develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief created in Unit 3.
2. Produce final visual communication presentations that satisfy the requirements of the brief
3. Devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief.

Assessment Tasks
• Two Distinct Final Presentations
• Folio of developments and refinements addressing the brief created in Unit 3
• Developing and presenting a pitch
HEALTH AND PHYSICAL EDUCATION

HEALTH AND HUMAN DEVELOPMENT
OUTDOOR AND ENVIRONMENTAL STUDIES
PHYSICAL EDUCATION
**HEALTH AND HUMAN DEVELOPMENT**

**Unit 1: The health and development of Australia’s youth**

This unit investigates the health and human development of Australia’s youth (from twelve to eighteen years of age). In this unit students will identify issues that impact on the health and development of Australia’s youth – communicable diseases, chronic diseases, suicide, motor vehicle accidents and other injuries. Students will investigate one health issue in detail and analyse personal, community and government strategies that affect youth health and development.

**Outcomes**
1. On completion of this unit the student should be able to describe the dimensions of, and the interrelationships within and between, health and individual human development.
2. On completion of this unit the student should be able to describe and explain the factors that have an impact on the health and individual human development of Australia’s youth, outline health issues relevant to Australia’s youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development.

**Assessment Tasks**
- Case Study
- Tests
- Examination

**Unit 2: Individual human development and health issues**

In this unit there is a focus on the investigation of the key health and developmental issues affecting the life stages of both childhood (conception to twelve years of age) and the sixty years that comprise the stage of life known as adulthood. Key elements such as role of family and community, advances in technology, the ageing Australian population and the growing use of alternative health services will be explored.

**Outcomes**
1. On completion of this unit the student should be able to describe factors that affect the health and individual human development during the prenatal stage.
2. On completion of this unit the student should be able to describe and explain factors that affect the health and individual human development of Australia’s children.

**Assessment Tasks**
- Data Analysis
- Written Response
- Test

**Unit 3: Australia’s health**

In this unit students will develop an understanding of the health status of Australians by investigating the burden of disease and the health of various population groups in Australian society. Students will use key health measures; life expectancy, mortality and morbidity rates to compare health in Australia with other developed nations. A study of the national Health Priority Areas (NHPA’s) and their intended future affects on the nation’s health will be examined.

**Outcomes**
1. On completion of this unit the student should be able to compare the health status of Australia’s population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of the National Health Priority Areas in improving Australia’s health status.
2. On completion of this unit the student should be able to 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.

**Assessment Tasks**
- Data Analysis
- Written Response
- Test

**Unit 4: Global health and human development**

In this unit students will explore global health and human development and health sustainability. The study will compare Australia with developing nations. Students will explore and analyse reasons for differences in the health status of nations. The role of the United Nations through its Millennium Development Goals will be analysed as well as the workings of the World Health Organisation.
Outcomes

1. On completion of this unit the student should be able to analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nations’ Millennium Development Goals and describe the interrelationships between health, human development and sustainability.

2. On completion of this unit the student should be able to describe and evaluate programs implemented by international and Australian government and non-government organisations in promoting health, human development and sustainability.

Assessment Tasks
- Data Analysis
- Test
- Written Response
OUTDOOR AND ENVIRONMENTAL STUDIES

Unit 1: Exploring outdoor experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Outcomes

1. On completion of this unit the student should be able to describe motivations for participation in and personal responses to outdoor environments, with reference to specific outdoor experiences.
2. On completion of this unit the student should be able to describe ways of knowing and experiencing outdoor environments and evaluate factors that influence outdoor experiences, with reference to specific outdoor experiences.

Assessment Tasks
- Case Study Analysis
- Written Responses
- Test

Unit 2: Discovering outdoor environments

In this unit students study nature’s impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise human impact on outdoor environments.

Outcomes

1. On completion of this unit the student should be able to explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.
2. On completion of this unit the student should be able to analyse and evaluate the factors influencing contemporary societal relationships with outdoor environments, with reference to specific outdoor experiences.

Assessment Tasks
- Case Study Analysis
- Data Analysis

Unit 3: Relationships with outdoor environments

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

Outcomes

1. On completion of this unit the student should be able to describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.
2. On completion of this unit the student should be able to evaluate human impacts on outdoor environments and analyse procedures for promoting positive impacts, with reference to specific outdoor experiences.
Unit 4: Sustainable outdoor relationships

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

Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ.

Outcomes

1. On completion of this unit the student should be able to evaluate the contemporary state of Australian outdoor environments, and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor experiences.

2. On completion of this unit the student should be able to analyse conflicts of interest over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.

Assessment Tasks

- Multimedia Presentation
- Written Analysis and Evaluation
- Test
Unit 1: Bodies in Motion

Students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilized to provide the muscles with the energy required for movement and the basic characteristics of each pathway. Students apply biomechanical principles to improve and refine movement. Technological advancements in sport from a biomechanical perspective are also explored.

Outcomes

1. Collect and analyse information from a variety of practical activities to explain how musculoskeletal, cardiovascular and respiratory systems function.
2. Collect and analyse information from a variety of practical activities to explain how to develop and refine movement in a variety of sporting actions.
3. Observe, demonstrate and explain strategies to utilise technology in sport to improve sporting performance.

Assessment Tasks
- Participation and Lab Reports
- Written Assessment of Body Systems and Energy Systems
- Report on Technology in Sport
- Examination

Unit 2: Sports coaching and physically active lifestyles

This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching. Students are also introduced to physical activity and the role it plays in the health and well being of the population. Through a series of practical activities, students will gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan.

Outcomes

1. Demonstrate knowledge of exemplary coaching skills and behaviours and explain the application of learning principles used by coaches.
2. Collect and analyse data related to levels of participation in physical activity and create strategies that promote the National Physical Activity Guidelines.
3. Explain the importance of game play and the selection of appropriate tactics and strategies in sports.

Assessment Tasks
- Participation and Lab Reports
- Written Report
- Test - Body Systems
- Test – Promotion of Physical Activity

Unit 3: Physical activity participation and physiological performance

This unit introduces students to an understanding of physical activity from a physiological and participatory perspective. Students apply various methods to assess physical activity and analyse data in relation to adherence to Australia’s Physical Activity and Sedentary Behaviour Guidelines. Students investigate the contribution of energy systems to performance during physical activity and explore causes of fatigue and recovery.

Outcomes

1. Analyse individual and population levels of participation in physical activity, and evaluate strategies that promote adherence to Australia’s Physical Activity and Sedentary Behaviour Guidelines
2. Analyse data from practical activities to investigate major body energy systems that enable movements to occur and explain fatigue mechanisms and recovery strategies.

Assessment Tasks
- Data Analysis- Physical Activity
- Laboratory Report- Physiology
- Test

Unit 4: Enhancing performance

In his unit, students will investigate an activity analysis in order to evaluate improvements in physical performance. Using the results of the analysis, they can then investigate the required fitness components and participate in a training program designed to improve any selected components. Students will learn to critically evaluate different techniques and practices that can be used to
enhance performance. Students will look at the rationale for the banning or inclusion of various practices from sporting competitions.

Outcomes

1. Plan, implement and evaluate training programs to enhance specific physical fitness.

2. Analyse and evaluate strategies designed to enhance performance or promote recovery.

Assessment Tasks

• Written Evaluation of a Training Course
• Case Study Analysis
• Test
HUMANITIES

ACCOUNTING
AUSTRALIAN & GLOBAL POLITICS
BUSINESS MANAGEMENT
HISTORY – TWENTIETH CENTURY
HISTORY – REVOLUTIONS
LEGAL STUDIES
PHILOSOPHY
Unit 1: Establishing and operating a service business

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit.

Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

Outcomes

1. On completion of this unit the student should be able to describe the resources required, and explain and discuss the knowledge and skills necessary, to set up a small business.
2. On completion of this unit the student should be able to identify and record the financial data, and report and explain accounting information, for a sole proprietor of a service business.

Assessment Tasks
- Folio of Exercises
- Assignment
- Topic Tests
- Examination

Unit 2: Accounting for a trading business

This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business. Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.

Outcomes

1. On completion of this unit the student should be able to record financial data and report accounting.
2. On completion of this unit the student should be able to record financial data and report accounting information for a single activity sole trader using a commercial accounting software package, and discuss the use of ICT in the accounting process.
3. On completion of this unit the student should be able to select and use financial and non-financial information to evaluate the performance of a business and discuss strategies that may improve business performance.

Assessment Tasks
- Folio of Exercises
- Case Study
- Topic Tests
- Examination

Unit 3: Recording and reporting for a trading business

This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used.

Outcomes

1. On completion of this unit the student should be able to 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.
2. On completion of this unit the student should be able to record balance day adjustments and prepare and interpret accounting reports.

Assessment Tasks
- Test -Recording Financial Data
- Test -Reporting and Interpreting Accounting
Unit 4: Control and analysis of business performance

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system. Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business.

Outcomes

1. On completion of this unit the student should be able to 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.

2. On completion of this unit the student should be able to prepare budgets and 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.

Assessment Tasks
- Test – Financial Data
- Test – Budgeting
Unit 2: The global citizen

Students examine their place within the global community through considering the debate over the existence of the ‘global citizen’. They explore the myriad ways their lives have been affected by the increased interconnectedness – the global threads – of the world through the process of globalisation. Students will also consider the extent to which the notion of an international community exists, and investigate its ability to manage areas of global cooperation and respond to issues of global conflict and instability.

This unit is concerned with contemporary issues and events, the focus will be on the twenty-first century when choosing particular examples and case studies.

Outcomes

1. Identify the ways in which the lives of citizens in the twenty-first century are interconnected globally

2. Describe and analyse the extent to which the international community is cohesive, and whether it can effectively manage cooperation, conflict and instability in relation to selected case studies.

Assessment Tasks
- Analysis of Visual Materials
- Written Research Report
- Case Study
- Essay
- Examination

GLOBAL POLITICS - UNITS 3 AND 4

Unit 3: Global actors

Students investigate the key global actors in twenty-first century global politics. They will use contemporary evidence to analyse the key global actors (key nations as well as key organisations such as the United Nations, International Monetary Fund and World Trade Organisation) and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interest and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives. For the purposes of this study, the term ‘non-state actors’ covers a range of global actors: altruistic non-governments organisations (NGOs), for example Amnesty International and Greenpeace; organised religions; terrorist movements...
and organised crime syndicates. This unit is concerned with contemporary issues and events, the focus will be on the twenty-first century when choosing particular examples and case studies.

Outcomes
1. Evaluate the power and influence of key global actors in the twenty-first century and assess the extent to which they achieve their aims.

2. Analyse and evaluate the types and forms of power as used by a specific Asia-Pacific state (Australia, China, Indonesia, Japan or the United States of America) in pursuit of its national interest.

Assessment Tasks
- Short and Extended Responses
- Short and Extended Responses / Essay

Unit 4: Global challenges

In this unit students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises, and consider the varying effectiveness of responses and challenges to solving them. This unit is concerned with contemporary issues and events. While these may have antecedents in issues and events before the twenty-first century, that students need to understand to contextualise contemporary global situations, focus needs to be on the twenty-first century when choosing particular examples and case studies.

Outcomes
1. Analyse two global political issues from a range of perspectives and evaluate the effectiveness of global actors’ responses to these issues.

2. Explain the characteristics of two contemporary global crises (environmental degradation, a conflict within a nation, a conflict between nations or economic instability) and evaluate the effectiveness of responses to these.

Assessment Tasks
- Short and Extended Responses
- Short and Extended Responses / Essay
BUSINESS MANAGEMENT

Unit 1: Small business management

Small rather than large businesses make up the vast majority of all businesses in the Australian economy. At the forefront of every business are people. This unit provides students with the opportunity to explore the operations of a small business and its likelihood of success. An investigation of how resources are managed in order to provide for the achievement of the objectives of the organisation will be undertaken. Students will be involved in the planning and operating of a small business of their own.

Outcomes
1. Explain and apply a set of generic business concepts to a range of businesses.
2. Apply decision-making and planning skills and evaluate the successful management of an ethical and socially responsible small business.
3. Discuss one or more of the day to day operations associated with an ethically and socially responsible small business and apply the operation/s to a business situation.

Assessment Tasks
• Application Exercises
• Tests and Extension Activities
• Examination

Unit 2: Communication and management

This unit focuses on the importance of effective communication in achieving business objectives. Students develop knowledge of fundamental aspects of business communication and are introduced to skills related to its effective use in different contexts. An investigation of the role and importance of marketing, market research and market description will be undertaken.

Outcomes
1. Explain and apply a range of effective communication methods used in business-related situations.
2. Apply and analyse effective marketing strategies and processes.
3. Apply public relations strategies to business related situations and analyse their effectiveness.

Assessment Tasks
• Case Studies of Businesses
• Marketing Exercise
• Tests
• Examination

Unit 3: Corporate management

In this unit students investigate how large-scale business organisations operate. Students will examine environments, both internal and external, in which large scale operations conduct their business. Students will then focus on aspects of individual business’ internal environment and how the operations of the business are managed. Student will develop an understanding of the complexity and challenge of managing large scale organisations and have the opportunity to compare theoretical perspectives with practical applications.

Outcomes
1. Discuss and analyse the context in which large scale organisations operate.
2. Discuss and analyse major aspects of the internal environment of large scale organisations.
3. Discuss one or more of the day to day operations associated with an ethically and socially responsible small business and apply the operation/s to a business situation.

Assessment Tasks
• Test – Large Scale Organisations
• Test – Internal Organisation of large Scale Organisations
• Test – Management Operations

Unit 4: Managing people and change

This unit continues the examination of corporate management. It commences with a focus on the study of human resource management. It then progresses to the analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

Outcomes
1. Analyse and evaluate practices and processes related to human resource management.
2. Analyse and evaluate the management of change in large-scale organisations.

Assessment Tasks
• Case Study Report
• Test
HISTORY

TWENTIETH CENTURY HISTORY
UNITS 1 & 2

Unit 1: Twentieth Century History
1918 – 1939

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. The period after World War 1 was characterized 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. Students will focus their studies on post war Germany, first under the democratic Weimar government and then under the influence of the Nazi Party.

Outcomes

1. Explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that lead to World War two.
2. Explain patterns of social life and cultural change in Germany, and analyse the factors which influenced changes to social life and culture, during the inter-war years.

Assessment Tasks

- Extended Response Questions
- Visual and Written Source Analysis
- Research Project and Presentation – Cultural expression before and during the Third Reich
- Examination

Unit 2: Twentieth Century History
1945–2000

In Unit 2 students explore the nature and impact of the Cold War and the challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. This was dominated by the competing ideologies of democracy and communism, setting the backdrop to the Cold War. 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.

Students will focus on the causes and consequences of the Cold war; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict. An investigation will also be made of the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

Outcomes

1. Explain the ideological divisions in the post war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more particular conflicts in the period.
2. Explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people.

Assessment Tasks

- An Historical Inquiry
- An Analysis of Historical Interpretations
- An Essay
- Exam

HISTORY REVOLUTIONS
- UNITS 3 AND 4

Students study two Marxist revolutions, the Russian and Chinese communist revolutions. Both these nations are amongst the largest on earth in terms of physical size, population and influence. In these studies students investigate how both nations broke radically from their pasts and embarked on programs of profound social and political changes that are still well in evidence today. Consideration of different perspectives will be studied and the reasons why different groups have made different judgments during the history of these revolutions will be covered.

Outcomes (For each Unit and Revolution)

1. Evaluate the role of ideas, leaders, movements and events in the development of the revolution.
2. Analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society, and evaluate the nature of the society created by the revolution.

Assessment Tasks

- Extended Response Questions
- Visual and Written Source
- An Essay
LEGAL STUDIES

Unit 1: Criminal law in action

This unit explores the need for laws in society. Students will investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through an investigation of cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament in law making.

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

Assessment Tasks
- Legal Folio and Reports
- Application Exercises
- Test
- Examination

Unit 2: Issues in civil law

This unit focuses on the rights that are protected by civil law and the obligations that laws impose. Investigations of civil laws, related cases and issues will be undertaken so that an appreciation of the role of civil law in society will be gained. As well as the judicial procedure to resolve civil disputes, the unit also investigates the alternative avenues of dispute resolution and their effectiveness. This unit provides students with the opportunity to explore specific areas of law and to analyse contemporary legal issues.

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

Assessment Tasks
- Legal Folio and Reports
- Civil Action Presentation
- Tests
- Examination

Unit 3: Law-making

The purpose of this unit is to enable students to develop an understanding of the institutions that determine laws and the processes by which laws are made. It considers reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system. Students undertake an evaluation of the strengths and weaknesses of the law-making bodies and the processes used to influence change and reform.

Outcomes
1. Describe the role and effectiveness of parliament as a law-making body, evaluate the need for change in the law and analyse the ways in which change can be influenced.
2. Explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, and evaluate the effectiveness of the Commonwealth Constitution in protecting democratic and human rights.
3. Describe the role and evaluate the effectiveness of the courts in law-making and their relationship with parliament.

Assessment Tasks
- Structured Questions – Parliament
- Structured Questions – Constitution
- Structured Questions – Courts

Unit 4: Resolution and Justice

This unit explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution with a view to comparing and evaluating the operation of the various dispute resolution methods. Students develop an understanding of criminal and civil trial processes and procedures that operate within the Victorian legal system. The current operation of the jury system in criminal and civil trials will be examined and students will also review the operation of the adversary system, giving consideration to its strengths and weaknesses. Students evaluate the effective operation of the Victorian legal system and make recommendations for possible improvement and reform.

Outcomes
1. Describe and evaluate the effectiveness of institutions for the resolution of civil disputes and criminal cases and of alternative dispute resolution methods.
2. Explain the elements of an effective legal system, and evaluate the processes and procedures for the resolution of criminal cases and civil disputes and discuss their effectiveness.

**Assessment Tasks**
- Structured Questions – Criminal Trials
- Structured Questions – Civil Trials
- Structured Questions – Jury System
**PHILOSOPHY**

**Unit 1: Existence, knowledge and reasoning**

What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of the two keys areas of philosophy; epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’ – and hence the study and practice of techniques of logic are central to this unit.

**Outcomes**

1. Discuss concepts relating to reality and knowledge, and analyse viewpoints and arguments concerning these, found within and across contemporary media.

2. Analyse, compare and evaluate theories of knowledge and discuss related contemporary debates.

**Assessment Tasks**

- Essay
- Oral/Multimedia Presentation
- Short Answer Response
- Written Analysis and Reflection
- Examination

**Unit 2: Questions of value.**

What are the foundations about our judgments about value? What is the relationship between different types of value? How, if all, can particular value judgments be defined or criticized? This unit invites students to explore these questions in relation to different categories of value judgments within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.

**Outcomes**

1. Analyse, compare and evaluate the philosophical viewpoints and arguments in relation to ethics.

2. Discuss contemporary debates related to ethics.

**Unit 3: Minds, bodies and persons.**

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

**Assessment Tasks**

- Essay
- Oral/Multimedia Presentation
- Short Answer Response
- Written Analysis and Reflection

**Unit 4: The good life.**

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

Students critically compare the viewpoints and arguments in set texts from both ancient and modern periods to their own views on how we should live, and use their understandings to inform their analysis of contemporary debates.

**Assessment Tasks**

- Essay
- Oral/Multimedia Presentation
- Short Answer Response
- Written Analysis and Reflection
LANGUAGES

LANGUAGE - JAPANESE
LANGUAGE - ITALIAN
LANGUAGES
(JAPANESE AND ITALIAN)

The study of a language 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 uses the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The ability to communicate in another language can greatly assist in the understanding of students’ own culture and can positively impact upon their study and understanding of the structure of the English language.

All VCE language subjects are scaled upwards in the calculation of study scores.

Common Areas of Study
Three common areas of study are integrated throughout senior years of study in both Japanese and Italian language. They provide the opportunity for students to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas. These areas of study comprise various topics, text types, kinds of writing, vocabulary and grammar.

The three main themes woven throughout study from units 1-4 are:
- The individual (e.g., personal information, daily life, education and aspirations)
- The Japanese/Italian-speaking communities (e.g., traditional and contemporary culture, visiting Japan/Italy)
- The changing world (e.g., the world of work, technology, changes in daily life)

Structure
All language studies are made up of four units, each involving at least 50 hours of scheduled classroom instruction.

Unit 1

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

Assessment Tasks
- Oral Presentation
- Listening and Reading Exercises
- Personal Account exercise
- Examination

Unit 2

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

Assessment Tasks
- Roleplay Presentation
- Listening and Reading Exercises
- Personal Account exercise
- Examination

Units 3 & 4 - Detailed Study
During units 3 and 4, students are required to undertake a detailed study. This in-depth study enables students to explore and compare aspects of the language and culture of the Japanese/Italian-speaking communities through a range of oral and written texts in the target language related to a selected sub-topic. Students develop knowledge and understanding of, for example, historical issues, aspects of contemporary society, or the literary and artistic heritage of the community.

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

Assessment Tasks
- Analysis and use of information from spoken texts.
- Personal Account exercise
- Roleplay Presentation

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

Assessment Tasks
- Analysis and use of information from written texts.
- Critical Response to spoken and written texts
MATHEMATICS

Mathematics is a basic component of VCE programs at Footscray City College. In the VCE years, Mathematics is offered at a variety of units that are designed to be appropriate to the skills and aspirations of our students. Care should be taken in the selection of mathematics units, as each is designed for students of different abilities, aspirations and intended career pathways.

YEAR 11 MATHEMATICS
SUBJECTS

FOUNDATION
MATHEMATICS - UNITS 1 & 2

Foundation Mathematics is designed for students who will not be choosing to study any mathematics in Year 12.

In this study there is a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work and study. Students are encouraged to use appropriate technology in all areas of their study. This is a study that can provide a level of flexibility and individuality for the needs of each student. It is particularly relevant for students who opt to undertake VCAL, or for students who desire a ‘real world’ practical knowledge of mathematical principals.

The areas of study for Units 1 and 2 of Foundation Mathematics are ‘Space, shape and design’, ‘Patterns and number’, ‘Handling data’ and ‘Measurement’.

Outcomes

1. Use and apply a range of mathematical concepts, skills and procedures to solve problems based on a range of everyday and real life contexts.
2. Apply mathematical procedures to solve practical problems in both familiar and new contexts and to communicate their results.
3. Select and use technology to solve problems in a range of contexts.

Assessment Tasks
- Applications Report
- Assignments and Tests
- Technology Tasks

GENERAL MATHEMATICS
- UNITS 1 & 2

This Course has been designed for students as background for Year 12 Further Mathematics only. It is therefore a proper course of study for students who wish to pursue Year 12 Further Mathematics, or for students who wish not to pursue a Year 12 mathematics subject.

General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level. The areas of study for General Mathematics Unit 1 and Unit 2 are ‘Algebra and Structure’, ‘Arithmetic and Number’, ‘Discrete Mathematics’, ‘Geometry, Measurement and Trigonometry’ ‘Graphs of Linear and Non-Linear Relations’ and ‘Statistics’.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

Outcomes

1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.
3. Select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment Tasks
- Applications Investigations
- Problem Solving and Modelling Tasks
- Topic Tests
- Examination
MATHEMATICAL METHODS - UNITS 1 & 2

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts.

The Units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are ‘Functions and graphs’, ‘Algebra’, ‘Calculus’ and ‘Probability and statistics’.

At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of ‘Algebra’ which extends across Units 1 and 2.

In Unit 2 students will focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, and ‘Probability and statistics’.

This content will be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

Outcomes

1. Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures. To achieve this outcome the student will draw on knowledge and skills outlined in all the areas of study.

2. Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.

3. Select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

4. Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

Assessment Tasks

- Applications Investigations
- Problem Solving and Modelling Tasks
- Topic Tests
- Examination
SPECIALIST MATHS - UNITS 1 & 2

Specialist Mathematical Units 1 and 2 can only be taken in conjunction with Mathematical Methods Units 1 and 2.

The level of Mathematics undertaken provides a comprehensive preparation for Specialist Mathematics Units 3 and 4.

The Specialist Mathematics course of study is for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, 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.

The areas of study for Units 1 and 2 of Specialist Mathematics are ‘Algebra and structure’, ‘Arithmetic and number’, ‘Discrete mathematics’, ‘Geometry, measurement and trigonometry’, ‘Graphs of linear and non-linear relations’ and ‘Statistics’.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation and anti-differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for the teaching and learning of mathematics will be incorporated throughout the unit as applicable.

Outcomes
1. On completion of this unit the student should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.
3. On completion of this unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.
Further Mathematics consists of two areas of study, a compulsory Core Area of Study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Unit 3 Core comprises Data Analysis (40 per cent of the content) and ‘Recursion and Financial Modelling (20 per cent of the content).

The Unit 4 Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: ‘Matrices’, ‘Networks and Decision Mathematics’, ‘Geometry and Measurement’ and ‘Graphs and Relations’. Each selected module comprises 20 per cent of the content to be covered.

Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics: ‘Computation and practical arithmetic’, ‘Investigating and comparing data distributions’, ‘Investigating relationships between two numerical variables’, ‘Linear graphs and modelling’, ‘Linear relations and equations’, and ‘Number patterns and recursion’. For each module there are related topics in General Mathematics Units 1 and 2.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs. They should have a facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Outcomes

1. Define and explain key terms and concepts as specified in the content from the areas of study, and use this knowledge to apply related mathematical procedures to solve routine application problems.
2. Select and apply the mathematical concepts, models and techniques as specified in Area of Study 1 in a range of contexts of increasing complexity.

Assessment Tasks

- Assignment
- Item Analysis Task
- Application Task
- Tests
Math Methods Units 3, 4 is only available to students who have successfully completed Unit 1 & 2 Mathematical Methods.

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

Units 3 and 4 consist of the areas of study ‘Functions and graphs’, ‘Calculus’, ‘Algebra’ and ‘Probability and statistics’, which will be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4.

Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods Units 3 and 4.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology.

Outcomes

1. Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures. To achieve this outcome the student will draw on knowledge and skills outlined in all the areas of study.
2. Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.
3. Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.
**SPECIALIST MATHEMATICS - UNITS 3 & 4**

Specialist Mathematics Units 3, 4 is only available to students who have successfully completed Unit 1, 2 of both Mathematical Methods and Specialist Maths.

Specialist Mathematics Units 3 and 4 consists of the areas of study: ‘Functions and Graphs’, ‘Algebra’, ‘Calculus’, ‘Vectors’, ‘Mechanics’ and ‘Probability and Statistics’. The development of course content will highlight mathematical structure, reasoning and applications across a range of modelling contexts with an appropriate content for each of Unit 3 and Unit 4.

The content for Unit 3 and Unit 4 will provide a balanced and progressive development of knowledge and skills with appropriate connections among the areas of study being developed.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics ‘Number Systems and Recursion’ and ‘Geometry in the Plane and Proof’, and concurrent or previous study of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics, which are drawn on as applicable in the development of content from the areas of study and key knowledge and skills for the outcomes.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference with and without the use of technology.

They should have facility with relevant mental and by-hand approaches to estimation and computation.

**Outcomes**

1. Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures. To achieve this outcome the student will draw on knowledge and skills outlined in all the areas of study.

2. Apply mathematical processes, with an emphasis on general cases, in non-routine, contexts and analyse and discuss these applications of mathematics.

3. Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

**Assessment Tasks**

- Tests
- Single Problem Solving Task / Modelling Application Task
Biology

Unit 1: Continuity and change

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single cell to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism’s survival in a particular environment and consider the role of environing mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet’s biodiversity is classified and the factors that affect the growth of a population.

Outcomes

1. Investigate and explain how cellular structures and systems function to sustain life.
2. Explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.
3. Design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

Assessment Tasks
- Practical Reports
- Student Designed Practical Report
- Tests
- Examination

Unit 2: How is continuity of life maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

Outcomes

1. Compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies.
2. Apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.
3. Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.

Assessment Tasks
- Practical Reports
- Responses to Media Articles
- Class Exercises
- Tests
- Examination

Unit 3: How do cells maintain life?

Cells are the basic unit of all living organisms. In this unit students will investigate how cells are able to
maintain life and through analysing how cells function, and how this information allows us to understand the capabilities and limitations of the whole organism.

This unit is broken into two key concepts of cellular process and cellular communication. Cellular process involves the exploring the chemical nature of the cell. Student investigate the properties and roles of different membrane systems in the cell. Synthesis and structure of the biological macromolecules, proteins and nucleic acids, are modelled, and their role in expression and suppression of genes are investigated. The chemical nature of the cell is further investigated through the cellular processes of photosynthesis and respiration.

In cellular communication, students build upon the concept of biomolecular pathways, synthesis of proteins and gene expression, to look at how cells communicate to maintain a functioning organism. Through specifically looking at the stimulus response model, student will focus on the immune system to see how cells respond and produce signals to coordinate a bodily response.

**Outcomes**

1. 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.
2. 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.

**Assessment Tasks**

- A report related to at least two practical activities from a practical logbook.
- A response to a set of structured questions

**Unit 4: How does life change and respond to challenges over time?**

In this unit students focus on genetics and investigate individual molecular units of inheritance (genes) and the genomes of individuals and species. The study of the Inheritance of genes between generations is included. Students undertake practical investigations that involve the manipulation of DNA and inherited features. Students also study the ethical issues involved in genetic research and gene manipulation. Students investigate changes to species and the process of natural selection. The interaction between human, cultural and technological evolutions and impact on the evolutionary process is studied.

**Outcomes**

1. Analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution
2. 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.
3. 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.

**Assessment Tasks**

- A report using primary or secondary data.
- A response to an issue
- A structured scientific poster according to the VCAA template
CHEMISTRY

Unit 1: How can the diversity of materials be explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

Outcomes
1. The student should be able to relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities.
2. The student should be able to investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose.
2. The student should be able to investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question.

Assessment Tasks
- Periodic Table Data Analysis
- Laboratory Practical Reports
- Modelling Activity
- A report of a student-designed quantitative laboratory investigation

Unit 2: What makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

Outcomes
1. The student should be able to relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts.
2. The student should be able to measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.
2. The student should be able to design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data.

Assessment Tasks
- Written Assignment
- Laboratory Practical Reports
- Problem solving task
- A report of a student-designed quantitative laboratory investigation
- Examination

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

In this unit students investigate energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

Students compare and evaluate different chemical energy resources and investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations.

Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday’s laws to calculate quantities in electrolytic reactions.

Students analyse manufacturing processes with reference to factors that influence their reaction rates and yield. They investigate and apply the equilibrium law and Le Chatelier’s principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

Outcomes

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.

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.

Assessment Tasks

- A report on a laboratory investigation.
- Investigation – Annotations of at least two practical activities from a practical logbook
- External examination (End of year)

Unit 4: How are organic compounds categorised, analysed and used?

In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

Students investigate the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials.

Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

Outcomes

1. 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.

2. 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.

3. Design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

Assessment Tasks

- A report of a student investigation or A response to a set of structured questions
- A comparison of food molecules or A report of a laboratory investigation
- A structured scientific posters
- External examination (End of year)
ENVIRONMENTAL SCIENCE

Unit 1: How are Earth’s systems connected?
In this unit students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured.

Outcomes
1. Compare the processes and timeframes for obtaining the key inputs required for life on Earth, describe strategies for the minimisation of waste product outputs, and explain how Earth’s four systems interact to sustain life.
2. Describe the flow of matter and energy, nutrient exchange and environmental changes in ecosystems across Earth’s four systems over different time scales.
3. Design and undertake an investigation related to ecosystem monitoring and/or change, and draw a conclusion based on evidence from collected data.

Assessment Tasks
- Practical Reports
- Student Designed Practical Report
- Tests
- Examination

Unit 2: Monitoring the Environment
In this unit students explore the concept of pollution and associated impacts on Earth’s four systems through global, national and local perspectives. They distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management of pollution. They analyse the effects of pollutants on the health of humans and the environment over time. Students consider the rules for use, treatment and disposal of pollutants and evaluate the different perspectives of those who are affected by pollutants. They explore the significance of technology, government initiatives, communities and individuals in redressing the effects of pollutants, and consider how values, beliefs and evidence affect environmental decision making. Pollutants can be produced through natural and human activities and can generate adverse effects for living and non-living things when released into ecosystems. Students examine how pollutant effects produced in one of Earth’s four systems may have an impact on the other systems. They explore the factors that affect the nature and impact of pollution including pollutant sources, transport mechanisms and potential build-up due to long-term or repeated exposure. Students compare three pollutants of national and/or global significance with reference to their effects in the atmosphere, biosphere, hydrosphere and lithosphere, and discuss management options.

Outcomes
1. Compare a selected pollutant that results in bioaccumulation with an air- or water-borne pollutant, with reference to their sources, characteristics and dispersal, explain how they can be measured and monitored, and describe treatment options.
2. Compare the sources, nature, transport mechanism, effects and treatment of three selected pollutants, with reference to their actions in the atmosphere, biosphere, hydrosphere and lithosphere.
3. Investigate and communicate a substantiated response to an issue involving the management of a selected pollutant of local interest.

Assessment Tasks
- Practical Reports
- Student Designed Practical Report
- Tests
- Examination

Unit 3: Ecological issues: energy and biodiversity
This unit focuses on two major ecological issues which provide challenges for the present and the future. The consequences on the atmosphere of natural and enhanced greenhouse effects, and issues of biodiversity and its significance in sustaining ecological integrity, will be examined.

Area of Study 1 - Energy and global warming
This area of study examines the concepts associated with energy and its use by human societies. It explores the idea of energy efficiency. It also investigates the relationship between energy use and the enhanced greenhouse effect.

Outcomes
1. On completion of this unit the student should be able...
to describe the principles of energy, and relate them to the contribution of one fossil and one non-fossil energy source to the enhanced greenhouse effect

Area of Study 2 - Diversity in the biosphere
This area of study examines the concept of biodiversity and its role in sustaining ecological integrity and the survival of populations. Students investigate processes that threaten biodiversity and examine scientific principles applied in managing biodiversity.

Outcomes
2. On completion of this unit the student should be able to describe the characteristics of biodiversity, evaluate strategies to reduce the effects of threatening processes on biodiversity, and apply this knowledge to one selected threatened animal.
3. On completion of this unit the student should be able to explain how scientific data is used in the evaluation of biodiversity and is applied to the development of management strategies to ensure biodiversity.

Assessment
Outcome 1
• Describe the characteristics of pollutants, and evaluate management options for reducing the risk of a pollutant affecting the health of the environment and humans, including a focus on one selected pollutant.
• A report on the findings of selected fieldwork and/or practical activities relating to pollutant/s and
• An evaluation of management strategies based on primary and/or secondary data.

Outcome 2
• Use the principles of ecologically sustainable development and environmental management to evaluate environmental science projects, including a focus on one selected environmental science project.
• An evaluation of a selected project presented in one or more of the following:
  - A report
  - A test
  - An environmental management plan.

Unit 4: Ecological sustainability
This unit focuses on pollution and its relationship to the health of humans and the environment. It advances further understanding of managing the environment to ensure development meets human needs while maintaining ecological integrity of the environment.

Area of Study 1 - Energy and global warming
This area of study examines the concept of pollution, the source of pollutants and the effects of pollution on the health of humans and the environment. The significance of technology, government initiatives, communities and individuals in redressing the impact of pollutants is analysed. One pollutant (of local significance where possible) is to be studied in depth. The general characteristics of mercury and sulfur dioxide as pollutants are to be studied in less depth than the selected pollutant.

Outcomes
1. On completion of this unit the student should be able to describe the characteristics of pollutants, and evaluate management options for reducing the risk of a pollutant affecting the health of the environment and humans, including a focus on one selected pollutant.

Area of Study 2 - Applied environmental science
This area of study examines the application of environmental science to ecologically sustainable development and environmental management. The area of study should be related to one selected environmental science project studied in depth.

Outcomes
2. On completion of this unit the student should be able to use the principles of ecologically sustainable development and environmental management to evaluate environmental science projects, including a focus on one selected environmental science project.

Assessment
Outcome 1
• Describe the characteristics of pollutants, and evaluate management options for reducing the risk of a pollutant affecting the health of the environment and humans, including a focus on one selected pollutant.
• A report on the findings of selected fieldwork and/or practical activities relating to pollutant/s and
• An evaluation of management strategies based on primary and/or secondary data.

Outcome 2
• Use the principles of ecologically sustainable development and environmental management to evaluate environmental science projects, including a focus on one selected environmental science project.
• An evaluation of a selected project presented in one or more of the following:
  - A report
  - A test
  - An environmental management plan.
PHYSICS

Unit 1: What Ideas Explain the Physical World?

In this unit, students explore how physics explains phenomena, at various scales that are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Outcomes

1. Apply thermodynamics principles to analyse, interpret and explain changes in thermal energy and describe the environmental impact of human activities with reference to thermal effects and climate science concepts.
2. Investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.
3. Explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.

Assessment Tasks

- Laboratory Practical Investigations
- Data analysis and media response problems
- Tests
- Examination

Unit 2: What Do Experiments Reveal About the Physical World?

In this unit, students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students investigate the ways in which forces are involved in moving both objects and keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science and investigate a selected question.

Outcomes

1. Investigate, analyse and mathematically model the motion of particles and bodies.
2. Twelve options are available for Outcome 2. Students select and investigate one option.
3. Design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

Assessment Tasks

- Student-designed practical investigation and report
- Report on Scientific Phenomena
- Data analysis and media response problems
- Tests
- Examination

Unit 3: How do Fields Explain Motion and Electricity?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton’s laws to investigate motion in one and two dimensions, and are introduced to Einstein’s theories to explain the motion of very fast objects. Students design and undertake investigations involving at least two continuous independent variables.
Outcomes

1. Analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.
2. Analyse and evaluate an electricity generation and distribution system.
3. 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.

Assessment Tasks
• Tests
• Student designed practical investigation - poster
• Data analysis
• Examination

Unit 4. How can two contradictory models explain both light and matter?

A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.
PSYCHOLOGY

Unit 1: How are Behaviour and Mental Processes Shaped?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Outcomes

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

Assessment Tasks
- Annotated Folio
- Presentation
- Research Investigation Task
- Examination

Unit 2: How do external factors influence behaviour and mental processes?

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

Outcomes

1. Compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.
2. Identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.
3. Design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

Assessment Tasks
- Empirical Research Assignment
- Social Attitudes Task Media Analysis
- Test
- Examination

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

The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person’s psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Outcomes
1. 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.

2. 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.

Assessment Tasks
- Poster – Brain and Nervous System
- Research Activity - Memory
- Media Response – Memory
- Portfolio - Learning

Unit 4. How do levels of consciousness affect mental processes and behaviour?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

Outcomes

1. 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.

2. 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.

3. Design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

Assessment Tasks
- Folio of at least Five Practical Activities
- Test - states of consciousness
- Report/Presentation – Causes and Management of a Mental Disorder
- Structured scientific poster
TECHNOLOGY

FOOD STUDIES
COMPUTING
INFORMATICS
SOFTWARE DEVELOPMENT
SYSTEMS ENGINEERING
FOOD STUDIES

Unit 1: Food origins
This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world.

Area of Study 1: Food around the world
Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today’s urban living and global trade in food.

Outcome 1
On completion of this unit the student should be able to identify and explain major factors in the development of a globalised food supply, and demonstrate adaptations of selected food from earlier cuisines through practical activities.

Assessment Tasks

- a range of practical activities, with records; plus one of the following:
  - a short written report
  - an oral presentation
  - a practical demonstration
  - a video or podcast.

Area of Study 2: Food in Australia
Students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia’s culinary identity today and reflect on the concept of an Australian cuisine.

Outcome 2
On completion of this unit the student should be able to describe patterns of change in Australia’s food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.

Assessment Tasks

- a range of practical activities, with records; plus one of the following:
  - a short written report
  - an oral presentation

Unit 2: Food makers
In this unit students investigate food systems in contemporary Australia.

Area of Study 1: Food industries
On completion of this unit the student should be able to describe Australia’s major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles.

Outcome 1
On completion of this unit the student should be able to identify and explain major factors in the development of a globalised food supply, and demonstrate adaptations of selected food from earlier cuisines through practical activities.

Assessment Task

- design and develop a practical food solution in response to an opportunity or a need in the food industry or school community.

Area of Study 2: Food in the home
Looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life.

Outcome 2
On completion of this unit the student should be able to compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home, and design and create a food product that illustrates potential adaptation in a commercial context.

Assessment Task

- design and develop a practical food solution in response to an opportunity or a need in a domestic or small scale setting.
Unit 3: Food in daily life
This unit explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

Area of Study 1: The science of food
On completion of this unit the student should be able to describe Australia's major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles.

Outcome 1
On completion of this unit the student should be able to explain the processes of eating and digesting food and absorption of macronutrients, explain causes and effects of food allergies, food intolerances and food contamination, analyse food selection models, and apply principles of nutrition and food science in the creation of food products.

Assessment Tasks
- a range of practical activities and records;
- plus any one or a combination of the following:
  - a short written report
  - an annotated visual report
  - an oral presentation or a practical demonstration
  - a video or podcast.

Area of Study 2: Food choice, health and wellbeing
Focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated.

Outcome 2
On completion of this unit the student should be able to explain and analyse factors affecting food access and choice, analyse the influences that shape an individual's food values, beliefs and behaviours, and apply practical skills to create a range of healthy meals for children and families.

Assessment Task
- a range of practical activities and records;
- plus any one or a combination of the following
  - a short written report
  - an annotated visual report
  - an oral presentation or a practical demonstration
  - a video or podcast.

Unit 4: Food issues, challenges and futures
In this unit students examine debates about global and Australian food systems

Area of Study 1: Environment and ethics
Focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures.

Outcome 1
On completion of this unit the student should be able to explain a range of food systems issues, respond to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue and develop and create a food repertoire that reflects personal food values and goals.

Assessment Tasks
- a range of practical activities and records of two practical activities related to sustainable and/or ethical food choices
- a written report

Area of Study 2: Food choice, health and wellbeing
Focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging. The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend
their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

**Outcome 2**
On completion of this unit the student should be able to explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines.

**Assessment Task**

- a range of practical activities and records plus any one or combination of the following
  - a short written report
  - an annotated visual report
  - an oral presentation or a practical demonstration
  - a video or podcast.

**External assessment**
The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination that will contribute 40 per cent.
Unit 1

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users current and future needs. Students will collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. Students will also investigate the technical underpinnings of wireless and mobile networks and security controls to protect stored and transmitted data so that they design a network solution that meets an identified need. Students will also acquire and apply their knowledge of information architecture and user interfaces when creating a website to present different viewpoints on a contemporary issue.

Outcomes

1. Acquire, secure and interpret data, and design and develop a graphic solution that communicates the findings of an investigation.
2. Design a network with wireless capability that meets an identified need or opportunity and explain its effects on the users and their data and information.
3. Design and develop a website collaboratively that presents an analysis of a contemporary issue and the teams point of view on the issue.

Assessment Tasks

- Design Brief
- Case Study Analysis
- Short Answer Test

Unit 2

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. Students will develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. They will also develop an understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. An application of the problem-solving methodology to will be used to create a solution to an issue using database management software and explain how they are personally affected by their interactions with a database system.

Outcomes

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

Assessment Tasks

- Using digital systems and techniques, create a solution in response to a need
- Oral presentations
- Written reports
- Examination
Unit 3

In this unit students will focus on data, information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. Students will investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They will also examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions and acquire and apply knowledge and skills in the use of an RDBMS to create a solution. Students will also develop an understanding of the power and risks of using complex data as a basis for decision making.

In Unit 3 students complete the first part of a project. They frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheet sheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis. Preparation of project plan will be made so that an organised approach to problem solving and monitoring of the progress of the project can be made. The second part of the project is completed in Unit 4.

Outcomes

1. Design a solution, develop it using a relational database management system, and diagrammatically represent how users interact with an online solution when supplying data for a transaction.
2. Use a range of appropriate techniques and processes to acquire, prepare, manipulate and interpret complex data to confirm or refute a hypothesis, and formulate a project plan to manage progress

Assessment Tasks
- Design and development of a relational database management system solution.
- An annotated diagram
- Written Report
- Project Plan

Unit 4

In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. Students will draw on the analysis and conclusion of their hypothesis determined in Unit 3, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project.

Students will also explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information

Outcomes

1. Design, develop and evaluate a multimodal online solution that confirms or refutes a hypothesis, and assess the effectiveness of the project plan in managing progress.
2. Compare and contrast the effectiveness of information management strategies used by two organisations to manage the storage and disposal of data and information, and recommend improvements to their current practices

Assessment Tasks
- A written report
- An annotated visual report
- Folio
- Multimodal online solution
SOFTWARE DEVELOPMENT

Unit 3

In Software Development Units 3 and 4 students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language. In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules. Students will respond to given software designs and develop a set of working modules through the use of a programming language. Students will also examine a range of software design representations and interpret these when applying specific functions of a programming language to create working modules. The analysis of a need or opportunity and the planning of a design a solution will be begun. This forms the first part of a project that is completed in Unit 4.

Outcomes

1. Interpret designs and apply a range of functions and techniques using a programming language to develop working modules.
2. 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.

Assessment Tasks

- Create working modules to meet specific needs
- Folio
- Project Plan

Unit 4

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They continue to study the programming language used in Unit 3. Students further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities. They also assess the effectiveness of the project plan in monitoring project progress. Students will also apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.

Outcomes

1. 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.
2. 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

Assessment Tasks

- A written report
- An annotated visual report
- Software Solution
SYSTEMS ENGINEERING

Unit 1: Introduction to Mechanical Systems

This unit focuses on engineering fundamentals and the underlying principles of physics that operate in simple to more complex mechanical devices. Students are introduced to the Systems Engineering Process and the fundamental mechanical engineering principles, including recognition of mechanical subsystems and devices, their motions, the elementary applied physics, and the related mathematical calculations that can be applied to define and explain the physical characteristics of these systems.

Students also design, construct, test and evaluate a mechanical system from an innovative design idea. The focus of the system should be mechanical; however, it may include some electronic components. The constructed operational systems demonstrate selected theoretical principles studied in this unit.

Through research, students explore and quantify how systems use or convert the energy supplied to them as input.

Outcomes

1. Ability to understand, describe and use basic concepts and principles of mechanical engineering as applied in the design and construction of several systems in use today.
2. Ability to plan, design, construct, test and evaluate a mechanical or electromechanical system using the relevant aspects of the Systems Engineering Process. Students should be able to produce technical documentation of the various stages in the production of the system.

Assessment Tasks

- Systems Analysis and Presentation (Mechanical)
- Systems Design and Development
- Tests
- Examination

Unit 2: Introduction to Electro Technology Systems

This unit focuses on fundamental electrotechnology principles and their application in engineering. Students study symbolic representations of electronic components and devices, elementary applied physics in electrical circuits, and mathematical calculations that can be applied to define and explain electrical characteristics of circuits.

Students also apply their knowledge in the design, construction, testing and evaluation of an operational electrotechnology system which may include one or more mechanical subsystems. They also learn about contemporary design and manufacture of electronic equipment which involves increased levels of automation and control using microcontrollers. Students also explore some of these new and emerging technologies.

Outcomes

1. Investigate, represent, describe and use basic electro-technology and basic control engineering concepts, principles and components, and using relevant aspects of the Systems Engineering Process, design and plan an electro-technology system.
2. Make, test and evaluate an electro-technology system, using selected relevant aspects of the Systems Engineering process.

Assessment Tasks

- Systems Analysis and Presentation (Electomechanical)
- Systems Design and Development
- Tests
- Examination

Unit 3: Integrated systems engineering and energy

In this unit students study the engineering principles that are used to explain the physical properties of integrated systems and how they work. Through the application of their knowledge, students design and plan an operational, electro-mechanical integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems.

Students commence work on the design, planning and construction of one substantial controlled integrated system. This project has a strong emphasis on designing, production, testing and innovation. Students manage the project throughout the Systems Engineering Process taking into consideration the factors that will influence the design, planning, production and use of their integrated system. Comparisons are made between the impact of the use of renewable and non-renewable energy sources. Students learn about the technological systems developed to capture and store renewable energy and technological developments to
improve the credentials of non-renewables.

Outcomes

1. On completion of this unit the student should be able to investigate, analyse and use advanced concepts in the design of controlled integrated electro-mechanical systems. Using relevant aspects of the Systems Engineering Process students should commence the planning, design and construction of an integrated and controlled system.

2. On completion of this unit the student should be able to discuss the advantages and disadvantages of renewable and non-renewable energy sources, and analyse and evaluate the technology used to harness, generate and store non-renewable and renewable energy.

Assessment Tasks

- Energy Systems – Research Task
- Integrated Systems Analysis Task
- Systems Design and Development
- Tests

UNIT 4: SYSTEMS CONTROL AND NEW AND EMERGING TECHNOLOGIES

In this unit students complete the production work and test and evaluate the integrated controlled system they designed in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts. Students use their investigations, designs and planning to continue the fabrication of their integrated and controlled system. They will use project and risk management methods through the construction of the system and use a range of materials, tools, equipment, and components. In the final stages of the Systems Engineering Process, students test, diagnose and analyse the performance of the system. They evaluate their processes and the system.

Outcomes

1. Produce, test and diagnose an advanced integrated and controlled system using relevant aspects of the Systems Engineering Process, and manage, document and evaluate the system and processes.

2. Describe and evaluate a range of new or emerging technologies, and analyse the likely impact of a selected innovation.

Assessment Tasks

- Integrated Systems and Control - Test
- Research Task – Emerging Technologies
- Project Construction and Folio Development Task
VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

VCAL INTERMEDIATE

VCAL SENIOR
VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

The Victorian Certificate of Applied Education is a hands-on option for Years 11 and 12 students. The VCAL gives students practical work-related experience as well as literacy and numeracy skills and the opportunity to build personal skills that are important to life and work. Like the VCE it is a recognised Senior qualification. Students who undertake VCAL are likely to be interested in going on to training at TAFE, doing an apprenticeship / traineeship, or entering the workforce after completing school.

VCAL INTERMEDIATE

VCAL Intermediate is offered at Year 11 level. Students will undertake six units per semester. There is in-built flexibility in some aspects of the VCAL Intermediate course, as students undertake VET programs and/or VET Programs offered externally to Footscray City College.

For students undertaking the Intermediate VCAL wholly at school, the following will apply:

- VCE Foundation English
- VCE Foundation Maths
- VCAL Work Related skills Units 1 and 2.
- VCAL Personal Development Skills Units 1 and 2.
- A VET program offered by the college.
- Arrangements may be possible whereby a student undertakes an alternative VET program at another institution such as a TAFE Institute.
- One further VCE study at Units 1 and 2.
- A compulsory a day a week Work Placement in term 1, 2 and 3.

The structure of the program will allow students to proceed into Senior VCAL the next year, and any VCE units completed will count towards the successful completion of the VCE.

VCAL SENIOR

VCAL Senior is offered at Year 12 level. Students will undertake five units per semester. There is in-built flexibility in some aspects of the VCAL Senior course as students may be able to undertake VET programs and/or modules offered externally to Footscray City College.

For students undertaking the Senior VCAL wholly at school, the following will apply:

- VCAL Literacy Units (English)
- VCAL Work Related skills Units 3 and 4
- VCAL Personal Development Skills Units 3 and 4.
- A VET program offered by the college.
- Arrangements may be possible whereby a student undertakes an alternative VET program at another institution such as a TAFE Institute.
- A compulsory a day a week Work Placement in term 1, 2 and 3.
- One further study at Units 3 and 4 may also be possible.
- A Bridged course of computer and numeracy skills.

If an employer is located and agrees, some aspects of the VCAL course can be done as a mixture of formal schooling and a School Based Traineeship. Applications for a School Based Traineeship must be made with the college’s VCAL and Pathways Coordinators.

All students who elect to undertake VCAL will be personally interviewed by the college VCAL Coordinator.
VOCATIONAL EDUCATION AND TRAINING (VET)

VET FURNISHING
VET HORTICULTURE
VET HOSPITALITY
VET INTEGRATED TECHNOLOGIES:
  SUSTAINABLE ENERGY SYSTEMS STREAM
VET MUSIC - TECHNICAL PRODUCTION
VET SPORT & RECREATION: FITNESS
VET IN SCHOOLS

WIDEN YOUR HORIZONS AND MULTIPLY YOUR OPPORTUNITIES

VOCATIONAL EDUCATION AND TRAINING PROGRAMS (VET) IN THE VCE

What is VET?

- VET stands for Vocational Education and Training in schools.
- It is a combination of VCE studies and vocational training.
- Classroom learning is reinforced with hands-on training and practice in industry.

Why should I select a VCE VET program?

- VET in Schools give young people a wider choice of learning approaches and studies in the VCE and more post-school options.

How does a VCE VET program work?

- A VET in Schools program is usually made up of VCE VET units which are delivered by registered training organisations, the students’ school or another school.
- VCE VET programs have the same status as a VCE study and can be used to fulfil the requirements for satisfactory completion of the VCE.
- Students may complete a maximum of 12 VET units from three VET programs in the successful completion of their VCE.
- Two VCE VET programs may be included in the student’s primary four studies for the calculation of the ATAR score. A third VET program may be used as a 5th or 6th study and will enable students to be credited with 10% of the average study score generated in the student’s primary four VCE studies.
- For more information you can access the Victorian Curriculum and Assessment Authority (VCAA) website. www.vcaa.vic.edu.au

Contribution to the VCAL …. VET is fully incorporated into the VCAL.

- Contributes to the satisfactory completion of the VCAL - Industry Specific Skills
- 100 hours of VET gains one VCAL credit.
- This usually represents one semester of classes.

Attendance

- Attendance is critical. Non-attendance equates to a week missed. VET requires 90% attendance; failure to meet this requirement will mean no result as well as no certificate. Students must be prepared for flexible delivery times.

Delivery of VET programs

- Every effort is made to deliver the 2nd year of a course; however if numbers do not reach the minimum class size there is no guarantee the program will run.

Enrolling in VET Units 3 & 4

- It is highly recommend that students complete Units 1 & 2 before enrolling in Units 3 & 4.
What qualifications will I receive?

Students who complete a VET program as part of their VCE will receive:

• Victorian Certificate of Education (VCE)
• ATAR (Australian Tertiary Admission Rank) if applied for through VTAC
• VCE VET Certificate which are a nationally recognized vocational qualification

The VCE VET qualification is a Certificate or a Statement of Attainment listing units of competence which have been satisfactory completed.

Structured Workplace Learning (SWL)

Students may undertake work with an employer that enables the student to demonstrate their acquired skills and knowledge in an industry setting. During the Structured Workplace Learning placement, a student will have specific tasks to undertake in order to demonstrate competence. Students will be regularly monitored and may be assessed on the job. The time and arrangements for structured workplace learning will vary for each program and may be organised during term, holidays or early December. Travel to and from work placements is the responsibility of each student. Students are encouraged to find their own work placements or use the services of a placement organisation. The school will support students in obtaining a suitable placement by the VET Coordinator.

HOW DO I APPLY FOR VET?

Students must:

1. Complete their subject selection forms and include a VET program.
2. Students must carefully consider their VET choice and commitment as students will not be permitted to alter VET choices once an offer of a position has been confirmed.
3. There is a cost associated with each program. Applicants should contact the VET Coordinator for an estimate.

A deposit of $100 is required by the end of Term 3 2016 with the balance payable by the first week of December 2016.
VCE VET: FURNISHING

Incorporating MSF20313 Certificate II in Furniture Making with selected units from MSF30213 Certificate III in Furniture Making

Description
The VCE VET Furnishing program covers a wide range of work areas within the furnishing industry. Students completing this program will have the skills and knowledge required to work in a production environment in both the manufacture of free-standing furniture or built-in cabinets and provide onsite assistance in the installation of these items.

The VCE VET Furnishing program aims to:
- provide participants with the knowledge and skills that will enhance their employment prospects in the furniture and related industries;
- enable participants to gain a recognised credential and to make a more informed choice of vocation or career paths.

THE PROGRAM INCLUDES:
MSF20313 Certificate II in Furniture Making with selected units from Certificate III in Furniture Making

CORE UNITS - VCE VET UNITS 1 AND 2 (YEAR 11)

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSAPMOHS100A</td>
<td>Follow OHS procedures</td>
<td>20</td>
</tr>
<tr>
<td>MSFFM2007</td>
<td>Follow plans to assemble production furniture</td>
<td>16</td>
</tr>
<tr>
<td>MSFFM2006</td>
<td>Hand make timber joints</td>
<td>40</td>
</tr>
</tbody>
</table>

ELECTIVE UNITS - VCE VET UNITS 1 AND 2 (YEAR 11)

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSAENV272B</td>
<td>Participate in environmentally sustainable work practices</td>
<td>30</td>
</tr>
<tr>
<td>MSAPMSUP102A</td>
<td>Communicate in the workplace</td>
<td>20</td>
</tr>
<tr>
<td>MSAPMSUP106A</td>
<td>Work in a team</td>
<td>30</td>
</tr>
<tr>
<td>MSS402051A</td>
<td>Apply quality standards</td>
<td>30</td>
</tr>
<tr>
<td>BSBDES201A</td>
<td>Follow a design process</td>
<td>40</td>
</tr>
<tr>
<td>BSBDES202A</td>
<td>Evaluate the nature of design in a specific industry context</td>
<td>30</td>
</tr>
<tr>
<td>CPCCOHS1001A</td>
<td>Work safely in the construction industry</td>
<td>6</td>
</tr>
<tr>
<td>MSFFM2005</td>
<td>Join solid timber</td>
<td>8</td>
</tr>
</tbody>
</table>

Total Nominal hours for Units 1 - 2 - 270

CORE UNITS - VCE VET UNITS 3 AND 4 (YEAR 12) UNITS OF COMPETENCE

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSFFM3002</td>
<td>Construct furniture using leg and rail method</td>
<td>64</td>
</tr>
<tr>
<td>MSFFGN3001</td>
<td>Read and interpret work documents</td>
<td>24</td>
</tr>
<tr>
<td>MSFFM2002</td>
<td>Assemble furnishing components</td>
<td>20</td>
</tr>
<tr>
<td>MSFFM2001</td>
<td>Use furniture making sector hand and power tools</td>
<td>40</td>
</tr>
<tr>
<td>MSFGN2001</td>
<td>Make measurements and calculations</td>
<td>30</td>
</tr>
</tbody>
</table>

Total Nominal hours for Units 1 - 2 - 270
Total Nominal hours for Units 1 - 4 - 412

Examples of Assessment Tasks include:
- Practical joint making exercises
- Furniture Projects
- Project folios
- Work book completion
- Exams
- Work Placements
VCE VET: HORTICULTURE

AHC20410 Certificate II in Horticulture

Description

Certificate II in Horticulture provides students with the knowledge and skills that will enhance their employment prospects in the horticulture industry. Knowledge and skills gained from this qualification are from units of competency including developing and maintaining plants and landscapes, propagation, tending nursery plants and planting, pruning, treating weeds, pests and diseases. Employment opportunities exist in a number of industry sectors such as landscaping, nursery, parks and gardens, and turf management.

The Certificate II in Horticulture qualification includes the following units:

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCOHS201A</td>
<td>Participate in OHS processes</td>
<td>20</td>
</tr>
<tr>
<td>AHCWRK209A</td>
<td>Participate in environmentally sustainable work practices</td>
<td>20</td>
</tr>
<tr>
<td>AHCLSC203A</td>
<td>Install aggregate paths</td>
<td>20</td>
</tr>
<tr>
<td>AHCLSC201A</td>
<td>Assist with landscape construction work</td>
<td>30</td>
</tr>
<tr>
<td>AHCNSY201A</td>
<td>Pot up plants</td>
<td>20</td>
</tr>
<tr>
<td>AHCNSY202A</td>
<td>Tend nursery plants</td>
<td>30</td>
</tr>
<tr>
<td>AHCNSY203A</td>
<td>Undertake propagation activities</td>
<td>30</td>
</tr>
<tr>
<td>AHCPGD201A</td>
<td>Plant trees and shrubs</td>
<td>20</td>
</tr>
<tr>
<td>AHCPGD203A</td>
<td>Prune shrubs and small trees</td>
<td>35</td>
</tr>
<tr>
<td>AHCTRF204A</td>
<td>Support turf establishment</td>
<td>40</td>
</tr>
<tr>
<td>AHCIRG206A</td>
<td>Maintain pressurised irrigation systems</td>
<td>20</td>
</tr>
<tr>
<td>AHCMOM203A</td>
<td>Operate basic machinery and equipment</td>
<td>20</td>
</tr>
<tr>
<td>AHCPMG202A</td>
<td>Treat plant pests, diseases and disorders</td>
<td>30</td>
</tr>
<tr>
<td>AHCSOL201A</td>
<td>Determine basic properties of soils/growing media</td>
<td>20</td>
</tr>
<tr>
<td>AHCPTH201A</td>
<td>Plant horticultural crops</td>
<td>25</td>
</tr>
</tbody>
</table>

Examples of Assessment Tasks include:

- Horticultural practical exercises
- Written reports
- Class Tests
- Research Assignments
- Class presentations
VCE VET : HOSPITALITY

SIT31013 Certificate III in Catering Operations
incorporating
SIT20312: Certificate II in Kitchen Operations

Course Aims
To provide access to a range of potential career paths within the hospitality industry. Provide training and skill development for the achievement of competence in areas such as commercial cookery. It enables participants to gain a recognised credential and make a more informed choice of vocation or career path.

Hospitality Classes: Classes for Units 1-2 and Units 3-4 run from 1.00pm-5.00pm

Contribution to VCE/VCAL
VCE: VCE students are eligible for up to four VCE VET units- Units 1, 2, 3 and 4
ATAR Scored Assessment
VCAL: This program contributes to the Industry Specific Skills

Course Outline

VCE VET UNITS 1 & 2 (YEAR 11) COMPETENCIES

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNIT OF COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>SITHCCC102</td>
<td>Prepare simple dishes</td>
</tr>
<tr>
<td>SITHIND201</td>
<td>Source and use information on the hospitality industry</td>
</tr>
<tr>
<td>SITXFSA101</td>
<td>Use hygiene practices for food safety</td>
</tr>
<tr>
<td>SITXINV202</td>
<td>Maintain the quality of perishable items</td>
</tr>
<tr>
<td>SITXWHS101</td>
<td>Participate in safe work practices</td>
</tr>
<tr>
<td>SITHCCC101</td>
<td>Use food preparation equipment</td>
</tr>
<tr>
<td>SITHCCC201</td>
<td>Produce dishes using basis methods of cookery</td>
</tr>
<tr>
<td>SITHKOP101</td>
<td>Clean kitchen premises and equipment</td>
</tr>
</tbody>
</table>

VCE VET UNITS 3 & 4 (YEAR 12) COMPETENCIES

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNIT OF COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHCCC201</td>
<td>Prepare Appetisers and Salads</td>
</tr>
<tr>
<td>SITHCCC203</td>
<td>Produce Stocks, Sauces and Soups</td>
</tr>
<tr>
<td>SITHCCC204</td>
<td>Produce Vegetables, Fruits, Eggs and Farinaceous Dishes</td>
</tr>
<tr>
<td>SITHCCC207</td>
<td>Use cookery skills effectively</td>
</tr>
<tr>
<td>SITXINV301</td>
<td>Purchase goods</td>
</tr>
</tbody>
</table>

OTHER REQUIREMENTS

Students are required to wear a chef’s uniform. Approximate cost of the uniform is $80. This is in addition to the Course Fee.

Additional: Students will also need to purchase a Hospitality workbook. This is in addition to the Course Fee. Students undertaking this Hospitality course will be required to participate in 2-3 catering events outside normal class time as part of the course requirement.
VCE VET: INTEGRATED TECHNOLOGIES

[SUSTAINABLE ENERGY SYSTEMS STREAM]

22289VIC Certificate II in Integrated Technologies

NOTE: This program is not on the FCC scope of registration for delivery in 2017. It is listed here to gauge student interest. The exact program to be delivered in the new Trade Training Centre is still to be determined.

Description
This qualification provides entry level skills and knowledge for students wanting to work in the electrotechnology discipline. The program prepares students to enter an electrotechnology apprenticeship and has a focus on Renewable Energy systems including solar and wind energy conversion systems.

INDICATIVE PROGRAM

COMPULSORY CORE UNITS - VCE VET UNITS 1 AND 2 (YEAR 11)

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM13014A</td>
<td>Apply principles of occupational health and safety in the workplace environment</td>
<td>10</td>
</tr>
<tr>
<td>VU21701*</td>
<td>Carry out an integrated technology project</td>
<td>60</td>
</tr>
<tr>
<td>VU21702</td>
<td>Prepare for working in the integrated technology sector</td>
<td>20</td>
</tr>
</tbody>
</table>

ELECTIVE UNITS - VCE VET UNITS 1 AND 2 (YEAR 11)

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainable energy systems stream</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VU21543</td>
<td>Set up an extra low voltage emergency power supply system (not exceeding 32v)</td>
<td>30</td>
</tr>
<tr>
<td>VU21552</td>
<td>Operate a small power supply system</td>
<td>30</td>
</tr>
<tr>
<td>Robotic control systems stream</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VU21352</td>
<td>Implement a digital circuit using a programmable logic device (PLD)</td>
<td>30</td>
</tr>
<tr>
<td>Multimedia and games systems stream</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VU21706*</td>
<td>Create products using 3D printing</td>
<td>40</td>
</tr>
</tbody>
</table>

Total Nominal hours for Units 1 - 2 - 220

COMPULSORY CORE UNITS - VCE VET UNITS 1 AND 2 (YEAR 11)

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>VU21703*</td>
<td>Work in an integrated technology environment</td>
<td>40</td>
</tr>
<tr>
<td>VU21704*</td>
<td>Use electrotechnology skills in integrated technology work</td>
<td>80</td>
</tr>
<tr>
<td>VU21705*</td>
<td>Use software applications in integrated technology work</td>
<td>20</td>
</tr>
</tbody>
</table>

ELECTIVE UNITS - VCE VET UNITS 1 AND 2 (YEAR 11)

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainable energy systems stream</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VU2154</td>
<td>Install a sustainable extra low voltage energy power system</td>
<td>30</td>
</tr>
<tr>
<td>VU21542</td>
<td>Identify and locate building blocks of a centralised power generation system</td>
<td>30</td>
</tr>
</tbody>
</table>

Total Nominal hours for Units 3 - 4 - 200

Total Nominal hours for Units 1 - 4 - 420

Examples of Assessment Tasks include:

- Electrotechnology training console tutorials
- Wiring and electronics practical exercises
- Experiments
- Project work
- Reports and folios
- Unit tests
VCE VET MUSIC: TECHNICAL PRODUCTION

CUS30209 Certificate III in Technical Production (Music)

Course Aims
Certificate III in Technical Production provides students with the practical skills and knowledge to record, mix and edit sound sources. Completion of Certificate III in Technical Production prepares students for work in the music industry in areas such as sound track laying, digital editing and mixing, audio visual equipment operations and stage management. With additional training and experience, potential employment outcomes may include sound technician, tour crew member, studio engineer, theatre/television audio technician.

Total number of units required for this qualification is fifteen.
Units 1 and 2: six compulsory and four elective units
Units 3 and 4: five compulsory units.

CONTRIBUTION TO VCE/VCAL
Successful completion of this VCE VET program means students are eligible for the CUS30209 Certificate III in Technical Production and recognition of up to three units at Units 1 and 2 level and a Units 3 and 4 sequence.

Certificate III in Technical Production includes the following units of competency listed by code and name

### VCE VET UNITS 1 AND 2 (YEAR 11) UNITS OF COMPETENCE

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNIT OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203A*</td>
<td>Work effectively with others</td>
<td>15</td>
</tr>
<tr>
<td>CUECOR01C</td>
<td>Manage own work and learning</td>
<td>10</td>
</tr>
<tr>
<td>CUEIND01C</td>
<td>Source and apply entertainment industry knowledge</td>
<td>10</td>
</tr>
<tr>
<td>CUSOHS301A</td>
<td>Follow occupational health and safety procedures</td>
<td>10</td>
</tr>
<tr>
<td>CUCFCMP301A*</td>
<td>Implement copyright arrangements</td>
<td>20</td>
</tr>
<tr>
<td>CUFSSOU204A*</td>
<td>Perform basic sound editing</td>
<td>30</td>
</tr>
</tbody>
</table>

**ELECTIVE UNITS (CHOICE OF 4 UNITS)**

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNIT OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBDIV301A*</td>
<td>Work effectively with diversity</td>
<td>30</td>
</tr>
<tr>
<td>CUESOU01C*</td>
<td>Repair and maintain audio equipment</td>
<td>40</td>
</tr>
<tr>
<td>CUESOU03C</td>
<td>Operate professional audio equipment</td>
<td>100</td>
</tr>
<tr>
<td>CUESOU09B</td>
<td>Manage and compile audio replay material</td>
<td>50</td>
</tr>
<tr>
<td>CUFLGT301A</td>
<td>Prepare, install and test lighting equipment</td>
<td>20</td>
</tr>
<tr>
<td>CUFLGT303A</td>
<td>Install and operate follow spots</td>
<td>20</td>
</tr>
<tr>
<td>CUSIND302A*</td>
<td>Plan a career in the creative arts industry</td>
<td>35</td>
</tr>
<tr>
<td>CUSMCP301A</td>
<td>Compose simple songs or musical pieces</td>
<td>35</td>
</tr>
<tr>
<td>CUSMPF202A*</td>
<td>Incorporate music technology into performance</td>
<td>35</td>
</tr>
<tr>
<td>CUSMPF303A*</td>
<td>Contribute to backup accompaniment</td>
<td>35</td>
</tr>
<tr>
<td>CUSSOU201A*</td>
<td>Assist with sound recordings</td>
<td>35</td>
</tr>
<tr>
<td>SITXEVT002A</td>
<td>Provide event staging support</td>
<td>30</td>
</tr>
</tbody>
</table>

**Total Nominal hours for Units 1 - 2 - 195-320**

### VCE VET UNITS 3 AND 4 (YEAR 12) UNITS OF COMPETENCE

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNIT OF COMPETENCE</th>
<th>RELEASE</th>
<th>NOM HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUSSOU301A</td>
<td>Provide sound reinforcement</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>CUSSOU302A</td>
<td>Record and mix a basic music demo</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>CUESOU07B</td>
<td>Apply a general knowledge of audio to work activities</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>CUESOU08B</td>
<td>Select and manage microphone and other audio input sources</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>CUSSOU303A</td>
<td>Set up and disassemble audio equipment</td>
<td>2</td>
<td>40</td>
</tr>
</tbody>
</table>

**Total Nominal hours for Units 3 - 4 - 190**

**Total Nominal hours for Units 1 - 4 - 385-510**
VCE VET: SPORT & RECREATION: FITNESS

SRC20206 Certificate II in Community Recreation - Fitness

Program 1: SRC20206 Certificate II in Community Recreation with selected units of competence from Certificate III in Sport and Recreation qualifications
Program 2: SRO20206 Certificate II in Outdoor Recreation with selected units of competence from Certificate III in Sport and Recreation qualifications (Fitness focus)

Course Aims
This program aims to provide specific skills and knowledge required for an assistant level employee at an aquatic centre or gymnasium /dry area fitness centre. The functions of a person with this qualification may include assistance with the conduct of recreation activities and events, facility maintenance and general workplace operations. This course has a strong focus on the practical aspects of the Recreation industry. The course is conducted in one year with an option to stream into a Certificate III in Fitness.

CONTRIBUTION TO VCE / VCAL
VCE: VCE students are eligible for up to five VCE VET units
Three at 1-2 level and two at 3-4 level VCE students undertake scored assessment
ATAR: Scored assessment
VCAL: This program contributes to Industry Specific Skills Strand

STRUCTURED WORKPLACE LEARNING:
A minimum of 40 hours will be required at a placement.

SRC20206 Certificate II in Community Recreation Fitness Focus

VCE VET UNITS 1 & 2 (YEAR 11) UNITS OF COMPETENCE

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCMN202A</td>
<td>Organise &amp; complete daily work activities</td>
</tr>
<tr>
<td>SRXFAD001A</td>
<td>Provide first aid</td>
</tr>
<tr>
<td>SRXGCS002A</td>
<td>Deal with client feedback</td>
</tr>
<tr>
<td>SRXINU001A</td>
<td>Develop Industry knowledge</td>
</tr>
<tr>
<td>SRXOHS001B</td>
<td>Follow OHS</td>
</tr>
</tbody>
</table>

STREAM UNITS

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRCCRD002B</td>
<td>Apply the principles of community development to community recreation work</td>
</tr>
<tr>
<td>SRCCRO002B</td>
<td>Respond to clients at risk</td>
</tr>
<tr>
<td>SRCCRO003B</td>
<td>Apply point of sale handling procedures in recreational setting</td>
</tr>
<tr>
<td>SRXCAI001B</td>
<td>Assist in preparing sport &amp; recreation sessions for participants</td>
</tr>
<tr>
<td>SRXCAI002B</td>
<td>Assist in conducting sport &amp; recreation sessions for participants</td>
</tr>
<tr>
<td>SRXCAI003B</td>
<td>Provide equipment for activities</td>
</tr>
<tr>
<td>SRXEMR001A</td>
<td>Respond to emergency situations</td>
</tr>
</tbody>
</table>

ELECTIVE UNITS - FITNESS

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRCCAP001A</td>
<td>Apply Exercise Science to Community Activity Program</td>
</tr>
<tr>
<td>SRCCAP002A</td>
<td>Promote the benefits of healthy eating to participants</td>
</tr>
<tr>
<td>SRCCAP003A</td>
<td>Demonstrate basis of body functioning to an activity group</td>
</tr>
<tr>
<td>SRCCAP005A</td>
<td>Perform warm up stretching &amp; cool down techniques before &amp; after participation in an activity</td>
</tr>
<tr>
<td>BSBCMN204A</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>UNIT CODE</td>
<td>UNIT OF COMPETENCE</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>SRXINU002A</td>
<td>Apply Sport and Recreational Law</td>
</tr>
<tr>
<td>SRXRiK001A</td>
<td>Undertake risk analysis of activities</td>
</tr>
<tr>
<td>SRXRiK001A</td>
<td>Undertake risk analysis of activities</td>
</tr>
<tr>
<td>SRXINU003A</td>
<td>Analyse participation patterns in specific markets of the leisure &amp; recreation industry</td>
</tr>
<tr>
<td>SRXCAI004B</td>
<td>Plan a session or program for participants</td>
</tr>
<tr>
<td>SRXCAI005B</td>
<td>Conduct a sport &amp; recreation session for participants</td>
</tr>
<tr>
<td>SRXGRO001A</td>
<td>Facilitate a group</td>
</tr>
<tr>
<td>SRXRES001B</td>
<td>Educate the public on the safe use of recreational resource</td>
</tr>
<tr>
<td>SRXGRO002A</td>
<td>Deal with conflict</td>
</tr>
<tr>
<td>SRCCRO007B</td>
<td>Operate in accordance with accepted instructional practices, styles &amp; legal &amp; ethical responsibilities</td>
</tr>
<tr>
<td>SRXEMR001A</td>
<td>Respond to emergency situations</td>
</tr>
</tbody>
</table>

**ELECTIVE UNITS - FITNESS**

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRFFIT001B</td>
<td>Provide orientation to clients prior to undertaking a fitness program</td>
</tr>
<tr>
<td>SRFFIT003B</td>
<td>Undertake client induction &amp; screening</td>
</tr>
<tr>
<td>SRFFIT004B</td>
<td>Develop basic fitness programs</td>
</tr>
<tr>
<td>SRFFIT005B</td>
<td>Apply basic exercise science to exercise instruction</td>
</tr>
<tr>
<td>SRFFIT006B</td>
<td>Use and maintain core fitness industry equipment</td>
</tr>
</tbody>
</table>