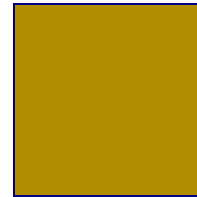
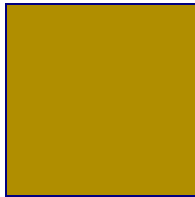
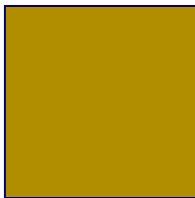




MERCY COLLEGE

# 2010 COURSE INFORMATION



## Years 11&12



# VCE

## VICTORIAN CERTIFICATE OF EDUCATION

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The Mercy College VCE course information book is an important part of the course planning and subject selection process. The booklet is designed to inform students and parents of the requirements for the successful completion of the VCE and to provide an overview of the studies available for post compulsory study at Year 11 and 12 at Mercy College for 2010.

Year 10 & 11 Students at Mercy College undertake a course planning program to equip them to make informed decisions about the subjects they will study in order to successfully complete their VCE. The course planning program includes student and parent information sessions, a subject expo, course guidance and the formal subject selection process. A student's course plan should address their individual strengths and needs whilst ensuring access to a balanced range of learning experiences.

Students should choose subjects with a clear understanding of the requirements and recommendations for potential future study and work. It is advisable that students select subjects that suit their interests, develop their talents and skills, build on their strengths and enable them to pursue their goals and aspirations.

It is essential that students access a range of information and sources in order to make informed decisions about subject selections. When undertaking course planning students need to keep their career options open by selecting a range of subject types. Students also need to be aware of the compulsory components of the VCE as well as the specific requirements for undertaking the VCE at Mercy College.

### Key Dates:

	Day
Course Information Booklets Issued	Week of June 22
Parent & Student Information Session and Subject Expo	Thursday August 6
Course Guidance Session	Weeks of August 3 - 14
Unit 3/4 & VCAL Applications Due In (Year 11 2010 only)	Monday August 10
<b>Online Subject Selection to be completed by</b>	<b>Monday August 17</b>

### Acknowledgement:

Students and parents are to sign below to acknowledge that they have read the VCE course information booklet and are aware of the key dates for information sessions and submission of subject selections.

Student: \_\_\_\_\_  
(please print)

Signature: \_\_\_\_\_

Parent/  
Guardian: \_\_\_\_\_  
(please print)

Signature: \_\_\_\_\_

# VCE OVERVIEW

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The VCE is an accredited post compulsory certificate that students usually undertake over a two year period. VCE subjects are identified as Units of Study, generally Units 1 & 2 Subjects are studied during Year 11 and in Year 12 Units 3 & 4 subjects are studied.

Each unit is studied for one semester (two terms). Units 3 & 4 subjects **MUST** be undertaken as a sequence – the subject must be studied for a full year. Units 1 & 2 subjects can be studied individually, however in Year 11 students **USUALLY** complete a **full year of the subject**. At Mercy College students usually **undertake 24 units** over their two year VCE. A total of 16 units must be successfully completed in order to successfully achieve the VCE.

Students **MUST** successfully complete a minimum of 3 units of English according to Victorian Curriculum Assessment Authority (VCAA) requirements.

## VCE Programs:

**YEAR 11 2010** In Year 11 a student usually undertakes 13 units of study, included in these are **two compulsory studies**, English and Religious Education.

- English: Units 1 and 2 (*compulsory*)
- Religious Education:     **Texts and Traditions Unit 1**             **(1 Unit)**  
  **or**  
  **Religion and Society Units 3 & 4**     **(2 Units)**  
  **or**  
  **Texts and Traditions Units 3 & 4**     **(2 Units)**     } *Compulsory Selection*
- Students choose **5 other subjects**
- **Units 3 & 4 Subjects**: Students are able to **apply** to study a Units 3 & 4 subject during year 11
- Vocational Education and Training (**VET**) courses can be undertaken to earn a TAFE certificate as a part of completing the VCE

***SUBJECTS ARE CHOSEN FOR THE WHOLE YEAR (Semester 1 & 2)***

**YEAR 12 2010** In Year 12 a student usually undertakes 10 or 11 units of study, included in these **compulsory studies** are English and Religious Education.

- English: Units 3 and 4 (*compulsory*)
- Religious Education:     **Religion & Society Unit 2 (Ethics)**     **(1 Unit)**  
  **or**  
  **Religion and Society Units 3 & 4**     **(2 Units)**  
  **or**  
  **Texts and Traditions Units 3 & 4**     **(2 Units)**     } *Compulsory Selection*
- Students choose **3 or 4 other subjects** (*dependent upon RE choice*)     **(6 or 8 Units)**

***UNIT 3 & 4 SUBJECTS ARE CHOSEN FOR THE WHOLE YEAR (SEMESTER 1 & 2)***

## VCE ASSESSMENT

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VCE Subjects are authorized by the Victorian Curriculum Assessment Authority (VCAA). The curriculum standards for each subject are set by the VCAA. Each subject is based on a set of specified learning **outcomes** for each unit. Similarly the VCAA specifies the types and styles of assessment appropriate for subjects.

All VCE subjects include assessment of student learning outcomes. The type and range of assessment tasks are dependent upon the subjects and whether or not they are Units 1 & 2 or Units 3 & 4 subjects. Units 1 & 2 subjects are internally assessed. Units 3 & 4 subjects are both internally and externally assessed. Internal assessments for Units 3 & 4 subjects are called **School Assessed Course Work (SAC)** or **School Assessed Tasks (SAT)**. Assessment tasks for all units directly relate to the specified learning outcomes of the subject.

Each learning outcome needs to be satisfactorily achieved as demonstrated in associated assessment tasks in order to achieve a **Satisfactory (S) for the unit**. SACs and SATs undertaken in Units 3 & 4 subjects influence a student's ENTER (Equivalent National Tertiary Entrance Rank).

## VCE COURSE PLANNING – SUBJECT SELECTION

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Students are required to map out a **two year VCE course**. Initial subject choices should reflect a well considered plan that provides a balanced course of study over years 11 & 12 and indicates that some thought has been given to future study interests and work pursuits.

Students need to be aware of the **recommendations and requirements** for each of the **subjects** they select.

When selecting subjects to be studied students should also be aware of the **specific requirements, pre-requisites** and **recommended VCE subjects** for selection into tertiary courses at Universities and TAFE Colleges. The careers guidance service at the College should be utilized and students should also be pro-active in accessing post compulsory resource guides, University and TAFE selection materials, open days and online electronic resources.

- The **subject selection process** requires **students** to be **pro-active** in **seeking out information** about subjects **before** they make final subject selection decisions and to participate in a **subject guidance** session.
- As well as the **number of subjects** required to **successfully complete** the **VCE** students **also** need to identify **2 reserve subjects** that they wish to undertake should their first preferences be unavailable. *(These subjects must be chosen with great care.)*
- Students may be requested to discuss their subject selections with a variety of College staff including their Year Level Coordinator, the Director of Students, the Director of Learning, Campus Administrator, or a member of the Leadership Team.
- Parents and students are required to sign the subject selection form.

***Some subject choices may not be possible due to subjects not being offered or timetable clashes, in this instance students need to be further guided on their course planning and make alternative subject selections.***

Students must be aware of the requirements and expectations of the course planning and subject selection processes. Should they have any questions they should consult their Pastoral Care teacher in the first instance.

## VCE UNIT SEQUENCES AND CONTACT STAFF

The table below outlines the VCE subjects and unit sequences available for selection. The names of the Head of Learning and a current specialist teacher are listed for each subject. These staff should be contacted for further information relating to specifically listed subjects. All subjects are Units 1 – 4 sequences, except where noted with an \*.

UNITS	KEY LEARNING AREA	HEAD OF LEARNING	SPECIALIST TEACHER
* Text and Traditions Unit 1	Religious Education	Ms Priscilla Brown	Ms Priscilla Brown
* Religion & Society Unit 2	Religious Education	Ms Priscilla Brown	Ms Priscilla Brown
* Religion & Society Units 3 & 4	Religious Education	Ms Priscilla Brown	Ms Priscilla Brown
* Texts & Traditions Units 3 & 4	Religious Education	Ms Priscilla Brown	Ms Priscilla Brown
English	English	Ms Anna Nanni	Ms Anna Nanni
Accounting	Humanities	Ms Francesca Pisano	Ms Connie Polastri
Biology	Science	Ms Ruth Barclay	Mrs Angela Heydon
Business Management	Humanities	Ms Francesca Pisano	Mr Matthew Rawley
Chemistry	Science	Ms Ruth Barclay	Mr Peter Walker
Design Technology	Technology	Mrs Allison Perin	Mrs Allison Perin / Mrs Jenni Hickey
Drama	The Arts	Ms Donella Collins	Ms Zoe Wood
Food Technology	Technology	Mrs Allison Perin	Ms Leah Portwood
Geography	Humanities	Ms Francesca Pisano	Ms Margaret Mosca
Health & Human Development	Health & PE	Ms Vicki Harvey	Ms Vicki Harvey
* History Twentieth Century Units 1 & 2	Humanities	Ms Francesca Pisano	Ms Helen Tudehope
* History Revolutions Units 3 & 4	Humanities	Ms Francesca Pisano	Ms Helen Tudehope
* Information Technology Units 1 & 2	Technology	Mrs Allison Perin	Mr Trent Bolte
* Information Processing & Management Units 3 & 4	Technology	Mrs Allison Perin	Mr Trent Bolte
Legal Studies	Humanities	Ms Francesca Pisano	Ms Connie Polastri
Literature	English	Ms Anna Nanni	Mrs Nadine Bond
LOTE: Indonesian	LOTE	Ms Maria Carinci	Ms Jenny Bartold
LOTE: Italian	LOTE	Ms Maria Carinci	Mrs Angela Gasparri

.....continued on next page

<b>UNITS</b>	<b>KEY LEARNING AREA</b>	<b>HEAD OF LEARNING</b>	<b>SPECIALIST TEACHER</b>
* Foundation Mathematics Units 1 & 2	Maths	Mr Bruno Klepp	Ms Rosalind Klein
* General Mathematics (General) Units 1 & 2	Maths	Mr Bruno Klepp	Mr Bruno Klepp
* General Mathematics (Methods) Units 1 & 2	Maths	Mr Bruno Klepp	Mr Bruno Klepp
Mathematical Methods	Maths	Mr Bruno Klepp	Mr Michael Halfpenny
* Further Mathematics Units 3 & 4	Maths	Mr Bruno Klepp	Mr Bruno Klepp
* Specialist Mathematics Units 3 & 4	Maths	Mr Bruno Klepp	Mr Michael Halfpenny
Media	The Arts	Ms Donella Collins	Ms Nicole McCallum
Music	The Arts	Ms Donella Collins	Ms Laura Danby
Physics	Science	Ms Ruth Barclay	Ms Ruth Barclay
Physical Education	Health & PE	Ms Vicki Harvey	Ms Stacey Bourke
Political Studies	Humanities	Ms Francesca Pisano	Ms Francesca Pisano
Psychology	Science	Ms Ruth Barclay	Ms Melissa Catania
Studio Arts	The Arts	Ms Donella Collins	Mr Noel Bruzzese
Visual Communication & Design	The Arts	Ms Donella Collins	Ms Donella Collins
<b>VOCATIONAL EDUCATION &amp; TRAINING (VET)</b>			
VET Business (Office Administration)	Humanities	Ms Francesca Pisano	Ms Priscilla Brown
VET Community Services	VET	Mrs Jenni Hickey	Mrs Jenni Hickey
VET Hospitality	Technology	Mrs Allison Perin	Mrs Allison Perin

<b>OTHER KEY SUBJECT SELECTION STAFF</b>	
Director of Learning	Mrs Jenni Hickey
Director of Students - Senior	Mrs Jackie Webb
Year 10 Coordinator	Mrs Angela Heydon
Year 11 Coordinator	Ms Jane Stiles
Director of Mission	Miss Priscilla Brown
Principal	Mrs Elizabeth Monahan
Deputy Principal	Ms Michelle Cotter

## VOCATIONAL EDUCATION & TRAINING (VET) COURSES

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VET (Vocational Education and Training) in the VCE program combines general VCE studies with vocational training and experience in the workplace.

The certificate courses are spread over two years: Year 11 & 12 and a **two year commitment to VET courses is required.**

Successful completion of a VET course will:

- Contribute to the ENTER
- Give the student a TAFE certificate, which is readily recognized in the workplace
- Give credits towards the Certificate III diploma
- Allow students to gain a variety of new skills
- Provide industry / workplace experience

### Cost

There are additional costs of approximately \$350 per year to study a VET subject. VET Hospitality students also require a specific uniform and materials. (Refer to VET subject pages for specific details).

### Vocational Education & Training Courses available through Mercy

THH21802	<b>VET Hospitality – Certificate II (Commercial Cookery)</b>	
BSB20101	<b>VET Business – Certificate II (Office Administration)</b>	<b>Yrs 11 &amp; 12</b>
CHC30699	<b>VET Community Service – Certificate II (Community Work)</b>	<b>Yrs 11 &amp; 12</b>

A **significant** component of the VET course is that the student undertakes a specified amount of Work Placement (minimum of two weeks). This will need to be done during holiday placements or via regular week/weekend placements.

It is the Work Placement component which gives students the opportunity to apply their learning and makes them highly employable.

VET programs available at Mercy are delivered in conjunction with external providers.

### VET Courses and Northern Metropolitan Cluster

In 2010 Mercy will be a member of the Northern Metropolitan VET Cluster. Our membership enables students to apply to study from a limited selection of VET courses offered at some other cluster schools. These additional options are yet to be confirmed, however will be available for consideration and application before subject selections are due.

Students with particular interest in vocational learning are encouraged to consider VET subjects as one of their pathways.

VET subjects available through the cluster will require students to apply for entry. Successful entry is contingent upon a number of factors decided by the host school.

# VICTORIAN CERTIFICATE APPLIED LEARNING (VCAL)

VCAL is a recognised qualification (like the VCE) and aims to provide students with the skills, knowledge and attitudes to make informed choices about pathways to work and further education.

VCAL provides a 'hands on' approach to learning and is an alternative education pathway to the VCE. VCAL learning programs are based on applied learning, an approach that emphasises the relevance of what is being learnt in the classroom to the world beyond school.

To be awarded a VCAL certificate, students must successfully complete a Learning Program which is made up of 10 credits. Curriculum components are drawn from VCAL units, VCE units and VET units.

With this in mind, VCAL students at Mercy College can complete their final years of schooling with up to 3 certificates: a VCAL, VCE and VET certificate. If they satisfactorily complete the minimum number of VCE units students also obtain an ENTER score for university applications.

VCAL units include:

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

Students undertaking a VCAL pathway at Mercy College are also required to study a VET subject as part of their post compulsory program.

## Two VCAL Streams:

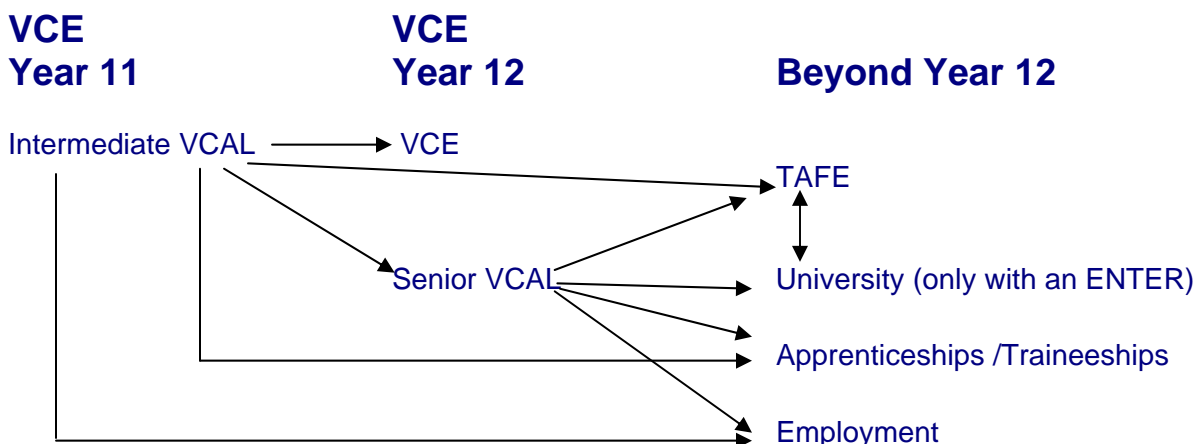
### Intermediate (Year 11):

At the intermediate level the focus is on knowledge and employability skill development, leading to independent learning, confidence and a higher level of transferable skills. Students must complete a work placement in the area of their VET study.

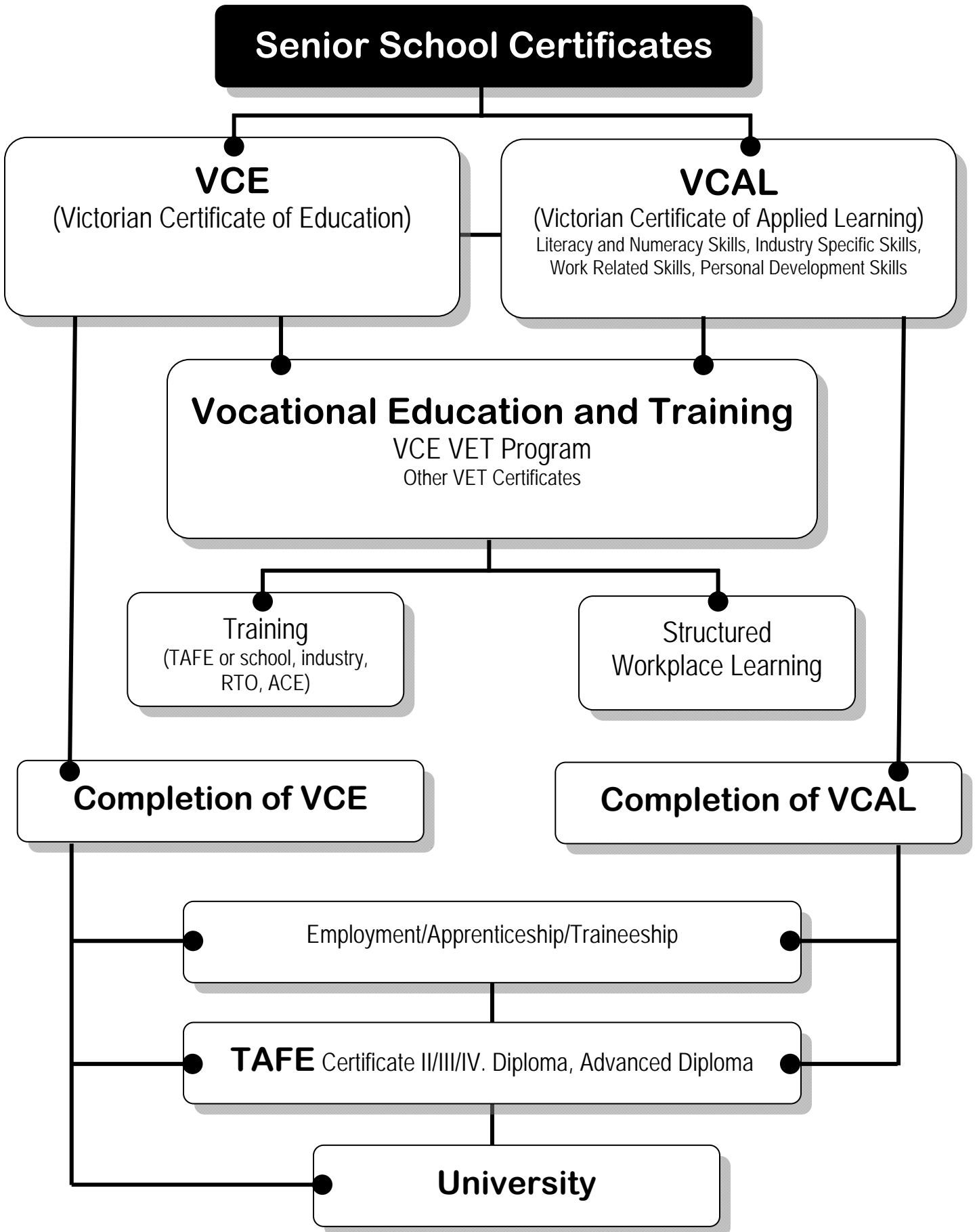
### Senior (Year 12):

At the Senior level the focus is on knowledge and employability skills, leading to a high level of interpersonal skills, independent action and achievement of tasks that require decision-making and leadership. Students must complete a work placement in the area of their VET study.

## Potential VCAL Pathways:



Enrolment into VCAL is via a College based application process.



# RELIGIOUS EDUCATION AND HORIZONS

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## Religious Education:

As a Catholic school in the Mercy tradition, Religious Education is a compulsory subject from years 7 to 12. In years 11 and 12 there is a variety of VCE Religion Subjects available for students to choose from.

In Year 11 students have the opportunity to choose one of three Religion subjects:

- Text and Traditions (Unit 1) – Text and Narrative
- Text and Traditions (Units 3 and 4)\*
- Religion and Society (Units 3 and 4)\*

\* These subjects require students to apply for entry as they are Unit 3 & 4 sequence subjects

In Year 12 students have the opportunity to choose one of three Religion subjects:

- Religion and Society (Unit 2) – Ethics
- Text and Traditions (Units 3 and 4)
- Religion and Society (Units 3 and 4)

Specific information about these subjects can be found in the subject pages of this booklet.

## Justice and Service: The Horizons Program

The Horizons program is made up of two components.

### Classroom Program

The Horizons classroom program will consist of approximately 30 lessons throughout the year. Where possible these lessons will coincide with events in the broader school community. There will be a focus on Catholic Social Teaching and links made with the study of Text and Traditions Unit 1 where appropriate. Issues and themes for study and connection with school events are:

- Stewardship of the earth
- Participation: the poor in Melbourne
- Preferential option for the poor

The classroom program will also contain a practical component with specific learning outcomes.

### Community Volunteer Placements

Students will be required to attend two types of community placement.

1. Students will be invited to volunteer on an ongoing basis at a placement (period length not specified).
2. Students will be invited to attend a volunteer placement on one or more of the student free days during the year. These placements will be organised by staff at the College. When committing to a placement, students will also be required to commit to a scheduled debrief session with a staff member. A minimum of two students will attend any one placement.



# VCE MATHEMATICS PATHWAYS

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## Year 12 Mathematics

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous. Essential mathematical activities include abstracting, proving, applying, investigating, modeling and problem solving.

The following units are offered at Year 12:

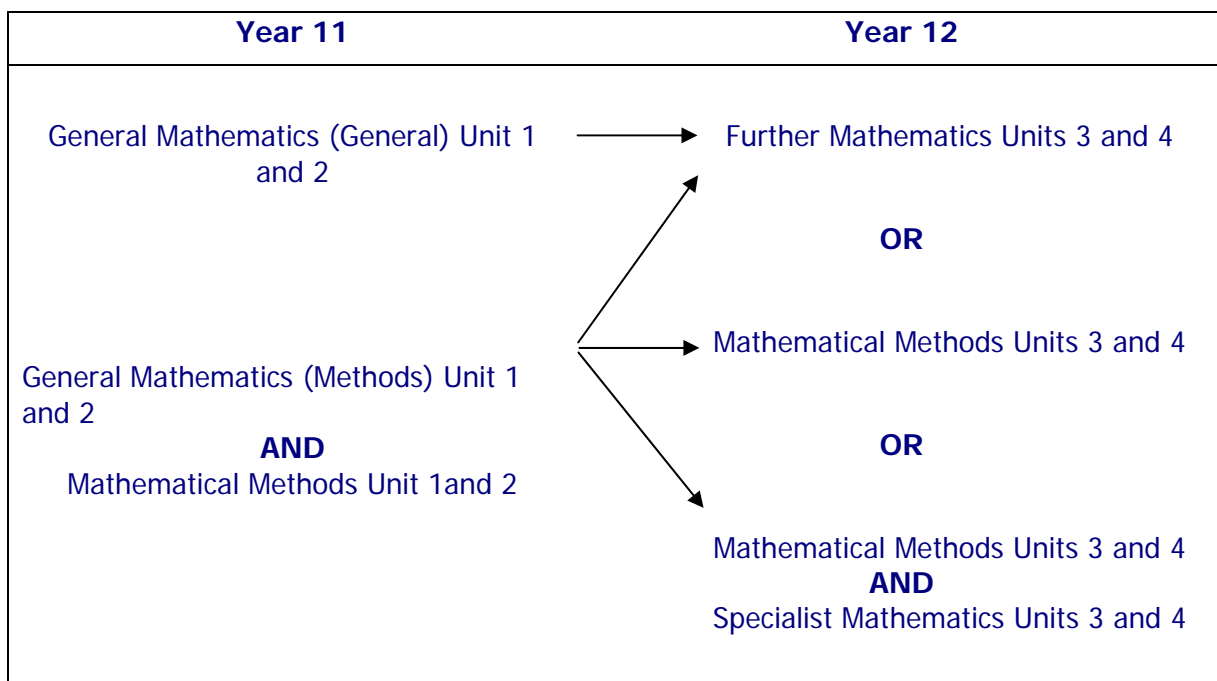
- Further Mathematics Units 3&4**
- Mathematical Methods Units 3&4**
- Specialist Mathematics Units 3&4**

Further Mathematics Units 3 & 4 is a broad mathematical course and is intended for students planning post compulsory pursuits which require a general mathematical knowledge.

Mathematical Methods Units 3 & 4 may be taken alone or in conjunction with Specialist Mathematics and is intended to provide a background for further study in science, economics or medicine.

Specialist Mathematics Units 3 & 4 is taken in conjunction with Mathematics Methods Units 3 & 4. It is designed for students with a strong interest in mathematics and who wish to proceed to courses requiring an extensive mathematical knowledge such as engineering, science, mathematics or computer science.

The mathematical options available are summarized below:



# PROGRAM PLANNING

Individualised VCE program planning is an important part of the subject selection process. Developing a two year subject plan enables a broader vision of learning directions and informs career and study preparations.

		No Choice; Common Subjects		Selected Subjects				
Yr 11	Unit 1	English 1	RE choice	SUBJECT 1 Unit 1 Semester 1	SUBJECT 2 Unit 1 Semester 1	SUBJECT 3 Unit 1 Semester 1	SUBJECT 4 Unit 1 Semester 1	SUBJECT 5 Unit 1 Semester 1
	Unit 2	English 2	RE choice	SUBJECT 1 Unit 2 Semester 2	SUBJECT 2 Unit 2 Semester 2	SUBJECT 3 Unit 2 Semester 2	SUBJECT 4 Unit 2 Semester 2	SUBJECT 5 Unit 2 Semester 2
Yr 12	Unit 3	English 3	RE choice	SUBJECT 1 Unit 3 Semester 1	SUBJECT 2 Unit 3 Semester 1	SUBJECT 3 Unit 3 Semester 1	SUBJECT 4 Unit 3 Semester 1	/
	Unit 4	English 4	RE choice	SUBJECT 1 Unit 4 Semester 2	SUBJECT 2 Unit 4 Semester 2	SUBJECT 3 Unit 4 Semester 2	SUBJECT 4 Unit 4 Semester 2	

Figure 1: Program Plan: 24 Units Over 2 Years

## Specialised Learning Area Program Plans:

Many students begin specializing in specific learning areas during their VCE studies. The sample student programs that follow illustrate the scope for a broad general education, opportunities to link studies, the capacity for students to shift between studies as their goals change and the emergence of increasingly specialized pathways of study within particular areas. *The following tables are examples only.*

		No Choice; Common Subjects		Selected Subjects				
Yr 11	Unit 1	English 1	Texts & Traditions Unit 1	CHEMISTRY Unit 1 Semester 1	GEN MATHS Unit 1 Semester 1	MATH METHODS Unit 1 Semester 1	PHYSICS Unit 1 Semester 1	LITERATURE Unit 1 Semester 1
	Unit 2	English 2	Semesters 1 & 2	CHEMISTRY Unit 2 Semester 2	GEN MATHS Unit 2 Semester 2	MATH METHODS Unit 2 Semester 2	PHYSICS Unit 2 Semester 2	LITERATURE Unit 2 Semester 2
Yr 12	Unit 3	English 3	Religions & Society Unit 2	CHEMISTRY Unit 3 Semester 1	MATH METHODS Unit 3 Semester 1	SPECIALIST MATHS Unit 3 Semester 1	PHYSICS Unit 3 Semester 1	/
	Unit 4	English 4	Semesters 1 & 2	CHEMISTRY Unit 4 Semester 2	MATH METHODS Unit 4 Semester 2	SPECIALIST MATHS Unit 4 Semester 2	PHYSICS Unit 4 Semester 2	

Figure 2: Program Plan: Mathematics/Science

		No Choice; Common Subjects		Selected Subjects				
Yr 11	Unit 1	English 1	Texts & Traditions Unit 1	LEGAL STUDIES Unit 1 Semester 1	LITERATURE Unit 1 Semester 1	20 <sup>TH</sup> CENTURY HISTORY Unit 1 Semester 1	LOTE ITALIAN Unit 1 Semester 1	DESIGN & TECHNOLOGY Unit 1 Semester 1
	Unit 2	English 2	Semesters 1 & 2	LEGAL STUDIES Unit 2 Semester 2	LITERATURE Unit 2 Semester 2	20 <sup>TH</sup> CENTURY HISTORY Unit 2 Semester 2	LOTE ITALIAN Unit 2 Semester 2	DESIGN & TECHNOLOGY Unit 2 Semester 2
Yr 12	Unit 3	English 3	Religions & Society Unit 2	LEGAL STUDIES Unit 3 Semester 1	LITERATURE Unit 3 Semester 1	REVOLUTIONS HISTORY Unit 3 Semester 1	LOTE ITALIAN Unit 3 Semester 1	
	Unit 4	English 4	Semesters 1 & 2	LEGAL STUDIES Unit 4 Semester 2	LITERATURE Unit 4 Semester 2	REVOLUTIONS HISTORY Unit 4 Semester 2	LOTE ITALIAN Unit 4 Semester 2	

**Figure 3: Program Plan: Humanities**

		No Choice; Common Subjects		Selected Subjects				
Yr 11	Unit 1	English 1	Texts & Traditions Unit 1	FOOD TECHNOLOGY Unit 1 Semester 1	VET HOSPITALITY Unit 1 Semester 1	I.T Unit 1 Semester 1	BUSINESS MANAGEMENT Unit 1 Semester 1	GENERAL MATHS Unit 1 Semester 1
	Unit 2	English 2	Semesters 1 & 2	FOOD TECHNOLOGY Unit 2 Semester 2	VET HOSPITALITY Unit 2 Semester 2	I.T Unit 2 Semester 2	BUSINESS MANAGEMENT Unit 2 Semester 2	GENERAL MATHS Unit 2 Semester 2
Yr 12	Unit 3	English 3	Religions & Society Unit 2	FOOD TECHNOLOGY Unit 3 Semester 1	VET HOSPITALITY Unit 3 Semester 1	I.P & M Unit 3 Semester 1	BUSINESS MANAGEMENT Unit 3 Semester 1	
	Unit 4	English 4	Semesters 1 & 2	FOOD TECHNOLOGY Unit 4 Semester 2	VET HOSPITALITY Unit 4 Semester 2	I.P & M Unit 4 Semester 2	BUSINESS MANAGEMENT Unit 4 Semester 2	

**Figure 4: Program Plan: General**

		No Choice; Common Subjects		Selected Subjects				
Yr 11	Unit 1	English 1	Texts & Traditions Unit 1	VET COMM. SERVICE Unit 1 Semester 1	FOUNDATION MATHS Unit 1 Semester 1	H & H.D Unit 1 Semester 1	GEOGRAPHY Unit 1 Semester 1	LEGAL STUDIES Unit 1 Semester 1
	Unit 2	English 2	Semesters 1 & 2	VET COMM. SERVICE Unit 2 Semester 2	FOUNDATION MATHS Unit 2 Semester 2	H & H.D Unit 2 Semester 2	GEOGRAPHY Unit 2 Semester 2	LEGAL STUDIES Unit 2 Semester 2
Yr 12	Unit 3	English 3	Religions & Society Unit 2	VET COMM. SERVICE Unit 3 Semester 1	LEGAL STUDIES Unit 3 Semester 1	H & H.D Unit 3 Semester 1	GEOGRAPHY Unit 3 Semester 1	
	Unit 4	English 4	Semesters 1 & 2	VET COMM. SERVICE Unit 4 Semester 2	LEGAL STUDIES Unit 4 Semester 2	H & H.D Unit 4 Semester 2	GEOGRAPHY Unit 4 Semester 2	

**Figure 5: Program Plan: VCAL Pathway**

		<b>No Choice; Common Subjects</b>		<b>Selected Subjects</b>				
<b>Yr 11</b>	Unit 1	English 1	RAS or Texts & Traditions Unit 3	I.T Unit 1 Semester 1	GENERAL MATHS (GENERAL) Unit 1 Semester 1	DRAMA Unit 1 Semester 1	LOTE ITALIAN Unit 1 Semester 1	HISTORY REVOLUTIONS Unit 1 Semester 1
	Unit 2	English 2	Or RAS or Texts & Traditions Unit 4	I.T Unit 2 Semester 2	GENERAL MATHS (GENERAL) Unit 2 Semester 2	DRAMA Unit 2 Semester 2	LOTE ITALIAN Unit 2 Semester 2	HISTORY REVOLUTIONS Unit 2 Semester 2
<b>Yr 12</b>	Unit 3	English 3	Religions & Society Unit 2	P.E Unit 3 Semester 1	FURTHER MATHS Unit 3 Semester 1	POLITICS Unit 3 Semester 1	LOTE ITALIAN Unit 3 Semester 1	/
	Unit 4	English 4	Semesters 1 & 2	P.E Unit 4 Semester 2	FURTHER MATHS Unit 4 Semester 2	POLITICS Unit 4 Semester 2	LOTE ITALIAN Unit 4 Semester 2	

**Figure 6: Program Plan: General**

		<b>No Choice; Common Subjects</b>		<b>Selected Subjects</b>				
<b>Yr 11</b>	Unit 1	English 1	Texts & Traditions Unit 1	I.T Unit 1 Semester 1	GENERAL MATHS with METHODS Unit 1 Semester 1	STUDIO ARTS Unit 1 Semester 1	DESIGN & TECHNOLOGY Unit 1 Semester 1	
	Unit 2	English 2	Semesters 1 & 2	I.T Unit 2 Semester 2	GENERAL MATHS with METHODS Unit 2 Semester 2	STUDIO ARTS Unit 2 Semester 2	DESIGN & TECHNOLOGY Unit 2 Semester 2	
<b>Yr 12</b>	Unit 3	English 3	RAS or Texts & Traditions Unit 3	BIOLOGY Unit 3 Semester 1	MATHS METHODS Unit 3 Semester 1	STUDIO ARTS Unit 3 Semester 1	/	/
	Unit 4	English 4	& then RAS or Texts & Traditions Unit 4	BIOLOGY Unit 4 Semester 2	MATHS METHODS Unit 4 Semester 2	STUDIO ARTS Unit 4 Semester 2		

**Figure 7: Program Plan: General**

*Figures 6 and 7 show how RE units 3 & 4 can fit into a whole VCE Program*

# APPLYING TO STUDY UNITS 3 & 4 SUBJECTS & VCAL IN YEAR 11

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Students in Year 11 are able to **apply** to undertake

- ONE Unit 3 & 4 subject as part of their VCE studies **OR**
- A VCAL pathway
  - Studying a Units 3 & 4 Subject in Year 11 provides students with an opportunity to maximise their ENTER score potential by having a greater number of subject scores that can contribute to their VCE score. It can broaden their learning experiences and allow them to be immersed in the academic rigors of a Units 3 & 4 subject whilst in Year 11.
  - Undertaking a VCAL pathway provides students who have a specific post compulsory area of interest with the opportunity to pursue learning that applies to the world beyond school and their goal occupation.

Students wishing to apply to undertake a Units 3 & 4 subject must carefully consider their current and past academic strengths and weaknesses. They need to research and investigate the most appropriate Units 3 & 4 subject that could best complement their learning strengths, whilst being aware of the recommended subject background areas for successfully undertaking their nominated Units 3 & 4 subject. It is expected that students considering applying to undertake a Units 3 & 4 subject in Year 11 will fully investigate the subjects that are of greatest interest to them as well as the specified focus, expectations, learning outcomes and assessment requirements of the subject.

Students wishing to apply to undertake a VCAL pathway as part of their VCE program need to have carefully considered and researched their specific area of post compulsory interest. Requirements and expectations of the specific area of interest beyond school need to be fully explored and investigated.

## Application Process:

The application process to undertake a Units 3 & 4 Subject or a VCAL pathway in Year 11 involves students:

- Fully complete all components of the appropriate application form
- Discuss with their parents the application and have their parents endorse their application
- Submitting their application by the required date to the Deputy Principal Curriculum
- Attending an application interview if requested
- Receiving feedback on application
- Completing the Subject Selection form

## Application To Undertake Units 3 & 4 Subject or a VCAL Pathway In Year 11 Requirements:

- 1) Collect a **Units 3 & 4 or VCAL Pathway Application Form** from the **Year 10 Coordinator**
- 2) Fully complete the **application form** details including:
  - 2.1 Units 3 & 4 Subject being applied for (if appropriate)
  - 2.2 Reasons for applying to undertake a Units 3 & 4 Subject or VCAL Pathway in Year 11
  - 2.3 Specific reasons for applying to undertake the identified Units 3 & 4 Subject or VCAL Pathway
- 3) Write a **short letter** (1 page) addressed to the Director of Learning that outlines your learning strengths and acknowledging the commitment that you believe you will need to make to your studies in order to successfully undertake a Unit 3 & 4 Subject or pursue a VCAL Pathway
- 4) Include a photocopy of your most recent semester report from English and the subject areas for which the Units 3 & 4 or VCAL Pathway Subject selection is being made.
- 5) Submit full application to the Director of Learning by the due date.

## VCE UNIT 3 & 4 SUBJECTS & VCAL PATHWAY OPTIONS 2010

UNITS	KEY LEARNING AREA	HEAD OF LEARNING	TEACHER SPECIALIST
Religion & Society	Religious Education	Ms Priscilla Brown	Ms Priscilla Brown
Texts & Traditions	Religious Education	Ms Priscilla Brown	Ms Priscilla Brown
Biology	Science	Ms Ruth Barclay	Mrs Angela Heydon
Design Technology	Humanities	Ms Francesca Pisano	Mr Matthew Rawley
Design Technology	Technology	Mrs Allison Perin	Mrs Allison Perin
Drama	The Arts	Ms Donella Collins	Ms Zoe Wood
Food Technology	Technology	Mrs Allison Perin	Ms Leah Portwood
Geography	Humanities	Ms Francesca Pisano	Ms Margaret Mosca
Health & Human Development	Health & PE	Ms Vicki Harvey	Ms Helen Simcic / Mrs Jackie Webb
History Revolutions	Humanities	Ms Francesca Pisano	Ms Helen Tudehope
Information Processing Management	Technology	Mrs Allison Perin	Mr Trent Bolte
Legal Studies	Humanities	Ms Francesca Pisano	Ms Connie Polastri
Literature	English	Ms Anna Nanni	Mrs Nadine Bond
Media	The Arts	Ms Donella Collins	Ms Nicole McCallum
Music	The Arts	Ms Donella Collins	Ms Laura Danby
Physical Education	Health & PE	Ms Vicki Harvey	Ms Stacey Bourke
International Politics	Humanities	Ms Francesca Pisano	Ms Helen Tudehope
Psychology	Science	Ms Ruth Barclay	Mrs Melissa Catania
Studio Arts	The Arts	Ms Donella Collins	Mr Noel Bruzzese
Visual Communication & Design	The Arts	Ms Donella Collins	Ms Donella Collins
Vocational Education & Training (VET)			Mrs Jenni Hickey
Victorian Certificate Applied Learning (VCAL)			Mrs Jenni Hickey



# STUDENT VCE PROGRAM PLANNING CHART

Use the following chart to plan your VCE course of study

Name:	PC Class:	PC Teacher:
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		<i>Compulsory</i>	<i>RE Choice</i>	<i>Selected Subjects</i>				
<b>Year 11</b>	<b>Unit 1</b>	<b>English Unit 1</b>						
	<b>Unit 2</b>	<b>English Unit 2</b>						
<b>Year 12</b>	<b>Unit 3</b>	<b>English Unit 3</b>						
	<b>Unit 4</b>	<b>English Unit 4</b>						

***\*\*ALL Students are required to select 2 additional subjects that they would study should their initial selections not be available:***

	Year 11	Year 12
<b>Additional Subject Choice #1</b>		
<b>Additional Subject Choice #2</b>		

<b>Date:</b>	
<b>Parent / Guardian:</b>	
<b>Pastoral Care Teacher:</b>	

# STUDENT VCE PROGRAM PLANNING CHART

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	<b>Unit 2</b>	<b>English Unit 2</b>						
<b>Year 12</b>	<b>Unit 3</b>	<b>English Unit 3</b>						
	<b>Unit 4</b>	<b>English Unit 4</b>						

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	Year 11	Year 12
<b>Additional Subject Choice #1</b>		
<b>Additional Subject Choice #2</b>		

<b>Date:</b>	
<b>Parent / Guardian:</b>	
<b>Pastoral Care Teacher:</b>	

# VCE SUBJECTS

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Text and Traditions Unit 1 .....	1	LOTE: Indonesian Units 3 & 4 .....	35
Religion and Society Unit 2 .....	2	LOTE: Italian Units 1 & 2 .....	36
Religion and Society Units 3 & 4 .....	3	LOTE: Italian Units 3 & 4 .....	37
Text and Traditions Units 3 & 4 .....	4	Foundation Mathematics Units 1 & 2 .....	38
English Units 1 & 2 .....	5	General Mathematics (General) Units 1 & 2 .....	39
English Unit 3 .....	6	General Mathematics (Methods) Units 1 & 2 .....	40
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Accounting Units 1 & 2 .....	8	Mathematical Methods (CAS) Units 3 & 4 .....	42
Accounting Units 3 & 4 .....	9	Further Mathematics Units 3 & 4 .....	43
Biology Units 1 & 2 .....	10	Specialist Mathematics Units 3 & 4 .....	44
Biology Units 3 & 4 .....	11	Media Units 1 & 2 .....	45
Business Management Units 1 & 2 .....	12	Media Units 3 & 4 .....	46
Business Management Units 3 & 4 .....	13	Music (Solo Performance) Units 1 & 2 .....	47
Chemistry Units 1 & 2 .....	14	Music (Solo Performance) Units 3 & 4 .....	48
Chemistry Units 3 & 4 .....	15	Music Styles Units 3 & 4 .....	49
Design and Technology Units 1 & 2 .....	16	Philosophy Units 1 & 2 .....	50
Design and Technology Units 3 & 4 .....	17	Philosophy Units 3 & 4 .....	51
Drama Units 1 & 2 .....	18	Physics Units 1 & 2 .....	52
Drama Units 3 & 4 .....	19	Physics Units 3 & 4 .....	53
Food Technology Units 1 & 2 .....	20	Physical Education Units 1 & 2 .....	54
Food Technology Units 3 & 4 .....	21	Physical Education Units 3 & 4 .....	55
Geography Units 1 & 2 .....	22	International Politics Units 1 & 2 .....	56
Geography Units 3 & 4 .....	23	National Politics Units 3 & 4 .....	57
Health and Human Development Units 1 & 2 ..	24	Psychology Units 1 & 2 .....	58
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History – Twentieth Century Units 1 & 2 .....	26	Studio Arts Units 1 & 2 .....	60
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Information Technology Units 1 & 2 .....	28	Visual Communication and Design Units 1 & 2 .....	62
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# TEXT AND TRADITIONS UNIT 1

## Unit 1 Description:

---

Before commencing the VCE Texts and Tradition Unit in Term 2, students participate in a one term introductory course on the Person of Jesus – the central figure of our Christian faith.

Questions explored in Term One are: Life and times in 1<sup>st</sup> Century Palestine: the text and background of the Gospel of Mark: various understandings of who Jesus is, and an exploration of images of Jesus throughout the centuries.

In Terms Two to Four, the VCE Unit examines the place of narrative (story) within the Christian religious tradition. Story-telling is one of the major forms of literature in a religious tradition. This unit of Texts and Traditions explores the variety of narratives (parable, miracle, discourse, myth) that are at the source of the Christian tradition, the importance of narrative for the tradition, and, how we might find and describe its meaning for the earlier and continuing tradition.

## Areas of Study:

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1. Exploring narrative
2. The formation and interpretation of narrative
3. Later uses and interpretation of narrative

## Outcomes:

---

1. Recognise and explain different narrative passages according to their literary structure and character and their role within a wider literary framework (eg. A Gospel or a Book from the Jewish Scriptures.)
2. Apply basic exegetical methods to a narrative and its cultural background
3. Describe traditional meanings attributed to a text

## Assessment:

---

- Short answer responses
- Extended responses
- Reflections
- Examination
- Report

# RELIGION AND SOCIETY UNIT 2

## Unit 2 Description – Ethics:

---

Ethics investigates morality, it involves reflection on what 'right' and 'wrong', 'good' and 'bad' mean when applied to human decisions. We will examine a procedure of moral decision making and how that moral decision making process is essential in any Christian approach to an ethical issue. Fundamentally, we will also explore and study the moral principles that form the grounding to Christian decision making.

### Areas of Study:

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1. Ethical method
2. Ethics and religions
3. Ethical issues

### Outcomes:

---

1. Analyse the ideas and principles that are associated with ethics and moral decision making in a pluralist society.
2. Examine values that are upheld by two or more religious traditions and analyse the ways in which these values are communicated in relation to selected ethical issues.
3. Students will be able to evaluate two or more contemporary ethical debates.

### Assessment:

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- Evaluation Exercise
- Analysis

# RELIGION AND SOCIETY UNITS 3 & 4

## Unit 3 Description - The Search For Meaning:

---

This VCE Unit focuses on core religious beliefs and the ways in which they express meaning for religious communities and individuals within them. Beliefs are communicated through various aspects which we will study: beliefs that distinguish faith traditions; myths and stories; the oral or written texts and sacred literature; the rituals and symbols; the social structure the tradition has.

### Areas of Study:

---

1. Meaning and belief in Christianity
2. The continuity and maintenance of Christian beliefs over the centuries

### Outcomes:

---

1. Explain and evaluate the significance of a range of core beliefs within Christianity; examining arguments for the existence of God, the role of our experience of suffering and death in life, evil and redemption.
2. Draw conclusions about the interplay between religious beliefs and significant life experiences.
3. Explain the continuity of a core religious belief in Christianity and the development of that core belief.

## Unit 4 Description - Challenge and Response:

---

Catholic Christianity has changed and developed over time. It has responded to the needs of its memberships, and to changes in society, while seeking to maintain its foundational convictions and beliefs. Here we explore some internal and external developments which have challenged significant beliefs and practices of Catholicism.

### Areas of Study:

---

1. Historical challenges to religious traditions
2. Contemporary challenges and their impact

### Outcomes:

---

1. Analyse and evaluate how Catholic Christianity responded to a significant internal or external challenge.
2. Analyse the interplay between religious beliefs and actions, through specific examples of individuals and/or groups within religious communities.

### Assessment:

---

- Report
- Case Study
- Essay
- Analysis
- Examination

# TEXT AND TRADITIONS UNITS 3 & 4

## Unit 3 Description - Texts and The Early Traditions:

---

Religious traditions differ in the ways their texts account for their beginnings. In some traditions texts have a clear historical perspective, setting out the beginnings of the tradition in narrative and sequential form. The teachings contained in some texts are regarded as essential for the continuation of a tradition. At Mercy College we will focus on the Gospel of Luke for this unit.

### Areas of Study:

---

1. The background of the tradition
2. Approaches to the texts
3. Interpreting texts (Part 1)

### Outcomes:

---

1. Identify events, people and places relating to the early development of Christianity.
2. Analyse issues that relate to the writing of the text and its literary structure.
3. Describe later traditional and artistic understandings of narrative text.

## Unit 4 Description – Texts and Their Teachings:

---

Some texts are regarded as essential for the continuation of a religious tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the divine. As time goes by some of the themes have been reinterpreted in different times in the tradition.

### Areas of study:

---

1. Interpreting texts (Part 2)
2. Religious ideas, beliefs and social themes

### Outcomes:

---

1. Apply basic exegetical methods to the interpretation of texts within Christianity and discuss major themes of the texts.
2. Discuss a significant idea, belief or social theme in the foundational texts of Christianity, and describe how this belief or theme has been interpreted within Christianity at a later stage.

### Assessment:

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- Report
- Exegetical Exercise
- Essay
- Examination
- Test

# ENGLISH UNITS 1 & 2

## Unit 1 Description:

---

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

### Areas of Study:

---

1. Reading and responding
2. Creating and presenting
3. Using language to persuade

### Outcomes:

---

1. Identify and discuss key aspects of a set text, and to construct a response in oral or written form.
2. Create and present texts taking account of audience, purpose and context
3. Identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers.

## Unit 2 Description:

---

The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts. The term 'set text' refers to texts chosen by the school for the achievement of Outcomes 1 and 2.

### Areas of Study:

---

1. Reading and responding
2. Creating and presenting
3. Using language to persuade

### Outcomes:

---

1. Discuss and analyse how texts convey ways of thinking about the characters, ideas and themes, and construct a response in oral or written form.
2. Create and present texts taking account of audience, purpose and context.
3. Identify and analyse how language is used in a persuasive text and to present a reasoned point of view in an oral or a written form.

### Assessment:

---

- Responses to text in written, oral or multimodal form
- Personal, imaginative, informative, instructional, argumentative or persuasive texts
- Role-play
- An oral presentation, with or without datashow
- A video with accompanying written text
- A newspaper article
- A radio program
- Discussion of the use of language and point/s of view in a persuasive text
- Examination

# ENGLISH UNIT 3

## Unit 3 Description:

---

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

## Areas of Study:

---

1. Reading and responding
2. Creating and presenting
3. Using language to persuade

## Outcomes:

---

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

## Assessment:

---

Outcome 1:

- A response to a selected text, in writing

Outcome 2:

- At least one sustained written text created for a specific audience and context, with a written explanation of decisions about a form, purpose, language, audience and context
- or**
- Three to five shorter texts created for a specific audience/s and context/s with a written explanation of decisions about form, purpose, language, audience and context
- ESL – at least one sustained written text created for a specific audience and context – or – three to five shorter texts created for a specific audience/s and context/s

Outcome 3:

- Writing which analyses the use of language in three or more persuasive texts that debate a current issue in the Australian media
- A sustained and reasoned point of view on the selected issue in written or oral form
- ESL – a sustained and reasoned point of view on the selected issue that demonstrates the persuasive use of language. This may be in written or oral form.

\*\* one task, but no more than one task in Unit 3 must be in oral form

# ENGLISH UNIT 4

## Unit 4 Description:

---

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

## Areas of Study

---

1. Reading and responding
2. Creating and presenting

## Outcomes:

---

1. Develop and justify a detailed interpretation of a selected text.
2. Draw on issues and arguments suggested by a chosen context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

## Assessment:

---

Outcome 1:

- An extended written interpretation of one selected text

Outcome 2:

- At least one sustained written text created for a specific audience and context, with a written explanation of decisions about form, purpose, language, audience and context.

**or**

- Three to five shorter texts, created for a specific audience/s and context/s, with a written explanation of decisions about form, purpose, language, audience and context.
- ESL – at least one sustained written text created for a specific audience and context – or – three to five shorter texts, created for a specific audience/s and context/s

- Examination

# ACCOUNTING UNITS 1 & 2

## Unit 1 Description: 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, recording, reporting and analysing financial data and information used by internal and external users. Recording and reporting is restricted to the cash basis. Students examine the role of accounting in the decision-making process using single-entry recording of financial data and information for the owner of a service business.

### Areas of Study:

---

1. Going into business
2. Recording and reporting accounting data and information
3. Financial decision-making

### Outcomes:

---

1. Describe the resources and explain and apply the knowledge and skills necessary to set up a small business.
2. Identify, record, report and explain the financial data and information for the owner of a service business using a combination of manual and ICT methods.
3. Apply accounting skills to evaluate financial and non-financial information in order to make informed decisions for a small business.

## Unit 2 Description: Accounting for a trading business

---

This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single-entry recording system for the recording and reporting of cash and credit transactions for stock. They use financial and non-financial information to evaluate the performance of a business. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

### Areas of Study:

---

1. Recording and reporting accounting data and information
2. ICT in accounting
3. Evaluation of business performance

### Outcomes:

---

1. Record and report financial data and information for a sole trader.
2. Record and report financial data and information using an accounting software package for a single activity, sole trader, and explain and evaluate the role of ICT in the accounting process.
3. Select and use financial and non-financial information to evaluate a business and suggest strategies that will improve business performance.

### Assessment:

---

- Structured assignment
- Folio of accounting exercises
- Topic tests
- Case study
- Examinations

# ACCOUNTING UNITS 3 & 4

## Unit 3 Description: Recording and reporting for a trading business

---

This unit focuses on financial accounting for a single activity trading business operated by a sole trader and emphasises the role of accounting as an information system. Students are introduced to the double entry system of recording using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used. Where appropriate, the accounting procedures developed in each area of study will incorporate the application of accounting principles and the qualitative characteristics of accounting information.

### Areas of Study:

---

1. Recording of financial data
2. Balance day adjustments and reporting of accounting information

### Outcomes:

---

1. Record financial data into appropriate accounting records using a double entry accrual-based system for a single activity sole trader, and explain related aspects of this accounting system.
2. Record balance day adjustments, prepare financial reports and explain related aspects of the accounting system.

## Unit 4 Description: 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. This unit covers the accrual recording and reporting system for a single activity trading business using the perpetual inventory system. Students learn about the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, financial performance and financial position. In this unit students evaluate the information prepared and analyse the results in order to suggest strategies to the owner. Where appropriate, the accounting procedures developed in each area of study will incorporate the application of accounting principles and the qualitative characteristics of accounting information.

### Areas of Study:

---

1. Extension of recording and reporting
2. Financial planning and decision-making

### Outcomes:

---

1. Record and report financial data and information using double entry accrual-based system for a single activity sole trader, and explain related aspects of this accounting system.
2. Prepare and analyse budgets, evaluate a business using financial and non-financial information and suggest strategies to improve profitability and liquidity of the business.

### Assessment

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- Practical exercises
- Topic Tests
- Case Study
- Examination

# BIOLOGY UNITS 1 & 2

## Unit 1 Description: Unity and Diversity:

---

In this unit students examine the cell as the structural and functional unit of the whole organism. Students investigate the needs of individual cells, how specialized structures carry out cellular activities and how the survival of cells depends on their ability to maintain a dynamic balance between their internal and external environments. Students will explore the diversity of organisms and look for patterns of similarities and differences.

### Areas of Study:

---

1. Cells in action
2. Functioning organisms

### Outcomes:

---

1. Design, conduct and report on a practical investigation related to cellular structure, organisation and processes.
2. Describe and explain the relationship between features and requirements of functioning organisms and how these are used to construct taxonomic systems.

## Unit 2 Description: Organisms and their environment:

---

Students will study the relationships between living things and their environments within the context of the richly diverse Australian ecosystems. They will investigate the biotic and abiotic factors that influence the type of organisms that live in different places in the biosphere. An organism's fitness and reproductive success will also be considered in relation to its features and habitat. Changes that have taken place in ecosystems will be studied concentrating on conservations, restoration and sustainability.

### Areas of Study:

---

1. Adaptations of organisms
2. Dynamic ecosystems

### Outcomes:

---

1. Analyse the relationship between environmental factors, and adaptations and distribution of living things
2. Design, conduct and report on a field investigation related to the interactions between living things and their environment, and explain how ecosystems change over time.

### Assessment:

---

Assessment of Biology Units 1 and 2 will be a selection of the following tasks:

- Practical activities
- Multimedia or web presentation
- Response to a media article
- Oral presentation
- Annotated poster
- Data analysis
- Problem Solving
- Test
- Examination

# BIOLOGY UNITS 3 & 4

## Unit 3 Description: Signatures of Life:

---

In this unit the student considers the molecules and biochemical processes that are indicators of life. Students consider the universality of DNA and investigate its structure. They investigate the significant role of proteins in cell functioning and the new technologies that are developing as a consequence of further understanding of the importance of these proteins. Students also investigate how cells communicate with each other at a molecular level to enable regulation, recognition of "self" and "non-self" and the immune response.

### Areas of Study:

---

1. Molecules of life
2. Detecting and responding

### Outcomes:

---

1. Analyse and evaluate evidence from practical investigations related to the biochemical processes.
2. Describe and explain coordination and regulation of an organism's immune responses to antigens at the molecular level.

## Unit 4 Description: Biological Continuity and Change:

---

In this unit the student examines evidence for evolution of life forms over time. Students explore hypotheses that explain how changes to a species have come about. They explore the universality of DNA, and conservation of genes as evidence for ancestral lines of life that have given rise to the present biodiversity of our planet. Students investigate genomics, the processes of meiosis and patterns of inheritance, environmental influences, speciation and extinction. The interrelationships between biological, cultural and technological evolution will also be considered. Developments in bioinformatics and ethical implications will be discussed.

### Areas of Study:

---

1. Heredity
2. Change over time

### Outcomes:

---

1. Analyse evidence for the molecular basis of heredity, and patterns of inheritance
2. Analyse and evaluate evidence for evolutionary change and evolutionary relationships, and describe mechanisms for change including the effect of human intervention on evolutionary processes.

### Assessment:

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- Summary reports of practical activities related to a biochemical process and the movement of substances across membranes
- Summary report of a plant or animal response to chemical and/or physical stimuli of a practical activity related to bacterial response to chemical and/or physical stimuli.
- Presentation on one aspect of the immune response or immune system
- Two examinations - Unit 3  
- Unit 4

# **BUSINESS MANAGEMENT UNITS 1 & 2**

## **Unit 1 Description: Small Business Management:**

---

The study of Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the challenges, complexity and rewards that come from business management and gain insight into the various ways resources can be managed in small, medium and large-scale organisations. The focus of this unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

### **Areas of Study:**

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1. Introducing Business
2. Small business decision-making, planning and evaluation
3. Day-to-day operations

### **Outcomes:**

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1. Explain and apply a set of generic business characteristics to a range of businesses
2. Apply decision-making and planning skills to establish and operate a small business 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 ethical and socially responsible small business and apply the operations to a business situation.

## **Unit 2 Description: Communication and management:**

---

This unit focuses on the importance of effective communication in achieving business objectives. It includes communication both internally and externally to business with special attention to the functions of marketing and public relations. Students develop a knowledge of fundamental aspects of business communication and are introduced to skills related to its effective use in different contexts.

### **Areas of Study:**

---

1. Communication in business
2. Managing the marketing function
3. Managing the public relations functions

### **Outcomes:**

---

1. Explain, apply and justify 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:**

---

- Test
- Case studies analysis
- Interview and report on contact with business
- Development of a business plan
- Marketing Plan
- Marketing Test
- Report
- Examination

# **BUSINESS MANAGEMENT UNITS 3 & 4**

## **Unit 3 Description: Corporate Management**

---

In this unit students investigate how large-scale organisations operate. Students examine the environment in which they conduct their business, focus on aspects of their internal environment and then look at the operations management function. Students develop an understanding of the complexity and challenge of managing large organisations and have the opportunity to compare theoretical perspectives with practical applications.

### **Areas of Study:**

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1. Large scale organisations in context
2. Internal environment of large-scale organisations
3. The operations management function

### **Outcomes:**

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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 and analyse strategies related to operations management.

## **Unit 4 Description: Managing People and Change**

---

This unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. This unit concludes with analysis of the management of change in which students are provided with an opportunity to apply the theory to a contemporary issue of significance.

### **Areas of Study:**

---

1. The Human Resource Management Function
2. The Management of Change

### **Outcomes:**

---

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

### **Assessment:**

---

- Structured Questions
- Case Study
- Media Analysis
- Test
- Examination

# CHEMISTRY UNITS 1 & 2

## Unit 1 Description: The Big Ideas of Chemistry

---

In this unit students investigate the Periodic Table, a tool that provides a unifying framework for studying the chemistry of the elements and their properties. Students study the models for metallic, ionic and covalent bonding. Students investigate the uses of materials and how these have changed. Students are introduced to the development and application of 'smart' materials. Students use the language of chemistry, its symbols and chemical formulas and equations, to explain observations and data collected from experiments.

### Areas of Study:

---

1. The Periodic Table
2. Materials

### Outcomes:

---

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

## Unit 2 Description:

---

This unit focuses on the atmosphere which supplies life-giving gases, provides temperature that sustains life, and gives protection from harmful radiation. Students will investigate how chemistry is used to respond to the effects of human activities on our environment. Quantitative chemical calculations play an essential role in tasks and students are introduced to the types of calculations used every day by analytical chemists. The principles and application of green chemistry – benign by design – to processes and practices are included.

### Areas of Study:

---

1. Water
2. The atmosphere.

### Outcomes:

---

1. Write balanced equations and apply these to qualitative and quantitative investigations of reactions involving acids and bases, the formation of precipitate and gases, and oxidants and reductants.
2. Explain how chemical reactions and processes occurring in the atmosphere help to sustain life on earth.

### Assessment:

---

- Tests
- Practical Activities
- Examination

# CHEMISTRY UNITS 3 & 4

## Unit 3 Description: Chemical Pathways

---

In this unit students investigate the scope of techniques available to the analytical chemist. Chemical analysis is vital in the work of the forensic scientist, the quality control chemist at a food manufacturing plant, the geologist in the field and the environmental chemist monitoring the health of a waterway.

Students investigate organic reaction pathways and the chemistry of particular organic molecules.

Students will continue to investigate the application of principles of green chemistry to chemical processes.

### Areas of Study:

---

1. Chemical analysis
2. Organic chemical pathways

### Outcomes:

---

1. Evaluate the suitability of techniques and instruments used in chemical analysis.
2. Identify and explain the role of functional groups in organic reactions and construct reaction pathways using organic molecules.

## Unit 4 Description: Chemistry at Work

---

In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Features that affect chemical reactions such as the rate and yield or equilibrium position are investigated. Students explore how an understanding of these features is used to obtain optimum conditions in the industrial production of a selected chemical.

Our society uses a range of energy sources, including coal, to generate electricity and gas for heating, oil for transport, and solar for small and large scale production of electricity. Students investigate how energy is produced from available resources and consider the efficiencies, advantages and disadvantages of each energy resource.

Students will continue to investigate the application of principles of green chemistry to chemical processes.

### Areas of Study:

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1. Industrial chemistry
2. Supplying and using energy

### Outcomes:

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1. Analyse the factors that determine the optimum conditions used in the industrial production of the selected chemical.
2. Analyse chemical and energy transformations occurring in chemical reactions.

### Assessment:

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- School assessed coursework (SAC)
  - Practical Activities
  - Structured Task
- Mid Year Examination
- End of Year Examination

# DESIGN AND TECHNOLOGY UNITS 1 & 2

## Unit 1 Description: Design Modification and Production

---

This unit focuses on redesigning an existing product/design, its production and evaluation. The design and production work students complete will need to have three points of difference to an existing design/product. The unit provides a structured approach through the design process, and focuses learning through examples of design practice used by a designer and analysis and evaluation of a product. Students develop an understanding of 'intellectual property' (in particular, protection of design ideas) in Australia.

### Areas of Study:

---

1. Redesigning an existing product
2. Producing and evaluating a redesigned product

### Outcomes:

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1. Describe the methods used by a designer to design a product, and apply similar processes to document the designing of a redesign of an existing product.
2. Use and evaluate materials, tools, equipment and processes to make a product designed in Outcome 1, and compare the finished product with the original design.

## Unit 2 Description: Collaborative Design

---

This unit focuses on students working as members of a team to: design a product range or a number of products based on a common theme; or contribute to the design and development of a group project. The unit also includes consideration of social, economic, ethical and environmental factors and issues related to design and the selection of materials and processes.

### Areas of Study:

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1. Designing as a team
2. Producing and evaluating a collaboratively designed product

### Outcomes:

---

1. Identify a need and collaboratively develop design options and production planning in response to a design brief for a product range based on a common theme.
2. Justify, manage and use appropriate production processes to make a product and evaluate the processes and materials used.

### Assessment:

---

- Design folio
- Production work
- Evaluation report
- Team development report
- Examination
- Research Tasks

# DESIGN AND TECHNOLOGY UNITS 3 & 4

## Unit 3 Description : Design, technological innovation and manufacture

---

This unit focuses on the role of the designer, including how a designer develops a solution to a design problem. Students gain an understanding of how a designer gains information about the needs and requirements for a product that is to be developed, which includes functional, aesthetic and other aspects, and how these are expressed in a design brief. The unit also examines how a range of factors influence the design and development of products within industrial/commercial settings.

### Areas of Study:

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1. The designer, client and end user in product development
2. Product development in industry
3. Designing for others

### Outcomes:

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

## Unit 4 Description: Product development, evaluation and promotion

---

This unit focuses on how effective products have been in meeting the needs of others. Students are required to evaluate product quality, usefulness and appeal. The role and influence of product promotion and marketing become an important part of this unit. Students are required to evaluate their role in the process they have undertaken in Unit 3.

### Areas of Study:

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1. Product analysis and comparison
2. Product manufacture
3. Product evaluation and promotion

### Outcomes:

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1. Analyse similar product types through a comparison of innovative features, function, aesthetic and visual appeal, and any economic, social and environmental benefits and costs.
2. Competently and safely apply a range of production skills and processes to implement the production plan, make the product designed in Unit 3, outcome 3 and manage time and resources effectively
3. Evaluate the outcomes of the design and production activities, and promote the products design features to the client and / or end user

### Assessment:

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- Annotated Design Brief
- Reports
- Tests
- Design Folio
- Production Work and Functional Product
- Evaluation Reports
- Visual Display/Storyboard/Multimedia Presentation
- Examination
- School Assessed Coursework (Unit 3) contributes 12% of total mark
- School Assessed Coursework (Unit 4) contributes 8% of total mark
- School Assessed Task (Unit 3 & 4) contributes 50% of total mark
- Examination contributes 30% of the total mark

# DRAMA UNITS 1 & 2

## Unit 1 Description: Dramatic Storytelling

---

In this unit, students create, present and analyse a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories.

### Areas of Study:

---

1. Creating a devised performance
2. Presenting a devised performance
3. Analysing a devised performance
4. Analysing drama performances presented by other practitioners

### Outcomes:

---

1. Devise solo and/or ensemble work and describe the dramatic processes used to shape and develop performance work.
2. Use expressive skills, theatrical conventions and stagecraft to perform stories and characters to an audience.
3. Analyse the development and performance of work created and presented in Outcomes 1 and 2.
4. Identify and evaluate use of performance styles, conventions and elements and the portrayal of stories and characters.

## Unit 2 Description: Creating Australian Drama

---

In this unit, students create, present and analyse work based on a person, event, text or icon from a contemporary or historical Australian context.

### Areas of Study:

---

1. Using Australia as inspiration
2. Presenting a devised performance
3. Analysing a devised performance
4. Analysing Australian Drama performance

### Outcomes:

---

1. Use a range of stimulus material to create a solo or ensemble work and document the techniques used to shape and develop this performance work.
2. Demonstrate the effective use and manipulation of dramatic elements, theatrical conventions and stagecraft in the presentation of a performance work to an audience.
3. Analyse and evaluate the creation, development and performance of characters of their own performance work.
4. Identify use of theatrical conventions, describe performance styles and analyse and evaluate how dramatic elements have been used in a drama performance.

### Assessment:

---

- Formation and documentation of solo or ensemble performance
- Student-devised solo or ensemble performance
- Analysis of student-devised performance
- Written analysis
- Examination

# DRAMA UNITS 3 & 4

## Unit 3 Description: Ensemble Performance

---

In this unit, students collaborate to develop and present a non-naturalistic performance based on a diverse range of contemporary and/or cultural performance traditions. Non-naturalistic performance styles, theatrical conventions and dramatic and stagecraft elements are explored in the creation, development and presentation of an ensemble piece. Students also analyse a performance from a prescribed playlist.

### Areas of Study:

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1. Creating and presenting ensemble performance
2. Responding to ensemble performance
3. Analysing non-naturalistic performance

### Outcomes:

---

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

## Unit 4 Description: Solo Performance

---

In this unit, students use stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students also analyse and evaluate the creation of character/s within their solo performance.

### Areas of Study:

---

1. Processes used to create solo performances
2. Creating a solo performance
3. Analysing a solo performance

### Outcomes:

---

1. Create and present a short solo performance based on stimulus material and evaluate the processes used.
2. Create, develop and perform a character or characters within a solo performance in response to a prescribed structure.
3. Describe, analyse and evaluate the creation, development and presentation of a solo performance.

### Assessment:

---

- Presentation of character/s within an ensemble performance
- Analysis of development and performance of character/s from the ensemble work developed for Outcome 1.
- Analysis and evaluation of a play selected from the Unit 3 playlist.
- Create, develop and perform a short solo performance
- Written reports that analyse and evaluate the development of a solo performance
- End of year performance examination
- Examination

# FOOD TECHNOLOGY UNITS 1 & 2

## Unit 1 Description: Properties of Food:

---

In this unit students are introduced to the diverse nature of food, how to prepare it and how to store it. Links between classification of foods and their properties, cooking methods and changes which take place under different processing techniques are examined and applied to food preparation.

### Areas of Study:

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1. Keeping food safe
2. Food properties and preparation

### Outcomes:

---

1. Explain and apply safe and hygienic work practices when handling and storing food to maximize quality.
2. Analyse the physical, sensory, chemical and functional properties of key foods and prepare foods to optimise these properties.

## Unit 2 Description: Planning and Preparation of Food:

---

In this unit students investigate the best methods, tools and equipment for optimum results. They examine the impact of physical and chemical properties of key foods as they implement a range of skills and processes. Students work independently and as a team member to respond to a range of challenging situations which include nutritional considerations, cultural beliefs and available resources.

### Areas of Study:

---

1. Food preparation processes
2. Planning in food preparation

### Outcomes:

---

1. Implement processes in food preparation of key foods.
2. Working individually and as a team member plan, prepare and evaluate meals for a range of contexts.

### Assessment:

---

Practical and theory:

- Records of planning and production
- Designing and developing solutions to design briefs
- Tests – practical and written
- Short written reports
- Oral reports
- Production Activities
- Examination

# FOOD TECHNOLOGY UNITS 3 & 4

## **Unit 3 Description: Food Preparation, processing and food controls:**

---

In this unit students analyse the functions of the natural components of key foods and apply this knowledge to the preparation of foods. They investigate appropriate cooking techniques for key foods and develop an understanding of food processing techniques to prevent spoilage.

### **Areas of Study:**

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1. Food preparation and processing
2. Maintaining food safety in Australia
3. Developing a design plan folio

### **Outcomes:**

---

1. Analyse food preparation of and processing techniques for key foods and prepare food using these techniques
2. Investigate the role of national, state and local authorities in ensuring and maintaining a safe food supply within Australia
3. Develop a design plan folio that fulfils the requirements of a design brief

## **Unit 4 Description: Food product development and emerging trends:**

---

In this unit students work independently to implement an established design plan. They supply food safety and hygiene guidelines and evaluate the product planning and processes in their plan. Students will also investigate the process of product development, including packaging, packaging systems, marketing and emerging trends in product development.

### **Areas of Study:**

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1. Implementing a design plan
2. Product development
3. New and emerging food trends

### **Outcomes:**

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1. Implement and evaluate five to eight food items against the requirements of the design brief
2. Analyse factors related to food product development and explain processes involved in the development and marketing of a food product
3. Analyse new and emerging developments in food production

### **Assessment:**

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- Practical planning and production activities
  - Report
  - Production Folio
  - Test
  - Examination
- 
- School Assessed coursework (Unit 3) contributes 15% of total mark
  - School Assessed coursework (Unit 4) contributes 15% of total mark
  - School Assessed task (Unit 3 & 4) 40% of the total mark
  - Examination contributes 30% of the total mark

# GEOGRAPHY UNITS 1 & 2

## Unit 1 Description – Natural Environments

---

This unit investigates the geographic characteristics of natural environments and landforms and the natural processes that shape and change the Earth's surface. It investigates how the interactions between natural processes and human activities can also change natural environments which may include coasts, mountains, deserts, rivers, volcanoes, glaciers, oceans and tropical rainforests. Human activities interact with natural processes, each affecting the other. The nature of change caused by the interaction varies at a range of scales, over space and over time. Human activities include deforestation, global warming, tourism, urban expansion, irrigation and drainage works, mining, pollution, conservation of important sites such as national parks and marine national parks.

### Areas of Study:

---

1. Characteristics of places
2. Changes in places

### Outcomes:

---

1. Describe the geographic characteristics of at least two natural environments and explain how they are developed by natural processes, including extreme natural events.
2. Analyse and explain the changes in natural environments due to natural processes and human activity.

## Unit 2 Description – Human Environments

---

This unit investigates the characteristics of rural and urban environments which are developed by human activities and their interactions with natural environments. Rural and urban environments are significant because they are the locations where people live. Their presence creates settlements which vary in size and complexity from farm houses to small villages, regional towns, large metropolitan cities and mega cities. Rural environments produced by human activities include farming, forestry, tourism, mining, fishing and rural settlements. Urban environments are those produced by human activities created by housing, work and leisure pursuits. Rural and urban environments are dynamic. They can be changed in the long or short term by advances in technology, individual and organisational decisions, as well as by natural and human environments and the distribution of rural and urban activities are made by governments, organisations and individuals.

### Areas of Study:

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1. Characteristics of human environments
2. Change in human environments

### Outcomes:

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1. Describe and explain the geographic characteristics of different types of rural and urban environments.
2. Analyse and explain changes due to human activities in rural and urban environments.

### Assessment:

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- Recording and reporting on data collected in the field
- Data processing, analysis and presentation
- Multimedia presentations, oral presentations
- Short-answer questions, structured questions
- Research reports, written responses
- Role-plays
- Examination

# GEOGRAPHY UNITS 3 & 4

## Unit 3 Description – Regional Resources

---

This unit investigates the characteristics of resources and the concept of region. The use and management of resources is dynamic and changes spatially over time in response to the interactions between human activities, natural processes and the legislative processes that humans put into place. Governments and other organisations often use the concept of region for planning purposes when determining allocation of resources and development of policies. The availability and utilisation of water resources influences settlement patterns, infrastructure development and decision making in many Australian regions. Students explore the characteristics of resources and the concept of region through a study of a regional resource (water in the Murray-Darling Basin region) and use fieldwork to investigate a local resource in Australia eg. shopping centres, or urban renewal sites eg. the Docklands

### Areas of Study:

---

1. Use and management of an Australian water resource
2. Use and management of local resources

### Outcomes:

---

1. Analyse the use and management of water within the Murray-Darling Basin region and evaluate its future sustainability.
2. Describe characteristics of a local resource and justify a policy for its future use and management using data collected in the field.

## Unit 4 Description: Global Perspectives:

---

This unit investigates the geographic characteristics of global phenomena and responses to them. Human population studies are significant to understanding the challenges facing our globalised world. Students study the effects of global phenomena including El Nino, migration, rapid communications technology, Earthquake damage. Governments, organisations, groups and individuals respond to global phenomena in different ways. Students consider the causes, dimensions and impact of global changes and analyses policies and strategies, including those that promote sustainability, to enable a better world in the future.

### Areas of Study:

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1. Global Phenomena
2. Global Responses

### Outcomes:

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1. Evaluate the relative importance of factors that affect changes in human population and one other selected global phenomenon.
2. Describe characteristics of a local resource and justify a policy for its future use and management using data collected in the field.

### Assessment:

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- A data analysis
- A case study
- A multimedia presentation
- A structured essay
- A report
- Structured questions
- Short-answer questions
- Examination

# HEALTH & HUMAN DEVELOPMENT UNITS 1 & 2

## Unit 1 Description: The Health and Development of Australia's Youth

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This unit focuses on the health and individual human development of Australia's youth. In this unit students identify issues that impact on the health and individual human development of Australia's youth.

### Areas of Study:

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1. Understanding health and development
2. Youth health and development
3. Health issues for Australia's youth

### Outcomes:

---

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

### Assessment:

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- Case study analysis
- Data analysis
- Visual presentation or multimedia presentation, using more than two data types (for example, text, still or moving images, sound or numeric)
- Examination

## Unit 2 Description: Individual And Community Health And Development:

---

This unit focuses on the lifespan stages of childhood and adulthood; it also examines the determinants of health and development. Individual human development is perceived as involving a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual.

### Areas of Study:

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1. The health and development of Australia's children
2. Adult health and development
3. Health issues

### Outcomes:

---

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

### Assessment:

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- Analysis of information
- Written report
- Visual presentation or multimedia presentation, using more than two data types (for example, text, still or moving images, sound or numeric)
- Examination

# HEALTH & HUMAN DEVELOPMENT UNITS 3 & 4

## Unit 3 Description: Nutrition Health and Development:

---

This unit focuses on the health status of Australians, the National Health Priority Areas and the Australian health system. It recognises different levels of health are experienced by different groups and explores a range of initiatives designed to promote health in Australia.

### Areas of Study:

---

1. Understanding Australia's health
2. Promoting health in Australia

### Outcomes:

---

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

### Assessment:

---

**Outcome 1** : One assessment task which can be completed as a

- Written report
- Case study **OR**
- Data analysis

**Outcome 2** : Two assessments tasks which can be completed as a

- Written report
- Case study **OR**
- Data analysis

## Unit 4 Description: Global Health and Development:

---

This unit takes a global perspective on achieving sustainable improvements in health and human development.

### Areas of Study:

---

1. Introducing global health and human development
2. Promoting global health and human development

### Outcomes:

---

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

### Assessment:

---

**Outcome 1** : One assessment task which can be completed as a

- Written report
- Case study **OR**
- Data analysis

**Outcome 2** : Two assessments tasks which can be completed as a

- Written report
- Case study **OR**
- Data analysis
- Examination

### End of Year Examination

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

Duration: two hours

# HISTORY – TWENTIETH CENTURY UNITS 1 & 2

## Unit 1 Description - 1900 – 1945:

---

This unit explores some of the momentous events and new ideas that occurred in the first half of the 20<sup>th</sup> Century. It investigates the challenges to the 'Old World' and examines the new forms of economic and political organisations and cultural expression that emerged during this period. Topics include World War 1 and its impact on society, and the rise of Adolf Hitler, leading to World War II and the events of the Jewish Holocaust.

### Areas of Study:

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1. Crisis and Conflict
2. Social life
3. Cultural Expression

### Outcomes:

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1. Analyse and explain the development of a political crisis and conflict.
2. Analyse and discuss patterns of social life and the factors which influenced change.
3. Analyse the relationships between the historical context and cultural expression.

## Unit 2 Description: Since 1945:

---

This unit covers events such as the Vietnam War, different ideologies such as communism and capitalism and social movements like civil rights. It explores the increasing interplay between national concerns and international developments, such as some countries interfering in the politics of other countries for their own benefit, the Cold War, Peace movements, nationalism and globalisation.

### Areas of Study:

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1. Ideas and political power
2. Movements of the people
3. Issues for the Millennium

### Outcomes:

---

1. Analyse how post-war societies used ideologies to legitimize their world view.
2. Evaluate the impact of challenges to political, social or economic power.
3. Analyse issues faced by communities arising from political, social or economic and technological change.

### Assessment:

---

- Diary entries
- Report on the cultural expression of society after World War 1
- Essay - examining the power and influence of Hitler on German society
- Analysis of a feature film
- Research and creation of a member of a 1960s social movement from the 1960s
- Essay examining the events leading up to the Vietnam War
- Examination

# HISTORY – REVOLUTIONS UNITS 3 & 4

## Unit 3 Description: France

---

The French Revolution was influenced by new ideas in the writings of philosophers like Voltaire and Rousseau, and was led by Danton, Marat and Robespierre. It proclaimed the *Declaration of the Rights of Man and Citizen* and revolutionary armies took these ideas to many parts of Europe to spark change there throughout the nineteenth century.

### Areas of Study:

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1. Revolutionary ideas, leaders, movements and events in the French Revolution.
2. Creating a new society in France after 1789.

### Outcomes:

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1. Evaluate the role of ideas, leaders, movements in the development of the French Revolution.
2. Analyse the challenges facing the new order and the way in which attempts were made to create a new society in France after 1789.

## Unit 4 Description: Russia

---

The Russian Revolution was influenced by the writing of Karl Marx and led by Lenin, Trotsky and the Bolsheviks. These men tried to create Communism in Russia and then throughout the world in the twentieth century.

### Areas of Study:

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1. Revolutionary ideas, leaders, movements and events in the Russian Revolution.
2. Creating a new society in Russia after 1917.

### Outcomes:

---

1. Evaluate the role of ideas, leaders, movements in the development of the Russian Revolution.
2. Analyse the challenges facing the new order and the way in which attempts were made to create a new society in Russia after 1917.

### Assessment:

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- Analysis of visual and written documents
- Historiographical Exercise
- Research Report
- Essay
- Examination

# INFORMATION TECHNOLOGY UNITS 1 & 2

## Unit 1 Description: IT in action

---

This unit focuses on how individuals use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to create information that persuades, educates or entertains. They also explore how their lives are affected by ICT and strategies for influencing how ICT is applied. Students develop an understanding of the role technology plays in inputting, processing, storing and communicating data and information.

### Areas of Study:

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1. IT techniques
2. Data management
3. ICT issues

### Outcomes:

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1. Transform an existing printed information product into an on-screen information product to meet a specific audience need, evaluate the success of the information product, and explain its likely impact on the audience's skills or work practices.
2. Solve an information problem by collecting data and using database management software to manipulate that data.
3. Contribute collaboratively to the creation of an on-screen information product that presents an analysis of a contemporary ICT issue and substantiates a point of view.

## Unit 2 Description: IT pathways

---

This unit focuses on how individuals and organisations, such as sporting clubs, charitable institutions, small businesses and government agencies use ICT. Students acquire a range of knowledge and skills to create solutions and information products that meet personal and clients' needs. They also examine how networked information systems are used within organisations.

### Areas of Study:

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1. Programming and pathways
2. Networks
3. Tools, techniques and procedures

### Outcomes:

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1. Demonstrate progression in the ability to use a programming or scripting language, record the learning progress electronically and explain possible career pathways that require the use of specific software skills.
2. Represent a networked information system within an organisation, and describe the way a specified set of data flows through the system, where it is stored, and where it is processed.
3. Work collaboratively to design a solution and an information product for a client, taking into account client feedback, solve the information problem, and evaluate the efficiency and effectiveness of the solution and product.

### Assessment:

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- Written tests
- Examination
- Practical Tasks
  - Database management software
  - Web authoring software
  - Multimedia software
- Written Reports
- Folio

# INFORMATION TECHNOLOGY UNITS 3 & 4

## Unit 3 Description: IT Applications

---

This unit focuses on how individuals or organisations use ICT to solve information problems and to participate actively in a society where the use of ICT is commonplace. Students acquire and apply knowledge and skills in solving practical information problems to assist in decision-making and in managing tasks and timelines. Students also explore how the capabilities of networked information systems can support teams of workers or learners to solve problems and share knowledge.

### Areas of Study:

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1. Problem solving
2. Organisations: Networks and collaborative problem-solving

### Outcomes:

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1. Propose and apply project management and problem-solving strategies to produce a solution and an information product, using database management software, which meets the decision-making needs of a specific audience.
2. Design, create and evaluate a prototype website that meets an organisation's needs of sharing knowledge and collaborative problem-solving within a virtual team environment, and explain the requirements of the networked information systems that supports the use of this website.

## Unit 4 Description: IT Applications

---

This unit focuses on how ICT is used by organisations to solve ongoing information problems and in the strategies to protect the integrity of data and security of information. When solving information problems, students apply all of the problem solving stages: analysis, design, development, testing, documentation, implementation and evaluation. Students apply their ICT knowledge and skills to record their decision-making strategies when solving information problems and to reflect on the effectiveness of these strategies. The students will also explore how organisations manage information to minimize threats to the security of information, and to optimize efficient information handling.

### Areas of Study:

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1. Organisations and information needs
2. Data and information security

### Outcomes:

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1. Use spreadsheets software to solve an ongoing information problem, taking into account the information needs of an organisation, and evaluate the effectiveness of the problem-solving strategies.
2. Evaluate the effectiveness of the strategies used by an organisation to manage the storage, communication and disposal of data and information, and recommend improvements.

### Assessment:

- Response to Design Brief
  - Written Reports
  - Practical Tasks
    - Prototype Website
    - On-Screen user documentation
    - An annotated visual representation
  - Examination
  - Tests
- 
- School Assessed Coursework (Unit 3) contributes 25% of total mark
  - School Assessed Coursework (Unit 4) contributes 25% of total mark
  - Examination contributes 50% of the total mark

# LEGAL STUDIES UNITS 1 & 2

## Unit 1 Description: Criminal Law and justice

---

This unit explores the distinction between legal and non-legal rules, the Victorian court hierarchy, and the process of making laws through Parliament. It focuses on the role of the police, their powers of investigation, the procedures of a criminal trial and an examination of possible sanctions that are available to the criminal courts. In addition, students explore the concepts of fairness and justice within the criminal justice system.

### Areas of Study:

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1. Criminal law
2. The courtroom

### Outcomes:

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1. Explain the principles of criminal law and apply them to one or more cases to justify a decision.
2. Evaluate the processes for the resolution of criminal disputes and analyse the capacity of these processes to achieve justice.

## Unit 2 Description: Civil law and the law in focus

---

This unit focuses on the effective resolution of civil disputes. It looks at the processes and procedures involved in civil litigation and the possible defences to civil claims within our legal system available to enforce the civil rights of our citizens. 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 a specific area of law and to analyse contemporary legal issues.

### Areas of Study:

---

1. Civil disputes
2. Civil law in action
3. The law in focus

### Outcomes:

---

1. Explain the principles of civil law and be able to apply them to one or more real or hypothetical cases to justify a decision.
2. Evaluate the processes for the resolution of civil disputes and analyse the capacity of these processes to achieve justice.
3. Analyse contemporary Australian law and assess its ability to reconcile and reflect conflicting attitudes in order to meet the needs of Australian society and contribute to social cohesion.

### Assessment:

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- Structured assignment
- Topic tests
- Report
- Case study
- Examination

# LEGAL STUDIES UNITS 3 & 4

## Unit 3 Description : Lawmaking

---

This unit enables 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 law-making bodies and the processes used to influence change and reform.

### Areas of Study:

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1. Parliament and the citizen
2. The Constitution and the protection of rights
3. The role of the courts in law-making

### Outcomes:

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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 the 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.

## Unit 4 Description: Dispute resolution

---

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 pre-trial processes and procedures which operate within the Victorian legal system. The current operation of the jury system in criminal and civil trials will be examined, giving consideration to its strengths and weaknesses. Students will compare features of the adversary and inquisitorial system of dispute resolution. In this unit students evaluate the effective operation of the Victorian legal system and make recommendations for possible improvement and reform.

### Areas of Study:

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1. Criminal cases and civil disputes
2. Court processes and procedures

### Outcomes:

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1. Describe and evaluate the effectiveness of institutions for the resolution of civil disputes and the adjudication of criminal cases and 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:

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- Structured questions (2)
- Test
- Report
- Case study analysis
- Structured questions (2)
- Test
- Case study analysis
- Examination

# LITERATURE UNITS 1 & 2

## Unit 1 Description:

---

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

### Areas of Study:

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1. Readers and their responses
2. Ideas and concern in texts
3. Interpreting non-print texts

### Outcomes:

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1. Discuss how personal responses to literature are developed and justify their own responses to one or more texts.
2. Analyse and respond both critically and creatively to the ways in which one or more texts reflect or comment on the interests and ideas of individuals and particular groups in society.
3. Analyse the construction of a film, television, multimedia, or radio text and comment on the ways it represents an interpretation of ideas and experiences.

## Unit 2 Description:

---

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

### Areas of Study:

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1. The text, the reader and their contexts
2. Comparing texts

### Outcomes:

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1. Analyse and respond both critically and creatively to the ways a text from a past era reflects or comments on the ideas and concerns of individuals and groups at that time
2. Produce a comparative piece of interpretive writing with a particular focus; for example, ideas and concerns, form of the text, author, time in history, social or cultural context.

### Assessment:

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

# LITERATURE UNITS 3 & 4

## Unit 3 Description:

---

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

### Areas of Study:

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1. Literature in the making
2. Views, values and contexts in literature

### Outcomes:

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1. Analyse how meaning changes when the form of a text changes
2. Analyse, interpret and evaluate the views and values of a text in terms of the ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unquestioned.
3. Evaluate views of a text and make comparisons with their own interpretation.

### Assessment:

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- A written comparison of a print text with the text's adaptation into film
- An essay which analyses and interprets the views and values of a text and the context of the writer and the reader
- A written analysis of a written review or commentary

## Unit 4 Description:

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

### Areas of Study:

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1. Literature in the making
2. Views, values and contexts in literature

### Outcomes:

---

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

### Assessment:

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- An original piece of writing, written in a manner consistent with the style and context of the text, accompanied by a brief reflective commentary **OR** a re-creation or reworking of an aspect of the text, such as adding to the text or recasting a part of the text in another setting accompanied by a reflective commentary
- A detailed examination of a particular passage from the text, using this to justify an interpretation of the text overall.
- Examination

# LOTE: INDONESIAN UNITS 1 & 2

## Units 1 & 2 Description:

---

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. Students are required to converse in the language on a range of topics; convey orally the meaning of the language in its cultural context; produce personal or imaginative writing in the language; understand oral, visual, and written information, select from and use this information in writing in the language for a specific purpose.

## Areas of Study:

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There are three prescribed themes:

- The individual
- The Indonesian-speaking communities
- The changing world

## Outcomes:

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### Unit 1

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

### Unit 2

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:

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- Informal conversation on personal areas of experience.
- Obtain information to complete charts or tables in Indonesian.
- Article review: A personal response to a text
- Role-play
- Re-organise information and ideas in a different text type
- Journal entry
- Examination

# LOTE: INDONESIAN UNITS 3 & 4

## Units 3 & 4 Description:

---

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. Students are required to produce an original piece of writing; respond to spoken and written texts in writing, participate in an oral activity paying attention to pronunciation, intonation and phrasing. Students should also be able to respond critically to spoken and written texts which reflect aspects of the language and culture of the Indonesian-speaking communities.

## Areas of Study:

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### Themes, topics and sub-topics:

- The individual
- The Indonesian-speaking communities
- The changing world.

### Kinds of writing:

The student is expected to produce the following kinds of writing; personal, informative, persuasive, evaluative and imaginative.

## Outcomes:

---

### Unit 3

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

### Unit 4

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

## Assessment:

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### Unit 3

- A 250 word personal or imaginative written piece
- A response to specific questions or instructions (spoken texts)
- A three to four minute role-play, focusing on the resolution of an issue

### Unit 4

- A response to specific questions or instructions (written texts)
- A 250-300 word informative, persuasive or evaluative written response
- A three to four minute interview on an issue related to texts studied
- The student is required to undertake a detailed study which they will be expected to discuss in section 2 of the Oral Examination
- An oral examination
- A written examination

# LOTE: ITALIAN UNITS 1 & 2

## Units 1 & 2 Description:

---

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. Students are required to converse in the language on a range of topics; convey orally the meaning of the language in its cultural context; produce personal or imaginative writing in the language; understand oral, visual, and written information, select from and use this information in writing in the language for a specific purpose.

## Areas of Study:

---

### Themes, topics and sub-topics:

- The individual
- The Italian-speaking communities
- The changing world

## Outcomes:

---

### Unit 1

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

### Unit 2

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:

---

- Informal conversation on personal areas of experience
- Obtain information to complete charts or tables in Italian
- Article review: a personal response to a text
- Oral communication
- Reorganize information and ideas in a different text type
- Give expression to real or imaginary experience in written form
- Examination

# LOTE: ITALIAN UNITS 3 & 4

## Units 3 & 4 Description:

---

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. Students are required to produce an original piece of writing; respond to written and spoken texts in writing, participate in an oral activity paying attention to pronunciation, intonation and phrasing. Students should also be able to respond critically to spoken and written texts which reflect aspects of the language and culture of the Italian-speaking communities.

## Areas of Study:

---

### Themes, Topics and Sub-Topics:

- The individual
- The Italian speaking communities
- The changing world

### Kinds of writing:

The student is expected to produce the following kinds of writing; personal, informative, persuasive, evaluative and imaginative.

## Outcomes:

---

### Unit 3

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

### Unit 4

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 Italian-speaking communities

## Assessment:

---

### Unit 3

- A 250 word personal or imaginative written piece
- A response to specific questions or instructions (spoken texts)
- A three to four minute role-play, focusing on the resolution of an issue

### Unit 4

- A response to specific questions or instructions (written texts)
- A 250-300 word informative, persuasive or evaluative written response
- A three to four minute interview on an issue related to texts studied
- The student is required to undertake a detailed study which they will be expected to discuss in section 2 of the Oral Examination.
- An oral examination
- A written examination

# FOUNDATION MATHEMATICS UNITS 1 & 2

## Unit 1 & 2 Description

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Foundation Mathematics provides for the continuing mathematical development of students entering VCE, who may need maths skills to support other studies, including VET, and who do NOT intend to continue with mathematics into units 3 and 4. Foundation Mathematics caters for students who are not provided for in General Mathematics or Mathematical Methods. Students completing Foundation Mathematics would need to complete another year 11 Mathematics subject to be able to attempt Further Mathematics in year 12.

Foundation Mathematics places a strong emphasis on relating mathematics to everyday situations, and students are encouraged to use appropriate technologies in all aspects of the course. Foundation Mathematics is particularly relevant to VET studies.

\* Students who studied General Mathematics in Year 10 are able to enter Foundation Mathematics in year 11. Students who studied mainstream Year 10 Mathematics require teacher approval.

In **Unit 1**, students investigate Number and its use in a detailed budgeting context, and the use of collection use and interpretation of data in everyday situations.

In **Unit 2**, students study space, shape and design as well as measurement and apply both in an extended context.

### Areas of Study:

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1. Space, shape and design
2. Patterns and number
3. Handling data
4. Measurement

### Outcomes:

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

### Assessment:

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- Assignments
- Tests
- Investigations
- Skill building tasks
- Examination

# GENERAL MATHEMATICS (GENERAL) UNITS 1 & 2

## Unit 1 & 2 Description

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General Mathematics provides courses of study for a broad range of students and may be implemented in a number of ways. These particular units are specifically designed as a general mathematics course intended for students who require a VCE Mathematics course and who may proceed to Further Mathematics Unit 3 and 4.

In **Unit 1**, students study univariate data, matrices, linear graphs and networks.

In **Unit 2**, students study trigonometry, geometry, shape and measurement and bivariate data.

Throughout the year, students use technology to produce results and carry out analysis in situations requiring problem solving and modeling. They complete a range of worded problems, summary notes, tests, analysis tasks and problem solving activities.

### Areas of Study:

---

1. Data analysis and simulation
2. Arithmetic
3. Graphs of linear and non-linear relations
4. Algebra
5. Geometry and Trigonometry
6. Decision and business mathematics

### Outcomes:

---

1. Define and explain the key concepts as specified in the areas of study, and to apply a range of related mathematical routines and procedures
2. Apply mathematical processes in non-routine contexts and to analyse and discuss these applications of mathematics in at least three of the areas of study.
3. Use technology to produce results and carry out analysis in situations requiring problem solving, modeling or investigate techniques or approaches in at least three of the areas of study.

### Assessment:

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- Assignments
- Tests
- Summary notes
- Projects
- Problem solving tasks
- Applications tasks
- Examination

# GENERAL MATHEMATICS WITH METHODS UNITS 1 & 2

## Unit 1 & 2 Description:

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General Mathematics with Methods provides courses of study for a broad range of students and may be implemented in a number of ways. These particular units must be studied **along with** Mathematical Methods Units 1 & 2 and are designed for students who intend to proceed to Mathematical Methods Units 3 & 4.

In **Unit 1**, students study linear graphs and relationships, sequences and series, trigonometry and its applications, variation and co-ordinate geometry.

In **Unit 2** students study matrices, linear modelling, sketching and interpreting graphs, vectors, geometry and non-linear graphs and equations.

Students use technology to produce results and carry out analysis in situations requiring problem solving and modeling. They complete a range of worded problems, summary notes, tests, analysis tasks and problem solving activities.

## Areas of Study:

---

1. Data analysis and simulation
2. Arithmetic
3. Graphs of linear and non-linear relations
4. Algebra
5. Geometry and Trigonometry
6. Decision and business mathematics

## Outcomes:

---

1. Define and explain the key concepts as specified in the areas of study, and to apply a range of related mathematical routines and procedures
2. Apply mathematical processes in non-routine contexts and to analyse and discuss these applications of mathematics in at least three of the areas of study.
3. Use technology to produce results and carry out analysis in situations requiring problem solving, modeling or investigate techniques or approaches in at least three of the areas of study.

## Assessment:

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- Assignments
- Tests
- Summary notes
- Projects
- Problem solving tasks
- Applications tasks
- Examination

# MATHEMATICAL METHODS (CAS) UNITS 1 & 2

## Units 1 & 2 Description:

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These particular units must be studied along with General Mathematics (Methods) Unit 1 and 2 and are designed for students who intend to proceed to Mathematical Methods Units 3 and 4.

In **Unit 1**, students study polynomials, quadratics and cubics, functions and relations and an introduction to probability.

In **Unit 2**, students study exponential and logarithmic functions, an introduction to calculus using rates of change and circular functions.

Throughout the year, students use technology to produce results and carry out analysis in situations requiring problem solving and modeling. They complete a range of worded problems, summary notes, tests, analysis tasks and problem solving activities.

## Areas of Study:

---

1. Probability
2. Functions and graphs
3. Algebra
4. Rates of change and calculus

## Outcomes:

---

1. Define and explain the key concepts as specified in the areas of study, and to apply a range of related mathematical routines and procedures
2. Apply mathematical processes in non-routine contexts and to analyse and discuss these applications of mathematics in at least three of the areas of study.
3. Use technology to produce results and carry out analysis in situations requiring problem solving, modeling or investigate techniques or approaches in at least three of the areas of study.

## Assessment:

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- Tests
- Problem solving tasks
- Applications tasks
- Examination

# MATHEMATICAL METHODS (CAS) UNITS 3 & 4

## Units 3 & 4 Description:

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In **Unit 3**, students study a selection of content from the areas of study: functions and graphs, algebra, circular functions and applications of derivatives and differentiation to identifying and analysing key features of the functions described in these areas of study and their graphs.

In **Unit 4**, students study the remaining content from the areas of study: functions and graphs, calculus, algebra and all of the material from the probability area of study.

Throughout the year, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable. They complete a range of worded problems, summary notes, tests, analysis tasks and problem solving activities.

## Areas of Study:

---

1. Functions and Graphs
2. Algebra
3. Calculus
4. Probability

## Outcomes:

---

1. Define and explain the key concepts as specified in the content from the areas of study, and to apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts and to analyse and discuss these applications of mathematics.
3. Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem solving, modeling or investigate techniques or approaches.

## Assessment:

---

The students' level of achievement for Units 3 and 4 will be determined by school-assessed coursework and two end-of-year examinations.

**Unit 3** School-assessed coursework: 20%

- Functions and Calculus application task
- Functions and Graphing tests

**Unit 4** School-assessed coursework: 14%

- Two analysis tasks

## Examinations

**Units 3 & 4** examination (short answer and extended response): 22%

- 60 minute Technology Free examination in November on Units 3 and 4

**Units 3 & 4** examination (multiple choice and extended response ): 44%

- 120 minute Technology Assumed examination in November on Units 3 and 4

# FURTHER MATHEMATICS UNITS 3 & 4

## Units 3 & 4 Description:

---

Further Mathematics consists of a compulsory core area of study, data analysis and then a selection of three from six modules in the Applications area of study. The data analysis area of study in **Unit 3** incorporates a statistical application task, and one of the modules from the Applications area of study is to be covered. In **Unit 4** the other two selected modules from the Applications area of study will be covered.

The Data analysis area of study assumes coverage of material in the following topics from General Mathematics Units 1 and 2: univariate data, bivariate data and linear graphs and relationships.

## Areas of Study:

---

1. 'Data Analysis'(Core material)
2. 'Applications' (Module Material) – choice of 3 out of 5
  - Module 1 – Number patterns and applications
  - Module 2 – Geometry and trigonometry
  - Module 3 – Graphs and relations
  - Module 4 – Business related mathematics
  - Module 5 – Networks and decision mathematics
  - Module 6 – Matrices

*Unit 3 consists of the core and one of the modules. Unit 4 consists of the other two modules chosen.*

## Outcomes:

---

1. Define and explain the key concepts as specified in the content from the areas of study, and to use this knowledge to apply related mathematical procedures to solve routine application problems.
2. Apply mathematical processes in non-routine contexts and to analyse and discuss these applications of mathematics.
3. Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem solving, modeling or investigate techniques or approaches related to the chosen areas of study.

## Assessment:

---

The students' level of achievement for Units 3 and 4 will be determined by school-assessed course work and two end-of-year examinations.

**Unit 3** School-assessed coursework: 20%

- One data analysis application task and one of an assignment, a modelling task or a set of application questions.

**Unit 4** School-assessed coursework: 14%

- One assignment or set of application questions from each of the two modules.

## Examinations:

**Units 3 & 4** examination (multiple choice): 33%

- 90 minute examination in November on units 3 and 4

**Units 3 & 4** examination (four sets of extended-answer questions): 33%

- 90 minute examination in November on units 3 and 4

# SPECIALIST MATHEMATICS UNITS 3 & 4

## Units 3 & 4 Description:

---

In **Unit 3**, students study complex numbers, regions in the complex plane, co-ordinate geometry, vectors, differential calculus and integral calculus.

In **Unit 4**, students study differential equations, kinematics, vector calculus and mechanics.

Throughout the year, students use technology to produce results and carry out analysis in situations requiring problem solving and modeling. They complete a range of worded problems, summary notes, tests, analysis tasks and problem solving activities.

## Areas of Study:

---

1. Functions, relations and graphs
2. Algebra
3. Calculus
4. Vectors
5. Mechanics

## Outcomes:

---

1. Define and explain the key terms and concepts as specified in content from the areas of study, and to apply a range of related mathematical routines and procedures.
2. Apply mathematical processes, in non-routine contexts, and to analyse and discuss these applications of mathematics.
3. Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem solving, modeling or investigate techniques or approaches.

## Assessment:

---

The students' level of achievement for Units 3 and 4 will be determined by school-assessed coursework and two end-of-year examinations.

**Unit 3** School-assessed coursework: 14%

- Two analysis tasks

**Unit 4** School-assessed coursework: 20%

- One application task and two tests

## Examinations:

**Units 3 & 4** examination (short answer and extended response): 22%

- 60 minute Technology Free examination in November on units 3 and 4

**Units 3 & 4** examination (multiple choice and extended response): 44%

- 120 minute Technology Assumed examination in November on units 3 and 4

# MEDIA UNITS 1 & 2

## Unit 1 Description - Representation and Technology

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The purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. Students will develop practical skills in the area of black and white photography, and will explore the technological changes which are occurring in this area using digital photography. Students will also develop analytical skills through the analysis of representations presented in the media.

### Areas of Study:

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1. Representation
2. Technologies of representations
3. New Media

### Outcomes:

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1. Describe the construction of specific media representations and discuss how the process of representations is different from the direct experience of it.
2. Produce and compare media representations in two or more media forms.
3. Discuss the creative and cultural implications of new media technologies.

### Assessment:

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- Essay discussing the construction of media representations
- Photographic production – Black and white photography and Photoshop manipulations
- Test on New Media Technology
- Examination

## Unit 2 Description - Media Production and the Australian Media Industry:

---

This unit will enable students to develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students will develop practical skills in the area of video production and analyse the issues surrounding the Australian Media Industry.

### Areas of Study:

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1. Media Production
2. Media Industry Productions
3. Australian media organisations

### Outcomes:

---

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

### Assessment:

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- Group video production
- Report of specialist roles within the media
- Test on issues surrounding the Australian media industry
- Examination

# MEDIA UNITS 3 & 4

## Unit 3 Description:

---

The purpose of this unit is to enable students to develop an understanding of production and story elements and the role and significance of narrative organisation in fictional films. Students will also need to consider how production and story elements structure narratives to engage an audience. Students also develop practical skills through a series of production exercise relating to aspects of the design and production process.

### Areas of Study:

---

1. Narrative
2. Media production skills
3. Media production design

### Outcomes:

---

1. Analyse the nature and function of production and story elements in fictional media texts and how these engage a viewing audience.
2. Use a range of technical equipment, applications and media process to present ideas, achieve effects and explore aesthetic qualities in production design plan specification areas appropriate to a media form.
3. Prepare a media production design plan incorporating the specifications appropriate for the chosen media product.

### Assessment:

---

- SAC – Essay on narrative organisation of two feature films
- SAT – Short production exercises in either photography or video
- SAT – Production design plan

## Unit 4 Description:

---

The purpose of this unit is to enable students to further develop practical skills in the production of media products and to realise a production design. Students will also analyse the ways in which texts are shaped by social values in the representations and structure of a media text. The role and influence of the media is critically analysed in this unit.

### Areas of Study:

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1. Media Process
2. Social Values
3. Media Influence

### Outcomes:

---

1. Produce a media product for an identified audience from the media production design plan prepared by students in Unit 3.
2. Discuss the ways in which social values shape the content of media texts and analyse how social values are reflected in text.
3. Discuss theories of media influence and analyse the debates about the nature and extent of media influence.

### Assessment:

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- SAT – Media production and Production Design Plan
- SAC – Social Values Essay
- SAC – Media Influence Test

**Unit 3 & 4 school assessed coursework – 20%**

**Unit 3 & 4 school assessed tasks – 35%**

**Unit 3 & 4 end of year examination – 45%**

# MUSIC (SOLO PERFORMANCE) UNITS 1 & 2

## Unit 1 Description:

---

This unit focuses on performance in solo and group contexts, studying approaches to performance and performing, and developing skills in aural comprehension. Students present a solo and a group performance; demonstrate prepared technical work and sight-reading skills, and report on approaches to preparing for performance.

### Areas of Study:

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1. Performance skills development – developing technical skill and artistic interpretation
2. Music craft
3. Music language for performance

### Outcomes:

---

1. Perform a program of contrasting solo and group works, selected technical work and work that demonstrates unprepared performance skills.
2. Analyse and evaluate selected influences on works being prepared for performance and approaches that can be used to optimise performances of those works.
3. Describe how instruments are used in combination using selected elements of music, and recognise, sing and write scales, intervals, chords and rhythms, using conventions in music notation.

## Unit 2 Description:

---

This unit focuses on performance in solo and group contexts, studying the contextual and background influences on different music periods and genres, and developing composition, aural and theory skills. Students present solo and group performances, demonstrate prepared technical work and sight reading skills, analyse and report on features of different musical genres, and practise their composition, aural and theory skills.

### Areas of Study:

---

1. Performance skills development – developing technical skill and artistic interpretation
2. Contextual issues and analysis of works
3. Music language for performance
4. Creative organisation of sound

### Outcomes:

---

1. Perform a program of contrasting solo and group works, selected technical work and work that demonstrates unprepared performance skills.
2. Analyse musical works of different genres and report on their background and contextual influences.
3. Recognise, sing and write scales, intervals, chords, rhythms and melodies using conventional music notation.
4. Demonstrate compositional skills through composition exercises and report on the use of musical language in one of these examples.

### Assessment:

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- Solo and ensemble performance
- Demonstration of technical work and sight reading
- Analysis report
- Composition folio
- Aural and theory examination

# MUSIC (SOLO PERFORMANCE) UNITS 3 & 4

## Units 3 Description

---

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

### Areas of Study:

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1. Solo Performance
2. Solo Technique
3. Ensemble Performance
4. Music language for performance

### Outcomes:

---

1. Interpret and perform, accurately and artistically, selected solo works in a range of styles and/or characters.
2. Perform a study, technical work and exercises on their main instrument, which will enhance the performance of the selected solo and/or ensemble works, and works that demonstrated unprepared performance skills.
3. Contribute to interpretation in a performance of a prepared ensemble program
4. Write and describe selected characteristics of music and analyse similarities and differences between interpretations in performance of excerpts from ensemble works.

## Units 4 Description

---

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

### Areas of Study:

---

1. Solo Performance
2. Solo Technique
3. Ensemble Performance
4. Music language for performance

### Outcomes:

---

1. Interpret and perform, accurately, artistically and in ways that project musical intentions, selected solo works in a range of styles and/or characters.
2. Perform a study, technical work and exercises on their main instrument, which will enhance the performance of the selected solo and/or ensemble works, and works that demonstrated unprepared performance skills.
3. Contribute to interpretation in a performance of a prepared ensemble program
4. Write and describe selected characteristics of music and analyse similarities and differences between interpretations in performance of excerpts from ensemble works.

### Assessment:

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- Solo recital
- Ensemble Performance
- Aural comprehension exam
- Analysis task
- Technical Work SACs

# MUSIC STYLES UNITS 3 & 4

## Units 3 Description:

---

This unit will involve an investigation of, and experimentation with, the elements of music and compositional devices. There will be a focus on the contextual issues related to two major works which will form the basis of the study.

### Areas of Study:

---

1. Response to Music
2. Organisation and Context
3. Creative Responses

### Outcomes:

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1. Composition and/or arrangement; and a written description of the ways the elements of music are used.
2. Analytical report on the treatment of the elements of music.
3. Analytical report on the contextual influences on musical style.

### Assessment:

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- Composition/arrangement exercise
- Written analysis of Composition/arrangement exercise
- Aural/Visual analysis of excerpts Test
- Written report

## Units 4 Description:

---

This unit will involve a detailed investigation of music from music style from either

- Contemporary popular music 1965 – present
- Music of South America and the Caribbean
- Jazz
- Music of Western Europe 1750 – 1810
- Twentieth century 'art' music

The students will make a critical response to a range of music from familiar and unfamiliar styles and traditions.

### Areas of Study:

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1. Music Style
2. Responses to Music

### Outcomes:

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1. Analytical report on the contextual influences on musical style.
2. Critical responses to unfamiliar music through aural analysis.

### Assessment:

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- An annotated visual report
- Aural Analysis of and critical response to musical examples
- Examination

# PHILOSOPHY UNITS 1 & 2

## Unit 1 Description: Introduction to Philosophical Inquiry

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Students engage in philosophical inquiry through active, guided investigation and discussion of 3 key areas of philosophy: ethics, epistemology and metaphysics. The emphasis in these 3 fields is philosophical inquiry – doing philosophy. Ethics is the study of morality. In this area the main questions are “What is it for something to be right?” and “What is it for something to be good?” Epistemology is the study of knowledge, truth and belief. In it we ask questions like “What things can be truly known?” and “What is the difference between knowing something and believing something?” Metaphysics considers the nature of existence. What does it mean for something to exist? How can something be non-existent and yet talked about – for example a unicorn? Another question considered is whether everything and event has a cause.

### Areas of Study:

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1. Fields of Philosophical Inquiry
2. Methods of Philosophical Inquiry

### Outcomes:

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1. Demonstrate an understanding of key questions related to epistemology, metaphysics and ethics.
2. Apply methods of philosophical inquiry to central questions dealing with epistemology, metaphysics and ethics.

## Unit 2 Description: Philosophical Issues in Practice

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Students explore how philosophy is applied to a range of real life problems. The issues investigated range from very broad ones such as environmental ethics to day-to-day ones such as trust and friendship. Issues from a variety of branches of philosophy are considered. For each issue, we start out by considering what is philosophical about it and to which branch or branches of philosophy it belongs. For instance, in the legal system, the principle of ‘beyond reasonable doubt’ can be seen as involving the nature of knowledge and belief, which is part of epistemology. We then consider how philosophical points of view about the issue are arrived at and defended, and discuss the validity of the arguments used. We also look at the variety of positions held about the issue, both currently and in the past, and the consequences that the enforcement of particular points of view would have.

### Areas of Study:

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1. Problems in Applied Philosophy
2. Positions in Applied Philosophical Thought

### Outcomes:

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1. Identify and discuss a range of philosophical issues within one field of philosophical inquiry.
2. Formulate and defend a philosophical position on a range of applied philosophical issues and relate these to a wider field of philosophical inquiry.

### Assessment:

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- Presentation
- Short written exercises
- Written Reflection
- Examination

# PHILOSOPHY UNITS 3 & 4

## Unit 3 Description : The Good Life

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This unit explores ideas concerning the nature of the good life as developed by ancient and modern philosophers, and encourages students to compare these ideas with the notions of the good life in traditions with which they may be familiar, such as Christian, Islamic, Judaic or modern materialism. It looks at the answers that different philosophical traditions give to the question, 'Is there a purpose, or meaning to life?' It examines the way in which the answer to this question has led to differing conceptions of the good life, and the way in which various ways of understanding the nature of the good life lead to conclusions about appropriate political and familial organisation

### Areas of Study:

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1. Ancient Greek conceptions of the good life
2. Nineteenth- and twentieth-century discussion of the good life

### Outcomes:

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1. Describe the key elements of the texts and situate them and their authors in the historical and philosophical context in which they were produced.
2. Analyse and evaluate the arguments developed in these texts.
3. Relate the arguments and outlooks developed in the texts to each other, to other traditions of thinking about the way we should live, and to contemporary experience.

## Unit 4 Description : Mind and Knowledge

---

This unit looks at two areas of contemporary philosophical debate and their historical development. It involves the study and evaluation of contemporary arguments in these debates and the relationship of the contemporary arguments to historical ones. The first area of study looks at a topic from metaphysics: What is the mind? The second looks at a topic from epistemology: Does science provide us with knowledge or merely with dogmatic belief? Since it is by using our minds as well as our senses that we are capable of acquiring knowledge, and since theories about what we can know will influence what we think the mind is, these two questions are interrelated. In some cases the same text makes an important contribution to both these questions.

### Areas of Study:

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1. Mind, body and soul
2. Science, knowledge and dogma
3. Nineteenth- and twentieth-century discussion of the good life

### Outcomes:

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1. Explain the concepts relating to the nature of the mind and analyse arguments concerning the relationship between body and mind.
2. Explain the concepts and analyse the arguments concerning the nature of knowledge.
3. Evaluate contemporary arguments which use concepts of the mind, body, knowledge and belief.

### Assessment:

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- Short Essay
- Written exercise
- Research Report
- Essay or test
- Examination

# PHYSICS UNITS 1 & 2

## Unit 1 Description:

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This unit focuses on Physics as a human endeavour. Observations and ideas about the physical world are studied and explained through the use of conceptual models. The key skills of Scientific Investigation and Inquiry, Analysis and Application of Physics Understanding and Communication of Physics Information and Understanding are introduced.

### Areas of Study:

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1. Nuclear Physics and Radioactivity
2. Electricity
3. Medical Physics

### Outcomes:

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1. Explain and model relevant Physics ideas to describe the sources and uses of nuclear reactions and radioactivity and their effects on living things, the environment and in industry.
2. Investigate and apply a basic DC circuit model to simple battery-operated devices, care and household AC electrical systems, and describe the safe and effective use of electricity.
3. Describe and explain applications of radioisotopes, optical fibres, waves and lasers to medical diagnosis, and treatment and describe the production and interpretation of images of the human body produced by the processes of CT, ultrasound and X-rays.

## Unit 2 Description:

---

This unit focuses on the application of Physics models to more complex phenomena – motion and light – developed within contexts that are familiar to students and relevant to their experiences. The key skills of Scientific Investigation and Inquiry, Analysis and Application of Physics Understanding and Communication of Physics Information and Understanding are developed further.

### Areas of Study:

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1. Motion
2. Wave-like properties of light
3. Astrophysics

### Outcomes:

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1. Investigate, analyse and mathematically model motion of particles and bodies in terms of Aristotelian, Galilean and Newtonian theories.
2. Describe and explain the wave model of light, compared with the particle model and apply it to observed light phenomena in practical investigations.
3. Describe and explain methods used to gather information about stars and other astronomical objects, and apply this information to models of the nature and origin of the Universe.

### Assessment:

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- Student-designed practical investigations
- Data analysis exercises
- Tests
- Media response tasks
- Examination

# PHYSICS UNITS 3 & 4

## Unit 3 Description:

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This unit focuses on the ideas that underpin much of the technology found in areas such as communications, engineering, commerce and industry. The key skills of Scientific Investigation and Inquiry, Analysis and Application of Physics Understanding and Communication of Physics Information and Understanding are further developed.

### Areas of Study:

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1. Motion in one and two dimensions
2. Electronics and Photonics
3. Einstein's Special Relativity.

### Outcomes:

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1. Investigate motion and related energy transformations experimentally, and use the Newtonian model in one and two dimensions to analyse motion in the contexts of transport and related aspects of safety and motion in space.
2. Investigate, describe, compare and explain the operation of electronic and photonic devices, and analyse their use in domestic and industrial systems.
3. Use Einstein's theory of special relativity to describe and explain relativistic motion and effects, and make comparisons with classical descriptions of motion.

## Unit 4 Description:

---

This unit focuses on the development and limitations of models in explaining physical phenomena. The key skills of Scientific Investigation and Inquiry, Analysis and Application of Physics Understanding and Communication of Physics Information and Understanding are further developed.

### Areas of Study:

---

1. Electric Power
2. Interactions of light and matter
3. The Australian Synchrotron and its applications

### Outcomes:

---

1. Investigate and explain the operation of electric motors, generators and alternators, and the generation, transmission, distribution and use of electric power.
2. Use the wave and photon models to analyse, interpret and explain interactions of light and matter and the quantised energy levels of atoms.
3. Describe the basic design of the Australian Synchrotron and the production, characteristics and interactions between synchrotron radiation and matter.

### Assessment:

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- Student-designed extended practical investigations
- Data analysis exercises
- Tests
- Media response tasks
- Two examinations
  - Unit 3
  - Unit 4

# PHYSICAL EDUCATION UNITS 1 & 2

## Unit 1 Description: Learning & Improving Skill

---

This unit looks at a range of factors that influence learning and improving physical skills, and the role of the coach in making this happen.

### Areas of Study:

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1. Movement Analysis
2. Coaching for Enhanced Performance

### Outcomes:

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1. Explain the application of biomechanical and skill learning principles in analysing how motor skills are learnt and improved.
2. Identify and evaluate a range of coaching practices that lead to enhanced sports performance.

## Unit 2 Description: The Active Body

---

This unit introduces students to an understanding of physical activity, including the relationship between body systems and physical activity, the place of physical activity in peoples' lives.

### Areas of Study:

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1. Body Systems and Performance
2. The Impact of Physical Activity on the Individual

### Outcomes:

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1. Explain how the musculoskeletal, cardio-respiratory and energy systems function during physical activity, including how the energy systems work together to enable activity to occur.
2. Explain the impact of participation in physical activity on the health of selected population(s) and analyse factors affecting participation in physical activity.

### Assessment:

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Selected from the following:

- Written report
- Written test
- Oral presentation
- Laboratory report
- Data analysis
- Case study analysis
- Multimedia presentation
- Report on participation in physical activity
- Examination

# PHYSICAL EDUCATION UNITS 3 & 4

## Unit 3 Description: Physiological & Participatory Perspectives of Physical Activity

---

This unit provides the opportunity to study and apply various theoretical models to identify strategies that will be effective in promoting participation in regular physical activity and introduces students to an understanding of physical activity from a physiological perspective.

### Areas of Study:

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1. Monitoring and Promotion of Physical Activity
2. Physiological Requirements of Physical Activity

### Outcomes:

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1. Analyse individual and population levels of participation in physical activity, and evaluate strategies that promote adherence to the National Physical Activity Guidelines.
2. Analyse the role and relative contribution of the energy systems during physical activity.

## Unit 4 Description: Enhancing Physical Performance

---

This unit focuses on fitness components and their assessment, and investigates the role of training principles and methods, and activity analysis in enhancing physical adaptations to improve performance.

### Areas of Study:

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1. Enhancing Fitness Through Training
2. Strategies for Enhancing Sports Performance

### Outcomes:

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1. Plan and evaluate training programs to enhance physical performance.
2. Evaluate practices and/or strategies that are used in conjunction with each other to enhance sports performance.

### Assessment:

---

Selected from the following:

- Written response
- Written report
- Case study analysis
- Test/Structured questions
- Visual/Multi-media presentation
- Media analysis
- Laboratory report
- Data analysis
- Examination

# INTERNATIONAL POLITICS UNITS 1 & 2

## Unit 1 Description: Politics, Power and People

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This unit focuses on concepts and ideas about representation, citizenship, power and democracy. Students analyse the exercise of political power by comparing different systems of government.

### Areas of Study:

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1. Democracies and dictatorships
2. Leading People

### Outcomes:

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1. Demonstrate the key political concepts and values that underpin development and organisation of nation states.
2. Explain and evaluate the goals, styles and national and international impact of a post World War II political leader.

## Unit 2 Description: The Global Picture

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This unit focuses on the nature of contemporary international relations and the events that shaped them. Students investigate the influence of a nation state in an area of international conflict.

### Areas of Study:

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1. Looking Out
2. The International Community

### Outcomes:

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1. Describe key events that have shaped contemporary international relations and the way countries can exercise power and influence internationally.
2. Describe and analyse the ability of the international community to achieve cohesion

### Assessment:

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- Analysis of film
- Debate
- Essay
- Oral presentation
- A case study
- Research report
- Examination

# NATIONAL POLITICS UNITS 3 & 4

## Unit 3 Description: Democracy in the Making

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National Politics offers students the opportunity to critically examine the Australian political system and compare the political systems of Australia and the United States. Students examine the nature of the two systems and the key domestic and foreign policy issues and challenges facing them.

### Areas of Study:

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1. Washington to Canberra
2. Continuity and Change

### Outcomes:

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1. Compare and contrast the political systems of Australia and the United States in terms of ideologies, structures and the extent to which they uphold democratic values.
2. Critically analyse Australian political institutions, consider the need for and the merits of continuity and change, and identify forces that promote or resist change.

## Unit 4 Description: The Challenge of Power

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Students consider the influences on Australian domestic and foreign policy making. They investigate an Australian domestic policy issue and the way it is presented by the media.

### Areas of Study:

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1. People and Policy
2. Contemporary Foreign Policy

### Outcomes:

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1. Understand Australian federal policy making and analyse factors affecting this and critically evaluate of a selected domestic policy issue.
2. Understand the nature and influences on Australian policy-making, and elements and challenges facing Australian foreign policy.

### Assessment:

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- Case study
- Extended response
- Essay
- Structured questions
- Examination

# PSYCHOLOGY UNITS 1 & 2

## Unit 1 Description: Introduction to Psychology

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In this unit students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Students explore the scope of psychology, its specialist disciplines such as neuropsychology, cognitive, social and human developmental psychology, and its fields of application. Students consider influences on human behaviour from biological, behavioural, cognitive and socio-cultural perspectives. They examine the contribution classic and contemporary studies have made to the development of different psychological theories used to predict and explain the human mind, and behaviours associated with particular stages of development over a lifespan. Research methodologies and ethical principles are considered throughout the Unit 1.

### Areas of Study:

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1. What is Psychology?
2. Lifespan Psychology

### Outcomes:

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1. Describe how research has informed different psychological perspectives used to explain human behaviour, and explain visual perception through these perspectives
2. Describe a range of psychological development theories and conduct an investigation into one stage in the lifespan of an individual

## Unit 2 Description: Self and Others

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In this unit the interplay of factors which shape behaviour of individuals and groups are considered. Students learn about what influences the formation of attitudes of individuals and how behaviours of groups can inform and contribute to explanations of individual aggression or altruism. The positive and negative power of peer pressure and responses to group behaviour are explored. Students learn about theories of intelligence and personality and their methods of assessment. Differences between individuals, groups and cultures are analysed through different psychological perspectives informed by both classic and contemporary theories. Research methodologies and ethical principles are also considered throughout the Unit 2.

### Areas of Study:

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1. Interpersonal and group behaviour
2. Intelligence and personality

### Outcomes:

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1. Explain how attitudes are formed and changed, and discuss the factors that affect the behaviours of individuals and groups
2. Compare different theories of intelligence and personality, and compare different methodologies used in the measurement of these

### Assessment:

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Assessment of Units 1 and 2 Psychology will be a selection of the following tasks:

- Research Investigation
- Annotated Folio of Practical Activities
- Media Response
- Oral Presentation using two or more data types, for example still or moving images, written text, sound
- Test
- Data Analysis
- Evaluation of Research

# PSYCHOLOGY UNITS 3 & 4

## Unit 3 Description:

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This unit develops a students understanding of the main functions of the brain and the nervous system on their role in human behaviour, the visual perceptual system and states of consciousness. Research methods are integrated within the different areas.

### Areas of Study:

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1. Brain and nervous system
2. Visual Perception
3. States of consciousness

### Outcomes:

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1. Explain the major functions of the brain including the cortical lobes and hemispheric specialisation, and the role of the nervous system, and evaluate the strengths and limitations of brain research methods.
2. Explain the nature of processes involved in visual perception.
3. Compare and contrast characteristics of normal waking consciousness with altered states of consciousness.

## Unit 4 Description:

---

This unit develops a students understanding of the cognitive psychological methods through the concepts of memory and learning. The concept of behaviour is understood in terms of mental processing of information. Research methods continue to be integrated within the different methodological approaches to psychology.

### Areas of Study:

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1. Memory
2. Learning
3. Research investigation

### Outcomes:

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1. Use the information-processing model of memory to describe different ways in which memory is expressed and compare theories of memory.
2. Compare and contrast theories of learning, including: classical and operant learning, observational learning, and behaviours not dependent on learning.
3. Report on a research investigation that includes the formulation of a hypothesis, application of a research method, use of an ethical framework and the collection, analysis and interpretation of data.

### Assessment:

---

For each unit, students usually complete three assessment tasks, one for each outcome. These are selected from the following tasks:

- essay
- empirical research activity
- annotated poster
- multimedia presentation
- summary and evaluation of data and methods from two or more related studies
- tests (multiple choice, short answer, extended response)
- Two examinations : Unit 3  
: Unit 4  
(multiple choice questions and short answer/extended response questions)

# STUDIO ARTS UNITS 1 & 2

## Unit 1 Description:

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This unit focuses on sources of inspiration and ideas as the basis for artworks and exploring a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. Students also explore the ways in which artists from different times and locations have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks.

### Areas of Study:

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1. Developing art ideas.
2. Materials and techniques
3. Interpretation of art ideas and use of materials and techniques.

### Outcomes:

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1. To source ideas and inspiration and use a variety of methods to translate these into the visual form.
2. To explore and use a variety of materials and techniques to record and develop ideas and sources of inspiration for the production of artworks.
3. To compare and contrast the way artists have used similar and different materials and techniques and interpreted ideas and sources of inspiration in producing artworks.

## Unit 2 Description:

---

The focus of this unit is on establishing and using a design process to produce artworks. This process includes the use of sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities and potential solutions prior to the production of artworks. Students will also develop skills in the analysis of artworks.

### Areas of Study:

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1. Design exploration
2. Ideas and styles in artworks

### Outcomes:

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1. To apply the design process including visual research and inquiry in order to produce a variety of design explorations and a number of artworks.
2. To describe and analyze ways in which artists from different times and locations have created aesthetic qualities in artworks, communicated ideas and developed styles.

### Assessment:

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- Folio of drawings including interpretative, expressive, representational and descriptive works.
- Produce a selection of exploratory images using a variety of materials and techniques.
- Complete several short answer responses and an extended essay response.
- A folio of design explorations and artworks involving lino and silk-screen printing.
- Examination

# STUDIO ARTS UNITS 3 & 4

## Unit 3 Description:

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Students use a work brief to define an area of exploration and apply a design process to explore and develop their ideas and produce a range of potential solutions. Professional art practices are explored in relation to particular art forms and the development of distinctive styles in artworks including considerations arising when using the work of other artists in the making of new artwork.

### Areas of Study:

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1. Explanation Proposal
2. Design Process
3. Professional Art Practices and Styles

### Outcomes:

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1. **Explanation Proposal:** This outcome formulates the content and parameters of the design process and plans how this will be undertaken
2. **Design Process:** This outcome focuses on the exploration and development of the ideas documented in the work brief in order to develop a range of potential solutions.
3. **Professional Art Practices and Styles:** On completion of this outcome students should be able to discuss art practices in relation to particular artforms and analyse ways in which artists develop distinctive styles in their work.

## Unit 4 Description:

---

Students produce a cohesive folio of finished artworks. Visual and written documentation is produced explaining how the potential solutions generated in Unit 3 will be used to produce the folio. Aspects of the arts industry are explored, including the role of galleries, methods and considerations involved in the presentation and conservation of artworks, and develop personal points of view on current art industry issues.

### Areas of Study:

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1. Folio of Artworks
2. Focus, Reflection and Evaluation
3. Art Industry Contexts

### Outcomes:

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1. **Folio:** This outcome focuses on the production of a cohesive folio of finished artworks developed from potential solutions.
2. **Focus, Reflection and Evaluation:** This outcome focuses on the written and visual documentation that identifies the folio focus and evaluates the extent to which the finished artworks reflect the selected directions and effectively demonstrates a cohesive relationship.
3. **Art Industry Contexts:** This outcome examines and explains the preparation and presentation of artworks in a least two exhibition spaces, displaying various roles, processes and methods involved in the exhibition of artworks.

### Assessment:

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- **School-Assessed Tasks (SAT) 1 and 2:** In Unit 3, SAT 1 consists of Outcomes 1 and 2. In Unit 4, SAT 2 consists of Outcomes 1 and 2. Each SAT will contribute to 33% of the study score.
- **Outcome 3 - Units 3 and 4:** The end of year examination will be based on a set of questions on Outcome 3 in Unit 3 and Outcome 3 in Unit 4, and will contribute to 34% of the study score.

# VISUAL COMMUNICATION AND DESIGN UNITS 1 & 2

## Unit 1 Description:

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This unit focuses on the development and understanding of instrumental drawing methods and freehand drawing including drawing from direct observation. It involves a range of drawing methods, including relevant Australian Standards conventions. Students develop practical skills in the application of appropriate drawing methods, design elements and principles, and information and communications technology. Students are introduced to the diversity of visual communication and the role of the design process in visual communication production.

### Areas of Study:

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1. Instrumental drawing
2. Freehand drawing and rendering
3. Design elements and principles
4. Design process

### Outcomes:

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1. Instrumental drawing using a range of drawing systems.
2. Freehand drawing and rendering, from observation and in proportion
3. To explore and apply design elements and principles to satisfy a stated purpose.
4. To describe the nature of the design process in the production of visual communications.

## Unit 2 Description:

---

The focus of this unit is to enable students to develop and refine practical skills by generating images and developing them through freehand drawing, instrumental drawing and the use of information and communications technology. This unit develops students' awareness of how the design process facilitates exploration and experimentation and how information and ideas are communicated.

### Areas of Study:

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1. Representing and communicating form
2. Developing imagery
3. Developing visual communication solutions.
4. Visual communication in context

### Outcomes:

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1. To use freehand and instrumental drawings to develop images that represents and communicates form.
2. To use freehand drawings in the development of rendered three dimensional images.
3. To apply the design process to develop a visual communication solution to a set task.
4. To describe and analyse contemporary and historical examples of visual communications.

### Assessment:

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- Folios of instrumental drawings of objects using a range of drawing systems.
- Folios of freehand drawings of objects that shows development of rendered 3 dimensional images
- Folios of visual communication solutions to a set task.
- Written response and / or visual presentation describing and analysing contemporary and historical examples of visual communications.
- Written response and / or oral report describing the design process used.
- Examination

# VISUAL COMMUNICATION AND DESIGN UNITS 3 & 4

## Unit 3 Description:

---

Students develop an understanding of visual communication production through the application of the design process to satisfy specific communication needs. They consider existing visual communications and analyse and evaluate examples. Students also investigate the production of visual communications in a professional setting as well as examining the nature of professional practice.

### Areas of Study:

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1. Visual communication design
2. Visual communication analysis
3. Professional practice in visual communication

### Outcomes:

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1. To apply the design process to produce a final visual communication that satisfies a specified communication need.
2. To analyse and evaluate the effectiveness of a range of visual communications.
3. To discuss the roles and relationships involved in the production of visual communications in the context of professional practice.

### Assessment:

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- Folio of work that follows the design process which satisfies a specified communication need.
- Open book test to analyse and evaluate the effectiveness of a range of visual communications.
- Open book test in which the roles and relationships involved in the design and production in the context of professional practice are discussed.

## Unit 4 Description:

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The focus of this unit is to enable students to apply their knowledge of the components of the design process in the preparation of one design brief. Students apply their practical skills to the development and production of two distinct final visual communication presentations through application of the design process and based on the requirements of the brief.

### Areas of Study:

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1. The brief
2. Developmental work
3. Final presentations

### Outcomes:

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1. Prepare a brief that describes a client's communication needs.
2. Prepare developmental work that explores design concepts relevant to the brief.
3. Present two distinct final presentations that satisfies the requirements of the brief.

### Assessment:

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- The brief
- Developmental work
- Final presentations
- Examination

Units 3 & 4 course work will both contribute 33% to the study score.  
Final end-of-year examination will contribute 34% to the study score.

# VET BUSINESS - Certificate II Business (Administration)

## Units 1 and 2 Description:

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This subject is both a VCE subject and a vocational training subject. The subject aims to provide students with generic business knowledge and skills that are applicable across a wide range of occupations. Students who successfully complete all requirements of the course will be awarded a Certificate II in Business and a Statement of Attainment from an accredited registered training organisation.

Mercy College offers Program 2: BSB20101 Certificate II in Business with selected units from Certificate III in Business. To be eligible for the Certificate II students need to complete Units 1 and 2 (Year 11) and selected units from Units 3 and 4 (Year 12).

### Units 1 and 2

Students will learn a range of skills including how to effectively communicate, design and create a range of documents and spreadsheets, how to process mail, how to work effectively in a team environment and how to provide good customer service. Students will also gain an awareness of organisational policies, procedures and requirements. It is an expectation that during every unit students will demonstrate safe work practices.

### Structure of Study:

In Year 11 students undertake the following units:

BSBCMN202A	Organise and complete daily work activities
BSBCMN203A	Communicate in the workplace
BSBCMN204A	Work effectively with others
BSBCMN205A	Use business technology
BSBCMN209A	Provide information to clients
BSBCMN211A	Participate in workplace safety procedures
BSBCMN213A	Produce simple word processed documents
BSBCMN212A	Handle Mail
BSBCMN214A	Create and use simple spreadsheets

### Structured Workplace Learning (SWL):

Structured Workplace Learning (SWL) is an appropriate and valuable component of all VCE VET programs as it complements the training undertaken at school. It provides the context and opportunity for:

- Enhancement of skill development
- Practical application of industry knowledge
- Increased employment opportunities and marketability

Each VET Business student is expected to complete a total of 80 hours of SWL.

### Assessment:

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Each of the nine units undertaken will be assessed in accordance with the performance criteria identified in the national training package for Business Services, making this a nationally recognised qualification.

Assessment will take the form of a combination of the following:

- Topic tests
- Production of documents and spreadsheets
- Written exercises
- Practical exercises
- Reports

If a student does not demonstrate competency (C) when assessed, they receive a 'not yet competent' (NYC) result. They then have the opportunity at a later time to demonstrate competency.

# VET BUSINESS - Certificate II Business (Administration)

## Units 3 and 4 Description:

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Students continue to develop generic business knowledge and skills including the processing of financial and business documents, the use of a range of software applications and business technology and the ability to use information effectively. During the course they must demonstrate independence, organisation and safe work practices.

## Structure of Study:

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### In Year 12 students undertake the following units:

BSBCMN207A	Prepare and process financial/business documents
BSBCMN302A	Organise personal work priorities and development
BSBCMN305A	Organise workplace information
BSBCMN306A	Produce business documents
BSBADM305A	Create and use databases

## Assessment:

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School assessed coursework is comprised of three major tasks that contribute to 66% of the student's study score. The tasks take the form of at least two of the following task types:

- Work Performance
- Work Project
- Product
- Portfolio

To be eligible for a study score students must also undertake an exam in the November examination period. This exam contributes to 34% of the student's study score.

# CERTIFICATE II in COMMUNITY SERVICES (Community Work)

## VET In Schools Program

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The two year Certificate II in Community Services provides an entry level qualification to working in community services and provides an introduction to a range of skills and knowledge. VET in Schools-Community Services is different from standard school subjects. Not only in the subject matter, but also in the opportunity it provides to develop practical skills in working with a community and its people, be they young people, older people or the general community in community development. This course is delivered off the College campus by an accredited training authority. The work placements which are a substantial part of the course allow students to experience a variety of jobs within the community services sector, enabling them to complete school with a strong sense of the area they wish to work in. The compulsory Level II First Aid Certificate has proven to be an extremely popular and useful unit.

Community Services offers a unique learning experience as a small group of students who work together over two years in an adult learning environment to acquire a working knowledge of the philosophies and values of the industry. The students are assessed through coursework (66%) – assignments, class work, work placements and examination (34%).

The VET Community Services program allows students to complete a full Certificate II qualification with components of a Certificate III qualification. This is a pathways qualification into Community Service work including Nursing, Child Care, Social work, Justice and Youth Work. It provides students with skills in areas such as case work, community development and advocacy.

<b>Code</b>	<b>Unit of Competency</b>
<b>CHCCS201A</b>	Prepare for work in the community services industry
<b>CHCCOM1B</b>	Communicate with people accessing these services of the organisation
<b>CHCORG1B</b>	Follow the organisation's policies, procedures and programs
<b>CHCORG2B</b>	Work with others
<b>CHCOHS201A</b>	Follow OHS procedures
<b>HLTFA1A</b>	Apply basic first aid
<b>HLTFA2A</b>	Apply advanced first aid
<b>CHCDIS20A</b>	Introduction to disability work
<b>CHCAC3C</b>	Orientation to aged care work
<b>CHCGROUP2C</b>	Support group activities
<b>CHCCW11B</b>	Operate under a case work framework
<b>CHCRH1B</b>	Orientation to work in the leisure and health industry
<b>CHCCYTH1C</b>	Work effectively with young people
<b>CHCAD1C</b>	Advocate for clients
<b>CHCCD12D</b>	Apply a community development framework
<b>VBQM389</b>	Introduction to Criminal Justice System

# VET HOSPITALITY: Certificate II In Hospitality (Operations)

## What is VET Hospitality?

The advantage of completing VET Hospitality is that with the successful completion of the course, students achieve Certificate II in Hospitality Operations. This is an Australia-wide industry recognized qualification. It enables the student to be a more attractive possibility for employers, whether the student is searching for a career path in this field or uses it to obtain part-time work when completing tertiary education. Certificate II in Hospitality (Kitchen Operations) is run over two years.

Mercy College delivers this in conjunction with Student Training for Hospitality Services (STHS) as the Registered Training Authority, and William Angliss Institute.

## Aims

The VCE VET Hospitality program aims to:

- Provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects within a broad range of hospitality settings.
- Enable participants to gain a recognised credential and to make a more informed choice of vocation or career path.

## VET HOSPITALITY UNITS 1 & 2: Units Of Competency

### Certificate II in Hospitality (Kitchen Operations)

There are (core) units, which are primarily theory-based:

Unit Code:	Unit Title:	Min. Hrs of Delivery
<b>SITHIND001A</b>	Develop & update hospitality industry knowledge	} <b>95 hours</b>
<b>SITXCOM001A</b>	Work with colleagues and customers	
<b>SITXCOM002A</b>	Work in a socially diverse environment	
<b>SITXOHS001A</b>	Follow health, safety and security procedures	
<b>SITXOHS002A</b>	Follow workplace hygiene procedures	

These core units are delivered at Mercy 6 periods per cycle. These also include excursions to industry sites within the hospitality field.

The following are (elective) units, mainly practically-based:

Unit Code:	Unit Title:	Min. Hrs of Delivery
<b>SITHCCC001A</b>	Organise and prepare food	} <b>91 hours</b>
<b>SITHCCC002A</b>	Present food	
<b>SITHCCC003A</b>	Receive and store kitchen supplies	
<b>SITHCCC004A</b>	Clean and maintain premises	
<b>SITHCCC005A</b>	Use basic methods of cookery	

These practical units are delivered by STHS and completed in a 2-week block - the last week of Term 2 and the first week of the holidays. The first week is completed in a commercial kitchen in a local food service establishment so that the students' experience using commercial food preparation equipment. The second week is in the kitchens at school, where the students will be taught food preparation techniques by a qualified chef.

As all of these units are interlinked, elements of each will be delivered in the classroom, and in the kitchen environment.

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### Work Placement:

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Students are required to complete a minimum of 40 hours work placement that has a kitchen focus (therefore, not a fast food chain kitchen). This is an essential part of the VET course and must be completed for students to obtain their Certificate II in Kitchen Operations.

### Equipment Needed:

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Students are required to:

- Maintain their workbook
- Maintain a logbook of their work experience
- Purchase a set of knives and a chef's uniform, which is offered at a lower cost through the course.

Approximate cost:	Knife set	\$90
	Chef's Kit (incorporating hat, jacket & buttons, trousers, apron and kerchief)	\$90

### Assessment:

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Certificate II in Hospitality Kitchen Operations is an industry recognized certificate and students must achieve a level of competency to maintain industry standards and achieve their certificate.

Students will be assessed on:

- Levels of performance required in the attainment of learning outcomes.
- Competence in knowledge, skills and attitudes as applied when performing a particular task.
- Competency standards as related to the skills of the workforce.

## VET HOSPITALITY UNITS 3 & 4: Units Of Competency

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These competency units are practical and theory-based:

Unit Code:	Unit Title:	Min. Hrs of Delivery
<b>SITHCCC027A</b>	Prepare cook and serve food for food service	} <b>205 hours</b>
<b>SITHCCC006A</b>	Prepare appetisers and salads	
<b>SITHCCC008A</b>	Prepare stocks, sauces and soups	
<b>SITHCCC009A</b>	Prepare vegetables, fruit, eggs and farinaceous dishes	
<b>SITHCCC013A</b>	Prepare hot and cold desserts	

Electives: Select ONE

Unit Code:	Unit Title:	Min. Hrs of Delivery
<b>SITHCCC010A</b>	Select, prepare and cook poultry	} <b>25 hours</b>
<b>SITHCCC015A</b>	Plan and prepare food for buffets	

These competency units are delivered at William Angliss Institute during a four hour block per cycle, plus a practical component in Term 3.

### Work Placement:

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Students are required to:

- Maintain their workbook.
- Maintain a logbook of their work experience.
- Have and maintain their uniform
- Undertake the written examination – scores can contribute to the students ENTER

**Assessment:**

This is an industry recognized course as well as a Units 3 & 4 subject.

**SIT20307 Certificate II in Hospitality (Kitchen Operations)**

To achieve a Certificate II in Hospitality (Kitchen Operations) 16 units of competence must be completed over a two year duration.

- eleven core units of competence
- five elective units of competence

Certificate II in Hospitality (Kitchen Operations) consists of 16 units of competence. On successful completion of this program students are eligible for:

- the award of SIT20307 Certificate II in Hospitality (Kitchen Operations)
- recognition of two VCE VET units at Units 1 and 2 level, and two units at Units 3 and 4 level

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**VCAA Assessment**

The study score will be calculated on the student's level of performance based on evidence from 2 sources:

- School-assessed coursework (SAC) based on performance criteria relating to each unit and to underpinning knowledge. This will be assessed through practical demonstrations and/or written work in portfolio and performance tasks. 66% of final score.
- End of year examination. 34% of final score.

The achievement in school-assessed coursework and the end of year examination determines the V.C.E. score. A study score will be calculated by procedures similar to those in use for other VCE studies. The study score will be reported as a single number out of 50.

**Industry Assessment**

Industry recognition requires a level of competency to be reached in the following:

- Levels of performance required in the attainment of learning outcomes.
- Competence in knowledge, skills and attitudes as applied when performing a particular task.
- Competency standards as related to the skills for the workforce.