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Welcome to Senior School!

Senior School endeavours to provide a Christian Worldview learning environment that prepares and nourishes students for their future. One of the key features of our Years 9–10 program is that it provides both consistent approach with flexibility for students to suit their learning. The Years 9–10 curriculum should be viewed together as a platform from which students will choose their Senior Secondary Pathway, VCE (Victorian Certificate of Education) or VCAL (Victorian Certificate of Applied Learning).

All students in Year 9 will complete the same academic program, with the only variance being the selection of elective subjects. This is done to provide students with a well-rounded, consistent undertaking of the curriculum. Students are given choices of which elective subjects they will study. A student will undertake two elective classes each semester.

Our Year 10 curriculum builds upon the work completed in Year 9, with a view to prepare students to step straight into a VCE, VET or VCAL pathway. Students are still required to complete a core program in this year. However, students are encouraged to begin to make subject selections in which they have an interest. Students will choose two elective subjects in Year 10, one of which may be an Accelerated VCE Subject. Students will also make choices in their Science and Humanities subjects.

In Science, students will be asked to select two terms from: Biology, Chemistry and Physics. In Humanities, students will complete one term of History, and one term from either Geography or Commerce.

Students will undertake a broad and diverse curriculum in Years 9 and 10, with the aim to teach them the skills and concepts required to become deep thinkers about the world around them; and to do this from a Christian Worldview. Students will be equipped to engage with their chosen pathway over the coming years through a range of diverse assessment and rich teaching practices.

Sincerely,

John Presant
Head of Senior School (Drouin)
SUBJECT PREFERENCE SELECTION PROCESS

All course preferences will be completed online via Web Preferences. Each student will receive an email containing a personal login and password. This must be completed by 11.59 pm on Friday 29 July.

At the conclusion of submitting preferences, students are required to print their receipt which must be signed by parents and student. The receipt then needs to be submitted to Student Reception.

NO FURTHER PREFERENCES WILL BE ALLOWED BEYOND THE DEADLINE

If there are any concerns about the Web Preferences login process, please direct them to John Presant, Head of Senior School.
YEARS 9–10 COURSE INFORMATION

<table>
<thead>
<tr>
<th>CORE SUBJECTS</th>
<th>ELECTIVE SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible</td>
<td>Art</td>
</tr>
<tr>
<td>English</td>
<td>Design and Technology – Metal</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Design and Technology – Wood</td>
</tr>
<tr>
<td>Science</td>
<td>Drama</td>
</tr>
<tr>
<td>Physical Education/Sport</td>
<td>Food Technology</td>
</tr>
<tr>
<td>Humanities</td>
<td>LOTE: Indonesian or French</td>
</tr>
<tr>
<td></td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Textiles</td>
</tr>
<tr>
<td></td>
<td>Robotics/Multimedia (Year 9 only)</td>
</tr>
</tbody>
</table>

HOMEWORK
Students are to record all homework set by staff members in their diary. This is with an expectation that each evening, students in Years 9 and 10 would complete approximately 1.5 hours of homework, spread over three to four subjects.

YEAR 10 HUMANITIES CHOICES
Students must complete History but will choose one other Humanities subject.

History is the study of events, people, movements and ideas from the past. The Year 10 course covers the following areas
- Causes of World War Two;
- Key battles Australians were involved in during World War Two;
- Key events and significant people in Australian Aboriginal fight for rights and freedoms, and
- Popular culture that helped brought change for all Australians during this time.

Geography is the study of people and places and how they interact for good outcomes or poor. The Year 10 course covers the sustainability of our current interactions in the areas of:
- Coastal environments (e.g. landforms, local management strategies, flora and fauna)
- Human wellbeing (e.g. what makes an individual, community or country well-off in areas of wealth, happiness, security, personal freedom and health)

Economics is the study of people’s use and stewardship of monetary resources. The Year 10 course covers:
- National economy
- Personal economy
YEAR 10 SCIENCE OPTIONS

Year 10 students will choose two core subjects from the following courses:

**Biology** is the study of living things and their environment.

The Year 10 course covers the following areas
- the structure and functioning of living cells
- the structure of DNA and genes and their role in the variation within human characteristics and the diversity of living things
- The applications of genetics in modern society

This helps to explain the incredible diversity of life on Earth and how living organisms are able to survive and reproduce.

**Chemistry** is the study of the structure and organisation of the elements, and their interactions with each other.

The Year 10 course covers the following areas
- Structure of the atom
- The periodic table
- Chemical reactions and formulae
- Molecular, ionic and metallic bonding
- The applications of chemistry in society

**Physics** is the study of forces and energy and their effects on the world around us.

The Year 10 course covers the following areas:

**Motion**
- Newton’s Laws of Motion
- Velocity, acceleration, forces and energy
- Technological applications of forces and energy

**Electricity**
- Electrical energy
- Electrical circuits
- Production of electricity

The universe
- The size and structure of the universe.
- Examination of the different theories about the origin of the universe
Elective Subject Outlines
The study of art involves students in a variety of practical activities which enable them to become more confident in drawing, painting and printmaking. Drawing media will include pencil, colour pencil, charcoal and pastel. Painting media will include acrylic, gouache and watercolour. Students will also be involved in a study of Australian and European Artists.

At the Year 10 level, the course is divided in two. Art is completed during Semester 1, and Visual Communication Design is completed during Semester 2. The field of art gives students an excellent foundation to pursue VCE Studio Arts Units 1–4.

**AREAS OF STUDY**

<table>
<thead>
<tr>
<th>Year 9, Semester 1</th>
<th>Year 10, Semester 1</th>
<th>Year 10, Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practical:</strong></td>
<td><strong>‘Studio Habits of the Mind’</strong></td>
<td><strong>Design-based project 1</strong></td>
</tr>
<tr>
<td>Sketching and drawing from observation</td>
<td>Documenting in the Visual Diary</td>
<td>Design-based project 2</td>
</tr>
<tr>
<td>Printmaking – relief and stencil</td>
<td>Observation drawing and imaginative drawing</td>
<td>Creative multi-media compilation</td>
</tr>
<tr>
<td>Multimedia exploration</td>
<td>Self-portraiture – mixed media</td>
<td></td>
</tr>
<tr>
<td>Sculpture</td>
<td>Surrealism and Dada – three dimensional installation piece</td>
<td></td>
</tr>
<tr>
<td><strong>Art appreciation and analysis:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elements and principles of art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting to know digital resources from around the world for research and art appreciation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research and analyse printmakers including Margaret Preston and Noel Counihan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research and analyse Contemporary Aboriginal Art</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSMENT**

Practical art: presentation of completed pieces and developmental work.

Art appreciation: presentation of art workbook and research tasks.

**Possible Subject Pathways**

Visual Communication and Design

Studio Arts
Throughout this subject, students will have the opportunity to develop their skills and creativity through researching, designing, making and evaluating projects. Students are encouraged to make use of a range of ideas and materials to create designs which utilise a range of skills and promote diversity in the final product. Within this framework, students will learn about materials, tools and the processes used to shape these materials in the manufacture of products.

Each unit is designed to enable students to continually build on their skills and experience, as well as cater for students who may simply want to broaden their experiences.

**AREAS OF STUDY**

<table>
<thead>
<tr>
<th>Year 9, Semester 1</th>
<th>Year 10, Semester 1</th>
<th>Year 10, Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Materials</td>
<td>• Design processes</td>
<td>• Design brief</td>
</tr>
<tr>
<td>• Principles of design</td>
<td>• Design development</td>
<td>• Research and design development</td>
</tr>
<tr>
<td>• Meeting practical needs</td>
<td>• Man-made timber products</td>
<td>• Design drawing</td>
</tr>
<tr>
<td>• Safety and risk assessments</td>
<td>• Timber processing</td>
<td>• Using reclaimed materials</td>
</tr>
<tr>
<td>• Power tool usage</td>
<td>• Joining techniques</td>
<td>• Machine joinery procedures</td>
</tr>
<tr>
<td>• Product evaluation</td>
<td>• Safe work practices</td>
<td>• Finishes</td>
</tr>
<tr>
<td></td>
<td>• Product evaluation</td>
<td>• Product evaluation</td>
</tr>
</tbody>
</table>

**ASSESSMENT**

Design briefs / research
Design development
Production skills
Production evaluation

**Possible Subject Pathways**

Product Design and Technology
Apprenticeship / Traineeship
These units involve students learning about and working with a range of materials. These include metals such as tinplate, galvanised steel, mild steel, copper, aluminium and brass, as well as plastics, glass and timber.

The focus is on design, developing knowledge about the properties of materials and their uses, and making effective and safe use of tools, machines and equipment in the production of a range of projects.

**AREAS OF STUDY**

<table>
<thead>
<tr>
<th>Year 9, Semester 1</th>
<th>Year 10, Semester 1</th>
<th>Year 10, Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe practices and classroom rules</td>
<td>Safe work practices</td>
<td>Safe work practices</td>
</tr>
<tr>
<td>Introduction to metals</td>
<td>Design brief development</td>
<td>Design brief development</td>
</tr>
<tr>
<td>Design research</td>
<td>Design research</td>
<td>Design research</td>
</tr>
<tr>
<td>Project design</td>
<td>Design drawing</td>
<td>Design drawing</td>
</tr>
<tr>
<td>Product evaluation</td>
<td>Practical projects</td>
<td>Product analysis</td>
</tr>
<tr>
<td>Practical projects</td>
<td>Practical skills</td>
<td>Product evaluation</td>
</tr>
</tbody>
</table>

**Practical skills**

- Rolling
- Forging
- Scrolling
- Oxy Acetylene
- Welding and brazing

**ASSESSMENT**

Design investigation

Design briefs / design drawing

Skill development

Assignment work

Evaluation reports

**Possible Subject Pathways**

Product Design and Technology

Apprenticeship / Traineeship
Year 9 students will be exposed to the basics of performance and introduced to the process of writing drama, which involves creating characters and writing dialogue for them.

Students will take on characters and improvise or follow scripts. There will be a performance opportunity either on stage or on video. Students will also spend time studying the history of theatre and exploring stage crafts pertinent to the theatre via a theatre design project.

Year 10 students are introduced to the process of creating their own short drama. This involves creating characters and writing dialogue. The dramas are entered into a local Drama Festival. Students work in the areas of acting, directing, writing and technical support (light and sound). In Semester 1, students will also write their own film version of a fairy-tale or Bible story, utilising accepted formatting skills.

**AREAS OF STUDY**

<table>
<thead>
<tr>
<th>Year 9, Semester 1</th>
<th>Year 10, Semester 1</th>
<th>Year 10, Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text work:</strong></td>
<td><strong>Script work:</strong></td>
<td><strong>Script writing</strong></td>
</tr>
<tr>
<td>Interpretation of</td>
<td>Sketch format</td>
<td></td>
</tr>
<tr>
<td>scripts and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>characters in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>different forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing:</strong></td>
<td><strong>Rehearsal:</strong></td>
<td><strong>Rehearsal:</strong></td>
</tr>
<tr>
<td>Self-devised group</td>
<td>Acting and writing</td>
<td>Acting, directing,</td>
</tr>
<tr>
<td>piece in a</td>
<td></td>
<td>designing and</td>
</tr>
<tr>
<td>given subject</td>
<td></td>
<td>stage managing</td>
</tr>
<tr>
<td><strong>History of Theatre</strong></td>
<td><strong>Performance:</strong></td>
<td><strong>Performance:</strong></td>
</tr>
<tr>
<td><strong>Performance:</strong></td>
<td>Film or stage</td>
<td>Drama festival</td>
</tr>
<tr>
<td>Theatre design –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>set and costumes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Film script formatting</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSMENT**

Class work
Public performance
Written work

**Possible Subject Pathways**

Theatre Studies
Media
This subject aims for students to develop competence in the performance of creating nutritious and balanced meals which contribute to the health, growth and development of those around them.

This subject will extend and develop skills and capabilities of students, both physical and cognitive, in the following areas:

- Appropriate food selection
- Preparation and service
- Knowledge of basic nutrition, and then practically shown through the ability to plan well-balanced menus for people of all ages and situations
- The ability to face problems created by the developing food industry

**AREAS OF STUDY**

<table>
<thead>
<tr>
<th>Year 9, Semester 1</th>
<th>Year 10, Semester 1</th>
<th>Year 10, Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multicultural Australia</td>
<td>Food preservation</td>
<td>Investigation of physical and chemical properties of foods</td>
</tr>
<tr>
<td>Food packaging and environmental implications</td>
<td>Food hampers</td>
<td>The technology process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Designing foods to meet the specific needs of individuals</td>
</tr>
</tbody>
</table>

**ASSESSMENT**

Hamper
Project work
Practical productions
Work plans and recipe files

**Possible Subject Pathways**

Health and Human Development
Food Technology
The ability to use a Language Other Than English (LOTE) and move between cultures is an advantage for participation in the modern world. The study of LOTE gives students opportunities for cross-cultural communication, greater understanding of the structure and function of language and an enhanced general knowledge of culture and geography of the target language. Further benefits of studying a language include an understanding of other points of view, enhanced proficiency in English, memory and attention.

- Students are only able to study LOTE in Semester 2 if they have studied it in Semester 1
- Year 10 students can only study LOTE if they have studied it for the entirety of Year 9, unless there are exceptional circumstances
- Years 9 and 10 LOTE is a prerequisite for studying LOTE at VCE level
- Students who study LOTE at VCE level will gain extra credit towards their ATAR

### Areas of Study

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic language functions</td>
<td>School</td>
</tr>
<tr>
<td>Everyday activities</td>
<td>Interests</td>
</tr>
<tr>
<td>Family</td>
<td>Personal aims and objectives</td>
</tr>
<tr>
<td>SMS</td>
<td>Food</td>
</tr>
<tr>
<td>Hobbies</td>
<td>Work</td>
</tr>
</tbody>
</table>

### Assessment

- Tests
- Assignments
- Oral presentations

### Possible Subject Pathways

LOTE: Indonesian or French
Modern music is a vital and pervasive influence, and an understanding of its structures and cultural context will enable students to make informed critical judgments and increase their own musical skills.

This unit looks at approaches to modern music in its various forms and gives students the opportunity to explore these forms and make their own music, from a Christian perspective.

**Arts Practice: ideas, skills, techniques and processes**
- Composition
- Music technology

**Responding to the Arts: criticism, aesthetics and contexts**
- Christian approach to music making
- Critical analysis of modern music
- Aesthetic response to modern music

**AREAS OF STUDY**

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Music technology for composition and recording</td>
<td>▪ Focus on Music Theory in preparation for VCE</td>
</tr>
<tr>
<td>▪ Styles and genres of contemporary music: an aesthetic response</td>
<td>▪ Music technology for composition and recording</td>
</tr>
<tr>
<td>▪ Christian approach to music making</td>
<td>▪ Styles and genres of contemporary music: an aesthetic response</td>
</tr>
<tr>
<td>▪ Composition</td>
<td>▪ Christian approach to music making</td>
</tr>
<tr>
<td></td>
<td>▪ Composition</td>
</tr>
</tbody>
</table>

**ASSESSMENT**

Analysis assignments
Practical assignments
Multimedia presentations

**Possible Subject Pathways**
Music Performance (Solo and Group)
Robotics is the engineering science and technology of robots and their design, manufacture and application. Robotics is related to electronics, mechanics and software design, and involves elements of all three.

Students will learn the elements and principles of the design of robots. They work through set tasks before being given the opportunity to build their own robots.

AREAS OF STUDY

- Students will be learning the basics of programming, including the construction of a robot designed to dance to a song
- Students will also learn more advanced programming using light, touch and ultrasound sensors to make robots follow complicated instructions

ASSESSMENT

Assessed projects include:

- The fastest car
- Dancing robot
- A robot controlled by a mobile phone
- A robot that shoots balls
- A machine gun robot
- Voice controlled car
- Dolphin
- Crazy lawn mower

Please note that this course runs for one semester only, and can only be studied in Year 9.

Possible Subject Pathways

Media
Computing
This subject has five main components:

- Investigation
- Research
- Design
- Production
- Evaluation

Students will investigate the appropriateness of the materials for specific tasks.

Based on a design brief, students will develop designs in which they show the materials and processes to be used. In their designs they consider a range of factors such as function and aesthetics. They will devise a production plan, detailing the materials, tools and processes to be used.

Students will learn how to use the sewing machine as well as undertaking other textile activities.

Possible projects include cross-stitch, applique, embroidery, toy construction, bag making and clothing construction.

**AREAS OF STUDY**

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme: Felt-making (wet)</td>
<td>Theme: Design and construction</td>
</tr>
<tr>
<td>- Fabric manipulation and embellishment</td>
<td>- Bag construction (recycling focus)</td>
</tr>
<tr>
<td>- Garment construction</td>
<td>- Clothing construction</td>
</tr>
</tbody>
</table>

**ASSESSMENT YEAR 9**

- Design brief
- Design process
- Journal
- Research tasks
- Practical tasks

**ASSESSMENT YEAR 10**

- Practical reports
- Skills project
- Management of tools and class time

**Possible Subject Pathways**

Product Design and Technology
Year 10
Accelerated VCE Program
YEAR 10 ACCELERATED VCE PROGRAM

Students in Year 10 have the opportunity to undertake accelerated VCE units, providing they satisfy the entry requirements. Students must apply for permission using the appropriate form (a copy of which can be found at the end of this guide). Extra copies are available from Student Reception.

Traditionally, a Year 10 student would complete a maximum of one Unit 1 and 2 sequence as an accelerated unit.

To be selected for the Accelerated Program, students must satisfy the following conditions:

- Previous performances in related areas have been consistently high, indicating potential for further success
- Have demonstrated a positive attitude and approach to studies in this area
- Have demonstrated organisational skills and completion of work
- Have discussed this application with parents/guardians who have signed the application form

The value of this program depends on the readiness of the student to undertake these units. This is why a selection process operates in order to ensure that the candidate has a likelihood of experiencing success.

A limited range of subjects is offered for students to select as a preference. This is done to give students the best opportunity to achieve success in their accelerated subject.

**Students must complete the Year 10 Accelerated VCE form and submit it to Student Reception no later than Monday 1 August.**

Students who have not submitted a completed, signed form by this date will not be eligible for consideration to undertake an accelerated subject in 2017.

The student’s application, along with their academic results in Semester 1, will be taken into account when making decisions about entry into the Accelerated Program.

Ultimately, the final decision of a candidate’s suitability will be determined by the Head of Senior School, in consultation with the VCE Coordinator.
VCE COURSE REQUIREMENTS

The VCE (Victorian Certificate of Education) is traditionally completed by students over a minimum of two years. The Victorian Curriculum Assessment Authority (VCAA) is the government body responsible for the administration of the VCE and each student’s program must be approved by this body.

Each VCE subject is divided into four semester-length units. Units 1 and 2 are normally taken at the Year 11 level, which Units 3 and 4 at Year 12. The Extension Program allows Year 11 students to undertake a Unit 3–4 sequence. Students must demonstrate an aptitude for these subjects before permission is granted. A student will generally study one extension subject only. Units 3–4 must be studied as a sequence. Each student’s two-year program of study usually comprises 24 units of work. To successfully complete the requirements for the VCE, students must achieve satisfactory completion of not less than 16 units, which must include:

- Three of the four units of English, English Literature or English as a Second Language (ESL)
- Three sequences of Units 3–4 studies other than English or ESL

At Chairo, Year 11 students are expected to take 12 units of study (six subjects) of which English Units 1 and 2 are compulsory.

Year 12 students are expected to take ten units of study (five subjects) of which English Units 3–4 are compulsory.

Variations may occur due to exceptional circumstances.
Unit 1: How do living things stay alive?
In this unit students explain what is needed by an organism to stay alive. They are introduced to some of the challenges for organisms in sustaining life. Students examine the cell as the structural and functional unit of life and the requirements for sustaining cellular processes in terms of inputs and outputs. Types of adaptations that enhance the organism’s survival in a particular environment are analysed, and the role that homeostatic mechanisms play in maintaining the internal environment is studied. Students consider how the planet’s biodiversity is classified and investigate the factors that affect population growth.

Unit 2: How is continuity of life maintained?
In this unit students focus on asexual and sexual cell reproduction and the transmission of biological information from generation to generation. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They consider the role of genetic knowledge in decision-making about the inheritance of various genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

Unit 3: How do cells maintain life?
The cell is a dynamic system of interacting molecules that define life. An understanding of the workings of the cell enables an appreciation of both the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism. In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signalling molecules. Students consider the types of signals, the transduction of information within the cell and cellular responses. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.
Unit 4: How does life change and respond to challenges over time?

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

AREAS OF STUDY

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Practical investigation</td>
<td>3. Investigation of an issue</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT

Units 1–2 Satisfactory or Non-Satisfactory
Units 3–4 School Assessed Coursework 40%
Final Examination 60%

Prerequisites: Biology Unit 1 is strongly recommended before doing Units 3–4.
Units 1–2
These units focus on the planning and establishment phases of the life of a business. Activities related to the factors affecting business ideas and the internal and external environments within which businesses operate and the effect these have on planning a business are explored. Specific areas covered include complying with legal requirements, setting up a system of financial record keeping, staffing the business, establishing a customer base and effective marketing.

Units 3–4
These units focus on the key processes and issues concerned with managing a business efficiently and effectively and the constant pressure businesses face to adapt and change to meet their objectives. Students consider corporate culture, management styles, management skills and the relationship between each of these. They also study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case studies from the past four years, students evaluate business practice against theory.

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ASSESSMENT

Units 1–2  Satisfactory or Non-Satisfactory
Units 3–4  School Assessed Coursework Unit 3 25%
          School Assessed Coursework Unit 4 25%
          Final Examination 50%

Prerequisites: None
Unit 1: Computing
In this unit, students focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs. In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

Unit 2: Computing
In this unit, students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

Unit 3: Software Development
In Software Development Units 3 and 4, students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language. In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules.

Unit 4: Software Development
In Unit 4, students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They continue to study the programming language used in Unit 3.
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<td>Computing</td>
<td>Software Development</td>
<td>Software Development</td>
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<tr>
<td>See Computing on previous page</td>
<td>See Computing on previous page</td>
<td>1. Analyse an existing networked information system</td>
<td>1. Design software that takes into account a networked information system</td>
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<td>2. Produce a software module suitable for implementation on a portable computing device</td>
<td>2. Propose and justify strategies for managing, developing, implementing and evaluating the introduction to an organisation of a networked information system that will operate in a global environment</td>
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### ASSESSMENT:

**Units 1–2**  
Satisfactory or Not Satisfactory

**Units 3–4**  
School Assessed Task 30%  
School Assessed Coursework 20%  
End-of-year Examination 50%

**Prerequisites:** Units 3–4 require Units 1–2 Computing
Unit 1: Food safety and properties of food
Students study safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning, and apply these practices in the preparation of food. They consider food preparation practices suitable for use in a small-scale food operation, such as in the home, a school setting or in a small food business. Students consider the selection and use of a range of tools and equipment suitable for use in food preparation. They also examine the links between classification of foods and their properties and investigate changes in properties of food when prepared or processed. Students apply their knowledge through food preparation. They investigate quality and ethical considerations in food selection and learn to meet the requirements of a design brief.

Unit 2: Planning and preparation of food
Students investigate the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. Students research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimize the physical, sensory and chemical properties of food. Students have the opportunity to work independently or in teams to research and implement a design brief, demonstrating safe and hygienic food preparation for a range of contexts and consumers and taking into account nutritional, social and cultural influences and the resources available. They also explore environmental considerations when planning and preparing meals.

Unit 3: Food preparation, processing and food controls
Students develop their knowledge of the natural components and cooking techniques for key foods. They investigate the causes of food spoilage and develop their understanding of processing techniques that prevent food spoilage in domestic and industrial settings, and the relevant regulations that apply to food safety in Australia. Students create a design brief from which they develop a design plan and timeline to be implemented in Unit 4. In this plan they apply their knowledge about key foods, properties of food, tools, equipment, cooking techniques, preservation techniques and safe work practices.

Unit 4: Food product development and emerging trends
Students work independently to implement the design plan established in Unit 3. They will apply food safety and hygiene guidelines and evaluate the success of the product planning and processes described in the design plan. Students also develop an understanding of how food products are developed, including contributing factors, packaging and packaging systems, marketing, and emerging trends including societal pressures to improve health, technological developments and environmental considerations.
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<tr>
<td>1. Keeping Food Safe</td>
<td>1. Tools, equipment, preparation and processing</td>
<td>1. Maintaining Food Safety in Australia</td>
<td>1. Implementing a Design Plan</td>
</tr>
<tr>
<td>2. Food Properties and Preparation</td>
<td>2. Planning and preparing meals</td>
<td>2. Food preparation and processing</td>
<td>2. Food Product Development</td>
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<td>3. Developing a Design Plan</td>
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ASSESSMENT

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<td>School Assessed Task</td>
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Prerequisites: None

Subject Costs: Some materials costs may be incurred when completing the School Assessed Task.
Unit 1: Hazards and disasters

Area of Study 1 - Characteristics of disasters
Students will learn to describe, explain and analyse the nature of hazards and the impacts of hazard events at a range of scales. They will study two contrasting hazards and undertake fieldwork.

Area of Study 2 - Responses to hazards and disasters
Students will explore the nature and effectiveness of a range of responses, such as warning programs and community preparedness, to selected hazards and disasters.

Unit 2: Tourism

Area of Study 1 - Characteristics of tourism
Students will describe, explain and analyse the nature of tourism at a range of scales, including global tourism.

Area of Study 2 - Impact of tourism
Students will investigate and analyse the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism. Students will participate in a fieldwork camp.

Unit 3: Changing the land

Area of Study 1 - Land use change
Students will study the changes in land use at a national and local scale and the impacts this has on both the natural and human environments. This area includes fieldwork.

Area of Study 2 - Land cover change
Students will undertake an overview in global land cover and the changes that are occurring over time. They will look at deforestation, desertification and melting glacier and ice sheets.

Unit 4: Human populations - trends and issues

Area of Study 1 - Population dynamics
Students will explore population dynamics on a global scale.

Area of Study 2 - Population issues and challenges
Students will investigate two significant population trends that have developed in different parts of the world: a growing population of one country and an ageing population of another country.

ASSESSMENT

Units 1–2
Satisfactory or Non-Satisfactory

Units 3–4
School Assessed Coursework for Unit 3 25%
School Assessed Coursework for Unit 4 25%
Final Examination 50%

Prerequisites: None
Excursion/Field Work Cost: To be advised (approx. $200)
Unit 1: The health and development of Australia’s youth. Students develop an understanding of the concepts of health and individual human development by focussing on Australia’s youth. There are many factors that influence health and individual human development of youth, including the importance of nutrition for the provision of energy and growth as well as food behaviours and their impact on youth health and individual human development. Finally students explore a range of health issues that impact on Australian youth.

Unit 2: Individual human development and health issues. This unit focuses on prenatal, child and adult health and individual development in Australia. Students identify issues that affect the health and individual human development of Australia’s mothers and babies, children and adults. They investigate health issues in detail and analyse personal, community and government strategies and programs that affect the health and individual human development.

Unit 3: In this unit students develop an understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. Students use key health measures to compare health in Australia with other developed countries, and analyse how determinants of health, including the physical environment, biological, behavioural and social contribute to variations in health status. Emphasis is given to the National Health Priority Areas initiative. In addition students examine different models of health and health promotion. They investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives. Students examine the role of government and non-government organisations in providing programs and support for the promotion of healthy eating.

Unit 4: In this unit students explore global health, human development and sustainability and their interdependencies. They identify similarities and differences in the health status between people living in developing countries and Australians, and analyse reasons for the differences. The role of the United Nations Sustainable Development Goals is investigated in relation to achieving sustainable improvements in health status and human development. Students then explore the role of international organisations including the UN and WHO in achieving sustainable improvements in health and human development. Students consider strategies designed to promote health and sustainable human development globally, as well as Australia’s contribution to international health programs through The Department of Foreign Affairs and Trade and contributions to non-government organisations.
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<tr>
<td>1. Understanding youth health and development</td>
<td>1. Prenatal health and individual development</td>
<td>1. Understanding Australia’s health</td>
<td>1. Introducing global health and human development</td>
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<td>3. Adult health and individual development</td>
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ASSESSMENT

Units 1–2  Satisfactory or Non-Satisfactory

Units 3–4  School Assessed Coursework Unit 3  25%
           School Assessed Coursework Unit 4  25%
           Final Examination                  50%

Prerequisites: None
Unit 1 – Twentieth Century 1918- 1939
Following World War One new fascist governments used the military, education, and propaganda to impose controls on the ways people lived. In the USSR millions were forced to work in state owned factories and farms and had limited freedom. Other countries signed treaties, new borders were shaped, and new movements and ideologies emerged. These changes affected countries in North America, Africa, Europe, Asia and Oceania. After experiencing the Roaring Twenties and Great Depression the world was overtaken by war again in 1939.

Unit 2 – Twentieth Century since 1945
The Cold War was a period of great tension between the USSR and the USA despite the establishment of the United Nations to help maintain peace. Moves towards decolonisation led to independence movements in Africa, the Middle East, Asia and the Pacific. Old conflicts continued and terrorism became more globalised as did movements for feminism, environmentalism and civil rights.
Both Units 1 and 2 History are driven by key questions about the past that form the basis of student inquiries.

Units 3 & 4 – Revolutions
Revolutions share the common aim of breaking with the past and destroying regimes then embarking on a program of political and social transformation. Revolutions often involve civil war and provoke counter-revolutions further disrupting society. Over the course of the year students will study two Revolutions focusing on individuals, movements, events and ideas involved in the development of the revolution and evaluating the nature and success of the new society created by the revolution.

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ASSESSMENT
Units 1–2: Satisfactory or Not-Satisfactory
Units 3–4: School Assessed Coursework 50%
End of Year Examination 50%

Prerequisites: None
Unit 1: Criminal Law in Action 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 police, their powers of investigation, the procedures of criminal trial and possible sanctions. Students also explore the concepts of fairness and justice within the criminal justice system.

Unit 2: Issues in Civil Law 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. The unit also investigates the alternative avenues of dispute resolution and their effectiveness. Students have the opportunity to explore specific areas of law and to analyse contemporary legal issues.

Unit 3: Law-making focuses on the institutions that determine laws and the processes by which laws are made. It considers why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system. Students undertake an evaluation of the strengths and weaknesses of the law-making bodies and the processes used to influence change and reform.

Unit 4: Dispute Resolution focuses on the courts, tribunals and alternative avenues of dispute resolution, with a view to comparing and evaluating the operation of the various dispute resolution methods. Studies include the operation of the Jury system and the Adversary system.

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<td>1. Law in society</td>
<td>1. Civil law in action</td>
<td>1. Role of parliament and the courts</td>
<td>1. Criminal cases &amp; civil disputes</td>
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<td>2. Criminal law</td>
<td>2. The law in focus</td>
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<td>3. The criminal courtroom</td>
<td>3. A question of rights</td>
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<td>2. Relationship between law-making bodies</td>
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<td>3. Changing the law</td>
<td>2. Court processes &amp; procedures</td>
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<td>3. Evaluation of the legal system</td>
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ASSESSMENT

Units 1–2  Satisfactory or Non-Satisfactory

Units 3–4  School Assessed Coursework  50%
           End of Year Examination  50%

Prerequisites: None
Unit 1 - 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 develop practical and analytical skills, including an understanding of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction and the creative and cultural implications of new media technologies.

Unit 2 – This unit will enable students to develop their understanding of the specialist production stages and roles within the collaborative organization of media production. Students develop practical skills through undertaking assigned roles during their participation in specific stages of a media production and analyse issues concerning the stages and roles in the media process.

Unit 3 – Students develop an understanding of production and story elements and recognise the role and significance of narrative organisation in fictional film, radio or television programs. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They design a media production for a specific media form with the relevant specifications presented as a written planning document with visual representations.

Unit 4 – 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. Organisational and creative skills are refined and applied throughout this process. Students also analyse the ways in which media texts are shaped by social values in the representations and structure of a media text. The role and influence of the media is also critically analysed in this unit.

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ASSESSMENT

Units 1–2 Satisfactory or Non-Satisfactory

Units 3–4 School Assessed Coursework 55%
End of Year Examination 45%

Prerequisites: None
Units 1–2
Unit 1 examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to experiences. In Unit 2 students explore the characteristics of outdoor environments and ways of understanding them, as well as the human impacts on outdoor environments.

Units 3–4
The focus of Unit 3 is on the historical, ecological and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. In Unit 4 students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine issues in relation to the capacity of outdoor environment to support the future needs of the Australian population.

Students undertake a range of activities in outdoor environments often involving the need for physical fitness, the use of specialised equipment and substantial pre-trip planning.

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<td>Exploring outdoor experiences</td>
<td>Discovering outdoor environments</td>
<td>Relationships with outdoor environments</td>
<td>Sustainable outdoor relationships</td>
</tr>
<tr>
<td>2. Experiencing outdoor environments</td>
<td>2. Impacts on outdoor environments</td>
<td>2. Contemporary relationships with outdoor environments</td>
<td>2. Sustainable outdoor environments</td>
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ASSESSMENT

Units 1–2  Satisfactory or Non-Satisfactory

Units 3–4  School Assessed Coursework for Unit 3  25%
          School assessed coursework for Unit 4  25%
          Final Examination  50%

Prerequisites: Students who include regular physical activity in their lifestyle will find it easier to complete the physical activity requirements of this subject.

Recommendations: It is recommended that students undertaking this subject are covered by ambulance insurance and are confident in the water.

Subject Costs: To be advised each year due to Camps (Cost in 2016 was $475).

Sequence Requirements: The completion of Units 1 and 2 is highly recommended before undertaking Units 3 and 4.
Unit 1: Bodies in Motion: explores how the body systems work together to produce movement and analyses this motion using biomechanical principles. Aerobic and anaerobic energy systems are introduced as well as anatomy and physiology. The Skeletal System, Muscular System, Cardio-vascular and Respiratory Systems are studied.

In Area of Study 3, one of the following topics is to be studied in depth:

a. Technological advancements from a biomechanical perspective

b. Injury prevention and rehabilitation

Unit 2: Sports Coaching and Physically Active Lifestyles: explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. Skill Acquisition principles are included.

Students are introduced to physical activity and the role it plays in the health and well being of the population. Students explore the dimensions of the National Physical Activity Guidelines and investigate factors that limit involvement, and consider intervention strategies.

In Area of Study 3 one of the following topics is to be studied in depth:

a. Decision making in sport - including different strategies and tactics in game situations.
b. Promoting active living

Unit 3: Physical Activity Participation and Physiological Performance: Students apply various methods to assess physical activity and sedentary levels and analyse the data in relation to adherence to the National Physical Activity Guidelines.

They also investigate the contribution of energy systems to performance in physical activity. Multi-factorial causes of fatigue and strategies used to delay and manage fatigue are explored.

Unit 4: Enhancing Performance: looks at improvements in performance, in particular fitness, in relation to training. Students undertake an activity analysis, undertake fitness tests and participate in a training program designed to improve or maintain selected components.

Nutritional, physiological and psychological strategies used to enhance performance are studied, including legal and illegal substances and methods of performance enhancement.
## AREAS OF STUDY

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## ASSESSMENT

**Units 1–2**  
Satisfactory or Non-Satisfactory

**Units 3–4**  
School Assessed Coursework  50%  
Final Examination  50%

**Prerequisites:** None
Unit 1: Product re-design and sustainability
Provides an introduction and structured approach towards the product design process and the factors that influence product design. Students learn about intellectual property (IP), its implications related to product design and the importance of acknowledging the IP rights of the original designer. Students produce a re-designed product safely using tools, equipment, machines and materials, compare it with the original design and evaluate it against the needs and requirements outlined in their design brief.

Unit 2: Collaborative design
Students work both individually and as members of a small design team to address a problem, need or opportunity. They design a product within a range, based on a theme, or a component of a group product. They research and refer to a chosen style or movement. The product produced individually or collectively is evaluated against the design criteria drawn from the design brief.

Unit 3: Applying the Product design process
Students are involved in the design process and development of a product that meets the needs and expectations of a client and/or an end-user. Students examine how a design brief is structured, how it addresses particular Product design factors and how evaluation criteria are developed from the constraints and considerations in the brief. They develop an understanding of techniques in using the design brief as a springboard to direct research and design activities. The design development process is extensively documented in the preparation and presentation of a design folio. The second area of study focuses on examining how a range of factors, including new and emerging technologies, and international and Australian standards, influence the design and development of products within industrial manufacturing settings. They also consider issues associated with obsolescence and sustainability. Having completed a design brief and associated research, students commence work on the production of the product developed for a specific client and/or end user.

Unit 4: Product development and evaluation
In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. They analyse and evaluate the environmental, economic and social impact of products throughout their life cycle. Students compare, analyse, evaluate and make judgments about commercial product design and development. They will continue to develop and safely manufacture the product designed in Unit 3, and record and monitor the production processes and modifications to the production plan and product. Upon completion of the product the students will evaluate the effectiveness and efficiency of techniques used and the quality of their product. They produce an informative presentation to highlight the product’s features to the client and/or end-user and explain its care requirements.
### AREAS OF STUDY

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<td>1. Product redesign for improvement</td>
<td>1. Designing within a team</td>
<td>1. The designer, client and/or end user in</td>
<td>1. Product analysis and comparison</td>
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<tr>
<td>2. Producing and evaluating a re-designed product</td>
<td>2. Producing &amp; evaluating a collaboratively designed product</td>
<td>product development</td>
<td>2. Product manufacture</td>
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<td>2. Product development in industry</td>
<td>3. Product evaluation</td>
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<td>3. Designing for others</td>
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### ASSESSMENT

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<td>Units 3–4</td>
<td>School Assessed Coursework 20%</td>
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<td>School Assessed Task 50%</td>
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<td>Final Examination 30%</td>
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**Prerequisites:** There are no prerequisites for entry to Units 1, 2 and 3. Although it is recommended students undertake Units 1 & 2 prior to 3 & 4.

**Subject Costs:** Materials costs above $120 will need to be covered by student.
Unit 1: How are behaviour and mental processes shaped?
In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

Unit 2: How do external factors influence behaviour and mental processes?
A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups.

Unit 3: How does experience affect behaviour and mental processes?
The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress.

Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Unit 4: How is wellbeing developed and maintained?
Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning.

Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual’s mental functioning and wellbeing.

A student-designed or adapted practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Units 3 and 4, and is undertaken by the student using an appropriate experimental research design involving independent groups, matched participants, repeated measures or a cross-sectional study.
AREAS OF STUDY

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</table>
| 1. How does the brain function?  
2. What influences psychological development?  
3. Student directed research. | 1. What influences a person’s perception of the world?  
2. How are people influenced to behave in particular ways?  
3. Student directed practical investigation. | 1. How does the nervous system enable psychological functioning?  
2. How do people learn and remember? | 1. How do levels of consciousness affect mental processes and behaviour?  
2. What influences mental wellbeing?  
3. Practical investigation |

ASSESSMENT

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| Satisfactory or Non-Satisfactory | School Assessed Coursework for Unit 3 16%  
School Assessed Coursework for Unit 4 24%  
Final Examination 60% |

Prerequisites: None
Units 1–2
Students explore ideas and sources of inspiration, experiment with materials and techniques and practice specialized skills in a range of art forms. Various methods of recording inspirations and ideas are developed: for example, observational, realistic renderings contrasted with expressive or abstract interpretations. Students also develop skills in the visual analysis of artworks from different times and locations in order to understand artists’ ideas and how they developed their style of art.

Units 3–4
An exploration proposal created, in which they prepare a design process explaining a comprehensive plan for producing potential art works. Detailed documentation of their progress is recorded in a work book. Works produced in Unit 3 are developed further in Unit 4 to produce a cohesive folio of finished artworks. These artworks should reflect the skillful application of materials and techniques, and the resolution of aims, ideas and aesthetic qualities. Students also explore how artists have used materials and techniques in various times and locations, and how cultural influences have affected the use of the elements of design within artworks. Current art industry practices and issues are investigated, together with the role of galleries and methods of conservation used for art works.

AREAS OF STUDY

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Interpretation of art ideas</td>
<td></td>
<td>3. Professional art practices and styles</td>
<td>3. Art industry contexts</td>
</tr>
</tbody>
</table>

ASSESSMENT

Units 1–2  Satisfactory or Non-Satisfactory
Units 3–4  School Assessed Task for Unit 3  33%
School Assessed Task for Unit 4  33%
Final Examination  34%

Prerequisites: Strongly recommend Year 10 Art for Units 1 & 2 and Units 1 & 2 for Units 3 & 4.
Unit 1: Texts in traditions
In this unit, students examine the place of the Bible and its literary forms within a religious tradition. Students explore the importance of texts at the source of a tradition and how their meaning for the earlier and continuing tradition might be found and described.

Unit 2: Texts in society
In this unit, students study the Bible as a means of investigating social attitudes on different issues. They consider the social context within which the texts were produced, the conditions under which they are currently read, the reasons for reading them and the kinds of authority attributed to them by traditions and society in general. They compare how texts from different religious traditions treat common social issues.

Unit 3: Texts and the early tradition
In this unit, students develop an understanding of how the chosen set text (either the Gospel of Luke or the Gospel of John) responds to particular social, cultural, religious, political and historical needs and events. They explore the formation of the text itself, the intended audience of that text and the message or teaching found within. As a means of gaining an understanding of the content and message of the text, students become familiar with the nature of exegetical methods used by religious scholars.

Unit 4: Texts and their teachings
In this unit, students apply exegetical methods begin in Unit 3 to a greater depth. They study a significant idea, belief or theme contained in the set text (whichever Gospel is chosen), and consider the interpretation of the text in the light of the idea, belief or theme.

Areas of Study

<table>
<thead>
<tr>
<th>Unit 1</th>
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<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exploring literary forms</td>
<td>1. Sacred texts in the past</td>
<td>1. The background of the tradition</td>
<td>1. Interpreting texts</td>
</tr>
<tr>
<td>2. The formation and exegesis of text</td>
<td>2. Sacred texts today</td>
<td>2. Thematic and literary aspects of the set texts</td>
<td>2. Religious ideas, beliefs and themes</td>
</tr>
</tbody>
</table>

Assessment

Units 1–2  Satisfactory or Non-Satisfactory
Units 3–4  School Assessed Coursework for Unit 3  25%
            School Assessed Coursework for Unit 4  25%
            End of Year Examination  50%

Prerequisites: None
Subject Costs: Students will be advised about the texts they need to purchase.
THEATRE STUDIES

Units 1–2

Theatrical Styles of the Pre-Modern and Modern eras: This area of study focuses on an exploration of play scripts from the Pre-Modern and Modern eras of theatre, that is, works written before and after the 1920's. Students learn about contexts, cultural origins, theatrical styles and use of stagecraft. Students also analyse several plays in performance. Through working collaboratively, students mount a performance of a play script and engage in the application of the necessary stagecraft.

Units 3–4

Unit 3: Theatre Studies focuses on the production of a play and its performance. Students look closely at all aspects of stagecraft – acting, direction, stage management, costume, make-up and sound. Theatre history, performance styles and theatrical conventions are also studied.

Unit 4: Involves students in the process of interpreting a short scene from a prescribed list. Areas of study include researching the context of the scene, rehearsing a range of performance styles, and performing the final interpretation. Students will also analyse the actor in performance. Students attend a performance and critically evaluate the following – character, physicalisation, use of acting space, use of language, performance style and the actor/audience relationship.

AREAS OF STUDY

<table>
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<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Theatrical styles of the Pre-Modern era</td>
<td>1. Theatrical styles of the Modern era</td>
<td>1. Production and performance</td>
<td>1. Scene interpretation</td>
</tr>
<tr>
<td>2. Interpreting play scripts</td>
<td>2. Interpretation through stagecraft</td>
<td>2. Theatre criticism</td>
<td>2. Context investigation</td>
</tr>
</tbody>
</table>

ASSESSMENT

Units 1–2 Satisfactory or Non-Satisfactory
Units 3–4 School Assessed Coursework 45%
Final Examination (Written) 30%
End of Year Performance Exam 25%

Prerequisites: None

Subject Costs: Students will be advised about the texts they need to purchase, plus $50 (2x theatre tickets) per year.
**VISUAL COMMUNICATION AND DESIGN**

**Units 1 and 2:** Students begin the subject by becoming proficient at drawing for different purposes. A range of drawing methods, media and materials are explored. A growing awareness of technical drawing conventions is also taught. Design elements and principles are applied when creating visual communications that satisfy a stated purpose. Students also develop an awareness of how visual communication has been influenced by past and contemporary practices, and by social and cultural purposes. Type and Imagery is explored as part of the course. Students will manipulate type and images to create visual communications. The culmination of the course is to apply the design process. Students engage in the stages of the design process to create a visual communication appropriate to a set brief.

**Units 3 and 4:** Students begin by creating and analysing visual communications for specific contexts, purposes and audiences. Design Industry Practice is also looked at. Case-studies or an oral presentation of designers from the three fields of design are developed through research. Students embark on the development of their own distinct brief and identify two distinct client needs. Through research, generation, development and the refinement of ideas students create two final presentations. Students devise a pitch to present and explain their visual communications to an audience. Evaluation of the design process and the criteria is undertaken.

**AREAS OF STUDY**

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<tbody>
<tr>
<td>2. Design elements and principles</td>
<td>2. Type and Imagery</td>
<td>2. Design Industry Practice</td>
<td>2. Final presentations</td>
</tr>
<tr>
<td>3. Visual communication design in context</td>
<td>3. Applying the design process</td>
<td>3. Developing a brief and generating ideas</td>
<td>3. Evaluation and explanation</td>
</tr>
</tbody>
</table>

**+ End of Year Exam**

**ASSESSMENT**

<table>
<thead>
<tr>
<th>Unit 1–2</th>
<th>Satisfactory or Non-Satisfactory</th>
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</thead>
<tbody>
<tr>
<td>Unit 3–4</td>
<td>School Assessed Coursework for Unit 3 20%</td>
</tr>
<tr>
<td></td>
<td>School Assessed Task for Unit 4 40%</td>
</tr>
<tr>
<td></td>
<td>School Assessed Coursework for Unit 4 5%</td>
</tr>
<tr>
<td></td>
<td>End of Year Examination 35%</td>
</tr>
</tbody>
</table>

**Prerequisites:** Strongly recommended completion of Units 1–2 for Units 3–4.

**Subject Costs:** Materials to be advised on an individual student basis.
NAME: _______________________________  Homeroom: _________________

Preference 1: _______________________________

Reserve 1: _______________________________

Reserve 2: _______________________________

REASON FOR APPLICATION:
(Prior performance/results in this area. Extra involvement/interest in this area)
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Note: Please carefully complete the details on this form and submit to Student Reception no later than 14 August 2015.

Student Signature: __________________________  Date: _____________

Parent/Guardian Signature: ___________________  Date: _____________
CONTACT DETAILS

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(03) 5625 4600

Please Note:
To our knowledge the information in this booklet was accurate at the time of publication. However, the Victorian Curriculum Assessment Authority reserves the right to make modifications to the VCE Units.
Changes may also occur to subject offerings due to patterns of student preferences or availability of teaching staff.