

YEAR 11 AND 12

SUBJECT AND COURSE SELECTION

HANDBOOK

2022



Table of Contents

VCE SUBJECT SELECTION PROCESS:	3
SENIOR SCHOOL CERTIFICATES AND THEIR REQUIREMENTS	4
VCE STUDIES OFFERED AT BHSSC IN 2022	7
VET (VOCATIONAL EDUCATION AND TRAINING)	8
INDIVIDUAL COURSE PLAN	9
VCE STUDIES AT A GLANCE	10
ENGLISH	10
MATHEMATICS	12
THE HUMANITIES	16
HEALTH AND PHYSICAL EDUCATION	19
TECHNOLOGIES	22
SCIENCES	24
VISUAL AND PERFORMING ARTS	27
VET STUDIES AT A GLANCE	32
OFFERED ONSITE @ BHSSC IN 2022	32
EXTERNAL VET STUDIES OFFERED IN 2022	33
KEY CONTACTS	35

VCE SUBJECT SELECTION PROCESS:

Year 10 and 11 students will have the opportunity to begin their subject selection process during Advocacy sessions at school during term 3. This will involve students using the attached planner and selecting subjects from the list of VCE Units available at Box Hill Senior Secondary College.

Once students have made their preferences, the college will decide based on interest, which studies will run in any given year. Effort and commitment will always be made to offer students who are in year 11 an opportunity to continue with their subjects into year 12.

Students will select subjects based on their desired pathway and career. Ensuring that by the end of year 12 they have met the required Pre-requisites for their chosen course of study and future.

Once course selection has been complete and parents will be required to attend a **Course Confirmation Interview** at the school. These interviews allow students to finalise their choices, ensure that their pathway is correct based on needs and interests and to discuss future directions

Please note that students should select reserve subjects in case there is an irresolvable class or insufficient interest to offer the subject. In discussion with the College, students may have the option of undertaking a subject through enrolment at Virtual Schools Victoria.

A VCE program at Box Hill Senior Secondary College will generally consist of 20 to 24 units taken over two to three years. **Year 11 students should select a minimum of 6 VCE units each semester which may include an accelerated subject (if approved). Year 12 students will normally undertake 5-unit 3/4 sequences in their final year of schooling.**

Students can gain credit for any VCE studies that are satisfactorily completed at an approved VCE provider. This is usually a VCE Language Other Than English (LOTE) at community schools.

Students who choose to include their external study within their program must study at an approved VCE provider. Approved providers may be the Victorian School of Languages (VSL) and community LOTE schools. Please include the details of this subject on your Course Selection form, along with the course you have selected for Box Hill Senior Secondary College.

Changing Subjects and Sequences:

Depending on timetable options and available spaces in classes, changing from a Unit 1 study in Semester 1 to a different Unit 2 study in Semester 2 might be possible for students who realise that a particular subject does not suit their interests, strengths and aspirations. However, changes will only take place through application and attending a 'change in subject' interview with Student Services.

To Qualify for the Victorian Certificate of Education, students must complete all units as a sequence in Units 3 and 4.

GENERAL ADVICE ON CHOOSING A VCE COURSE

Choosing the right course can be challenging for many students. BHSSC provides information and course counselling advice to students throughout the subject selection and Course Confirmation process, However, the decision of what to study is ultimately your choice. When choosing a VCE course you should consider the following:

- Interests:** What subjects do I like?
- Strengths:** What subjects am I good at?
- Pathways:** What subjects do I need for future courses? | Am I aspiring to College in the US?
- Breadth:** Choose a course of subjects that keep career options open.
- Sequence:** It's important to study each unit in order (Units 1 to 4)

SENIOR SCHOOL CERTIFICATES AND THEIR REQUIREMENTS

Choosing the correct VCE certification pathway is individualised and dependent on the aspirations of the individual student. At Box Hill Senior Secondary we offer a variety of options for students dependent on their chosen program, pathway, and career interests. The diagram below highlights ways in which students are able to gain their Victorian Certificate of Education.

Enrolment options



THE VICTORIAN CERTIFICATE OF EDUCATION

VCE is usually completed over two years. At Box Hill Senior Secondary College students must ensure that they meet the following conditions in order to be eligible for the Victorian Certificate of Education

- In **Year 11** you will undertake six (6) Units in Semester 1 and six (6) Units in Semester 2 making a total of twelve (12) units across the year.
- In **Year 11**, you must undertake at least two (2) Units from the English group (**English; EAL; Literature**)
- In **Year 12** you will undertake five (5) Unit 3 and 4 sequences making a total of ten (10) units.
- In **Year 12** one of the sequences of units **MUST** be from the English group (**English; EAL; Literature**).

The Victorian Certificate of Education requires a student to have satisfactorily met at least 16 units which must include:

- Three (3) units of an English subject from the English Group (English, English Language, Literature and EAL) including the satisfactory completion of the Unit 3 and 4 sequences.
- At least three (3) sequences of Units 3 & 4 studies in addition to the Unit 3 & 4 sequence from the English group, which may include any number of English sequences once the English requirement has been met.

VICTORIAN CERTIFICATE of APPLIED LEARNING (VCAL) **(Applicable for 2022 only)**

VCAL is relevant for students who are interested in going onto training at TAFE, starting an apprenticeship or traineeship or getting a job after completing school. Availability of places in this program will depend upon interest at both the Intermediate and Senior VCAL level. The College may cap the number of classes of VCAL that are on offer based on available staffing and level of student interest.

A VCAL Learning Program is developed to harness job readiness and includes the following studies:

- Literacy
- Numeracy
- Work Related Skills
- VET Study
- Personal Development Skills

The VCAL units that are offered at the College include:

VCAL Literacy and Oral Communication Skills – The purpose of the literacy curriculum selected for this strand is to enable the development of skills, knowledge and attitudes in literacy that allow progression in the main social contexts of family, employment, further learning and citizenship.

Literacy skills corresponding with these social contexts include literacy for self-expression, practical purposes, knowledge and public debate. Literacy includes reading, writing and oral communication skills.

VCAL Numeracy Skills – Demonstrated through the satisfactory completion of at least one unit of VCAL Numeracy or VCE Maths, usually Foundation Maths.

VCAL Personal Development Skills – students apply communication, interpersonal, problem solving, teamwork, research, and project management skills to hands on community projects.

VCAL Work Related Skills – students undertake ongoing work placements and work towards building a folio of skills valued by employers.

Typically, students at Box Hill Senior Secondary College will complete their core studies at school over a common three days per week with the expectations that VCAL students spend one day each week on work placement and the other enrolled in a VET Study.

The college will be accepting applications from students who are genuinely interested in a Vocation based pathway. There are limited places available, and students will be selected using the following criteria:

- Willingness to participate in class activities and commitment to active learning
- Vocationally focused and can demonstrate some understanding of this vocation
- Ability to secure work-placement and can demonstrate a commitment to undertaking it
- Currently enrolled in a VET program or are considering including a VET program in their VCAL program
- Ability to work as a member of a team
- Ability to complete tasks and projects in the community
- Commitment to continuing their education at BHSSC
- Learning behaviour

***** Students must note that in 2022 – students opting for the Victorian Certificate of Applied Learning will not all be able to have access to VCE Units outside of their VCAL program. Students who wish to complete a series of VCE studies of interest should discuss their options for an Unscored VCE option coupled with a **Headstart** school-based apprenticeship and VET studies with the Careers and Pathway team.***

Application forms for VCAL are available from the college by contacting either Ms. Catherine Manning (VCAL Coordinator) or Mr Chris Christofidis (VET Innovation Leader)

HEADSTART APPRENTICESHIPS AND TRAINEE SHIPS

Head Start is a new model for apprenticeships and traineeships for school students. Head Start students spend more time doing important, paid, on-the-job training while completing their VCE or VCAL at school.

The program helps students to develop skills and experience that employers value. Head Start helps students to get the best start in their career.

Students interested in this pathway are encouraged to speak to their coordinator or our careers coordinator.

VCE STUDIES OFFERED AT BHSSC IN 2022

Learning Area	Subject	Unit 1	Unit 2	Unit 3	Unit 4	FEE
ENGLISH	English	•	•	•	•	
	EAL	•	•	•	•	
MATHEMATICS	Foundation Maths	•	•			
	Further Maths			•	•	
	General Maths	•	•			
	Mathematical Methods	•	•	•	•	
	Specialist Mathematics (by distance)	•	•	•	•	
HUMANITIES	Accounting	•	•	•	•	
	Business Management	•	•	•	•	
	Modern History	•	•			
	History Revolutions			•	•	
	Legal Studies	•	•	•	•	
HEALTH AND PHYSICAL EDUCATION	Health and Human Development	•	•	•	•	
	Outdoor and Environmental Studies	•	•	•	•	
	Physical Education	•	•	•	•	
TECHNOLOGIES	Food Studies	•	•	•	•	•
	Product Design and Technology (Materials)	•	•	•	•	•
SCIENCE	Biology	•	•	•	•	
	Chemistry	•	•	•	•	
	Physics	•	•	•	•	
	Psychology	•	•	•	•	
VISUAL AND PERFORMING ARTS	Art	•	•	•	•	•
	Media	•	•	•	•	
	Studio Arts	•	•	•	•	•
	Music Performance	•	•	•	•	

VET (Vocational Education and Training)

Box Hill Senior Secondary has a proud tradition of being innovative in the Vocational Education and Training space. At present we offer the following VET subjects to students on site and delivered by our highly trained and accredited teaching staff.

VET Subject	CERT II	CERT III
Building and Construction	•	
Sport and Recreation		•

We recognise that our students have aptitude and interest in a wide variety of VET offerings that may not yet be offered or delivered onsite here at the college. As a result, we encourage our students to access the VET of their choice through one of our community providers.

Vocational Education and Training Offered Through the Mullum Mullum Cluster and Other Tertiary Providers

Students can also apply to take a different VET subject at a TAFE institution. Students considering doing a VET study should contact Ms Catherine Manning or Mr Chris Christofidis as soon as possible to ensure a timely enrolment / secure a place.

The closest TAFE is Box Hill Institute a 10-minute walk away. Students interested in VET offerings for Secondary Students should navigate to <https://www.boxhill.edu.au> and search for "VET Delivered to Secondary School Students"

Please refer to the Mullum Vet Cluster handbook for details of VET subjects on offer. <https://www.mullumvetcluster.com.au/> an snapshot on what is on offer for 2022 can be found on the final pages of this booklet.

VCE VET Contribution to the VCE

Upon successful completion of the VCE VET Year 11 and 12 program students will be eligible for up to four units of credit towards their VCE: Two units at Units 1 and 2, and a Units 3 and 4 sequence.

VCE VET and the ATAR

Students wishing to receive an ATAR contribution for the Units 3 & 4 sequence must undertake scored assessment for the purposes of gaining a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

Where a student elects not to receive a study score for the scored units 3 and 4 sequence of their VCE VET study, no contribution to the ATAR will be available.

INDIVIDUAL COURSE PLAN

STUDENT NAME: _____ **ADVOCACY GROUP** _____

Please Highlight

Sports Academy Student with US College Pathway	VCE Pathway	VCAL Pathway	Head Start Program VCE VCAL
--	-------------	--------------	--------------------------------------

Intended Career / Pathway post Year 12 _____

Possible University / Further Education Courses that I am interested in:

Pre-Requisite subjects that I must take to qualify for a particular program:

SUBJECT SELECTION YEAR 11

Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Unit 1 and 2 English					

Due to class numbers and subject clashes, some subjects may not run as stated in this handbook. In case of this, please list below your extra subject preferences.

First Preference	Second Preference	Third Preference

SUBJECT SELECTION YEAR 12:

Subject 1	Subject 2	Subject 3	Subject 4	Subject 5
Unit 3 and 4 English				

PARENT / CARER CONSENT

I have discussed my son's/daughter's choices with them and with their teacher and I agree with their choices. I have been made aware of my responsibility regarding subject and program costs and agree to pay these as necessary.

Sports Academy Students Only - I understand that at Year 11 and 12 **Sports Coaching** forms part of a co-curricular program that will require my son/daughter to maintain and catch up on work missed during their VCE / VCAL subjects that they may miss during coaching time.

Parent/Guardian Name: _____ and Signature: _____.

VCE STUDIES AT A GLANCE

For detailed elaborations on each study, the types of assessment and content covered, please refer to the relevant learning area leader and the VCAA Study Design specific to that VCE study:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx>

ENGLISH

ENGLISH

Unit 1

In Unit 1, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students explore how meaning is created in a text and identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the contexts in which it is created and read. Students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument.

Unit 2

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

Unit 3

In Unit 3, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. Students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their

understanding of the way in which language and argument complement one another in positioning the reader.

Unit 4

In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media. Texts selected for Area of Study 1 must be chosen from the Text List published annually by the VCAA. The issues selected for Area of Study 2 must have appeared in the media since 1 September of the previous year, but need not be the same as the issue selected for study in Unit 3

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Unit 1

This semester, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts. They make presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

Unit 2

The unit focuses on reading and responding to a range of texts in order to analyse techniques used by writers and to study the different interpretations offered. This unit promotes the development of confident and competent writing and effective communication of ideas.

Unit 3

In Unit 3, students analyse and create texts. They complete analytical responses to major literary works of the 20th Century, as well as exploring the context and purpose of their original production. Students also critically evaluate media as sources of news and information.

Unit 4

In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media. Texts selected for Area of Study 1 must be chosen from the Text List published annually by the VCAA. The issues selected for Area of Study 2 must have appeared in the media.

LITERATURE

Unit 1: Approaches to literature

In this unit students focus on the ways the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop responses to a range of literary forms and styles. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Unit 2: Context and connections

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Students consider the relationships between authors, audiences and contexts and analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based.

MATHEMATICS

Students electing studies in Mathematics are encouraged to consider the following sequences

Units 1 and 2		Units 3 and 4
Foundation Mathematics*	→	Further Mathematics
General Mathematics	→	Further Mathematics
Mathematical Methods	→	Mathematical Methods or Further Mathematics
General Mathematics and Mathematical Methods	→	Mathematical Methods and/or Further Mathematics
Mathematical Methods**	→	Mathematical Methods and Specialist Mathematics
Mathematical Methods and General Mathematics	→	Mathematical Methods and Specialist Mathematics
General Mathematics or Specialist Mathematics and Mathematical Methods	→	Further Mathematics, Mathematical Methods and Specialist Mathematics

* For this combination of units, students wishing to progress to Further Mathematics Units 3 and 4 will need to undertake some supplementary study with respect to assumed knowledge and skills for Area of Study 1.

** For this combination of units, students will need to undertake some supplementary study with respect to assumed knowledge and skills for Specialist Mathematics Units 3 and 4

FOUNDATION MATHEMATICS 1 & 2

Unit 1 & 2

In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. The areas of study for Units 1 and 2 of Foundation Mathematics are 'Space, shape and design', 'Patterns and number', 'Data' and 'Measurement'.

All four areas of study are to be completed over the two units. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations.

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

GENERAL MATHEMATICS 1 & 2

For Units 1 and 2, to suit the range of students entering the study, content must be selected from the six areas of study using the following rules:

- For each unit, content covers four or more topics in their entirety, selected from at least three different areas of study.
- Courses intended as preparation for study at Units 3 and 4 level should include a selection of topics from areas of study that provide a suitable background for these studies.
- Topics can also be selected from those available for Specialist Mathematics Units 1 and 2.
- Content covered from an area of study provides a clear progression in knowledge and skills from Unit 1 to Unit 2.

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

MATHEMATICAL METHODS 1 & 2

Unit 1

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra' which extends across Units 1 and 2. This content should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2. In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

Unit 2

In Unit 2 students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are 'Functions and graphs', 'Algebra', 'Calculus', and 'Probability and statistics'. At the end of Unit 2, students are expected to have covered the material outlined in each area of study. Material from the 'Functions and graphs', 'Algebra', 'Calculus', and 'Probability and statistics' areas of study should be organised so that there is a clear progression of skills and knowledge from Unit 1 to Unit 2 in each area of study. In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation and anti-differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning

mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

SPECIALIST MATHEMATICS 1 & 2

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4.

The areas of study for Units 1 and 2 of Specialist Mathematics are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'. For Units 1 and 2, to suit the range of students entering the study, and cover the four prescribed topics, content must be selected from the six areas of study using the following rules:

- For each unit, content covers four or more topics in their entirety, selected from at least three different areas of study.
- Each unit must include two of the prescribed topics: Number systems and recursion; Vectors in the plane; Geometry in the plane and proof; and Graphs of non-linear relations.
- Other topics can be selected from those included in the areas of study for Specialist Mathematics Units 1 and 2 and/or General Mathematics Units 1 and 2 courses intended as preparation for study at the Units 3 and 4 level, should include selection of content from areas of study that provide a suitable background for these studies.
- Content from an area of study provides a clear progression in knowledge and skills from Unit 1 to Unit 2.

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

FURTHER MATHEMATICS 3 & 4

It is highly recommended that students intending to undertake this subject in Unit 3 & 4, should have successfully completed and passed General Maths Unit 1 & 2 prior.

Unit 3 & 4

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'. 'Data analysis' comprises 40 per cent of the content to be covered, 'Recursion and financial modelling' comprises 20 per cent of the content to be covered, and each selected module comprises 20 per cent of the content to be covered. Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics: 'Computation and practical arithmetic', 'Investigating and comparing data distributions', 'Investigating relationships between two numerical variables', 'Linear graphs and modelling', 'Linear relations and equations', and 'Number patterns and recursion'. For each module there are related topics in General Mathematics Units 1 and 2. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

MATHEMATICAL METHODS 3 & 4

It is highly recommended that students intending to undertake this subject in Unit 3 & 4, should have successfully completed Mathematical Methods Unit 1 & 2 prior.

Units 3 & 4

Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the

development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods Units 3 and 4.

For Unit 3 a selection of content would typically include the areas of study 'Functions and graphs' and 'Algebra', and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study. For Unit 4, this selection would typically consist of remaining content from the areas of study: 'Functions and graphs', 'Calculus' and 'Algebra', and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions. For Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content. The selection of content from the areas of study should be constructed so that there is a development in the complexity and sophistication of problem types and mathematical processes used (modelling, transformations, graph sketching and equation solving) in application to contexts related to these areas of study. There should be a clear progression of skills and knowledge from Unit 3 to Unit 4 in each area of study.

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

SPECIALIST MATHEMATICS 3 & 4

It is highly recommended that students intending to undertake this subject in Unit 3 & 4, should have successfully completed Mathematical Methods Unit 1 & 2 and Specialist Maths Unit 1 & 2 prior.

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'. The development of course content should highlight mathematical structure, reasoning and applications across a range of modelling contexts with an appropriate selection of content for each of

Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics 'Number systems and recursion' and 'Geometry in the plane and proof', and concurrent or previous study of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics, which are drawn on as applicable in the development of content from the areas of study and key knowledge and skills for the outcomes. In Unit 3 a study of Specialist Mathematics would typically include content from 'Functions and graphs' and a selection of material from the 'Algebra', 'Calculus' and 'Vectors' areas of study. In Unit 4 this selection would typically consist of the remaining content from the 'Algebra', 'Calculus', and 'Vectors' areas of study and the content from the 'Mechanics' and 'Probability and statistics' areas of study. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

THE HUMANITIES

ACCOUNTING

Unit 1: Establishing and operating a service business

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit. Using single entry recording of financial data analysis of accounting information, students will examine the role of accounting in the decision-making process for a sole proprietor of a service business.

Unit 2: Accounting for trading business

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

It is highly recommended that students intending to undertake this subject in Unit 3 & 4, should have successfully completed and passed Accounting Unit 2 prior.

Unit 3: Recording and reporting for trading business

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

Unit 4: Control and analysis of business performance

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single

activity trading business using the perpetual inventory recording system.

BUSINESS MANAGEMENT

Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of those on planning a business.

Unit 2: Establishing a business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area, applying this knowledge to contemporary business case studies from the past four years.

Unit 3: Managing a business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Unit 4: Transforming a business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students 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 study from the past four years, students evaluate business practice against theory.

MODERN HISTORY UNITS 1 & 2

Unit 1: Change and conflict

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

Unit 2: The changing world order

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

HISTORY (REVOLUTIONS) 3 & 4

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society.

Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror. In these units' students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into

the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order. The two Revolutions studied in 2022 include: The American Revolution of 1776 and The Russian Revolution of October 1917.

LEGAL STUDIES

Unit 1: Guilt and liability

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation. In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Unit 2: Sanctions, remedies and rights

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Unit 3: Rights and justice

Students examine the institutions that adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed in

courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system. Using the elements of an effective legal system, students consider the extent to which court processes and procedures contribute to the effective operation of the legal system. They also consider reforms or changes that could further improve its effective operation. Throughout this unit, students examine current or recent cases to support their learning and apply legal principles to these illustrative cases.

Unit 4: The people and the law

In this unit students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. They undertake an informed evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society. Students develop an appreciation of the complex nature of law-making by investigating the key features and operation of parliament, and influences on law-making, with a focus on the role of the individual. Central to the investigation of law-making is the role played by the Commonwealth Constitution. Students develop an understanding of the importance of the Constitution in their lives and on society as a whole, and undertake a comparative analysis with another country.

They learn of the importance of the role played by the High Court of Australia in interpreting and enforcing the Constitution, and ensuring that parliaments do not act outside their areas of power nor infringe protected rights. Students investigate the nature and importance of courts as law-makers and undertake an evaluation of their effectiveness as law-making bodies. They also investigate the relationships that exist between parliaments and courts. Throughout this unit, students examine relevant cases to support their learning and apply legal principles to these cases.

HEALTH AND PHYSICAL EDUCATION

HEALTH AND HUMAN DEVELOPMENT

Unit 1: Understanding Health and Wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. For the purposes of this study, students should consider wellbeing to be an implicit element of health. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including those among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Unit 2: Managing Health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Unit 3: Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as a background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and

improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Unit 4: Health and Human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

OUTDOOR AND ENVIRONMENTAL STUDIES

Unit 1: Exploring outdoor experiences

In this area of study students examine motivations for and responses to nature and outdoor experiences. They investigate a range of contemporary uses and meanings of the term 'nature', and examine a variety of different types of outdoor environments. Students are introduced to a cultural perspective on the way's humans relate to outdoor environments. Students learn to participate safely in outdoor experiences and develop relevant practical skills including first aid to enable safe participation in practical experiences. Students use these experiences as the basis for reflection.

This area of study focuses on planning and participating in outdoor experiences. Students evaluate how their personal responses are

influenced by media portrayals of outdoor environments and perceptions of risk involved in outdoor experiences. Practical outdoor experiences provide students with the opportunity to observe and experience various ways of encountering and understanding outdoor environments. Students consider factors that affect access to outdoor experiences and explain the effect of different technologies on outdoor experiences, examining how all of these influence the ways humans understand nature.

Unit 2: Discovering outdoor environments

This area of study introduces students to the characteristics of a variety of outdoor environments, including those visited during practical outdoor experiences. Students investigate different types of outdoor environments from a number of perspectives. Students undertake case studies of different types of outdoor environments to observe and experience how changes to nature affect people. They develop appropriate practical skills for safe and sustainable participation in outdoor experiences and for investigations into various outdoor environments. Students use these experiences as the basis for reflection and analysis of theoretical knowledge of natural environments.

Unit 3: Relationships with outdoor environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge and skills about specific natural environments.

Unit 4: Sustainable outdoor relationships

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop and apply theoretical knowledge about outdoor environments.

PHYSICAL EDUCATION

Unit 1: The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Students consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Unit 2: Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in health and wellbeing of different population groups. Through a series of practical activities, students experience and explore different types of physical activity that can be promoted in different groups. They gain an appreciation of the level of physical activity required for health benefits. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various groups. Students then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied. Students focus on a range of contemporary issues associated with physical activity and/or sport at the local, national and global level. They investigate in detail one issue relevant to physical activity and/ or sport. Using a social-ecological perspective, they evaluate the effect of individual, social, policy and physical environmental factors on participation in physical activity. Students form conclusions in relation to the impact these factors have on physical activity and sport in society.

Unit 3: Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4: Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and

understanding of training. Students analyse sports activity data such as movement patterns and heart rates to determine the physical requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

TECHNOLOGIES

FOOD STUDIES

Unit 1: Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world. Students also investigate Australian indigenous food prior to European settlement and how food patterns have changed over time. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.

Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. Students design new food products and adapt recipes to suit particular needs and circumstances.

Unit 3: Food in a daily life

This unit investigates the many roles and everyday influences of food. Students explore the science of food – they consider the physiology of eating, the microbiology of digestion and appreciating food. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. Students analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

Students also investigate how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the

establishment of lifelong, healthy dietary patterns. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Unit 4: Food issues, challenges and futures

In this unit students examine debates about global and Australian food systems. Students focus on issues related to the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students also investigate individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. Students' food production repertoire reflects the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

PRODUCT DESIGN AND TECHNOLOGY

Unit 1: Sustainable product redevelopment

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. It is common for designers in Australia to use products from overseas as inspiration when redeveloping products for the domestic market. Sustainable redevelopment refers to designers and makers ensuring products serve social, economic and environmental needs. Generating economic growth for design and manufacturing in Australia can begin with redeveloping existing products so they have positive social and minimal environmental impact. In this unit students examine claims of sustainable practices by designers. Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.

In Area of Study 1 students consider the sustainability of an existing product and acknowledge the intellectual property (IP) rights of the original designer. Working drawings (also known as flats, trade sketches, assembly or technical drawings) are used to present the preferred design option. In Area of Study 2, students produce a redeveloped product using tools, equipment, machines and materials,

taking into account safety considerations. They compare their product with the original design and evaluate it against the needs and requirements outlined in their design brief.

Unit 2: Collaborative design

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also use digital technologies to facilitate teams to work collaboratively online. In this unit students gain inspiration from an historical or a contemporary design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics. In Area of Study 1, students work both individually and as members of a small design team to address a problem, need or opportunity and consider user-centred design factors. 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 design style or movement. In Area of Study 2 the finished product is evaluated.

Unit 3: Applying the product design process

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

Design and product development and manufacture occur in a range of settings. An industrial setting provides a marked contrast to that of a one-off situation in a small cottage industry or a school setting. Although a product design process may vary in complexity or order, it is central to all of these situations regardless of the scale or context. This unit examines different settings and takes students through the product design process as they design for an end-user/s. Students identify methods which could be used in a low-volume or mass/high-volume production setting to manufacture a similar product to their design.

Unit 4: Product development and evaluation

In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

SCIENCES

BIOLOGY

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 particular environments 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.

It is highly recommended that students intending to undertake this subject in Unit 3 & 4, should have successfully completed and passed Biology Unit 1 and 2 prior.

Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. These different perspectives enable consideration of both capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism. Students examine the key molecules and biomechanical pathways involved in cellular processes both within the cell and between cells. At this molecular level students study the human immune system and the interactions between its components to provide immunity to specific antigen. A student investigation related to biological change and/or continuity is undertaken in either Unit 3 or Unit 4, or across both Unit 3 and Unit 4. The findings of the investigation are presented in a scientific poster format.

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

In this unit students consider the continual change and the challenges to which life on Earth has been subjected. They examine change in life forms, investigate the relatedness between species and consider the impact of various change events on a population's gene pool. Students explore 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 are explored for both the individual and the species.

CHEMISTRY

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

The development and use of materials for specific purpose is an important human endeavour. In this unit students investigate the chemical properties and practical applications of a range of materials including metals, crystals, polymers, nanomaterials and giant lattices. They explore and explain the relationships between properties, structure and bonding focus within and between particles that vary in size from the visible through to nanoparticles, molecules and atoms. Students are introduced to quantitative concepts in chemistry.

Unit 2: What makes water such a unique chemical?

Water is the most widely used solvent on earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the structure and bonding within and between water molecules in order to investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. They are introduced to stoichiometry and to analytical techniques and instrumental procedures analysis, and apply these to determine concentrations of different species in water samples, including chemical contaminants. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

It is highly recommended that students intending to undertake this subject in Unit 3 & 4, should have successfully completed and passed Chemistry Unit 1 & 2 prior.

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

The global demand for energy and materials is increasing with the growth of world population. In this unit students explore energy options and the

chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources and investigate the combustion of fuels. They consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells and calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They apply the equilibrium law and Le Chatelier's principle to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

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

Carbon is the basis of the diverse compounds found in living tissues and in the fuels, foods, medicines and many of the materials we used in everyday life. In this unit students investigate the structural features, bonding, reactions and uses of the major families of organic compounds including those found in food. Students process data from instrumental analyses to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. They predict the products of reaction pathways and design pathways to produce particular compounds from given starting materials. Students investigate key food molecules including carbohydrates, proteins, lipids and vitamins and use calorimetry to determine the energy released in the combustion of food.

PHYSICS

Unit 1: What ideas explain the physical world?

In this unit students explore some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. They consider thermal concepts by investigating heat and assessing the impact of human use of energy on the environment. Students evaluate common analogies used to explain electricity and investigate how electricity can be manipulated and utilised. They examine current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Unit 2: What do experiments reveal about the physical world?

This unit requires that students undertake a core study related to motion, one option from a choice of twelve options, and a student-designed investigation related to motion and/or one of the twelve options. In this unit, students explore the power of experiments in developing models and theories. They make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored including through indirect observations. Students investigate the ways

in which forces are involved both in moving objects and in keeping objects stationary. They choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

It is highly recommended that students intending to undertake this subject in Unit 3 & 4, should have successfully completed and passed Physics Unit 1 & 2 prior.

Unit 3: How do fields explain motion and electricity?

In this unit, students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. They explore the interactions, effects and applications of gravitational, electric and magnetic fields including the design and operation of particle accelerators. Students use Newton's laws and Einstein's theories to investigate and describe motion.

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

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and analyse its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students are challenged to think beyond the concepts experienced in everyday life to study the physical world from a new perspective.

PSYCHOLOGY

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 the functioning of the nervous system to explain how a person can 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.

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 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.

VISUAL AND PERFORMING ARTS

ART

Unit 1: Artworks, experience and meaning

In this unit students focus on artworks as objects and examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. They examine artists in different societies and cultures, and historical periods, and develop their own viewpoints about the meanings and messages of artworks. Students explore the practices of artists who have been inspired by ideas relating to personal and cultural identity. They study at least three artists and at least one artwork from each of the selected artists.

Students apply the Structural Framework and the Personal Framework to interpret the meanings and messages of artworks and to document the reflection of their own ideas and art making. They learn how to formulate and substantiate personal opinions about artworks. In their practical work, students explore areas of personal interest and the characteristics of materials, techniques and the art process. Students develop an understanding of the use of visual language to document their exploration and development of ideas, techniques and processes in a visual diary.

Unit 2: Artworks and contemporary culture

In this unit students use the Cultural Framework and the Contemporary Framework to examine the different ways that artists interpret and present social and personal issues in their artistic practice. They apply the Cultural Framework and the Contemporary Framework as appropriate to the selection of artworks.

In students' own artistic practice, they continue to use the art process and visual language to explore and experiment with materials and techniques and to develop personal and creative responses. They explore the way cultural contexts and contemporary ideas and approaches to art have influenced their artwork.

Students investigate how artworks can be created as forms of expression for specific cultural and contemporary contexts. Students may research contemporary artworks, public art, community and collaborative artworks, art produced for festivals, newspaper cartoons, art prizes, curated exhibitions, performance art, ephemeral and environmental art and street art. Artworks can celebrate specific events, ideas or beliefs or they can commemorate people, institutions, social movements and events. They can reinforce a social group's sense of power and authority or they can challenge social attitudes

and assumptions. Students begin to see the importance of the cultural context of artworks and analyse the varying social functions that art can serve.

Students use the Contemporary Framework to examine artworks from different periods of time and cultures. In current contemporary artistic practice, many artists have reinterpreted traditional art forms and familiar representation, re-examining the traditions of realism and abstraction in conceptual artworks that challenge ideas about art. Contemporary art and ideas may involve diverse and alternative approaches to making and presenting art. These practices may also include practices of appropriation, collaboration, participation and questioning of the notion of authorship of artworks.

Unit 3: Artworks, ideas and values

In this unit students study selected artists who have produced works before 1990 and since 1990. Students use the Analytical Frameworks for analysing and interpreting the meaning of artworks. Applied together, these Analytical Frameworks enable students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations.

Students link their growing theoretical understanding of art in Area of Study 1 to their own practice in Area of Study 2. Students apply imagination and creativity to develop their ideas through the art process and visual language. Their art making is supported through investigation, exploration and application of a variety of materials, techniques and processes. Students develop confidence in using the language and content of the Analytical Frameworks in their reflection of the structural, personal, cultural and contemporary aspects of their own developing artworks.

In this unit, contemporary art is considered to be that which has been produced since 1990 and reflects the current way some artists create artworks with a new approach to media, techniques, purpose and presentation. Contemporary art and ideas may involve diverse and alternative approaches to making and presenting art. Diverse ideas and approaches are explored in relation to societal changes, including postmodernism, post colonialism, globalisation and environmental issues.

Unit 4: Artworks, ideas and viewpoints

In this unit students study artworks and develop and expand upon personal points of view. They support their point of view and informed opinions about art ideas and issues with evidence. They build their learning and conceptual understanding around the discussion of broad themes, ideas and issues related to the role of art in society and consider how ideas

and issues are communicated through artworks. They discuss how art may affect and change the way people think. Attributed commentaries and viewpoints may include information from visiting artists and speakers, lecturers, educators or guides in galleries, film, pod or vodcasts, online programs, printed and online material in newspapers, periodicals, journals, catalogues or texts by art critics, curators and historians. Sources should be reliable, recognised and relevant and reflect viewpoints that enrich the discussion about the artworks in relation to an art idea and related issues.

From this research students choose an art idea and issue to explore. Students select the artwork/s of at least one artist not previously studied in Unit 3, and use this artwork/s and selected related commentaries and viewpoints to discuss the chosen art idea and related issues.

In relation to their developing artwork, students continue to build upon the ideas and concepts begun in Unit 3 and further develop their artistic practice. They focus on the development of a body of work using the art process that demonstrates creativity and imagination, the evolution and resolution of ideas and the realisation of appropriate concepts, knowledge and skills. At the end of this unit, students present a body of work and at least one finished artwork accompanied by documentation of artistic practice. Students select appropriate aspects of the Analytical Frameworks as a structure for the reflection and documentation of their artworks.

MEDIA

Unit 1: Media representations

Students are introduced to the concept of audience and what it entails. They consider how audiences engage with the media to construct and negotiate understandings of the world and themselves through their participation in the consumption, reception, production, curation, and distribution of media products. Notions of identity and self are implicit in the ways audiences select, create, share, engage with and read media products. Through the examination of a range of media forms and products, students consider how representations of self and identity are constructed, distributed, engaged with, consumed and read. Students consider different readings of media products and how meaning is suggested through the complex relationships between content creators and producers, media forms and audiences.

Unit 2: Narrative across media forms

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television,

sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Unit 3: Media narratives and pre-production

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language. Narratives are defined as the depiction of a chain of events in a cause and effect relationship occurring in physical and/or virtual space and time in non-fictional and fictional media products.

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption, and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

Unit 4: Media production and issues in media

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions, and audiences, and

analyse the role of the Australian government in regulating the media.

STUDIO ARTS

Unit 1: Studio inspiration and techniques

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

Unit 2: Studio exploration and concepts

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art.

Unit 3: Studio practices and processes

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. For this study, the exploration proposal supports the student to identify a direction for their studio process. This process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. Students will select some of these potential directions from which to develop at least two artworks in Unit 4. The study of artists and their work practices and processes may provide inspiration for students' own approaches to art

making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques.

Unit 4: Studio practice and art industry contexts

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks. This unit also investigates aspects of artists' involvement in the art industry, focusing on a least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions.

VISUAL COMMUNICATION AND DESIGN

Unit 1: Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles.

This research introduces students to the broader context of the place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration. In this unit students are introduced to four stages of the design process: research, generation of ideas, and development of concepts and refinement of visual communications.

Unit 2: Applications of visual communication within design fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields.

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design.

They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Unit 3: Visual communication design practices

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

Unit 4: Visual communication design development, evaluation and presentation

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

and design principles creates different communication messages and conveys ideas to the target audience. As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

MUSIC PERFORMANCE

Unit 1

Music Performance Unit 1 focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance work to address technical, expressive and stylistic challenges relevant to works they are preparing for performance. Students also develop their listening, aural, theoretical and analytical musicianship skills.

Unit 2

Music Performance Unit 2 focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They continue to develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 3:

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

Unit 4:

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

DRAMA

Unit 1: Dramatic storytelling

This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and of a performance by professional drama practitioners. In this unit students use performance styles from a range of contexts associated with naturalism and non-naturalism. Students examine storytelling through the creation of solo and/or ensemble devised performance/s. They manipulate expressive skills in the creation and presentation of characters and develop awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance styles and document the processes they use. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, conventions and performance styles from a range of contexts.

Unit 2: Non-naturalistic Australian drama

This unit focuses on the use of documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. Students use a range of stimulus material in creating the performance and examine non-naturalistic performance styles from a range of contexts relevant to Australia and Australians.

Conventions appropriate to the selected performance styles are also explored. Students' knowledge of how dramatic elements can be enhanced or manipulated through performance is further developed in this unit. Students analyse their own performance work as well as undertake the analysis of a performance of an Australian work by other actors.

Unit 3: Devised non-naturalistic ensemble performance

This unit focuses on non-naturalistic devised ensemble drama. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions and work collaboratively to devise, develop and present an ensemble performance. Students use and manipulate dramatic elements, conventions, performance and expressive skills, performance styles and stagecraft in non-naturalistic ways to shape and enhance the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Unit 4: Non-naturalistic solo performance

Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions. They develop skill in extracting dramatic potential from a stimulus material and use dramatic elements, conventions, performance styles and expressive skills to develop and present a short solo performance. These skills are further developed as students create a devised solo performance in response to a prescribed structure.

VET STUDIES AT A GLANCE

OFFERED ONSITE @ BHSSC in 2022

Certificate II Building and Construction (Pre-apprenticeship)

Certificate II in Building and Construction provides students with the knowledge and skills to enhance their employment prospects in the building and construction industry. This is a full carpentry pre-apprenticeship program and will, if completed, provide some credit towards the study component of an apprenticeship. All students undertake basic first aid and Work Safe training and receive their 'white card' enabling them to complete work placements on building sites.

VET Building and Construction is offered as a packaged program with students gaining additional skills and knowledge delivered through VCE Product Design and Technology (Wood) and VCE Visual Communication Design (Trade Drawing). Structured Workplace Learning is a required component in Year 1. Training is delivered in a computer equipped classroom, carpentry workshop, building barn and school grounds for Unit skills.

Certificate III in Sport and Recreation

VCE VET Sport and Recreation provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport and recreation and fitness. Leadership, organisational and specialist activity skills such as fitness will be developed throughout the program.

Completion of the Certificate may provide pathways into the sport and recreation industry in areas such as maintaining grounds, providing customer service, administrative service or working in a fitness centre, outdoor sporting ground or centre. Potential job roles may include recreation activities assistant or gymnasium assistant. The Sport and Recreation qualification could allow students to undertake further training or study to enable them to be employed in roles such as personal trainer, gym instructor, event/promotions manager, facilities manager, coach.

EXTERNAL VET STUDIES OFFERED IN 2022


Vocational Education and
Training in Schools

Course	Location/Provider	Cert II	Cert III	Cert IV
Creative Industry				
Acting (Screen)	Australian College of Dramatic Arts		•	
Applied Fashion	Donvale Christian College	•		
Creative Industries (Media)	Swinburne University of Technology	•		
Dance	Fairhills High School	•		
Design Fundamentals (Visual Arts)	Box Hill Institute		•	
Design Fundamentals	Swinburne University of Technology		•	
Music Industry (Performance)	Scoresby Secondary College Sherbrooke Community School		•	
Music Industry (Sound Production)	Aquinas College Upwey High School		•	
SERVICE INDUSTRY				
Allied Health Assistance	Box Hill Institute Swinburne University of Technology		•	
Animal Studies	Box Hill Institute Donvale Christian College	•		
Beauty Services	Box Hill Institute Inspiring Beauty & Massage Academy The Masters Institute of Creative Ed.		•	
Business	Fairhills High School Swinburne University of Technology	•		
Christian Ministry	Waverley Christian College		•	
Community Services	Box Hill Institute Cire Services Swinburne University of Technology	•	•	
Early Childhood	Box Hill Institute Cire Services		•	
Equine Studies	Box Hill Institute		•	
Hospitality	Aquinas College Mater Christi	•		
Interior Decoration	Box Hill Institute		•	
Kitchen Operations	Aquinas College Belgrave Heights Christian School	•		

Make-up	Box Hill Institute		•	
Retail Cosmetics	Box Hill Institute Inspiring Beauty & Massage Academy	•		
Retail Services	Swinburne University of Technology	•		
Salon Assistant	Box Hill Institute Inspiring Beauty & Massage Academy The Masters Institute of Creative Ed.	•		
Outdoor Recreation	Box Hill Institute Fairhills High School	•		
Sport and Recreation (Outdoor focus)	Norwood Secondary College		•	
Sport and Recreation (General)	Aquinas College		•	
Sport and Recreation (Personal Fitness Industry Focus)	Scoresby College Sherbrooke Community College		•	
TECHNOLOGY INDUSTRY				
Aviation (Remote Pilot)	National Drones Institute		•	
Information Technology (Networking/Cyber Security)	Ringwood Training		•	
Information Technology (Virtual Reality & Game Design)	Ringwood Training		•	
Information Technology (Game Art & Animation)	Swinburne University of Technology		•	
Integrated Technologies (CISCO)	Ringwood Training			•
Laboratory Skills	Box Hill Institute Swinburne University of Technology		•	
TRADE INDUSTRY				
Automotive Studies	Box Hill Institute Ringwood Training	•		
Building & Construction (Carpentry)	Aquinas College St Joseph's College Wantirna College	•		
Electrotech (Career Start)	Swinburne University of Technology	•		
Electrotechnology	Box Hill Institute St Joseph's College	•		
Engineering Studies	Ringwood Training Swinburne University of Technology	•		
Horticulture	Swinburne University of Technology	•		
Landscaping	Swinburne University of Technology	•		
DUAL Horticulture & Landscaping	Swinburne University of Technology	•		
Plumbing	Swinburne University of Technology	•		

KEY CONTACTS

Need to know more about a particular subject or pathway, please feel free to contact the following staff at the College. *Timetabling and scheduling queries should be directed to the Director of Student Services or the relevant Student Manager.*

LEARNING AREA	STAFF	EMAIL
The Arts	Susan Kent	susan.kent@bhssc.vic.edu.au
Careers and Pathways	Frank De Melis	frank.demelis@bhssc.vicedu.au
English	Julia Nasser	julia.nasser@bhssc.vic.edu.au
Headstart	Frank De Melis Damian Dwyer	frank.demelis@bhssc.vicedu.au damian.dwyer@bhssc.vic.edu.au
Health and Physical Education	Joel Octigan	joel.octigan@bhssc.vic.edu.au
Humanities	Susan Morris	susan.morris@bhssc.vic.edu.au
Mathematics	Phil Bennett	phil.bennett@bhssc.vic.edu.au
Science	Damon Edgar	damon.edgar@bhssc.vic.edu.au
Sport Academies	Warren Dawson Adam Smith	warren.dawson@bhssc.vic.edu.au adam.smith@bhssc.vic.edu.au
Technology	Dave Fulton	david.fulton@bhssc.vic.edu.au
VCAL	Cath Manning	catherine.manning@bhssc.vic.edu.au
VET Innovation	Chris Christofidis	Christopher.christofidis@bhssc.vic.edu.au
Director of Student Services	Damian Dwyer	Damian.dwyer@bhssc.vic.edu.au
Years 9 and 10 Student Manager	Natalie Murray	natalie.murray@bhssc.vic.edu.au
Years 11 and 12 Student Manager	Ann Le	ann.le@bhssc.vic.edu.au
Curriculum Leaders	Julia Nasser Amy Farmer	julia.nasser@bhssc.vic.edu.au amy.farmer@bhssc.vic.edu.au
International Students	Lynden Fielding	lynden.fielding@bhssc.vic.edu.au