



Bayside Christian College

“Unity and Maturity in Christ”



VCE Information & Subject Selection Handbook 2017

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The College Day

Mondays		Tuesdays – Fridays	
School starts	8:45am	School starts	8:45am
Recess	10:50am – 11:10am	Recess	11:10am – 11:30am
Lunch	1:10pm – 1:55pm	Lunch	1:00pm – 1:45pm
School finishes	3:15pm	School finishes	3:15pm

Term Dates 2017

Term 1	Monday 30 January – Friday 31 March
Term 2	Thursday 20 April – Friday 30 June
Term 3	Thursday 20 July – Friday 22 September
Term 4	Wednesday 11 October – Wednesday 13 December

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For further information relating to VCE at Bayside Christian College, please refer to the VCE Policy Handbook available at www.baysidecc.vic.edu.au/school-policies.

Welcome to VCE at Bayside

Welcome to Bayside Christian College Victorian Certificate of Education. In partnership with families, we aim to continue to support the growth and development of students' unique God-given gifts and talents in their final years of schooling as they prepare for University or TAFE.

Inside this handbook you will find information to help guide you through the VCE. Please take time to read the information included on the purpose, vision and mission of the College.

One of the core values of Bayside Christian College is partnership between home and school. Bayside Christian College partners with families to see students grow in their understanding of God's Word and in their commitment to serving Jesus Christ in all areas of life. Partnership between school and home is only possible through meaningful connection and active engagement in the life of the College. In VCE, we invite and encourage you to become involved with us in any way possible. This can include joining us in assemblies, coming on excursions and camps and communicating frequently with staff.

All subjects taught in Years 11 and 12 at Bayside Christian College, while conforming to the basic design of the VCE as required by the Victorian Curriculum Assessment Authority, are taught from a Christ-centred focus. This teaches the students to discern, evaluate and confront issues within each study using God-given principles derived from Scriptures. We seek to engage students in varied and meaningful ways.

Bayside utilises internal and external support programs for academic, emotional and spiritual development including:

- Elevate Education – guest speakers for students, parents and teachers
- Edrolo – online tutoring and practice exams
- Christian guest speakers – on camp and at assemblies
- Plus Club – after-school homework club
- External exam lecture programs
- Internal subject study days – Term 3 holidays
- Formal practice exams – Term 3 holidays
- Mentoring program – Staff and Year 12 students

Academic ability and aptitude are not the keys to success in VCE studies; success will be gained through commitment to complete all set outcomes aided by application to home study. Students are encouraged to consider their extra-curricular activities during VCE, such as work and sport, and ensure this is well balanced with study time. They are encouraged to seek the advice of our Careers Coordinator and attend University Open Days.

Bayside Christian College Purposes

Bayside Christian College is a welcoming and thriving ELC-Year 12 Christian school community set amongst the backdrop of beautiful natural flora. Established over 30 years ago by the Association for Christian Education of Frankston Inc., the College exists to help parents equip their children for effective, God-glorifying lives as Christians in the world by –

- i. leading students into the service of God and of others as a thankful response to the work of God in Christ;
- ii. nurturing in students the development of a Biblical understanding of the world and of life;
- iii. establishing an educational environment that is characterised by faith, hope, love, joy, peace and service;
- iv. helping students to discover and develop their own God-given abilities and to recognise and respect those of others;
- v. showing students that knowing their strengths and limitations, is part of achieving a realistic, positive self-image;
- vi. promoting a striving for excellence in their lives.

Bayside vision

To nurture and prepare young people for a life of responsible discipleship in God's Kingdom.

Bayside motto

"Unity and Maturity in Christ" – taken from Ephesians 4:13.

Bayside's Christian Distinctive

Bayside Christian College is Christian in its ethos, its curriculum and its character. Its attitudes and actions are shaped by an ongoing commitment to the vision of its founders of 'providing education which is honouring to God'.

Bayside teaching and administration staff are Christians who are active in their local churches. They are dedicated to biblically-based education that seeks to encourage children to understand what it means to follow Christ across the whole of life.

This shared vision is demonstrated practically in the classroom by the application of a Christian worldview perspective, where students are encouraged in their ability to understand and respond to the world and its various challenges through a biblical lens.

This perspective means that when it comes to schooling, and that includes all programs and activities, consideration is given to whether it encourages growth in understanding what it means to follow Christ.

Christian schooling also means Christian community. One significant way that Christians visibly demonstrate their distinctive understanding of the world is through genuine care and devotion to the wellbeing of others.

Concern for community is a real strength of Bayside Christian College. As such, there is an expectation of all members of the College community – teachers, parents and students – that we view and act towards others in a biblical way.

Christian Education for Christian Families

Bayside Christian College is governed by the Association for Christian Education of Frankston Inc., whose membership is made up of parents and like-minded individuals willing to accept the biblical foundations of the College and its curriculum.

The Association was formed in 1980 by a handful of dedicated parents with the desire to have their children educated in a formal environment supportive of their own Christian beliefs.

Parents of current and former Bayside students, who are committed to the College's founding purposes and who wish to share in moral ownership over its future direction, are invited to become members of the Association.

See www.baysidecc.vic.edu.au/association or contact the Bayside Community Development Officer Ben Williams (5971 6718) for more information.

Student Expectations

As well as meeting all the normal requirements of students, VCE students at the College will be expected to give special attention to:

- Seeking to serve others for their good and for the better discovery and nurture of their own gifts. Self-centred behaviour does not fit with the ethos of community in this Christian College
- Being excellent role models for both younger students and peers by exhibiting maturity at all times.
- Being properly attired in uniform at all times while attending the College or related functions and excursions. Students attending the College during study leave or exam times should be in full college uniform.
- Being punctual at all times to home groups and classes (including study periods).
- Making wise and diligent use of their studies and free periods.
- Showing the utmost respect and courtesy to all members of the College staff, visitors and parents.
- Taking a prominent role in combined College events where possible such as assemblies and sports.
- Respecting others' property and privacy in the study rooms at all times.
- Students who do not conform to this expectation will lose the privilege of using the study room.
- Committing to the life of a full time student completing set work and participating in private study.

For further and more detailed information about policies and procedures concerning the day-to-day regulations of the VCE, students and parents should, and are encouraged to, refer to the VCE Policy Handbook, available at www.baysidecc.vic.edu.au/school-policies.

Glossary

The following list attempts to define the most common terminology used in the VCE:

Assessment:

Units 1 and 2: Students will complete school-based assessment tasks, which will be graded and reported to parents on a school report. Satisfactory completion of outcomes will also be included.

Units 3 and 4: Students will undertake assessment tasks, which are set externally by the Victorian Curriculum and Assessment Authority (VCAA). Every student in Victoria who is studying a particular unit will do the same assessment tasks. Some of these will be assessed initially by the school and then checked by a state panel of reviewers, and will undergo Statistical Moderation. At least one of the assessment tasks will be conducted under examination conditions.

Australian Tertiary Admission Rank (ATAR):

Students who complete the VCE will receive an ATAR, which is the overall ranking given to a student based on the study scores achieved. It is on a scale of 0-100 and is used by universities and TAFE institutes to select students for their courses.

The ATAR is based on up to six VCE results. The results do not all have to be from the one year. The ATAR is calculated using:

- A student's best score in any one of the English studies, plus
- The scores of their next best three permissible studies (which together with the English study make the 'Primary Four'), plus
- 10 per cent of the scores for any fifth and sixth study which they may have completed (these are called increments).

It is important to note that the calculations and statistical moderation undertaken to determine ATAR are intricately complicated. Our state's yearly cohort and individual student performances in the end of year examinations both play a major role.

Outcomes:

Each VCE unit includes a set of two to four outcomes which explains what a student must know or be able to do to satisfactorily complete a unit. Achievement of outcomes is based on the teacher's assessment of the student's performance on assessment tasks designated for the unit. Satisfactory completion of a unit is determined by the College, in accordance with VCAA requirements.

Satisfactory Completion:

To gain credit for a unit, a student must satisfactorily meet all of the criteria for set outcomes. Outcomes and associated tasks are the sole basis for determining whether or not a student has satisfactorily completed a unit.

School Assessed Coursework (SAC):

School-assessed coursework is made up of a number of assessment tasks to assess the unit's learning outcomes as specified in the study design.

School Assessed Coursework is completed within a limited time frame and is a part of the regular teaching and learning program. If a student is absent for a SAC for any reason (illness, holidays, or other personal business) they will be required to provide documentary evidence for their absence (e.g. medical certificate, police or pastoral statement) and complete a similar task at another time.

Information on SACs including due dates, marking rubrics, results and feedback, can be found on Edumate. Parents and students are encouraged to make continuous use of teacher feedback to further their understanding and development.

Bayside Christian College wishes to advise students and parents that staff will provide feedback to students of their scores in each study. However the College wishes to draw your attention to the fact that the total scores for coursework assessment tasks may change as a result of Statistical Moderation carried out by the Victorian Curriculum Assessment Authority.

School-Assessed Tasks (SAT):

A number of Unit 3 & 4 studies use SATS to assess students. SATs are practical assignments which run over the two units.

Statistical Moderation:

The statistical moderation process is used to adjust each school's coursework scores for each study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study.

Study Design:

Study Designs are the documents produced by the Victorian Curriculum and Assessment Authority (VCAA) that outline the areas of study and explain the key knowledge and skills students need to acquire to achieve the learning outcomes for the current accreditation period of each VCE Study.

Each study design is available online from the VCAA website.

www.vcaa.vic.edu.au/vce/studies/index.html

Studies:

A study is a subject available in the VCE and is made up of a sequence of four semester Units.

Field of Study: A field of study is a specific content area (e.g. English, Mathematics, Science)

Title of Study: The name given to the particular focus within a field of study (e.g. Chemistry)

Area of Study: The specific topics for study within each unit (e.g. 'Periodic Table')

Study Score

A study score is a score from 0-50, which shows how a student has performed in a study, relative to all other students doing that same study. It is based on the results for school assessments and external exams.

The table below indicates the percentage ranking of students at each of the study score levels:

Study Score Reference Table

Study Score	Percentage Ranking
25	top 78%
30	top 53%
35	top 26%
40	top 9%
45	top 2%

Unit:

A unit consists of a semester's (half year's) work and involves 100 hours of study of which 50-60 hours will be class time and the remainder hours as individual student homework, research and study time.

Units 1 and 2 are designed to be 'self-contained' and students may take independent units at this level. Units 3 and 4 are to be taken as a complete sequence; that is, enrolling in Unit 3 means enrolling in Unit 4 also.

VCAA - Victorian Curriculum and Assessment Authority:

The Victorian State Government is the authority responsible for conducting the VCE.

VET - Vocational Education and Training:

A range of nationally recognised vocational certificates now integrated within the VCE.

VTAC - Victorian Tertiary Admissions Centre:

VTAC is the organisation which administers a selection system for undergraduate courses on behalf of Victorian universities and TAFE colleges. It is responsible for producing the ATAR scores.

Victorian Certificate of Education (VCE)

The VCE is a two-year qualification that is typically taken over the two final years of secondary education. Most students will have completed a VCE Unit 1 and 2 subject during Year 10; however, most VCE subjects are undertaken in Years 11 and 12. Successful completion of the VCE is based on satisfactory completion of work requirements and outcomes.

To graduate with a VCE, students must satisfactorily complete at least sixteen (16) of the units for which they have studied, including English or Literature. Up to eight (8) of the units of study may be VCE VET Units obtained across a maximum of two VET programs.

The usual program at Bayside Christian College looks like this:

Year 10 – 2 units (1 study/subject)

Year 11 – 12 units (6 studies/subjects)

Year 12 – 10 units (5 studies/subjects)

A sample program which illustrates this could be:

Subject	Year 10 Semester 1 & 2	Year 11 Semester 1 & 2	Year 12 Semester 1 & 2
English or Literature (compulsory)		Unit 1 & Unit 2	Unit 3 & Unit 4
Health & Human Development	Unit 1 & Unit 2	Unit 3 & Unit 4	
Business Management		Unit 1 & Unit 2	Unit 3 & Unit 4
Mathematics General/Further		Unit 1 & Unit 2 (General)	Unit 3 & Unit 4 (Further)
Legal Studies		Unit 1 & Unit 2	Unit 3 & Unit 4
VCE VET Dance (Distance Education)		Unit 1 & Unit 2	Unit 3 & Unit 4

Students at Year 10 choose one VCE subject (2 Units).

Students at Year 11 undertake 6 VCE subjects (2 Units of each). They are encouraged to complete their Unit 1/2 subject at Unit 3/4.

Students at Year 12 must complete at least 5 consecutive Unit 3/4 subjects which can include a Unit 3/4 undertaken at year 11. Students are, however, encouraged to complete 6 Year 12 subjects which gives them the likelihood of a higher ATAR.

Selecting a VCE Program

The best advice is to choose studies which the student:

- Enjoys – as these are generally the areas where the most success is met.
- Achieves well – success is generally a positive motivating factor.
- May need for future study or work – prerequisite studies must be completed.
- Maintain and develop the student's special skills and talents.

The Careers Coordinator will meet with students individually to assist with the selection of their VCE program, as it is extremely important that wise and informed decisions are made. Many of the decisions made about subject choices at the end of the Year 10 can affect access to further study and career options in later years. Universities and TAFEs publish lists of prerequisite Units 1 to 4 studies for each of their courses, so that students can ensure that they choose the required studies in order to gain tertiary entrance.

Students should aim to have a balanced course. Many students wish to change direction even in the last two years of schooling and this may not be possible if a narrow range of options has been chosen. The best idea is to keep as many options open for as long as possible. Before completing the VCE Subject Selection Sheet, the study outlines should be consulted.

Some Units 3 and 4 studies are best attempted by first completing preparatory studies at Units 1 and 2 levels. For example, if you wish to pursue Physics Units 3 and 4, it would be sensible to complete Physics Units 1 and 2.

Students should be realistic in their choices. There is a major jump in the quality and quantity of work associated with VCE studies.

Most importantly students should spend time in prayer, and seeking wise counsel e.g. parents, teachers, career coordinator, pastors, youth leaders about their future directions and how best to use the gifts God has given them.

Study Prerequisites

Students attempting Mathematical Methods, Physics and Chemistry, must demonstrate a 'C' average in Mathematics and Science in Year 10, and in Units 1 & 2 in Year 11 in order to continue in Year 12. Students who fail to maintain a 'C' average in Units 1 & 2 (Year 11) will not be permitted to continue study in Units 3 & 4 (Year 12). This is to make sure students are properly matched to subjects, so that they get the best possible results for the VCE.

VCE Subject Offering Process

Bayside Christian College has been proud to offer a range of subjects to our students since our first VCE year in 1996. The variety of subjects on offer has always been remarkable considering our comparatively small size. As far as possible student's preferences are catered for 'in-house'; however, where that is not possible the College endeavours to cover the subject externally.

Subjects will be offered in the following manner:

- 1) Year 10 students and their families attend the VCE/VCAL Information Night, where the general information and prospective VCE subjects for the following year are distributed.
- 2) Students choose their course and submit their subject preferences for the following year considering current blockings.
- 3) Students attend a careers counselling session to ensure they have a pathway plan.
- 4) Survey results are collated.
- 5) Teachers are allocated and the timetable is developed accordingly.

The decision to offer a subject depends upon student demand and the resources available. A subject is not generally offered 'in-house' if there is less than 6 students interested; however, in some circumstances, other arrangements may be made, such as Distance Education or attending another facility for that subject.

It is possible to change subject preferences only if they exist within the same timetabled block. Again, this should be done only after careers counselling has been sought and the appropriate paperwork completed.

Assessment & Reporting

Each unit of VCE study has between 2 – 4 outcomes - key knowledge and skills - that must be achieved in order to satisfactorily complete that unit. Satisfactory completion is reported as an 'S'. Not meeting the requirements for satisfactory completion is reported as an 'N'.

Note: an 'N' grade in any Unit 3 or 4 (Year 12) subject will mean a fail. The subject teacher and/or VCE Co-ordinator will inform parents if students are in danger of failing.

There are two types of school assessment for VCE studies:

School assessed coursework (SAC) – these assess performance on the assessment tasks as specified in the study design. These tasks are mainly undertaken in class time.

School assessed tasks (SAT) – These tasks are the same for each school and the VCAA specifies how marks and grades are to be awarded. This form of assessment occurs in practical type units.

External Examinations – Units 3 and 4 have external examinations that are set and marked by the VCAA. Most exams are held in November.

The form of reporting for the VCE is both detailed and informative. Students will receive school-based reports for Units 1 and 2, outlining satisfactory completion of outcomes and detailing levels of performance in the school assessment tasks. At Units 3 and 4 levels the College will issue a report at the completion of first and second semester

outlining satisfactory completion of outcomes and providing comments regarding the student's overall progress.

The Victorian Curriculum and Assessment Authority (VCAA) will provide:

- 1) A statement of results indicating Satisfactory completion (S) or Not Satisfactory (N) for each unit attempted.
- 2) A statement of results for School Assessed Coursework (SACs)
- 3) A statement of results for School Assessed Tasks (SATs). It is anticipated that they will be graded on a scale of A+ to E, UG (Ungraded) or NA (Not Assessed).
- 4) A statement of results for the General Achievement Test (GAT).

A study score is awarded to each student for every Unit 3 and 4 subject completed. To calculate the study score, the total for each student for all graded assessments in a study is ranked, and the rank is converted into a whole number score. The conversion spreads out scores so that the top mark becomes 50 and the average mark (or mean) across the state is 30. Scores above 40 represent very high achievement by students in specific subjects or studies.

Minimum Scores

Bayside Christian College wants to ensure students are working to achieve their very best possible grades.

A student who submits an assessment task and does not achieve the minimum 50% pass (D) result in any unit will result in an overall 'N' (Not Satisfactory) grade. An 'N' grade in any Unit 3 or 4 (Year 12) subject will mean failing that subject. Teachers will work with students to improve their understanding and performance to achieve 'S'.

A minimum of sixteen studies (four of these at Units 3&4 level) must receive a satisfactory result to achieve the VCE.

The subject teacher and/or VCE Co-ordinator will inform parents if students are in danger of failing.

Attendance

All students must attain a minimum of 90% class attendance in each subject studied. As many classes as possible should be attended so that important information and learning opportunities are not missed. Doctor certificates should be obtained for absences due to illness.

Students must attend Home group each morning, which contributes to the 90% attendance requirement. Home group keeps students 'in touch' with the daily life of the College. Students may leave the College in the afternoon if they have study periods. Students must obtain a doctor's certificate where they are absent on the day of a scheduled SAC. Please refer to the VCE Policy Handbook for further information on absences.

General Achievement Test (GAT)

Students undertaking any Units 3 and 4 studies will complete a General Achievement Test (GAT). As the name suggests, this is a general test – it is not a test of knowledge about a particular subject area or topic. The GAT is designed to measure the level of general achievement a student has accomplished across three broad areas:

- Written communication
- Mathematics, Science and Technology
- Humanities, the Arts and the Social Sciences

Although GAT results do not count directly towards a student's VCE results, they play an important role in: the statistical moderation process in some studies; checking that school-based assessments and examinations have been accurately assessed; and in calculating Derived Examination Scores. They will not be reported to tertiary selection authorities or employer groups.

Acceleration Program

At Bayside Christian College, students accelerate in the VCE. Acceleration is where a student undertakes a subject more advanced than their current year level. For example, a Year 11 student may choose to complete a subject at Units 3 and 4 (Year 12) level. Year 10 student complete a subject at Unit 1 and 2 level (Year 11). There are restrictions in the subjects that are available for acceleration due to the arrangement of the subjects in the VCE blocks and the other subjects that a student wishes to undertake.

Exceptionally able students may be able to add to their VCE studies with a first year university subject through an extension studies program. Extension studies build on VCE studies to first year university level and are available in a wide range of subjects. These subjects must be taken on top of a full VCE program, must receive the approval of the Principal, who must adhere to strict guidelines. A key requirement is that a study score of at least 41 in a 'preparatory study' of a Unit 3 and 4 sequence study must have been achieved in Year 11.

When choosing an acceleration subject it is important to be clear about the reasons for the acceleration. Students are encouraged to think carefully about the subjects that they choose to accelerate in and to discuss the matter fully with the Careers Counsellor or the VCE Coordinator.

While efforts are made to ensure that there is continuity between units, it is not always possible to guarantee that the blocking arrangements will permit acceleration in the same subject in consecutive years.

VCE Vocational Education & Training (VCE VET)

Vocational Education and Training (VET) programs come from the VET sector where they are taught by TAFE institutes and Registered Training Organisations (RTOs). It allows students to mix general and vocational education, and to make a start on training for a career while still at school. VET programs prepare students for the workforce, and can lead to further study in either the VET sector (where students can gain credit for their VET certificate) or university, since results from some VET programs

can be included in the calculation of an ATAR score. All nationally recognised VET training counts towards a VET qualification in addition to the VCE.

Structured Workplace Learning (SWL) is an essential part of VET. Students undertake work with an employer, usually in the school holidays, giving opportunity for the student to demonstrate their newly acquired skills and knowledge in an industry setting. During the Structured Workplace Learning a student will have specific tasks to undertake in order to demonstrate competence. In 2016 the Federal Government launched a website dedicated to matching VET students with SWL opportunities to assist students in securing relevant on-the-job training.

Students selecting a VET subject will attend a training organisation (usually TAFE) once a week (this may be during the day or in the evening). Time is allocated in the timetable to compensate for this. Transport to and from the course is the parents' responsibility. Availability of VET courses is dependent on being able to coordinate College timetables with the Registered Training Organisations (RTO) and the availability of courses in 2017.

Enrolling in a VET subject incurs an extra cost of approximately \$1500 to parents, plus any specific clothing and/or materials required. In the past, the College has received some VET funding from the Commonwealth Government, which is passed on directly to the parents incurring VET fees. However, the College does not know from year to year what level of funding may be available.

Students selecting a VET program will need to speak with the VET Co-ordinator early in Term 4 as enrolment cut-off dates are usually late October. While some places may still be available after this date they are not guaranteed, and some courses (such as VCE VET Equine) often have a waiting list for places.

Successful completion of a full VCE VET program will result in a separate certificate from the RTO in addition to the VCE. Study scores in a VCE VET program will be included on the Statement of Results along with VCE studies. Non VCE-VET studies may contribute toward an ATAR increment as a 5th or 6th subject, but only where five or less VCE studies are undertaken.

Note: The College intends to make a block for VET subjects, dependent on student numbers and timetabling availability.

At this time we expect that the following VET programs will be available in 2017 in the Frankston/Peninsula region:

Acting	Hair and Beauty
Agriculture	Health Support Services
Animal Studies	Horticulture
Automotive Studies	Hospitality
Building and Construction	Individual Support
Catering Operations	Integrated Technologies (Electronics)
Christian Ministry	IT (Games Creation)
CISCO Networking	Kitchen Operations
Community Services	Laboratory Skills (Holmesglen TAFE)
Computer Assembly & Repair	Media
Conservation & Land Management	Music – Performance
Dance	Music – Technical Production
Design Fundamentals	Musical Theatre
Early Childhood Development & Care	Outdoor Recreation
Electrical	Parks and Gardens
Engineering	Plumbing
Equine	Scuba Diving
Fashion Design	Sport and Recreation
Fitness	Tourism
Furniture Making	Visual Arts
Game Design	

VCE Subjects Offered in 2017

The following subjects are on offer at Bayside Christian College for 2017. Not all of these subjects are guaranteed to run, as they are dependent on the number of students who choose to take the subject. If a class does not run, and you are desperate to undertake the subject, please speak to the VCE Co-ordinator about Distance Education.

Units 1 and 2	Units 3 and 4
Studio Arts Unit 1, 2	Art Unit 3, 4
Biology Unit 1, 2	Biology Unit 3, 4
Business Management Unit 1, 2	Business Management Unit 3, 4
Chemistry Unit 1, 2	Chemistry Unit 3, 4
Drama 1, 2	
English Unit 1, 2	English Unit 3, 4
Health & Human Development Unit 1, 2	Health & Human Development Unit 3, 4
History Twentieth Century Unit 1, 2	History Revolutions Unit 3, 4
Legal Studies Unit 1, 2	Legal Studies Unit 3, 4
Literature Units 1, 2	Literature Unit 3, 4
Mathematics General Unit 1, 2	Mathematics Further Unit 3, 4
Mathematics Methods CAS Unit 1, 2	Mathematics Methods CAS Unit 3, 4
Media Unit 1, 2	Media Unit 3, 4
Outdoor & Environmental Studies Unit 1, 2	Outdoor & Environmental Studies Unit 3, 4
Physical Education Unit 1, 2	Physical Education Unit 3, 4
Physics Unit 1, 2	Physics Unit 3, 4
Product Design & Technology (Wood) Unit 1, 2	Product Design & Technology (Wood) Unit 3, 4
Psychology Unit 1, 2	Psychology Unit 3, 4
Visual Communication Design Unit 1, 2	Visual Communication Design Unit 3, 4

Studio Art Units 1 & 2

<p>Rationale: VCE Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making. It offers the opportunity for personal growth, the expression of ideas and a process for examining and making statements about identity and God's world. Engagement with artworks facilitates creative thinking and the development of new ideas, whilst encouraging and supporting students to recognise their individual potential as artists and develop their understanding and development of art making.</p>	
<p>Unit 1: Area of Study 1: Researching and recording ideas In this area of study, students focus on researching and recording art ideas and develop an understanding of studio practice. They explore inspiration from a wide range of sources and document their ideas and inspiration in their visual diary. Area of Study 2: Studio practice In this area of study students learn about the use of materials and techniques in the production of at least one artwork. Students explore a range of materials and techniques. They develop skills and learn to safely manipulate particular characteristics and properties of materials. Area of Study 3: Interpreting art ideas and use of materials and techniques In this area of study students focus on the way artists from different times and cultures have interpreted ideas and used materials and techniques in the production of artworks. Through the analysis of art elements and art principles, students become familiar with the terminology used to interpret artworks.</p>	
<p>Outcomes:</p> <ol style="list-style-type: none"> 1. On completion of this unit the student should be able to identify sources of inspiration and artistic influences 2. On completion of this unit the student should be able to use the art process to create visual responses that demonstrate their personal interests and ideas. 3. On completion of this unit the student should be able to discuss the artistic practice of artists from different times and cultures, their sources of inspiration, materials and techniques for at least two artworks by each artist. 	<p>Assessment: Outcome 1 and 2 An outline of a proposed investigation of studio practice, a selection of exploratory work, a visual diary showing a range of ideas and a presentation of at least one finished artwork. Outcome 3 An analytical comparison of two artists work, discussing techniques, processes, visual style and the historical and cultural factors that impact your interpretation of the artwork.</p>
<p>Unit 2: Area of Study 1: Exploration of studio practice and development of artworks In this area of study students focus on developing artworks through an individual studio process based on visual research and inquiry. Students learn to generate a range of potential directions and analyse these in a visual diary before the production of the artwork. Area of Study 2: Ideas and styles in artworks In this area of study students focus on the analysis of historical and contemporary artworks. Artworks by at least two artists and/or groups of artists from different times and cultures are analysed to understand how art elements and art principles are used to communicate artists' ideas, and to create aesthetic qualities and identifiable styles.</p>	
<p>Outcomes:</p> <ol style="list-style-type: none"> 1. On completion of this unit the student should be able to develop an individual exploration proposal to form the basis of a studio process and document a variety of potential directions in a visual diary for at least one artwork. 2. On completion of this unit the student should be able to compare a range of historical and contemporary art periods, styles or movements, and analyse the ways in which artists communicate ideas, develop styles and demonstrate aesthetic qualities in artworks. 	<p>Assessment: Outcome 1 An outline of a proposed investigation of studio practice, a selection of exploratory work, a visual diary showing a range of ideas and a presentation of at least one finished artwork. Outcome 2 An analytical comparison of two artists work, discussing techniques, processes, visual style and the historical and cultural factors that impact your interpretation of the artwork.</p>

Art Units 3 & 4

Unit 3: Artworks, ideas and values

Area of Study 1: Interpreting Art

Students will need to compare and contrast a pre-1990's artist with a post 1990's artist, including two artworks from each artist. The meanings and messages of the artworks are significant to the study.

Area of Study 2: Investigation and interpretation through artmaking

Students develop their own art responses inspired by ideas, concepts and observations. They apply imagination and creativity as they explore and develop their visual language through the investigation and experimentation of materials, techniques, processes and art form/s. They use appropriate technical skill to produce at least one finished artwork as they continue to develop the body of work that will be completed at the end of Unit 4.

Outcomes:

1. Ability to use the Analytical Frameworks to analyse, interpret, compare and contrast the meanings and messages of artworks produced before 1990 and artworks produced since 1990.
2. Explore personal ideas and concepts through a conceptual and practical investigation including at least one finished artwork, using selected Analytical Frameworks to reflect upon and annotate their work.

Assessment:

Outcome 1: School-assessed coursework
 _ / 30 marks
 Outcome 1 Contributes 10% to study score
 Outcome 2: See Unit 4

Unit 4: Artworks, ideas and viewpoints

Area of Study 1: Discussing and debating art

Students discuss and debate art issues such as the varying interpretations of the role of art in society. They research, analyse and interpret artworks related to their discussion. In this area of study, students must study:

- a minimum of one selected art issue;
- at least one artist not studied in Unit 3 and a minimum of two artworks by that artist;
- a range of diverse viewpoints as seen in commentaries relating to artworks and art issues.

Area of Study 2: Realisation and Resolution

Students continue to develop the body of work begun in Unit 3 and work toward resolved ideas and concepts leading to at least one finished artwork other than the work that was completed for Unit 3. They reflect on personal concepts and ideas as they progressively develop and refine their artworks. They document their thinking and working practices, reflecting exploration, experimentation and skill. They use and analyse appropriate formal elements and principles, and continue to apply appropriate health and safety practices relevant to their use of materials, techniques and processes.

Outcomes:

1. Ability to discuss and debate an art issue using selected artist/s works as context, and present an informed opinion with reference to artworks and with the support of selected commentaries and relevant aspects of the Analytical Frameworks.
2. Communicate ideas, directions and/ or personal concepts in a body of work that includes at least one finished artwork, having used selected Analytical Frameworks to underpin reflections on their art making.

Assessment:

Outcome 1: School-assessed coursework
 _ / 30 marks
 Contributes 10% to study score
 Outcome 2: School-assessed task
 Contributes 50% to study score
 End of year exam
 Contributes 30% to study score

Biology Units 1 & 2

Rationale:

In a Christian study of Biology we must recognize man's position under God as ruler of creation and the animals direct relationship to God, both of which must be considered in unison, thus, biology becomes an important source of information about the natural world and the place of people within it. As Christians, we must develop increasing awareness within our community of the need to understand and sustain the complex interactions of life on earth.

Unit 1: How do living things stay alive?

Area of Study 1: How do organisms function?

In this area of study students examine the structure and functioning of cells and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell.

Area of Study 2: How do living systems sustain life?

Students examine the structural, physiological and behavioural adaptations of a range of organisms that enable them to survive in a particular habitat and to maintain a viable population size over time. They explore the importance of organising and maintaining biodiversity and examine the nature of an ecosystem in terms of the network of relationships within a community.

Area of Study 3: Practical investigation

Students design and conduct a practical investigation into the survival of an individual or a species.

Outcomes:

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

Assessment:

Tasks may be selected from the following:

- report or fieldwork activity
- bioinformatics exercise
- problem solving
- test
- annotated folio
- media response
- data analysis
- journal

For Outcome 3

- a report of a student-designed or adapted investigation related to the survival of an organism or a species.

Unit 2: How is continuity of life maintained?

Area of Study 1: How does reproduction maintain the continuity of life?

Students consider the need for the cells of multicellular organisms to multiply for growth, repair and replacement. They examine the main events of the cell cycle in prokaryotic and eukaryotic cells, consider the role and nature of stem cells, their differentiation and the consequences for human prenatal development and their potential use to treat injury and disease.

Area of Study 2: How is inheritance explained?

Students build on their understanding of the nature of genes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses. They apply their genetic knowledge to consider the social and ethical implications of genetic applications in society including genetic screening and decision making regarding the inheritance of autosomal and sex-linked conditions.

Area of Study 3: Investigation of an issue

Students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate an issue involving reproduction and/or inheritance.

Outcomes:

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

Assessment:

Tasks may be selected from the following:

- report or fieldwork activity
- bioinformatics exercise
- problem solving
- test
- annotated folio
- media response
- data analysis
- journal

For Outcome 3

- a report of an investigation into genetics and/or reproductive science.

Biology Units 3 & 4

Unit 3: How do Cells maintain life?

Area of Study 1: How do cellular processes work?

In this area of study students focus on the cell as a complex chemical system. They examine the chemical nature of the plasma membrane to compare how hydrophilic and hydrophobic substances move across it. They model the formation of DNA and proteins from their respective subunits. The expression of the information encoded in a sequence of DNA to form a protein is explored and the nature of the genetic code outlined. Students use the lac operon to explain prokaryotic gene regulation in terms of the 'switching on' and 'switching off' of genes. Students learn why the chemistry of the cell usually takes place at relatively low, and within a narrow range of, temperatures. They examine how reactions, including photosynthesis and cellular respiration, are made up of many steps that are controlled by enzymes and assisted by coenzymes. Students explain the mode of action of enzymes and the role of coenzymes in the reactions of the cell and investigate the factors that affect the rate of cellular reactions.

Area of Study 2: How do cells communicate?

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

Outcomes:

1. On completion of this unit the student should be able to explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.
2. On completion of this unit the student should be able to apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.

Assessment:

Outcome 1: School-assessed coursework
_ / 50 marks
Outcome 2: School-assessed coursework
_ / 50 marks
Outcome 1-2 Contributes 20% to study score

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

Area of Study 1: How are species related?

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

Area of Study 2: How do humans impact on biological processes?

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

Area of Study 3: Practical Investigation

A student-designed or adapted investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation is to relate to knowledge and skills developed across Units 3 and 4 and may be undertaken by the student through laboratory work and/or fieldwork.

Outcomes:

1. On completion of this unit the student should be able to analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.
2. On completion of this unit the student should be able to describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.
3. On the completion of this unit the student should be able to design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.

Assessment:

Outcome 1: School-assessed coursework
_ / 30 marks
Outcome 2: School-assessed coursework
_ / 30 marks
Outcome 3: School-assessed coursework
_ / 30 marks
Outcome 1-3 Contributes 20% to study score
End of year exam
Contributes 60% to study score

Business Management Units 1 & 2

<p>Rationale: All students will work in a business at some time in their careers from small to large businesses. They may own a business or they may be an employee. As an owner or manager of a business God requires certain standards of us, we need to look after our employees, we need to be honest with our customers and suppliers and we need to keep account of the financial resources God has entrusted us with.</p>	
<p>Unit 1: Planning a business</p> <p>Area of Study 1: The business idea Students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. New business ideas are formed through a range of sources, such as identifying a gap in the market, technological developments and changing customer needs. Students explore some of the issues that need to be considered before a business can be established.</p> <p>Area of Study 2: External environment Students consider legal, political, social, economic, technological, global and social responsibility factors and the effects these may have on the decisions made when planning a business. Students investigate how the internal environment relates to the external environment and the effects of this relationship on planning a business.</p> <p>Area of Study 3: Internal environment The internal environment affects the approach to and success of business planning. The owner will generally have more control over the activities, functions and pressures that occur within a business. These factors, such as business models, legal business structures and staffing, will also be influenced to some extent by the external environment. Students explore the factors within the internal environment and consider how planning decisions may have an effect on the ultimate success of a business.</p>	
<p>Outcomes:</p> <ol style="list-style-type: none"> 1. Describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered. 2. Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning. 3. Describe the internal business environment and analyse how factors from within it may affect business planning. 	<p>Assessment:</p> <ul style="list-style-type: none"> • Research Reports • Case Studies • School based short termed business activity • Tests • Examination
<p>Unit 2: Establishing a business</p> <p>Area of Study 1: Legal requirements and financial considerations Students are introduced to the legal requirements and financial considerations that are vital to establishing a business. They also consider the implications for the business if these requirements are not met.</p> <p>Area of Study 2: Marketing a business Students develop their understanding that marketing encompasses a wide range of management practices, from identifying the needs of the target market and establishing a brand presence, through considerations on price, product features and packaging, promotion, place, people, physical evidence and processes. They also consider effective public relations strategies and the benefits and costs these can bring to a business.</p> <p>Area of Study 3: Staffing a business Students examine the staffing requirements that will meet the needs and objectives of the business and contribute to productivity and effectiveness. They research the processes undertaken by the business with relation to the recruitment, selection and induction of staff. Students consider the opportunities that the skills and capabilities of staff can contribute to the business, the legal obligations that must be addressed and the relationship between employers and employees within a business.</p>	
<p>Outcomes:</p> <ol style="list-style-type: none"> 1. Explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures. 2. Explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies. 3. Discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies from both the employer and employee perspective. 	<p>Assessment:</p> <ul style="list-style-type: none"> • Projects • Case Studies • Tests • Analytical Exercises • Exam

Business Management Units 3 & 4

Unit 3: Managing a business

Area of Study 1: Business foundations

An introduction to the key characteristics of businesses and their stakeholders. Students investigate potential conflicts between and the different demands of stakeholders on a business. They examine a range of management styles and management skills and apply these to contemporary business case studies.

Area of Study 2: Managing employees

Students will investigate essential factors such as motivation and training involved in effectively managing employees to ensure the business objectives are achieved. They will gain an overview of workplace relations, including the main participants and their roles in the dispute resolution process.

Area of Study 3: Operations Management

Students examine operations management and consider the best and most responsible use of available resources for the production of a quality final good or service in a competitive, global environment.

Outcomes:

1. Discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.
2. Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate the strategies to the management of employees.
3. Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Assessment:

- Outcome 1: School-assessed coursework
_ / 20 marks
- Outcome 2: School-assessed coursework
_ / 40 marks
- Outcome 3: School-assessed schoolwork
_ / 40 marks
- Outcomes 1-3 Contributes 25% to study score

Unit 4: Transforming a business

Area of Study 1: Reviewing performance - the need for change

The ways a business can search for new business opportunities as a source of future business growth, and current forces for change on a business.

Area of Study 2: The Management of Change

Students examine the importance of change management in large-scale organisations and evaluate various strategies to effectively manage change.

Outcomes:

1. Explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.
2. Evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

Assessment:

- Outcome 1: School-assessed coursework
_ / 50 marks
- Outcome 2: School-assessed coursework
_ / 50 marks
- Outcome 1-2 Contributes 25% to study score
- End of year exam
Contributes 50% to study score

Chemistry Units 1 & 2

<p>Unit 1: How can the diversity of materials be explained?</p> <p>Area of Study 1: How can knowledge of elements explain the properties of matter? In this area of study students focus on the nature of chemical elements, their atomic structure and place in the periodic table, how the model of the atom has changed over time and consider how spectral evidence led to the Bohr model and subsequently to the Schrödinger model. Students examine the periodic table, explore patterns and trends of, and relationships between, elements with reference to their chemical reactivity.</p> <p>Area of Study 2: How can the versatility of non-metals be explained? Students explore a wide range of substances and materials made from non-metals including molecular substances, covalent lattices, carbon nanomaterials, organic compounds and polymers.</p> <p>Area of Study 3: Research investigation Students investigate a selected question related to materials. They apply critical and creative thinking, science inquiry and communication skills to conduct and present their findings into one aspect of the discoveries and research that have underpinned the development, use and modification of materials or chemicals.</p>	
<p>Outcomes:</p> <ol style="list-style-type: none"> 1. Relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities. 2. Investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose. 3. Investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question. 	<p>Assessment:</p> <p>Tasks for assessment may be selected from:</p> <ul style="list-style-type: none"> • practical work folio of activities or investigations • a report of a practical activity or investigation • a modelling activity • media response • problem-solving • a reflective learning journal • data analysis <p>For Outcome 3</p> <ul style="list-style-type: none"> • a report of an independent investigation of a topic selected from Area of Study 1 and/or Area of Study 2
<p>Unit 2: What makes water such a unique chemical?</p> <p>Area of Study 1: How do substances interact with water? In this area of study students focus on the properties of water and the reactions that take place in water including acid-base and redox reactions. Students relate the properties of water to the water molecule's structure, polarity and bonding. They also explore the significance of water's high specific heat capacity and latent heat of vaporisation for living systems and water supplies.</p> <p>Area of Study 2: How are substances in water measured and analysed? Students focus on the use of analytical techniques, both in the laboratory and in the field, to measure the solubility and concentrations of solutes in water, and to analyse water samples for various solutes including chemical contaminants.</p> <p>Area of Study 3: Practical investigation The investigation requires the student to develop a question, plan a course of action that attempts to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data (which may including collecting water samples), organise and interpret the data and reach a conclusion in response to the question.</p>	
<p>Outcomes:</p> <ol style="list-style-type: none"> 1. Relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts. 2. Measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases. 3. Design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data. 	<p>Assessment:</p> <p>Tasks for assessment may be selected from:</p> <ul style="list-style-type: none"> • practical work folio of activities or investigations • a report of a practical activity or investigation • a modelling activity • media response • problem-solving • a reflective learning journal • data analysis <p>For Outcome 3</p> <ul style="list-style-type: none"> • a report of a student-designed quantitative laboratory investigation.

Chemistry Units 3 & 4

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

Area of Study 1: What are the options for energy production?

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

Students conduct practical investigations involving redox reactions, including the design, construction and testing of galvanic cells, and account for differences between experimental findings and predictions made by using the electrochemical series. They compare the design features, operating principles and uses of galvanic cells and fuel cells, and summarise cell processes by writing balanced equations for half and overall cell processes.

Area of Study 2: How can the yield of a chemical product be optimised?

In this area of study students explore the factors that increase efficiency and percentage yield of a chemical process. They investigate how the optimum rate of a reaction can be obtained and explain reactions with reference to the collision theory. The progression of exothermic and endothermic reactions is represented using energy profile diagrams.

Students apply the equilibrium law to calculate equilibrium constants and concentrations of reactants and products. They investigate Le Chatelier's principle and the effect of different changes on an equilibrium system. Students represent the establishment of equilibrium and the effect of changes to an equilibrium system using concentration-time graphs.

The purpose and design of a range of electrolytic cells, their operating principles and the energy transformations that occur are investigated. Students examine the discharging and recharging processes in rechargeable cells, and apply Faraday's laws to calculate quantities in electrochemistry.

Outcomes:

1. Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.
2. Apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.

Assessment:

Outcome 1: School-assessed coursework
_ / 50 marks
Outcome 2: School-assessed coursework
_ / 50 marks
Outcome 1-2 Contributes 16% to study score

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

Area of Study 1: How can the diversity of carbon compounds be explained and categorised?

This area of study examines the structural features of members of homologous series of carbon compounds, including some structural isomers, and how they are represented and named. Students investigate trends in their physical and chemical properties. They study typical reactions of organic families, reaction pathways, and write balanced chemical equations for organic syntheses.

Students learn to deduce or confirm the structure and identity of organic compounds by interpreting data obtained using a variety of analytical instruments.

Area of Study 2: What is the chemistry of food?

This area of study focuses on the major components of food with reference to their structures, properties and functions. Students examine hydrolysis reactions in which foods are broken down, condensation reactions in which new biomolecules are formed and the role of enzymes in the metabolism of food.

Students study the role of glucose in cellular respiration and investigate the principles of calorimetry and its application in determining enthalpy changes for reactions in solution. They also explore a variety of applications of food chemistry.

Area of Study 3 Practical investigation

A student-designed or adapted practical investigation related to energy and/or food is undertaken. Students identify an aim, develop a question, formulate a hypothesis and plan a course of action to answer the question that complies with safety and ethical requirements. Students undertake an experiment collecting primary qualitative and/or quantitative data. They analyse and evaluate the data and methods, link experimental results to science ideas, reach a conclusion in response to the question and suggest further investigations which may be undertaken. Findings are communicated in a scientific poster. A practical logbook is maintained by the student for record, authentication and assessment purposes.

Outcomes:

1. Compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.
2. Distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.
3. Design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

Assessment:

Outcome 1: School-assessed coursework
_ / 30 marks
Outcome 2: School-assessed coursework
_ / 30 marks
Outcome 3: School-assessed coursework
_ / 30 marks
Outcome 1-3 Contributes 24% to study score
End of year exam
Contributes 60% to study score

Drama Units 1 & 2

Unit 1: Dramatic Storytelling

Area of Study 1: Creating a devised performance

This area of study focuses on using play-making techniques to devise and develop solo and/or ensemble performance/s. Students explore a range of naturalistic and non-naturalistic performance styles. The area of study also focuses on recording and documenting the play-making techniques used in the development of this performance work.

Area of Study 2: Presenting a devised performance

Students present a devised solo and/or ensemble performance/s to a live audience. This performance/s should be based on the work devised in Outcome 1. They also begin to explore and develop skills in establishing and maintaining actor–audience relationships.

Area of Study 3: Analysing a devised performance

This area of study focuses on observation and analysis of the student’s own performance work. It involves reflection and documentation of work processes. They demonstrate development of understanding of use of expressive skills, stimulus material, conventions, stagecraft, performance styles and character development through use of drama terminology.

Area of Study 4: Analysing drama performances presented by other practitioners

Students observe and analyse a performance by professional or other drama practitioners which provides opportunities to make connections with their own work and to build their experience of how dramatic elements, performance styles, stagecraft, performance and expressive skills can be used and manipulated in performance. Students also consider ways of establishing, sustaining and manipulating actor–audience relationships.

Outcomes:

1. Devise and document solo and/or ensemble drama work/s based on experiences and/or stories.
2. Perform a devised drama work/s to an audience.
3. Analyse the development and performance to an audience of their non-naturalistic devised work.
4. analyse the portrayal of stories and characters
 1. in a drama performance by professional or other drama practitioners

Assessment:

Assessment tasks for this unit may include:

- written report
- multimedia presentation
- oral presentation
- responses to structured questions
- performance

Unit 2: Non-naturalistic Australian Drama

Area of Study 1: Using Australia as inspiration

Students explore the use of a range of stimulus material to create a performance based on a person, an event, an issue, a place, an artwork, text and/or an icon from a contemporary or historical Australian context. They explore ways that play-making techniques, dramatic elements, conventions, performance styles and stagecraft can be used to realise the dramatic potential of the stimulus material and shape dramatic action. Students also consider where and how the drama might be presented to an audience and select a performance space appropriate to the theme. Students document and record the play-making techniques and dramatic processes used to shape and develop this performance work.

Area of Study 2: Presenting a devised performance

Students present performance/s to a live audience of a devised work 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. The performance should be based on the play-making techniques used to develop work detailed in Outcome 1, and should take place in a performance space appropriate to the theme or subject matter of the drama.

Area of Study 3: Analysing a devised performance

This area of study focuses on observation and analysis of a student’s own performance work completed earlier in the unit. It involves reflection on, and articulation of, processes used to explore and extract dramatic potential of the stimulus material. Students shape and refine their work, create and manipulate the actor–audience relationship and continue to develop the use of drama language and terminology.

Area of Study 4: Analysing Australian drama performance

Students focus on observation and analysis of a performance by professional or other drama practitioners using drama terminology to describe, analyse and evaluate the use of conventions, performance styles, and dramatic elements in a drama performance.

Outcomes:

1. Devise and document the processes used to create a solo or ensemble non-naturalistic performance work.
2. Present a performance of a devised non-naturalistic work to an audience.
3. Analyse the creation, development and performance to an audience of their non-naturalistic devised work
4. Analyse a performance of an Australian drama work

Assessment:

Assessment tasks for this unit may include:

- Paper based journals
- e-journal
- multimedia presentations
- structured questions
- written reports
- oral presentations

English Units 1 & 2

<p>Rationale: Competence in both written and oral language is of vital importance for all Christians. Effective participation in Australian society depends on an ability to understand the various uses of the English language and to employ them effectively for a range of purposes. It is God's will that the gospel be communicated by both these modes and this means that what is learnt in this subject is of great benefit for the furtherance of His Kingdom.</p>	
<p>Unit 1: In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.</p> <p>Area of Study 1: Reading and creating texts Students read and study two set texts. At least one set text in each unit will be a written text in one of the following forms: a novel, a play, a collection of short stories or a collection of poetry.</p> <p>Area of Study 2: Analysing and presenting argument In this area of study students focus on the analysis and construction of texts that attempt to influence an audience. In developing an argument or analysis, they draft, revise and edit to clarify and critique their thinking, and for technical accuracy, coherence, persuasive effect and quality of evidence.</p>	
<p>Outcomes:</p> <ol style="list-style-type: none"> 1. Produce analytical and creative responses to texts. 2. Analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences. 	<p>Assessment: Assessment tasks for this unit may be:</p> <ul style="list-style-type: none"> • Analytical response to text • a creative response to a set text such as a monologue, script, short story, illustrated narrative, short film or graphic text • an analysis of the use of argument and persuasive language in text/s • a text intended to position an audience.
<p>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.</p> <p>Area of Study 1: Reading and comparing texts Students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They produce a written comparison of selected texts, discussing important similarities and differences, and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives.</p> <p>Area of Study 2: Analysing and presenting argument In this area of study students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. They draft, revise and edit their writing to clarify and critique their thinking, and for precision and coherence in argument and quality of evidence.</p>	
<p>Outcomes:</p> <ol style="list-style-type: none"> 1. Compare the presentation of ideas, issues and themes in two texts. 2. Identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view. 	<p>Assessment: Assessment tasks for this unit may include:</p> <ul style="list-style-type: none"> • a comparative analytical response to set texts • a persuasive text that presents an argument or viewpoint • an analysis of the use of argument and persuasive language in text/s.

English Units 3 & 4

Unit 3:

Area of Study 1: Reading and creating texts

Students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. They present sustained creative responses to selected texts, demonstrating their understanding of the world of the texts and how texts construct meaning.

Area of Study 2: Analysing argument

In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. Students develop written and spoken critical analyses of the use of argument and language in written, spoken, and/or multimodal texts, including analysis of the quality of the reasoning presented and the use of features intended to position audiences.

Outcomes:

1. Produce an analytical interpretation of a selected text, and a creative response to a different selected text.
2. Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

Assessment:

Outcome 1: School-assessed coursework (2 tasks)
 _ / 30 marks each
 Outcome 2: School-assessed coursework
 _ / 40 marks
 Outcomes 1-2 Contributes 25% to study score

Unit 4:

Area of Study 1: Reading and comparing texts

In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences. They draft, revise and edit for clarity, coherence and technical accuracy, and refine for effective presentation of the insights gained through comparison.

Area of Study 2: Presenting argument

This area of study focuses on the construction of persuasive texts. Students use discussion and writing to clarify their thinking and develop a viewpoint on an issue, to plan and prepare an argument and its supporting evidence, and to develop and prepare any materials to support an oral presentation.

Outcomes:

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

Assessment:

Outcome 1: School-assessed coursework
 _ / 60 marks
 Outcome 2: School-assessed coursework (2 tasks)
 _ / 10 marks and
 _ / 30 marks
 Outcomes 1-2:
 Contributes 25% to study score
 End of year exam:
 Contributes 50 % to study score

Health & Human Development Units 1 & 2

Rationale:

In Health and Human Development we acknowledge that our bodies are the temple of the Holy Spirit. We discuss, investigate and attempt to practise God's directions as to their optimum performance from all the aspects of health – spiritual, emotional, physical, social and mental. In recognising that we individually are part of God's creation, we study the development of His marvelous yet very unique body and also undertake further investigation into the consequences of the abuse of our bodies from all the facets of health.

Unit 1: The health and development of Australia's youth

Area of Study 1: Understanding youth health and development

Students develop an understanding of the concepts of health and individual human development. This area of study provides students with the foundation knowledge to explore health and individual human development throughout the unit.

Area of Study 2: Youth issues

Students investigate in detail one health issue relevant to youth. They explore the impact of this health issue on all dimensions of youth health and individual human development. They develop an understanding of how determinants of health act as risk and/or protective factors in relation to their selected health issue. Students form conclusions about personal, community and government strategies and programs designed to influence and promote youth health and individual human development.

Outcomes:

1. Describe the dimensions of, and the interrelationships within and between, youth health and individual human development, and analyse the health status of Australia's youth.
2. Describe and explain the factors that have an impact on the health and individual human development of Australia's youth.

Assessment:

Assessment tasks are selected from the following:

- a case study analysis
- a visual presentation
- a multimedia presentation
- an oral presentation
- a data analysis
- a blog
- a test
- a written response

Unit 2: Individual human development and health issues

Area of Study 1: Prenatal health and individual development

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

Area of Study 2: Child health and individual development

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

Area of Study 3: Adult health and individual development

The focus of this area of study is the development of students' understanding of the health and individual human development of Australia's adults, including older adults. Students explore the physical, social, emotional and intellectual changes that occur during adulthood. They describe the health status of Australia's adults, including the various determinants that have an impact on health and individual human development.

Outcomes:

1. Describe and explain the factors that affect the health and individual human development during the prenatal stage.
2. Describe and explain the factors that affect the health and individual human development of Australia's children.
3. Describe and explain the factors that affect the health and individual development of Australia's adults.

Assessment:

Assessment tasks are selected from the following:

- a case study analysis
- a visual presentation
- a multimedia presentation
- an oral presentation
- a data analysis
- a blog
- a test
- a written response

Health & Human Development Units 3 & 4

Unit 3: Australia's health

Area of Study 1: Understanding Australia's health

Students develop an understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. Students use key health measures to compare health in Australia and analyse how determinants of health, including the physical environment, biological, behavioural and social, contribute to variations in health status.

Area of Study 2: Promoting health in Australia

Students examine different models of health and health promotion, and the role of government and non-government organisations in providing programs for the promotion of healthy eating.

Outcomes:

1. Compare the health status of Australia's population with other developed countries.
2. Discuss and analyse approaches to health and health promotion and describe Australia's health system and the different roles of government and non-government organisations in promoting health.

Assessment:

Outcome 1: School-assessed coursework
_ / 60 marks

Outcome 2: School-assessed coursework
_ / 40 marks

Outcomes 1-2:
Contributes 25% to
study score

Unit 4: Global health and human development

Area of Study 1: Introducing global health and human development

Students identify similarities and differences in the health status between people living in developing countries and Australians, and analyse reasons for the differences.

Area of Study 2: Promoting global health and human development

Students explore the role of international organisations including the UN and WHO in achieving sustainable improvements in health and human development.

Outcomes:

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

Assessment:

Outcome 1: School-assessed coursework
_ / 50 marks

Outcome 2: School-assessed coursework
_ / 50 marks

Outcomes 1-2:
Contributes 25% to
study score

End of year exam:
Contributes 50 % to
study score

History Twentieth Century 1900-1945 Units 1 & 2

Rationale:

In History we see a demonstration of God’s power and lordship over mankind and the nations. We see God unfold his purposes, allow mankind to go through times of war and peace and nations to rise and fall as a part of his sovereign will. We also see His tremendous love for mankind, epitomized by the sacrifice of Jesus Christ on the cross for our salvation.

Unit 1:

Area of Study 1: Ideology and conflict

In this area of study students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the map of Europe and broke up the former empires of the defeated nations. They consider the aims, achievements and limitations of the League of Nations.

Area of Study 2: Social and cultural change

Students focus on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period in one or more of the following contexts: Italy, Germany, Japan, USSR and/or USA.

Outcomes:

1. Explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two.
2. Explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the inter-war years.

Assessment:

Assessment tasks for this unit may include:

- Historical inquiry
- essays
- analysis of primary source
- analysis of historical interpretations

Unit 2:

Area of Study 1: Competing ideologies

In this area of study students focus on causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict. Students explore the causes of the Cold War in the aftermath of World War Two. They investigate significant events and developments and the consequences for nations and people in the period 1945 –1991.

Area of Study 2: Challenge and change

Students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

Outcomes:

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

Assessment:

Assessment tasks for this unit may include:

- Historical inquiry
- essays
- Historical inquiry
- essays

History Revolutions Units 3 & 4

Historians have put forward different theories about the causes of revolution; for example, inadequate response to structural change, political divisions, the failure of rising expectations, the loss of authority, the erosion of public confidence in the old order. Questions have been raised such as: Why did social tensions and ideological conflicts increase in the pre-revolutionary period? Why could social tensions and ideological conflicts not be contained or constrained within the traditional order? What events or circumstances eroded confidence in the government or weakened the capacity of the ruling class to meet challenges to its authority?

Area of study 1: Causes of revolutions

In this area of study students analyse the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks are caused by the interplay of significant events, ideas, individuals and popular movements and assess how these were directly or indirectly influenced by the social, political, economic and cultural conditions.

Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution. They consider triggers such as the calling of the Estates-General.

Students evaluate historical interpretations about the causes of revolution and explain why differing emphases are placed on the role of events, ideas, individuals and popular movements.

Area of study 2: Consequences of revolution

In this area of study students analyse the consequences of the revolution and evaluate the extent to which it brought change to society. The success of the revolution was not inevitable; therefore, students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. Furthermore, they evaluate the success of the new regime's responses to these challenges and the extent to which the consequences of revolution resulted in dramatic and wide reaching social, political, economic and cultural change, progress or decline.

In analysing the past, students engage with the historical perspectives as well as the experiences of those whose conditions of everyday life were affected by the revolution, such as the peasants and workers in Russia.

Unit 3: The French Revolution

Area of study 1: French Revolution from 1774 to 4 October 1789.

Area of study 2: French Revolution from October 1789 to Year 1795.

Outcomes:

1. Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.
2. Analyse the consequences of revolution and evaluate the extent of change brought to society.

Assessment:

Outcome 1: School-assessed coursework
_ / 50 marks

Outcome 2: School-assessed coursework
_ / 50 marks

Outcomes 1-2:
Contributes 25% to study score

Unit 4: The Russian Revolution

Area of study 1: Russian Revolution from 1896 to October 1917.

Area of study 2: Russian Revolution from October 1917 to 1927.

Outcomes:

1. Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.
2. Analyse the consequences of revolution and evaluate the extent of change brought to society.

Assessment:

Outcome 1: School-assessed coursework
_ / 50 marks

Outcome 2: School-assessed coursework
_ / 50 marks

Outcomes 1-2:
Contributes 25% to study score

End of year exam:
Contributes 50 % to study score

Legal Studies Units 1 & 2

<p>Rationale: Legal Studies gives students an understanding of how the law serves individuals and the community as a whole. The historical origin of the law is based on Biblical principles and students of this subject are given many opportunities to develop their understanding of truth and justice.</p>	
<p>Unit 1: Criminal law in action Area of Study 1: Law in society Students develop an understanding of the role of the law and the need for effective laws. They investigate the difference between legal and non-legal rules through a consideration of who makes, interprets and enforces rules and to whom they apply. Students gain an understanding of the role of parliament and subordinate authorities in law-making, and the types of laws each creates.</p> <p>Area of Study 2: Criminal law Students develop an appreciation of the importance of criminal law by investigating its principles, types of crimes and their enforcement, and possible outcomes, consider a range of illustrative criminal cases to assist them in their understanding of different categories of crime and the related defences.</p> <p>Area of Study 3: The criminal courtroom Students investigate procedures that are used prior to bringing a criminal case to trial, as well as the role and jurisdiction of the courts in hearing criminal cases. Students focus on the concept of a fair trial or hearing and the rights in criminal proceedings protected by the Victorian Charter of Rights and Responsibilities. Students discuss the extent to which features of the criminal justice system contribute to the achievement of justice.</p>	
<p>Outcomes:</p> <ol style="list-style-type: none"> 1. Explain the need for effective laws and describe the main sources and types of law in society. 2. Explain the key principles and types of criminal law, apply the key principles to relevant cases, and discuss the impact of criminal activity on the individual and society. 3. Describe the processes for the resolution of criminal cases, and discuss the capacity of these processes to achieve justice. 	<p>Assessment: Assessment tasks are selected from the following:</p> <ul style="list-style-type: none"> • mock court or role-play • folio and report • case study • report (written, visual, oral or multimedia) • essay • test • assignment
<p>Unit 2: Issues in civil law Area of Study 1: Civil law Students gain an insight into the importance of civil law in their lives and learn to distinguish between civil and criminal law and examine how a situation can result in both criminal and civil action, applying civil law principles to relevant cases and issues.</p> <p>Area of Study 3: The civil law in action Investigate the role and operation of dispute resolution bodies and the methods employed in resolving civil disputes, and examine the purpose and operation of civil pre-trial procedures and the adversarial nature of a civil trial, evaluate the methods of dispute resolution, considering the difficulties faced by parties when attempting to resolve disputes.</p> <p>Area of Study 3: The law in focus Students undertake a detailed investigation of a specific area of the law. To develop knowledge and understanding about issues in the law and their resolution, students consider one or more of the following areas of law:</p> <ul style="list-style-type: none"> • Contract law • Family law • Consumer protection laws • Workplace laws • Tenancy law • Wills and inheritance • Sports and the law • Environmental law • Any other relevant area of civil law <p>Area of Study 4: A question of rights Students examine an instance where an individual or group has suffered an abuse of their rights and sought redress through the court system. Students discuss the impact of this case on the legal system and the rights of individuals.</p>	
<p>Outcomes:</p> <ol style="list-style-type: none"> 1. Explain the principles of civil law, law-making by courts, and elements of torts, and apply these to relevant cases. 2. Explain and evaluate the processes for the resolution of civil disputes. 3. Explain one or more area/s of civil law, and discuss the legal system's capacity to respond to issues and disputes related to the selected area/s of law. 4. Describe an Australian case illustrating rights issue, and discuss the impact of the case on the legal system and the rights of individuals. 	<p>Assessment: Assessment tasks are selected from the following:</p> <ul style="list-style-type: none"> • mock court or role-play • folio and report • case study • report (written, visual, oral or multimedia) • essay • test • assignment

Legal Studies Units 3 & 4

Unit 3: Law-making

Area of Study 1: Parliament and the citizen

This area of study focuses on the principles that underpin the Australian parliamentary system as well as an investigation of parliament as a lawmaking body. Students evaluate the overall effectiveness of parliament as a law-making body.

Area of Study 2: The Constitution and the protection of rights

Students explore the means by which the Commonwealth Constitution protects rights in Australia and develop an awareness of the rights and responsibilities of Australian citizens.

Area of Study 3: Role of the courts in law-making

In this area of study students develop an understanding of the role that courts play in developing the law and explore the relationships between courts and parliament in law-making.

Outcomes:

1. Explain the structure and role of parliament, including its processes and effectiveness as a law-making body, describe why legal change is needed, and the means by which such change can be influenced.
2. Explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, analyse the means by which law-making powers may change, and evaluate the effectiveness of the Commonwealth Constitution in protecting human rights.
3. Describe the role and operation of courts in law-making, evaluate their effectiveness as law-making bodies and discuss their relationship with parliament.

Assessment:

Outcome 1: School-assessed coursework
_ / 25 marks

Outcome 2: School-assessed coursework
_ / 50 marks

Outcome 3: School-assessed coursework
_ / 25 marks

Outcomes 1-3:
Contributes 25% to study score

Unit 4: Resolution and justice

Area of study 1: Dispute resolution methods

Students investigate the jurisdictions of selected courts in the Victorian court hierarchy, and develop an understanding of the need for a hierarchy of courts.

Area of Study 2: Court processes and procedures, and engaging in justice

Students investigate the major features of the adversary system of trial, and aided by a comparison with the inquisitorial system of trial, evaluate the adversarial approach to dispute resolution. They also examine criminal and civil pre-trial and post-trial procedures. Students investigate the role of criminal and civil juries, consider their strengths and weaknesses, and suggest reforms and alternatives applicable to the current jury system.

Outcomes:

1. Describe and evaluate the effectiveness of institutions and methods for the determination of criminal cases and the resolution of civil disputes.
2. Explain the processes and procedures for the resolution of criminal cases and civil disputes, and evaluate their operation and application, and evaluate the effectiveness of the legal system.

Assessment:

Outcome 1: School-assessed coursework
_ / 40 marks

Outcome 2: School-assessed coursework
_ / 60 marks

Outcomes 1-2:
Contributes 25% to study score

End of year exam:
Contributes 50 % to study score

Literature Units 1 & 2

Rationale:

The study of literature develops knowledge and enjoyment of a wide range of literary texts. This subject shares with English a general focus on the skilled use of the resources of language, but has a particular and distinctive focus: texts that are valued for their use of language to recreate and interpret experience imaginatively.

Students will consider such representation in light of the Bible, which alone provides the only accurate means of evaluating all life experiences.

Unit 1:

Area of Study 1: Reading practices

In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape responses to text.

Area of Study 2: Ideas and concerns in texts

This area of study focuses on the ideas and concerns raised in texts and the ways social and cultural contexts are represented. They consider those facets of human experience that are seen as important within the texts and those that are ignored or disputed.

Outcomes:

1. Respond to a range of texts and reflect on influences shaping these responses.
2. Analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.

Assessment:

Assessment tasks are selected from:

- essay (comparative, interpretive, analytical or discursive)
- debate
- journal entries
- close analysis of selected passages
- an original piece of writing responding to a text(s) studied
- oral or written review
- multimedia presentation
- participation in an online discussion
- performance and commentary.

Unit 2:

Area of study 1: The text, the reader and their contexts

This area of study focuses on the interrelationships between the text, readers and their social and cultural contexts. They examine and reflect on how the reader's interpretation is influenced by what they bring to the text. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

Area of Study 2: Exploring connections between texts

In this area of study students focus on the ways that texts relate to and influence each other. Students learn that meanings of texts are evolving and open to a range of interpretations and change in relation to other texts. Students consider how the reading of a text can change according to the form of the text and its context. They investigate and analyse how different interpretations of texts are influenced by language features and structures.

Outcomes:

1. Analyse and respond critically and creatively to the ways a text from a past era and/or different culture reflect or comment on the ideas and concerns of individuals and groups in that context.
2. Compare texts considering the dialogic nature of texts and how they influence each other.

Assessment:

Assessment tasks are selected from:

- essay (comparative, interpretive, analytical or discursive)
- debate
- journal entries
- close analysis of selected passages
- an original piece of writing responding to a text(s) studied
- oral or written review
- multimedia presentation
- participation in an online discussion
- performance and commentary.

Literature Units 3 & 4

Unit 3:

Area of Study 1: Adaptations and transformations

In this area of study students focus on how the form of text contributes to the meaning of the text. Students develop an understanding of the typical features of a particular form of text and how the conventions associated with it are used.

Area of Study 2: Creative responses to texts

In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as form changes to construct their own creative transformations of texts.

Outcomes:

- Analyse the extent to which meaning changes when a text is adapted to a different form.
- Respond creatively to a text and comment on the connections between the text and the response.

Assessment:

Outcome 1:

- An analysis of how the form of a text influences meaning. Students may:
 - compare a dramatised version of a scene or scenes from a text with the original text
 - compare a print text with the text's adaptation into another form
 - compare the performance of either a substantial individual text or group of texts with the original text.

_ / 50 marks

Outcome 2

A creative response to a text. Students may:

- submit an original piece of writing, presented in a manner consistent with the style and context of the original text
- re-create or rework an aspect of the text, such as adding to the text, recasting a part of the text in another setting or form, or presenting an episode in the text from another point of view.

AND

Students must submit: A reflective commentary establishing connections with the original text

_ / 50 marks

Outcomes 1-2:

Contributes 25% to study score

Unit 4:

Area of study 1: Literary perspectives

In this area of study students focus on how different readings of texts may reflect the views and values of both writer and reader. Students consider the ways in which various interpretations of texts can contribute to understanding.

Area of Study 2: Close analysis

In this area of study students focus on detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific features and/or passages in a text contributes to their overall interpretations.

Outcomes:

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

Assessment:

Outcome 1:

A written interpretation of a text using two different perspectives to inform their response.

School-assessed coursework

_ / 50 marks

Outcome 2:

Task 1 A written interpretation of a text, supported by close textual analysis.

_ / 25 marks

AND

Task 2 A written interpretation of a different text from Task 1, supported by close textual analysis. Students may select and discuss:

- the role and significance of particular sections of a text in interpreting the text as a whole
- analyse how certain literary features contribute to an interpretation of a text
- analyse the linkages, parallels and contrasts between different passages from a text.

_ / 25 marks

Outcomes 1-2: Contributes 25% to study score

End of year exam: Contributes 50% to study score

Mathematics

Aims of Mathematics

It is an underlying principle of the Mathematics study that all students will engage in the following mathematical activities:

1. Apply knowledge and skills: The study of aspects of the existing body of mathematical knowledge through learning and practising mathematical algorithms, routines and techniques, and using them to find solutions to standard problems.
2. Model, investigate and solve problems: The application of mathematical knowledge and skills in unfamiliar situations, including situations which require investigative, modelling or problem solving approaches.
3. Use technology: The effective and appropriate use of technology to produce results which support learning mathematics and its application in different contexts.

The structure of VCE Mathematics is summarised below.

Units 1 and 2

Units 1 and 2 General Mathematics is excellent preparation for students considering studying Further Mathematics 3 and 4. This subject fulfils many university and TAFE mathematics prerequisites. A pass in General Mathematics at Year 11 standard is looked at favourably by employers in general and employers looking for new apprentices in particular.

Units 1 and 2 Mathematical Methods (CAS) is intended as preparation for Mathematical Methods (CAS) Units 3 and 4, and allows you to choose a single or combined mathematics course in Year 12 (Mathematical Methods and/or Further Mathematics). Students planning to study Mathematics/Science courses at university should enrol in this subject.

Units 3 and 4

Units 3 and 4 Further Mathematics prepares students in such varying studies such as Nursing, Marketing and Scientific disciplines. Geometry and Trigonometry is used in Art and Design and Building Sciences. Business Mathematics and Matrices are used in all Business Studies and Marketing Courses and for everyday living skills with money that will be required in adulthood. Where possible the Further Mathematics course is made as relevant as possible to modern day situations that you will face in your future. It will provide general preparation for employment or further study, in particular, where data analysis is important. The assumed knowledge and skills are drawn from General Mathematics Units 1 and 2. Students who have done only Mathematical Methods (CAS) Units 1 and 2 will also have had access to assumed knowledge and skills to undertake Further Mathematics.

Units 3 and 4 Mathematical Methods (CAS) may be taken alone or in conjunction with Further Mathematics Units 3 and 4. It will provide an appropriate background for further study in the engineering, science, humanities, economics or medicine areas.

General Mathematics Units 1 & 2

Units 1 & 2:

The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

Outcomes:

1. Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
2. Select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts.
3. select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment:

- assignments
- tests
- summary or review notes
- modelling tasks
- problem-solving tasks
- mathematical investigations

Math Methods (CAS) Units 1 & 2

Units 1 & 2:

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

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'.

Outcomes:

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

Assessment:

- assignments
- tests
- summary or review notes
- modelling tasks
- problem-solving tasks
- mathematical investigations

Further Mathematics Units 3 & 4

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'.

Outcomes:

1. Define and explain key terms and concepts and apply related mathematical techniques and models in routine concepts.
2. Select and apply the mathematical concepts, models and techniques in a range of increasing complexity.
3. Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment:

Unit 3:

Outcome 1: _ / 15 marks
 Outcome 2: _ / 30 marks
 Outcome 3: _ / 15 marks
 Outcomes 1-3:
 Contributes 20% to study score

Unit 4:

Outcome 1: _ / 10 marks
 Outcome 2: _ / 20 marks
 Outcome 3: _ / 10 marks
 Outcomes 1-3:
 Contributes 14% to study score
 End of year exam 1:
 Contributes 33 % to study score
 End of year exam 2:
 Contributes 33 % to study score

Mathematical Methods (CAS) Units 3 & 4

Units 3 & 4:

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

Mathematical Methods Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics'

Outcomes:

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

All outcomes are assessed within each assessment task. There is not a separate assessment for each outcome.

Assessment:

Unit 3:

The application task is to be of 4–6 hours duration over a period of 1–2 weeks.
 Outcome 1: _ / 15 marks
 Outcome 2: _ / 20 marks
 Outcome 3: _ / 15 marks
 Outcomes 1-3:
 Contributes 17% to study score

Unit 4:

Two modelling or problem-solving tasks which are each to be of 2–3 hours duration over a period of 1 week.
 Outcome 1: _ / 15 marks
 Outcome 2: _ / 20 marks
 Outcome 3: _ / 15 marks
 Outcomes 1-3:
 Contributes 17% to study score
 End of year exam 1:
 Contributes 22 % to study score
 End of year exam 2:
 Contributes 44 % to study score

Media Units 1 & 2

Unit 1: Representation and technologies of representation

Area of Study 1: Representation

Students learn that media texts are created through a process of selection, construction and representation. Representations of events, ideas and stories, which may appear natural and realistic, are mediated and constructed in ways that are different from the audience's direct experience of reality.

Area of Study 2: Technologies of representation

Students analyse how the application of the different media technologies affects the meanings that can be created in the representations, and consider the use of codes and conventions to convey ideas and meaning in representations within the context of the technologies used to construct these ideas.

Area of Study 3: New media

Students explore the emergence of new media technologies and investigate the changes, possibilities and issues that arise from the development of new technologies, and how these alter audience experience and understanding of the media.

Outcomes:

1. Describe the construction of specific media representations and explain how the process of representation can be interpreted by an audience.
2. Construct media representations in two or more media forms and compare these representations
3. Discuss creative and cultural implications of new media technologies.

Assessment:

Assessment tasks are selected from the following:

- audiovisual or video sequences
- photographs
- written responses
- multimedia sequences or presentations.
- tests
- print layouts
- oral reports

Unit 2: Media production and the media industry

Area of Study 1: Media production

Students develop an understanding that as each media product progresses through the various stages of production, the work practices and conventions of each specific stage and role help shape the nature of the final media product.

Area of Study 2: Media industry production

Students focus on national, international and global media industry issues, and the developments in the media industry and their impact on the production stages.

Area of Study 3: Australian media organisations

Students analyse Australian media organisations within a cultural, aesthetic, legal, political, economic, institutional and historical framework. They learn that other factors such as sources of revenue, ratings, circulation and distribution, and ownership and control, influence the nature and range of texts produced by media organisations.

Outcomes:

1. Demonstrate specialist production skills within collaborative media productions, and explain and reflect on the media production process.
2. Discuss media industry issues and developments relating to the production stages of a media product, and describe specialist roles within the media industry.
3. Describe characteristics of Australian media organisations and discuss the social, cultural an industrial framework within which such organisations operate.

Assessment:

Assessment tasks are selected from the following:

- audiovisual or video sequences
- photographs
- written responses
- multimedia sequences or presentations
- tests
- print layouts
- oral reports

Media Units 3 & 4

Unit 3: Narrative and media production design

Area of Study 1: Narrative

Students analyse the narrative organisation of fictional film, television or radio drama texts and learn that narrative is a fundamental element in the construction of meaning in media products.

Area of Study 2: Media production skills

This area of study focuses on the development of specific media production skills and technical competencies using media technologies and processes in one or more media forms. Students plan, undertake and evaluate two production exercises to develop skills appropriate to the technical equipment, applications and media processes available to them.

Area of Study 3: Media production design

Students focus on the preparation of a production design plan for a media product designed for a specific audience in a selected media form. Students develop and record concepts and ideas for production, documenting the intention of the proposed production, the audience/s for which the production is planned, how and where the production is designed to be consumed, and the intended effects on the specified audience.

Outcomes:

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

Assessment:

Outcome 1: School-assessed coursework
Contributes 6% to study score
Outcomes 2-3: School-assessed task
See Outcome 1 Unit 4

Unit 4: Media process, social values and media influence

Area of study 1: Media process

Students complete a media product based on a media production design plan completed in Unit 3.

Area of Study 2: Media texts and society's values

Students focus on the relationship between society's values and media texts. Students undertake the study of an identified significant idea, social attitude or discourse located in a range of media texts to critically analyse its representation in the media

Area of Study 3: Media influence

This area of study focuses on an analysis of media influence. Students explore the complexity of the relationship between the media, its audiences and the wider community in terms of the nature and extent of the media's influence. Students examine arguments and evidence arising from a range of historical and contemporary developments that offer a range of perspectives about the nature, characteristics and extent of media influence on individuals and society.

Outcomes:

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

Assessment:

Outcome 1: School-assessed task
Contributes 37% to study score
Outcome 2: School-assessed coursework
Outcome 3: School-assessed coursework
Outcomes 2-3:
Contributes 12% to study score
End of year exam
Contributes 45% to study score

Outdoor & Environmental Studies Units 1 & 2

<p>Rationale:</p> <p>The Outdoor & Environmental Studies course gives students the opportunity to grow & develop their skills in outdoor environments. Students are encouraged to investigate God’s creation and the variety of ways in which we interact with creation. Stewardship of the gift that God has given us is a strong theme throughout the course and minimal impact practices are followed in all of our practical activities.</p>	
<p>Unit 1: Exploring outdoor experiences</p> <p>Area of Study 1: Motivations for outdoor experiences</p> <p>Students examine motivations for and responses to nature and outdoor experiences and learn to plan for and engage in safe participation in outdoor experiences.</p> <p>Area of Study 2: Experiencing outdoor environments</p> <p>Students consider factors that affect access to outdoor experiences, and describe the effect of different technologies on outdoor experiences, examining how all of these influence the ways humans understand nature.</p>	
<p>Outcomes:</p> <ol style="list-style-type: none"> 1. Describe motivations for participation in and personal responses to outdoor environments. 2. Describe ways of knowing and experiencing outdoor environments and evaluate factors that influence outdoor experiences. 	<p>Assessment:</p> <p>Assessment tasks are selected from the following:</p> <ul style="list-style-type: none"> • a journal/report of outdoor experiences • a case study analysis • oral presentations • practical reports in a non-text format such as multimedia, audio podcasts, annotated visual display • data analysis • tests • written responses
<p>Unit 2: Discovering outdoor environments</p> <p>Area of Study 1: Investigating outdoor environments</p> <p>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.</p> <p>Area of Study 2: Impacts on outdoor environments</p> <p>Students focus on human activities undertaken in outdoor environments and their impacts on those environments. Students investigate and model individual and group responsibilities for activities in outdoor environments, including codes of conduct for recreational activities and community-based environmental action to promote positive impacts on outdoor environments.</p>	
<p>Outcomes:</p> <ol style="list-style-type: none"> 1. Describe the characteristics of different outdoor environments and analyse a range of understandings of these environments. 2. Evaluate human impacts on outdoor environments and analyse procedures for promoting positive impacts. 	<p>Assessment:</p> <p>Assessment tasks are selected from the following:</p> <ul style="list-style-type: none"> • a journal/report of outdoor experiences • a case study analysis • oral presentations • practical reports in a non-text format such as multimedia, audio podcasts, annotated visual display • data analysis • tests • written responses

Outdoor & Environmental Studies Units 3 & 4

Unit 3: Relationships with outdoor environments

Area of Study 1: Historical relationships with outdoor environments

This area of study explores how Australians have understood and interacted with outdoor environments over time. Case studies are used to analyse the role of environmental movements in changing human relationships with outdoor environments. Students must study the role of at least one environmental movement in changing relationships with outdoor environments.

Area of Study 2: Contemporary relationships with outdoor environments

Students examine current relationships between humans and outdoor environments. They examine a number of ways outdoor environments are portrayed in different media; the dynamic nature of relationships between humans and their environment; and the social, cultural, economic and political factors that influence these relationships. Students engage in practical outdoor experiences that enable them to collect information about, and reflect on and analyse, contemporary relationships with outdoor environments.

Outcomes:

1. Explain and evaluate how relationships with Australian outdoor environments have changed over time
2. Analyse and evaluate the factors influencing contemporary societal relationships with outdoor environments

Assessment:

Outcome 1: School-assessed coursework
_ / 50 marks

Outcome 2: School-assessed coursework
_ / 50 marks

Outcomes 1-2:
Contributes 25% to study score

Unit 4: Sustainable outdoor relationships

Area of Study 1: Healthy outdoor environments

Students examine the nature of sustainability and, using key indicators, evaluate the health of outdoor environments. They investigate current and potential impacts of damage to outdoor environments. Practical outdoor experiences enable students to further develop and apply their practical knowledge and skills for safe and sustainable interaction with outdoor environments.

Area of Study 2: Sustainable outdoor environments

Students focus on the sustainability of environments in order to support the future needs of ecosystems, individuals and society, and the skills needed to be an environmentally responsible citizen. Students investigate at least two case studies of conflicts of interest between people involved in uses of outdoor environments, and develop a clear understanding of the methods and processes commonly used to resolve these conflicts.

Outcomes:

1. Evaluate the contemporary state of Australian outdoor environments, and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor experiences.
2. Analyse conflicts of interest over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.

Assessment:

Outcome 1: School-assessed coursework
_ / 40 marks

Outcome 2: School-assessed coursework
_ / 40 marks

Outcomes 1-2:
Contributes 25% to study score

End of year exam:
Contributes 50 % to study score

Physical Education Units 1 & 2

<p>Rationale: Students will participate in a variety of challenging physical activities. Students are encouraged to understand that physical activity is enjoyable and part of the full celebration of life that God has graciously given to us. Senior P.E. students at Bayside are involved in coaching and encouraging students to become involved in physical activity thereby assisting development of the whole school community.</p>	
<p>Unit 1: Bodies in motion</p> <p>Area of Study 1: Body systems and human movement Students examine the systems of the human body and how they translate into movement through practical activities they explore the major components of the musculoskeletal, cardiovascular and respiratory systems and their contributions and interactions during physical activity.</p> <p>Area of Study 2: Biomechanical movement principles Investigate and analyse movements in a variety of activities to develop an understanding of how the correct application of biomechanical principles leads to improved performance.</p> <p>Area of Study 3: One detailed study is to be selected from: <ul style="list-style-type: none"> • Technological advancements from a biomechanical perspective • Injury prevention and rehabilitation. </p>	
<p>Outcomes:</p> <ol style="list-style-type: none"> 1. Collect and analyse information from a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems function, and how the aerobic and anaerobic pathways interact with the systems to enable human movement. 2. Collect and analyse information from a variety of practical activities to explain how to develop and refine movement in a variety of sporting actions through the application of biomechanical principles. 3. Outcome 3 – Detailed Study 	<p>Assessment: Assessment is selected from the following:</p> <ul style="list-style-type: none"> • a practical laboratory report • a case study analysis • a data analysis • a folio/diary of participation in practical activities • a visual presentation • a physical simulation or model • an oral presentation such as podcast, debate • a written report • a test.
<p>Unit 2: Sports coaching and physically active lifestyles</p> <p>Area of Study 1: Effective coaching practices Students focus on the roles and responsibilities of a coach as well as looking at coaching pathways and accreditation.</p> <p>Area of Study 2: Physically active lifestyles Students investigate the range of physical activity options in the community and factors that facilitate involvement in physical activity and consider barriers to participation for various population groups. Students create and implement a program that encourages compliance with the National Physical Activity Guidelines for a given age group.</p> <p>Area of Study 3: One detailed study is to be selected from: <ul style="list-style-type: none"> • Decision making in sport • Promoting active living. </p>	
<p>Outcomes:</p> <ol style="list-style-type: none"> 1. Demonstrate their knowledge of, and evaluate, the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach. 2. Collect and analyse data related to individual and population levels of participation in physical activity, and sedentary behaviour, and create and implement strategies that promote adherence to the National Physical Activity Guidelines. 3. Outcome 3 – Detailed Study 	<p>Assessment: Assessment tasks are selected from the following:</p> <ul style="list-style-type: none"> • a practical laboratory report • a case study analysis • a data analysis • a critically reflective folio/diary • a visual presentation • a multimedia presentation • a physical simulation or model • an oral presentation such as podcast, debate • a written report • a test.

Physical Education Units 3 & 4

Unit 3: Physical activity participation and physiological performance

Area of Study 1: Monitoring and promotion of physical activity

This area of study uses subjective and objective methods for assessing the student's own and another cohort's physical activity and sedentary levels. Students analyse the advantages and limitations of each of these methods to determine the most appropriate measure for a given setting.

Area of Study 2: Physiological responses to physical activity

Students explore the various systems and mechanisms associated with the energy required for human movement. They consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They examine the way in which energy for activity is produced via the three energy systems and the associated fuels used for activities of varying intensity and duration. Students also consider the many contributing factors to fatigue as well as recovery strategies used to return to pre-exercise conditions. Through practical activities students explore the relationship between the energy systems during physical activity.

Outcomes:

1. Analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the National Physical Activity Guidelines.
2. Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies.

Assessment:

Outcome 1: School-assessed coursework
_ / 40 marks

Outcome 2: School-assessed coursework
_ / 20 marks

Outcomes 1-2:
Contributes 25% to study score

Unit 4: Enhancing performance

Area of Study 1: Planning, implementing and evaluating a training program

This area of study focuses on the components of fitness and assessment of fitness from a physiological perspective. Students consider the manner in which fitness can be improved by the application of appropriate training principles and methods. Students conduct an activity analysis of an elite athlete to determine the fitness requirements of a selected sport. They participate in fitness testing and an individual training program and evaluate this from a theoretical perspective.

Area of Study 2: Performance enhancement and recovery practices

This area of study explores nutritional, physiological and psychological strategies used to enhance performance. Students examine legal and illegal substances and methods of performance enhancement and develop an understanding of different anti-doping codes. Students consider strategies used to promote recovery, including nutritional, physiological and psychological practices.

Outcomes:

1. Plan, implement and evaluate training programs to enhance specific fitness components.
2. Analyse and evaluate strategies designed to enhance performance or promote recovery.

Assessment:

Outcome 1: School-assessed coursework
_ / 60 marks

Outcome 2: School-assessed coursework
_ / 40 marks

Outcomes 1-2:
Contributes 25% to study score

End of year exam:
Contributes 50 % to study score

Physics Units 1 & 2

Unit 1: What ideas explain the physical world?

Area of Study 1: How can thermal effects be explained?

Students investigate the thermodynamic principles related to heating processes, concepts of temperature, energy and work. Students examine the environmental impacts of Earth's thermal systems and human activities with reference to the effects on surface materials, the emission of greenhouse gases and the contribution to the enhanced greenhouse effect.

Area of Study 2: How do electric circuits work?

Students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Concepts of electrical safety are developed through the study of safety mechanisms and the effect of current on humans. Students apply and critically assess mathematical models during experimental investigations of DC circuits.

Area of Study 3: What is matter and how is it formed?

In this area of study students explore the nature of matter, and consider the origins of atoms, time and space. They examine the currently accepted theory of what constitutes the nucleus, the forces within the nucleus and how energy is derived from the nucleus.

Outcomes:

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

Assessment:

A selection from the following::

- an annotated folio of practical activities
- data analysis
- media response
- modelling activity
- a summary report of selected practical investigations
- a written report
- reflective learning journal
- a test (short answer and extended response).

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

Area of Study 1: How can motion be described and explained?

In this area of study students observe motion and explore the effects of balanced and unbalanced forces on motion. They analyse motion using concepts of energy, including energy transfers and transformations, and apply mathematical models during experimental investigations of motion.

Area of Study 2: Options

Twelve options are available for selection in Area of Study 2. Each option is based on a different observation of the physical world.

Area of Study 3: Practical investigation

The investigation requires the student to develop a question, plan a course of action that attempts to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to the question.

Outcomes:

1. Investigate, analyse and mathematically model motion of particles and bodies.
2. (*Dependent on option.*)
3. Design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

Assessment:

A selection from the following::

- an annotated folio of practical activities
- data analysis
- media response
- modelling activity
- a summary report of selected practical investigations
- a written report
- reflective learning journal
- a test (short answer and extended response).

For Outcome 3

- a report of a practical investigation (student-designed or adapted)

Physics Units 3 & 4

Unit 3: How do fields explain motion and electricity?

Area of Study 1: How do things move without contact?

Students examine the similarities and differences between three fields: gravitational, electric and magnetic. Field models are used to explain the motion of objects when there is no apparent contact.

Area of Study 2: How fast can things go?

In this area of study students use Newton's laws of motion to analyse relative motion, circular motion and projectile motion. Newton's laws of motion give important insights into a range of motion both on Earth and beyond. At very high speeds, however, these laws are insufficient to model motion and Einstein's theory of special relativity provides a better model. Students compare Newton's and Einstein's explanations of motion.

Area of Study 3: How are fields used to move electrical energy?

The production, distribution and use of electricity has had a major impact on human lifestyles. In this area of study students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes.

Outcomes:

1. Student should be able to analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.
2. Student should be able to analyse and evaluate an electricity generation and distribution system.
3. Student should be able to investigate motion and related energy transformations experimentally, analyse motion using Newton's laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein's theory of special relativity.

Assessment:

- Outcome 1: School-assessed coursework
_ / 30 marks
- Outcome 2: School-assessed coursework
_ / 30 marks
- Outcome 3: School-assessed coursework
_ / 35 marks

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

Area of Study 1: How can waves explain the behaviour of light?

Students use evidence from experiments to explore wave concepts in a variety of applications. Wave theory has been used to describe transfers of energy, and is important in explaining phenomena including reflection, refraction, interference and polarisation.

Area of Study 2: How are light and matter similar?

Students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter.

Area of Study 3: Practical investigation

A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4.

Outcomes:

1. Student should be able to apply wave concepts to analyse, interpret and explain the behaviour of light.
2. Student should be able to provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.
3. Student should be able to design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

Assessment:

- Outcome 1: School-assessed coursework
_ / 30 marks
- Outcome 2: School-assessed coursework
_ / 30 marks
- Outcome 3: School-assessed coursework
_ / 35 marks
- Outcomes 1-3:
Contributes 24% to study score
- End of year exam:
Contributes 60 % to study score

Product Design and Technology Units 1 & 2

<p>Rationale: Students are given the opportunity to develop skills in identifying and utilizing those areas of technological advancements that will help them to research and produce items that relate to set design briefs. Each student will undertake meaningful practical tasks that have a direct bearing on developing their God given gifts that relate to chosen career paths. Throughout the four units of study, students' learning experiences will have a Christian focus on the ethical responsibilities of producing items that incorporate primary resources from God's creation.</p>	
<p>Unit 1: Product re-design and sustainability Area of Study 1: Product re-design for improvement Students examine how an existing product currently fulfils the need of a user. They consider how the product could be improved. Students write a design brief for a product's modification and improvement by altering at least three points of the original design, ensuring the primary purpose/function of the original product remains. One of the alterations should aim to improve the product's sustainability. Area of Study 2: Producing and evaluating a re-designed product Focuses on the implementation of the design and planning completed in Outcome 1. Referring to their working drawings and production plans, students safely apply a range of techniques and processes to make the re-designed product or prototype.</p>	
<p>Outcomes:</p> <ol style="list-style-type: none"> 1. Re-design a product using suitable materials with the intention of improving aspects of the product's aesthetics, functionality or quality, including consideration of sustainability. 2. Use and evaluate materials, tools, equipment and processes to make a re-designed product or prototype, and compare the finished product or prototype with the original design. 	<p>Assessment: Assessment tasks are selected from the following:</p> <ul style="list-style-type: none"> • design folio that contains a design brief, evaluation criteria, research, visualisations and design options, working drawings, production plan, and evaluation report • prototype or product and records of production and modifications • multimedia presentation supported by speaker's notes • short written report that includes materials testing or trialling activities, industry visits, technical reports • case study analysis • oral report supported by notes or visual materials.
<p>Unit 2: Collaborative design Area of Study 1: Designing within a team Students work both individually and as members of a small design team to address a problem, need or opportunity and consider the associated human-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 style or movement. Area of Study 2: Producing and evaluating a collaboratively designed product Students apply knowledge, skills, techniques and processes (including risk management) to make and evaluate their designed product/s.</p>	
<p>Outcomes:</p> <ol style="list-style-type: none"> 1. Design and plan a product, a product range or a group product with component parts in response to a design brief based on a common theme, both individually and within a team. 2. Justify, manage and use appropriate production processes to safely make a product and evaluate, individually and as a member of a team, the processes and materials used. 	<p>Assessment: Assessment tasks are selected from the following:</p> <ul style="list-style-type: none"> • design folio that contains a design brief, evaluation criteria, research, visualisations and design options, working drawings, production plan, and evaluation report • product and records of production and modifications • multimedia presentation supported by speaker's notes • short written report that includes materials testing or trialling activities, industry visits, technical reports • oral report supported by notes and/or visual materials.

Product Design and Technology Units 3 & 4

Unit 3: Applying the Product design process

Area of Study 1: The designer, client and/or end-user in product development

Students examine how a design brief is structured, how it addresses particular product design factors and how evaluation criteria are developed from the constraints and considerations in the brief. They develop an understanding of techniques in using the design brief as a springboard to direct research and design activities.

Area of Study 2: Product development in industry

Students examine how a range of factors, including new and emerging technologies, and international and Australian standards, influence the design and development of products within industrial manufacturing settings. They consider issues associated with obsolescence and sustainability models.

Area of Study 2: Designing for others

Students focus on working as a designer and applying the Product design process to meet the needs and requirements of a client and/or an end-user.

Outcomes:

1. Explain the roles of the designer, client and/ or end-user/s, the Product design process and its initial stages
2. Explain and analyse influences on the design, development and manufacture of products within industrial settings.
3. Present a folio that documents the Product design process used while working as a designer to meet the needs of a client and/or an end-user.

Assessment:

Outcome 1: School-assessed coursework
_ / 25 marks

Outcome 2: School-assessed coursework
_ / 35 marks

Outcomes 1-2:
Contributes 12% to study score

Outcome 3: School-assessed task
See Unit 4

Unit 4: Product development and evaluation

Area of Study 1: Product analysis and comparison

Students examine design factors that influence the success or otherwise of commercially available products.

Area of Study 2: Product manufacture

Students focus on the skills, production techniques and processes employed to make a product to suit the needs of a client and/or an end-user.

Area of Study 3: Product evaluation

Students use evaluation criteria, carry out checks and tests, and gain client and/or end-user feedback to determine how well their product meets the needs and requirements outlined in the design brief developed in Unit 3.

Outcomes:

1. Compare, analyse and evaluate similar commercial products.
2. Safely apply a range of production skills and processes to make the product designed in Unit 3, and manage time and resources effectively and efficiently.
3. Evaluate the outcomes of the design, planning and production activities, explain the product's design features to the client and/or an end-user and outline its care requirements.

Assessment:

Outcome 1: School-assessed coursework
_ / 40 marks

Outcome 1:
Contributes 8% to study score

Outcome 2: School-assessed task
_ / 30 marks

Outcome 3: School-assessed task
_ / 30 marks

Outcomes 2-3:
Contributes 50% to study score

End of year exam:
Contributes 30 % to study score

Psychology Units 1 & 2

Unit 1: How are behaviour and mental processes shaped?

Area of Study 1: How does the brain function?

In this area of study students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world around us. They analyse the roles of specific areas of the brain and the interactions between different areas of the brain that enable complex cognitive tasks to be performed. Students explore how brain plasticity and brain damage can affect a person's functioning.

Area of Study 2: What influences psychological development?

Students explore how these factors influence different aspects of a person's psychological development. They consider the interactive nature of hereditary and environmental factors and investigate specific factors that may lead to development of typical or atypical psychological development in individuals, including a person's emotional, cognitive and social development and the development of psychological disorders.

Area of Study 3: Student-directed research investigation

In this area of study students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate a question related to brain function and/or psychological development.

Outcomes:

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

Assessment:

Assessment tasks are selected from the following:

- research investigation
- evaluation of research
- media response
- report of a practical activity
- annotated folio of practical activities
- brain structure modelling activity
- test
- data analysis
- reflective learning journal
- problem solving

For Outcome 3

a report of an investigation into brain function and/or development

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

Area of Study 1: What influences a person's perception of the world?

Students explore two aspects of human perception – vision and taste – and analyse the relationship between sensation and perception of stimuli. They consider how biological, psychological and social factors can influence a person's perception of visual and taste stimuli, and explore perceptual distortions of vision and taste that may occur.

Area of Study 2: How are people influenced to behave in particular ways?

In this area of study students explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups. They consider how these factors can be used to explain the cause and dynamics of particular individual and group behaviours, including attitude formation, prejudice, discrimination, helping behaviour and bullying.

Area of Study 3: Student-directed practical investigation

Students develop a question related to external influences on behaviour, plan a course of action to answer the question, collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data and reach a conclusion in response to the question.

Outcomes:

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

Assessment:

Assessment tasks are selected from the following:

- research investigation
- evaluation of research
- test
- annotated folio of practical activities
- media response
- report of a practical activity

For Outcome 3

a report of an investigation into internal and/or external influences on behaviour

Psychology Units 3 & 4

Unit 3: The conscious self

Area of Study 1: How does the nervous system enable psychological functioning?

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

Area of Study 2: How do people learn and remember?

Memory and learning are core components of human identity: they connect past experiences to the present and shape our futures by enabling adaption to daily changes in the environment. In this area of study students study the neural basis of memory and learning and examine factors that influence the learning of new behaviours and the storage and retention of information in memory. They consider the influence of biological, psychological and social factors on the fallibility of memory.

Outcomes:

1. Explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning.
2. Apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person's inability to remember information.

Assessment:

Outcome 1: School-assessed coursework
_ / 50 marks
Outcome 2: School-assessed coursework
_ / 50 marks
Outcomes 1-2:
Unit 3 coursework: Contributes 16% to study score

Unit 4: How is wellbeing developed and maintained?

Area of Study 1: How do levels of consciousness affect mental processes and behaviour?

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

Area of Study 2: What influences mental wellbeing

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

Area of Study 3: Practical investigation

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

Outcomes:

1. Explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person's functioning.
2. Explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.
3. Design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

Assessment:

Outcome 1: School-assessed coursework
_ / 30 marks
Outcome 2: School-assessed coursework
_ / 30 marks
Outcome 3: School-assessed coursework
_ / 30 marks
Outcomes 1-3:
Unit 4 coursework: Contributes 24% to study score
End of year exam:
Contributes 60 % to study score

Visual Communication Design Units 1 & 2

<p>Rationale:</p> <p>One of the functions of the visual arts has been to emphasise individual interpretation and expression in unique ways. When man produces and contemplates works of art, he uses them to help him understand himself and the world around him. Art is also a vehicle for cultural expression and transmission; it often reflects cultural values, beliefs and customs.</p>	
<p>Unit 1: Introduction to visual communication design</p> <p>Area of Study 1: Drawing as a means of communication</p> <p>Students are introduced observation, visualisation and presentation drawing methods, and explore of a range of materials and techniques to create drawings for different purposes.</p> <p>Area of Study 2: Design elements and design principles</p> <p>Focuses on the selection and application of elements and principles to create visual communications for stated purposes.</p> <p>Area of Study 3: Visual communication design in context</p> <p>A case study approach to investigate how existing visual communications are influenced by historical, social and cultural factors.</p>	
<p>Outcomes:</p> <ol style="list-style-type: none"> 1. Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications. 2. Describe how visual communications are designed and produced in the design industry and explain those factors that influence these practices. 	<p>Assessment:</p> <p>Assessment tasks are selected from the following:</p> <ul style="list-style-type: none"> • folio of observational, visualisation and presentation drawings created using manual and/or digital methods • final presentations created using manual and/or digital methods • written report of a case study • annotated visual report of a case study • oral report of a case study supported by written notes and/or visual materials.
<p>Unit 2: Applications of visual communication design</p> <p>Area of Study 1: Technical drawing in context</p> <p>Students focus on the development of technical drawing methods for specified contexts, including environmental and industrial design fields. Key knowledge and key skills are more specific about two- and three-dimensional drawing.</p> <p>Area of Study 2: Type and imagery</p> <p>Students focus on creating visual communications through type and image. Students are required to manipulate type and images with respect to appropriate copyright and ethical obligations.</p> <p>Area of Study 3: Applying the design process</p> <p>Students engage in the design process through responding to a given brief. Key aspects of the design process identified in the cross study specifications address either communication, environment or industrial design fields.</p>	
<p>Outcomes:</p> <ol style="list-style-type: none"> 1. Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field. 2. Manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright. 3. Engage in stages of the design process to create a visual communication appropriate to a given brief. 	<p>Assessment:</p> <p>Assessment tasks are selected from the following:</p> <ul style="list-style-type: none"> • folio of observational, visualisation and presentation drawings created using manual and/or digital methods • final presentations created using manual and/or digital methods • final presentations created using manual and/or digital methods • written report of a case study • annotated visual report of a case study • oral report of a case study supported by written notes and/or visual materials.

Visual Communication Design Units 3 & 4

Unit 3: Design thinking and practice

Area of Study 1: Analysis and practice in context

This study provides students with drawing experience across the three areas of design: communication, environmental and industrial. Students research and analyse the components of existing visual communications. Students use technical drawing conventions and both manual and digital methods to support drawing production.

Area of Study 2: Design industry practice

Students investigate case studies to research the role of the brief, the design process and practices within contemporary Australian and international contexts. Research includes identifying social, ethical and environmental factors that influence design decisions and an investigation of how visual communication designs are produced.

Area of Study 3: Developing a brief and generating ideas

This study develops student's understanding of the three stages of the design process: development of a brief, research, and the generation of ideas.

Outcomes:

1. Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.
2. Describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.
3. Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.

Assessment:

Outcome 1: School-assessed coursework
_ / 75 marks

Outcome 2: School-assessed coursework
_ / 25 marks

Outcomes 1-2:
Contributes 20% to study score

Outcome 3: School-assessed task
See Unit 4

Unit 4: Design development and presentation

Area of Study 1: Development of design concepts

Students undertake two separate design processes for two distinct concepts. They employ design thinking to select and apply a range of manual and digital methods, materials, media, design elements, design principles, presentation formats and conventions to develop concepts.

Area of Study 2: Final presentations

This study focuses on the production and refinement of two final presentations.

Area of Study 3: Evaluation and explanation

Students reflect, evaluate and present a pitch that supports the final presentations. To develop the pitch, students refer to their brief and use their annotations made during the design process. They synthesise information, evaluate the effectiveness of their visual communication presentations and make a presentation to an audience.

Outcomes:

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

Assessment:

Outcome 1: School-assessed task
_ / 50 marks

Outcome 2: School-assessed task

Outcomes 1-2:
Contributes 40% to study score

Outcome 3: School-assessed coursework
_ / 20 marks

Outcome 3:
Contributes 5% to study score

End of year exam:
Contributes 35 % to study score