

# VCE UNIT DESCRIPTIONS

## UNITS 1 & 2

### ALPHABETICAL LISTING OF UNITS

- **Accounting**
- **Art**
- **Biology**
- **Business Management**
- **Chemistry**
- **Design and Technology (Fashion/Textiles)**
- **Drama**
- **Economics**
- **English**
- **English language**
- **ESL**
- **Environmental Science**
- **Food and Technology**
- **Foundation English**
- **Advanced General Maths**
- **Further General Maths**
- **Health & Human Development**
- **History (Twentieth Century)**
- **Industry and Enterprise**
- **Information Technology**
- **International Politics**
- **Legal Studies**
- **Literature**
- **LOTE: Italian**
- **LOTE: Vietnamese**
- **Maths Methods**
- **Physical Education**
- **Physics**
- **Psychology**
- **Studio Arts: Photography**
- **Visual Communication & Design**

**NAME OF STUDY**  
**UNIT**

**ACCOUNTING**  
**ONE - GOING INTO BUSINESS**

### AREAS OF STUDY

1. **Going into business** – focuses on the features of successful and unsuccessful business, sources of finance and how pre-operational decisions are made..
2. **Recording and reporting accounting data and information** - focuses on the recording and reporting of financial data and information using a single entry recording system.
2. **Financial decision-making** - focuses on the application of accounting skills in order to evaluate the financial and non-financial information of a service business.

### OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT

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

### ASSESSMENT TASKS

Assessment tasks will be selected from the following:

Folio of exercises, tests, assignments, case studies, presentations, reports. Students must use ICT in at least two of the selected assessment tasks.

### ASSESSMENT

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY**  
**UNIT**

**ACCOUNTING**  
**TWO - ACCOUNTING FOR A**

### AREAS OF STUDY

1. **Recording, and reporting accounting data and information** - focuses on the recording and reporting of the financial data and information of a single activity sole trader using the single entry system of recording.
2. **ICT** - in accounting for a single activity sole trader - students investigate the importance of ICT in the accounting process.
3. **Evacuation of business performance** - focuses on an evaluation of particular areas of the business such as stock or debtors, in order to provide strategies that will improve business performance.

### OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT

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

### ASSESSMENT TASKS

Assessment tasks will be selected from the following:

Exercises using a computer software package, folio of exercises, tests, assignments, case studies, presentations, reports. Students must use ICT in at least two of the selected assessment tasks.

### ASSESSMENT

Students will gain a satisfactory completion of the unit when they have demonstrated achievement in all set outcomes.

**NAME OF STUDY**  
**UNIT**

**ART**  
**ONE**

### **AREAS OF STUDY**

1. **Developing ideas and skills:** this area of study focuses on the development of ideas, imagery and skills through the exploration of techniques and working methods. It explores the characteristics of selected art form(s) and/or media.
2. **Art and society:** this area focuses on the ways in which art reflects the values, beliefs and traditions of the societies for which it is created.

### **OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. On completion of this unit the student should be able to present visual solutions to set tasks through an exploration of various media, techniques and processes, using experimentation and artistic research.
2. On completion of this unit the student should be able to identify and discuss the cultural contexts of art, the social functions of art, and the interpretation and presentation of social issues and/or themes in art with reference to selected artworks.

### **ASSESSMENT TASKS**

1. A folio of visual solutions (artworks) to a selection of tasks
2. Written reports supported by visual references

### **ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY**  
**UNIT**

**ART**  
**TWO**

### **AREAS OF STUDY**

1. **Exploring ideas and issues:** this area of study involves the development of areas of personal interest in visual explorations. It encourages artistic development through the exploration of materials, techniques and working methods, within selected art form(s) and/or media.
2. **Art and the individual:** this area of study focuses on the ongoing interest in artists and their distinctive approaches to creativity and individuality.

### **OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. On completion of this unit the student should be able to demonstrate technical and artistic development in an area or areas of personal interest through an exploration of selected media, materials, techniques and working methods.
2. On completion of this unit the student should be able to interpret and discuss artistic identity with reference to selected artworks.

### **ASSESSMENT TASKS**

1. A folio of visual images that explores areas of personal interest
2. Written responses discussing artistic identity and interpreting artworks supported by visual references

### **ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY**

**BIOLOGY**

**UNIT**

**ONE - UNITY & DIVERSITY**

### **AREAS OF STUDY**

1. **Cells in Action** - This area of study focuses on the activities of cells and the relationship between structure of cells and their function. It also examines how cell membranes contribute to the survival of cells.
2. **Functioning organisms** - This area of study focuses on the relationship between features of organisms and how organisms meet their requirements for life.

### **OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

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

### **ASSESSMENT TASKS**

Assessment tasks will be selected from the following:

Practical activities, questions and problems, tests, short reports of ecological investigations, field based investigations.

### **ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY**

**BIOLOGY**

**UNIT**

**TWO - ORGANISMS & THEIR**

### **AREAS OF STUDY**

1. **Adaptations of Organisms** - Focuses on the kinds of environmental factors common to all habitats and how organisms are able to exploit resources available in their particular ecological niche.
2. **Dynamic ecosystems** - Focuses on the relationships that exist between living things and the resources in their particular habitat, with an emphasis on Australia ecosystems.

### **OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

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

### **ASSESSMENT TASKS**

Assessment tasks will be selected from the following:

Practical activities, questions and problems, tests, oral presentations, posters and multi media presentations.

### **ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY  
UNIT**

**BUSINESS MANAGEMENT  
ONE**

**AREAS OF STUDY**

1. **Business concepts**-looks at a range of business concepts that apply to the management of organisations of varying size, complexity or industry setting.
2. **Small business:** decision-making, planning and evaluation – focuses on a range of activities related to the planning, operation and evaluation of a small business.
3. **Day-to-day operations** – examines the activities which sustain an ethical small business and promote its successful growth.

**OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. Explain and apply a set of business concepts to a range of businesses.
2. Apply decision-making and planning skills and evaluate the successful management of an ethical and socially responsible small business.
3. Explain and apply the day-to-day activities associated with the ethical and socially responsible operation of a small business.

**ASSESSMENT TASKS**

Assessment tasks will be selected from the following: case study analysis, business research, development of a business plan, essay, interview and report of contact with business, test, computer modelling, business survey, media analysis, short-term business activity and report.

**ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY  
UNIT**

**BUSINESS MANAGEMENT  
TWO**

**AREAS OF STUDY**

1. **Communication in business** – considers the concept of communication in business, methods and its importance in meeting business objectives.
2. **Managing the marketing function** – examines the elements involved in the planning process used by management to position its products and services in the marketplace.
3. **Managing the public relations function** – examines the role management plays in creating and maintaining the image of the business.

**OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. Explain and apply a range of effective communication methods and forms in business-related situations.
2. Apply and analyse effective marketing strategies and processes.
3. Apply and analyse effective public relations strategies and tactics.

**ASSESSMENT TASKS**

Assessment tasks will be selected from the following: case study analysis, business research, development of a business plan, essay, interview and report of contact with business, test, computer modelling, business survey, media analysis, short-term business activity and report.

**ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY  
UNIT**

**CHEMISTRY  
ONE - THE BIG IDEAS OF**

### **AREAS OF STUDY**

1. The Periodic Table
2. Materials

### **OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

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

### **ASSESSMENT TASKS**

1. Practical work on materials, and polymers
2. Modelling activities
3. Three topic tests

### **ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY  
UNIT**

**CHEMISTRY  
TWO - ENVIRONMENTAL**

### **AREAS OF STUDY**

1. Water
2. The atmosphere

### **OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

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

### **ASSESSMENT TASKS**

1. Extended experimental investigation
2. 3 topic tests
3. A written, oral, annotated, visual, multimedia, or web page presentation related to green chemistry.

### **ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

<b>NAME OF STUDY</b>	<b>DESIGN &amp; TECHNOLOGY (FASHION /TEXTILES)</b>
<b>UNIT</b>	<b>ONE</b>

### **AREAS OF STUDY**

1. **Redesigning an existing product** - how does a designer get their ideas? Who do they work with?.
2. **Making a product** - the design process in action - producing and evaluating.

### **OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. Demonstrate an understanding design process and tools used to develop a product.
2. Produce a folio of fashion drawings illustrating the design process. Production of a garment that demonstrates appropriate use of materials, tools and equipment.

### **ASSESSMENT TASKS**

Completion of a range of tasks including written tasks, a design folio, oral presentations and garment production.

### **ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

<b>NAME OF STUDY</b>	<b>DESIGN &amp; TECHNOLOGY (FASHION /TEXTILES)</b>
<b>UNIT</b>	<b>TWO</b>

### **AREAS OF STUDY**

1. **Design as Team** - developing a range of garments as a member of a design team.
2. **Producing and evaluating** - developing a range of tools to evaluated a projects success.

### **OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. Demonstrate an understanding of the requirement of a product to satisfy human needs.
2. A demonstrated understanding of the social, ethical and environmental restraints on design.
3. An ability to produce a finished garment demonstrating appropriate selection of tools, equipment and materials to meet client need - and development of evaluation criteria.
4. Demonstrated ability to work as member of the team.

### **ASSESSMENT TASKS**

Completion of a range of tasks including written tasks, a design folio, oral presentations and garment production.

### **ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY**  
**UNIT**

**DRAMA**  
**ONE**

### **AREAS OF STUDY**

1. **Creating characters** - involves the use and analysis of dramatic processes to develop characters from a range of stimuli
2. **Analysing characters** - involves the observation and analysis of professional performances to explore ways in which character may be given form

### **OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. Use expressive skills to develop and perform characters from different contexts
2. Analyse the development and performance of the characters from Outcome 1.
3. Analyse and evaluate ways in which characters are given through a professional performance

### **ASSESSMENT TASKS**

1. A character-based performance to an audience
2. A selection of tasks which may include analytical exercises, short reports, essays, oral presentations, multimedia presentations, tests

### **ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY**  
**UNIT**

**DRAMA**  
**TWO**

### **AREAS OF STUDY**

1. **Creating dramatic performance** - involves the use and analysis of play scripts and stimulus material from the range of cultures including Australia, to create an ensemble performance
2. **Analysing dramatic performance** - involves an analysis of performance work including use of dramatic elements, stagecraft performance styles and theatrical conventions

### **OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. To create ensemble work through the use of a play script and/or script excerpts enhanced by stimulus materials from a range of cultures
2. Analyse the processes involved in the creation of the ensemble work from Outcome 1.
3. Analyse and evaluate a professional performance

### **ASSESSMENT TASKS**

1. Participation in an ensemble performance
2. A selection of tasks which may include analytical exercises, short reports, essays, oral presentations, multimedia presentations, tests

### **ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY**  
**UNIT**

**ECONOMICS**  
**ONE**

### **AREAS OF STUDY**

1. **A market system** - examines influences on decision making in the Australian economy, which is based on a market system
2. **Economic issues and the Australian economy** - considers issues that have an impact on the standard of living in Australia and how individuals, businesses and governments make economic decisions

### **OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. Explain how markets work and how economic decisions are made in the Australian economy and be able to apply economic decision-making to solve economic problems
2. Analyse contemporary Australia economic issues using the tools and methods of economics and describe the changing nature of economics issues in Australia

### **ASSESSMENT TASKS**

Assessment tasks will be selected from the following: analytical and folio exercises, problem-solving tasks, investigate studies, debate, essay, presentation, web page test, simulations and reports

### **ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY**  
**UNIT**

**ECONOMICS**  
**TWO**

### **AREAS OF STUDY**

1. **Australia's external relationships** - explore key economic concepts and models, which apply to Australia's economic relationships with the rest of the world.
2. **Economic globalization**– explore the concept of globalization and investigate global issues impacting on economic decisions students make now and in the future.

### **OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. Explain how operation of Australian economy in the global context and the operation of the economy of one of Australia's trading partners
2. Explain reasons for the emergence of globalization and evaluate the impact of globalization on the performance of the Australian economy

### **ASSESSMENT TASKS**

Assessment tasks will be selected from the following: analytical and folio exercises, problem-solving tasks, investigation, case studies, debate, essay, presentation, web page test, simulations and tests

### **ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY**

**ENGLISH**

**UNIT**

**ONE**

### **AREAS OF STUDY**

1. **Reading and responding** - focuses on the analysis of set texts including identifying and discussing key aspects of set texts and understanding the ways in which authors and readers create meaning.
2. **Creating and presenting** - focuses on writing for different purposes and audiences and in a variety of forms. Students will explore writing through one or two of the following contexts: *Exploring and presenting themes or ideas*; *Exploring technology and communications*, or *Exploring workplace communications*.
3. **Using language to persuade**- focuses on the use of language in the presentation of a point of view which includes reading a range of persuasive texts, identifying logical appeals and producing reasoned argument.

### **OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

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

### **ASSESSMENT TASKS**

1. Participation in discussion groups and an oral presentation in each unit.
2. Analytical responses to set texts in written, oral or diagrammatic forms, including analysis of key passages, reviews, journal entries, essays or creative responses.
3. Writing for different purposes and audiences which may include personal, imaginative, informative, instructional, argumentative or persuasive pieces of writing.
4. Analytical responses to set texts and Australian media texts and Australian media tests, which demonstrate the identification and analysis of how language can be used to persuade readers or viewers.

### **ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY**

**ENGLISH**

**UNIT**

**TWO**

### **AREAS OF STUDY**

1. **Reading and the study of texts** - focuses on a variety of forms of response to texts: oral as well as written, creative as well as analytical - including print, visual and spoken materials.
2. **The craft of writing** - focuses on the achievement of competence and confidence in writing for a range of purposes and audiences in a variety of forms. There is also an examination of the work of others and experimentation with different written forms.
3. **Effective oral communication** - focuses on enabling students to interact positively, critically and confidently with audiences in formal and informal settings, achieve a variety of purposes in speech and develop an understanding of the power of oral communication.

### **OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

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

### **ASSESSMENT TASKS**

1. Participation in discussion groups and an oral presentation in each unit.
2. Analytical responses to set texts in written, oral or diagrammatic forms, including analysis of key passages, reviews, journal entries, essays or creative responses.
3. Writing for different purposes and audiences which may include personal, imaginative, instructional, argumentative or persuasive pieces of writing.
4. Analytical responses to set texts and Australian media texts and Australian media test, which demonstrate the identification and analysis of how language can be used to persuade readers or viewers.

### **ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY**  
**UNIT**

**ENGLISH AS A SECOND LANGUAGE**  
**ONE**

**AREAS OF STUDY**

1. **Reading and the study of texts** - focuses on the development of personal, critical and analytical responses to texts - including print, visual and oral materials.
2. **The craft of writing** - focuses on writing for different purposes and audiences and in a variety of forms.
3. **Effective oral communication** - focuses on positive oral interaction in familiar setting for a variety of purposes. The term oral communication includes formal and informal speech, discussion, interviewing and non-verbal forms of communication.

**OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. Identify and discuss ideas, themes and issues in set texts and construct a personal response
2. Communicate effectively in writing, taking into account context, purpose and audience
3. Explore ideas and issues orally, giving considered reasons for a point of view and listening actively to the views of others.

**ASSESSMENT TASKS**

Assessment tasks will be selected from the following:

1. Analytical responses in written, oral or diagrammatic form, review, journal entries, oral or creative responses
2. Personal, imaginative, informative, instructional, argumentative or persuasive piece of writing
3. Participation in discussion groups or leadership of a group

**ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY**  
**UNIT**

**ENGLISH AS A SECOND LANGUAGE**  
**TWO**

**AREAS OF STUDY**

1. **Reading and the study of texts** - focuses on a variety of forms of response to texts, oral as well as written, creative as well as analytical - including print, visual and spoken materials.
2. **The craft of writing** - focuses on the achievement of competence and confidence in writing for a range of purposes and audiences in a variety of forms. There is also an examination of the work of others and experimentation with different written forms.
3. **Effective oral communication** - focuses on enabling students to interact positively, critically and confidently with audiences in formal and informal settings, achieve a variety of purposes in speech and develop an understanding of the power of oral communication.

**OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. Construct responses to set texts and Australian media texts
2. Produce effective written texts for a range of purposes and audiences
3. Comment orally on the key ideas and information conveyed in non-print texts and identify and analyse verbal and non-verbal methods of presentation

**ASSESSMENT TASKS**

Assessment tasks will be selected from the following:

1. Analysis of key passages, creative responses, reviews, journal entries and analytical responses
2. Writing showing variation in forms, content and style, evidence of planning, personal writing, point of view and writing that shows variation for different audiences and purposes
3. Participation in discussion groups, leadership of discussion groups and oral presentations

**ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY**  
**UNIT**

**ENGLISH LANGUAGE**  
**ONE**

### **AREAS OF STUDY**

1. **Language description** - focuses on how language can be described and classified, the structure and systems of language and the use of a range of tools for analysing and studying language
2. **The nature and functions of language** - focuses on the various types of language and communication, including spoken written, gestures, signs and the development of language. It also investigates how language is acquired.

### **OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. Identify and describe primary aspects of the nature and functions of human language
2. Analyse what children learn when they acquire language and explain a range of perspectives on how language is acquired
3. Analyse aspects of the nature and functions of spoken and written language

### **ASSESSMENT TASKS**

Assessment tasks will be selected from the following:

1. A folio, written or oral report, test or short-answer questions
2. A folio, written or oral report, analytical response or poster
3. An analysis of data, report of an investigation, reworking of a text or a performance

### **ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY**  
**UNIT**

**ENGLISH LANGUAGE**  
**TWO**

### **AREAS OF STUDY**

1. **Language description** - focuses on how language can be described and classified, the structure and systems of language and the use of a range of tools for analysing and studying language
2. **English across time** – explores the history of language, including the origins, social change and shifting values and attitudes of society towards English
3. **Englishes across the globe** - focuses on national and regional varieties of English, pidgins and creoles and the decline in language as a result of the worldwide spread of English

### **OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. Investigate how language takes place and analyse a range of attitudes to language change
2. Identify changes in each of the sub-systems of language through a historical study of English
3. Investigate the effects of globalisation of English in terms of both diversity and conformity

### **ASSESSMENT TASKS**

Assessment tasks will be selected from the following:

1. Investigative report, short-answer questions, essay or oral presentation
2. Written or oral analysis of a text, a folio, analytical exercises or short-answer questions
3. An essay, case study, folio or oral presentation

### **ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY  
UNIT**

**ENVIRONMENTAL SCIENCE  
ONE**

**AREAS OF STUDY**

1. Ecological components and interaction – examines the processes that occur within the four ‘spheres’ of Earth and their interaction with their interactions with each other and with ecosystems.
2. Environmental change - examines short and long term changes in ecosystems, both natural and human-induced, as well as conservation and remediation strategies to protect environments.

**OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. Identify and describe the components and natural processes within the environment.
2. Describe and compare the nutrient cycles of water, nitrogen, carbon and phosphorous in the different spheres of the Earth.
3. Analyse one human-induced environmental change and the options for fixing this problem.

**ASSESSMENT TASKS**

Assessment tasks will be selected from the following:

Fieldwork and reports, oral presentations, practical activities and reports, tests.

**ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY  
UNIT**

**ENVIRONMENTAL SCIENCE  
TWO**

**AREAS OF STUDY**

1. Environmental indicators – examines physical, chemical, biological or socio-economic measures that are used to investigate environmental issues.
2. Using environmental indicators – uses these indicators to investigate and monitor a local environmental issue, and examine the indicators used by government agencies or other organizations.

**OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. Explain the nature of environmental indicators for pollution and the ecological health of ecosystems.
2. Investigate and report on a local example of an environmental issue, using an appropriate monitoring program.
3. Analyse the scientific basis and use of standards for environmental indicators for pollution control and the ecological health of ecosystems.

**ASSESSMENT TASKS**

Assessment tasks will be selected from the following:

Fieldwork and reports, oral presentations, practical activities and reports, tests.

**ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY**  
**UNIT**

**FOOD AND TECHNOLOGY**  
**ONE**

### **AREAS OF STUDY**

1. **Keeping food safe** - provides students with an understanding of the work practices involved in ensuring that optimal quality of food is maintained to prevent food spoilage and food poisoning.
2. **Food properties and preparation** - provides students with the opportunity to explore the physical, sensory and chemical properties of key foods.

### **OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

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

### **ASSESSMENT TASKS**

Assessment tasks will be selected from the following:

Records of planning and production, production work, annotated visual displays, website presentations, data show displays, tests, short written reports, oral reports and practical tests.

### **ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY**  
**UNIT**

**FOOD AND TECHNOLOGY**  
**TWO**

### **AREAS OF STUDY**

1. **Food preparation processes** - provides students with the opportunity to investigate various methods and tools and equipment used in food preparation and presentation for optimum results.
2. **Planning in food preparation** - provides students with the opportunity, when planning and preparing meals, to examine the impact of social and cultural factors, the modify to suite specific nutritional needs and to investigate resource availability.

### **OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. Use skills and implement processes in food preparation of key foods.
2. Plan, prepare and evaluate meals for a range of contexts.

### **ASSESSMENT TASKS**

Assessment tasks will be selected form the following:

Records of planning and production, production work, annotated visual displays, website presentations, data show displays, tests, short written reports, oral reports and practical tests

### **ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY**  
**UNIT**

**FOUNDATION ENGLISH**  
**ONE**

### **AREAS OF STUDY**

1. **Essentials of English** - focuses on developing learning strategies and literacy skills  
**Reading** - focuses on developing knowledge and skills in reading for information and ideas. It aims to support students understanding and appreciation of fictional, factual, media and computer generated texts.  
**Writing** - focuses on the structures and features of written language. It concentrates on the conventions of spelling, punctuation, sentence structure and paragraphing and text structure.
2. **One of the following, determined by the specific needs of students** - Communication and the workplace, technology and communication, study of texts, the analysis and construction of argument and effective research.

### **OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. Write summaries of short texts
2. Write for a specific purpose for a workplace, personal or community audience

### **ASSESSMENT TASKS**

Assessment will be selected from the following

1. Prose summaries, concept maps, visual or diagrammatic representations
2. A piece of informative writing, a piece of narrative writing, a piece of personal writing

### **ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY**  
**UNIT**

**FOUNDATION ENGLISH**  
**TWO**

### **AREAS OF STUDY**

1. **Essentials of English** - focuses on developing learning strategies and literacy skills.  
**Reading** - focuses on reading texts for enjoyment, information and critical interpretation. It supports Students with identifying and discussing themes, issues, ideas, characters and arguments in texts.  
**Writing** - focuses on writing for different purposes and audiences and in a variety of forms. It concentrates on strategies for planning, drafting, editing and proofreading writing.
2. One of the following, determined by the specific needs of students - Communication and the workplace, technology and communication, study of texts, the analysis and construction of argument and effective research.

### **OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. Produces written responses that discuss key aspects of texts.
2. Write for a range of purposes for workplace, personal or community audiences.

### **ASSESSMENT TASKS**

Assessment will be selected from the following

1. Prose summaries, concept maps, visual or diagrammatic representations
2. A piece of informative writing, a piece of narrative writing, a piece of personal writing

### **ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY****ADVANCED GENERAL  
MATHEMATICS****UNIT****ONE****AREAS OF STUDY**

1. **Geometry & Trigonometry** - Coordinate Geometry
2. **Algebra** - Linear Relations & Equations
3. **Graphs of Linear & non-linear Relations** - Sketching & Interpreting Linear and non-linear Graphs
4. **Geometry & Trigonometry** - Trigonometric Ratios & their Applications

**OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. On completion of each unit the student should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.
3. On completion of each unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modeling or investigative techniques or approaches in at least three areas of study.

**ASSESSMENT TASKS**

1. Skill assignments
2. Topic tests
3. Technology based tasks
4. Investigative projects
5. Short written responses
6. Problem-solving tasks
7. Modeling tasks

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the units.

**NAME OF STUDY****ADVANCED GENERAL  
MATHEMATICS****UNIT****TWO****AREAS OF STUDY**

1. **Arithmetic** - Sequences & Series
2. **Geometry** - Geometry in 2 & 3 Dimensions
3. **Geometry** - Shape and measurements
4. **Algebra** - Non linear Relations

**OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. On completion of each unit the student should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.
3. On completion of each unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modeling or investigative techniques or approaches in at least three areas of study.

**ASSESSMENT TASKS**

1. Skill assignments
2. Topic tests
3. Technology based tasks
4. Investigative projects
5. Short written responses
6. Problem-solving tasks
7. Modeling tasks

**NAME OF STUDY****FURTHER GENERAL MATHEMATICS****UNIT****ONE****AREAS OF STUDY**

1. **Decision & Business Mathematics** - Financial Arithmetic
2. **Graphs of Linear & Non-Linear Graphs** - Linear Graph & Modeling
3. **Algebra** - Linear Relations & Equations
4. **Data Analysis & Simulation** - Univariate Data

**OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. On completion of each unit the student should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.
3. On completion of each unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modeling or investigative techniques or approaches in at least three areas of study.

**ASSESSMENT TASKS**

1. Skill assignments
2. Topics test
3. Technology based tasks
4. Investigative projects
5. Short written responses
6. Problem-solving tasks
7. Modeling tasks

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the units.

**NAME OF STUDY****FURTHER GENERAL MATHEMATICS****UNIT****TWO****AREAS OF STUDY**

1. **Arithmetic** - Sequences and Series
2. **Geometry and Trigonometry** - Shape and Measurements
3. **Geometry and Trigonometry** - Trigonometric ratios & their Applications

**OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. On completion of each unit the student should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.
3. On completion of each unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modeling or investigative techniques or approaches in at least three areas of study.

**ASSESSMENT TASKS**

1. Skill assignment
2. Topic tests
3. Technology based tasks
4. Investigative projects
5. Short written responses
6. Problem solving tasks
7. Modeling task

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the units.

<b>NAME OF STUDY</b>	<b>HEALTH AND HUMAN DEVELOPMENT</b>
<b>UNIT</b>	<b>ONE</b>

### AREAS OF STUDY

1. Understanding health and development
2. Transition to adulthood
3. Challenges for youth

### OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT

1. On completion of this unit the student should be able to discuss the different types of health and development and predict the impact of the physical, social, economic and political environments on health and developmental outcomes for individuals.
2. The student should be able to explain the changes in physical, social, emotional and intellectual development of males and females during the transition from childhood to adulthood, and predict the possible impact of inherited and environmental factors on the individual.
3. The student should be able to develop and justify actions that could be undertaken by individuals, families and communities to optimise the health and development of Australian youth.

### ASSESSMENT TASKS

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study.

### ASSESSMENT

The decision of satisfactory completion is based on a decision that the student has demonstrated achievement of the set outcomes specified for the unit.

<b>NAME OF STUDY</b>	<b>HEALTH AND HUMAN DEVELOPMENT</b>
<b>UNIT</b>	<b>TWO</b>

### AREAS OF STUDY

1. Health and development of young Australians
2. Adult health and development
3. Health care in Australia

### OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT

1. The student should be able to evaluate the role of families, community agencies and preventative health programs in promoting and optimising the health and development of all young Australians.
2. The student should be able to evaluate the role of families, community agencies and preventative health programs in promoting and optimising the health and development of Australian adults.
3. The student should be able to describe the health care system and evaluate its role in promoting the health of all Australians.

### ASSESSMENT TASKS

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study.

### ASSESSMENT

The decision of satisfactory completion is based on a decision that the student has demonstrated achievement of the set outcomes specified for the unit.

**NAME OF STUDY**  
**UNIT**

**HISTORY (TWENTIETH-CENTURY)**  
**ONE**

### **AREAS OF STUDY**

1. **Crisis and conflict** – focuses on the circumstances surrounding the collapse of the traditional order and the different political ideas and movements which emerged.
2. **Social life** – examines changes in social life in the first half of the twentieth century in a Western society.
3. **Cultural expression** – considers cultural expression in Western society and its relationship to social, political and economic changes in the twentieth century.

### **OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. Analyse and explain the development and impact of a political crisis and conflict in the period 1900-1945.
2. Analyse, discuss patterns of social life and factors influencing change in the first half of the twentieth century.
3. Analyse the relationship between the historical context and cultural expression of the period 1900 to 1945.

### **ASSESSMENT TASKS**

Assessment tasks will be selected from the following: Analytical exercises, short reports, essays, oral presentations, multi-media presentations, film reviews, biographical studies, responses to literature and tests.

### **ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY**  
**UNIT**

**HISTORY (TWENTIETH-CENTURY)**  
**TWO**

### **AREAS OF STUDY**

1. **Ideas & Political Power** – students examine a conflict that occurred in the 2<sup>nd</sup> half of the 20<sup>th</sup> Century
2. **Movement of the people** – focuses on one or more movements that challenged the political/social/economic structures of society after the War
3. **Issues for the Millennium** – examine how the interplay between domestic/regional and international events has influenced changes in social life

### **OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. Analyse and discuss how post war societies used ideas to portray their worldwide views
2. Evaluate the impact of a challenge on the social/political/economic power in post war society
3. Analyse issues faced by communities arising from political/economic/technological change

### **ASSESSMENT TASKS**

Assessment tasks will be selected from the following: Analytical exercises, short reports, essays, oral presentations, multi-media presentations, film reviews, biographical studies, responses to literature and tests.

### **ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY**  
**UNIT**

**INDUSTRY AND ENTERPRISE**  
**ONE**

### **AREAS OF STUDY**

1. **Work and competencies at work** – examines what work is and its importance in society.
2. **Present and future work options** – considers career pathways, attitudes to work and changing patterns of work and future work options.
3. **Work operations** – looks at workplace rights and responsibilities, equal opportunity, occupational health and safety, job descriptions and communication in the workplace.

### **OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. Explain the nature and demands of the workplace including generic competencies and skills.
2. Investigate career pathways including analysing current and future work options.
3. Investigate and report on work-related issues for a selected occupation and workplace.

### **ASSESSMENT TASKS**

Assessment tasks will be selected from the following: business research, career investigations, career profiles, case studies, enterprise portfolio, enterprise simulation or interview.

### **ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY**  
**UNIT**

**INDUSTRY AND ENTERPRISE**  
**TWO**

### **AREAS OF STUDY**

1. **The applications of enterprise in work** – examines the meaning, significance and importance of enterprise and innovation for Australia.
2. **Industry as a setting for work** – considers the scope, major stakeholders and skills required for working in selected industries.
3. **Introduction to challenges facing the Australian workplace** – considers globalisation, technological change, youth policy and environmental challenges in the workplace.

### **OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. Analyse enterprise in the workplace based on experience at a workplace.
2. Analyse the nature of work in a selected industry.
3. Analyse challenges facing Australian workplaces and the implications for stakeholders.

### **ASSESSMENT TASKS**

Assessment tasks will be selected from the following: Business research, employer evaluation, enterprise portfolio, enterprise simulation, interview, industry investigation and include a workplace activity.

### **ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY**  
**UNIT**

**INFORMATION TECHNOLOGY**  
**ONE - (IT in Action)**

**AREAS OF STUDY**

1. **IT techniques:** use ICT to solve problems and create solutions and information products.
2. **Data management:** develop an understanding of the purpose of databases and using databases to solve information problems.
3. **ICT issues:** examine the application of ICT and its effect on social and economic wellbeing of individuals and society.

**OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. Transform an existing printed information product into an on-screen information product into an on-screen information product to meet a specific audience need and evaluate its success.
2. Solve an information problem by collecting data and using database management software to manipulate that data.
3. Contribute collaboratively to the creation of an on screen information product that presents an analysis of contemporary ICT issues and substantiates a point of view.

**ASSESSMENT TASKS**

These will be chosen from tasks including: the design and development of a solution in response to a design brief; visual presentations; short written reports; oral reports supported by visual presentations; tests

**ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY**  
**UNIT**

**INFORMATION TECHNOLOGY**  
**TWO - IT Pathways)**

**AREAS OF STUDY**

1. **Programming and pathways:** students undertake tasks to develop programming or scripting skills and examine IT pathways to develop an understanding of the technical knowledge and skills associated with using programming or scripting language.
2. **Networks:** students develop the knowledge and skills to represent data flows and the design of networks. They use web authoring, multimedia and possible animations to represent network data flows in an organization.
3. **Tools, techniques and procedures:** collaboratively students use a problem solving methodology, techniques and procedures to solve a problem for a known client.

**OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

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

**ASSESSMENT TASKS**

These will be chosen from a range of tasks including: designing and developing a solution in response to a design brief; visual presentations; short written reports; oral reports; tests

**ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY**  
**UNIT**

**INTERNATIONAL POLITICS**  
**ONE**

### **AREAS OF STUDY**

1. **Democracies and Dictatorships** - introduces students to the key concepts, underlying values, ideologies, political structures and processes that define nation states. Students compare one democratic and one non democratic, contemporary system.
2. **Leading People** - Focuses on the values, goals, achievements, communication style and impact of a post World War 11 political leader.

### **OUTCOMES**

1. Demonstrate an understanding of key political concepts and values.
2. Explain and evaluate the goals, the style and the national and international impact of a post-World War 11 political leader.

### **ASSESSMENT TASKS**

**These will be selected from the following:**

An analysis of visual materials (eg. Cartoons, websites, posters, films, plays, artwork).

An audio-visual presentation

An oral presentation, a written research report, a web-based presentation, a case study, a debate, an essay, a test, a role play (eg. Cabinet meeting, conference).

**NAME OF STUDY**  
**UNIT**

**INTERNATIONAL POLITICS**  
**TWO**

### **AREAS OF STUDY**

1. **Looking out**– an introduction to international politics. Students consider concepts in international relations and the ways in which states can exercise power and influence internationally.
2. **The International Community** - Students investigate and reflect on the concept of an international “community”. This is a contested idea as it suggests a common humanity and a “shared planet” with goals and mechanisms for the peaceful resolution of conflict and in stability.

### **OUTCOMES TO BE ACHIEVED**

1. Describe key events that have shaped contemporary International Relations.
2. Describe and analyse the extent to which the international community is cohesive and has the ability to manage conflict and instability.

### **ASSESSMENT TASKS**

**These will be selected from the following:**

An analysis of visual materials (eg. Cartoons, websites, posters, films, plays, artwork).

An audio-visual presentation

An oral presentation, a written research report, a web-based presentation, a case study, a debate, an essay, a test, a role play (eg. Cabinet meeting, conference).

<b>NAME OF STUDY</b>	<b>LEGAL STUDIES</b>
<b>UNIT</b>	<b>ONE</b>

### AREAS OF STUDY

1. **Criminal Law** - This focuses on an investigation of the importance of criminal law, the role of the police and the procedures involved in a criminal trial. Students also examine the objectives of criminal punishment.
2. **The Courtroom** - This area of study focuses on the Victorian court hierarchy and the role of the jury. Students also examine some of the difficulties that people face in gaining access to the law.

### OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT

1. To explain the principles of criminal law and apply those principles a case studies.
2. Students should be able to evaluate the processes for resolving criminal disputes and analyse the capacity of these processes to achieve justice for individuals.

### ASSESSMENT TASKS

Students will be assessed on the satisfactory achievement of these outcomes by completing a variety of tasks such as structured assignments, mock court, case study, test, annotated visual display or a test.

<b>NAME OF STUDY</b>	<b>LEGAL STUDIES</b>
<b>UNIT</b>	<b>TWO</b>

### AREAS OF STUDY

1. **Civil Disputes** - This area of study focuses on an investigation of civil rights and a comparison with the criminal process of trial
2. **Civil Law in Action** - This area of study focuses on a civil procedures and the role of the jury in civil dispute resolution. It also examines alternative dispute resolution.
3. **The Law in Focus** - This area of study focuses on an examination of one or more areas of law such as young people and the law, human rights or families and the law. This incorporates an examination of the functions of the law and the process involved in changing in the law.

### OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT

1. Students should be able to explain the principles of civil law and apply them to relevant cases.
2. Students should be able to evaluate the processes for the resolution of civil disputes and analyse the ability of these processes to achieve justice.
3. Students should be able to analyse contemporary Australian law and assess its ability to met the needs of A Australian society.

### ASSESSMENT TASKS

Students will be assessed on the satisfactory achievement of these outcomes by completing a variety of tasks such as structured assignments, mock court, case study, test, annotated visual display or a test.

**NAME OF STUDY****LITERATURE****UNIT****ONE****AREAS OF STUDY**

1. **Readers and their responses** - In this area of study, students develop more informed responses to texts. They explore the relationship between their response and the ways texts represent human experience.
2. **Ideas and concerns in texts** - focuses on central themes and ideas expressed through texts and the ways in which they interpret personal, social and cultural contexts.
3. **Interpreting non-printing text** - focuses on point of view, beliefs and concerns in non-print texts through a study of all filmic features and conventions.

**OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. Discuss how personal responses to literature are developed and account for the development of their own responses to one or more literary texts
2. Analyse and respond both critically and creatively to the ways in which a text produced since 1950 reflects or comments on the concerns and ideas of individuals and particular groups in society.
3. Analyse the construction of a film, TV, multimedia or radio text and comment on the ways it represents an interpretation of ideas and experiences.

**ASSESSMENT TASKS**

Assessment tasks will be selected from the following:

Reading journal entries, oral/written review, an original piece of writing responding to a text studied, multi-media presentation, passage analysis, debate, essay (interpretive/comparative/analytical) dramatic interpretation of text, participation in online discussion, performance and commentary.

**ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY****LITERATURE****UNIT****TWO****AREAS 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. Students reflect on their own background and experience in developing their response to the representation of social and cultural concerns and values of a text from a past era. Students respond critically and creatively to reflect or comment on the text.
2. **Comparing texts** - focuses on the way two or more texts relate to each other. Students make comparisons between the ways in which different texts are constructed and how style, form, voice, structure and central concerns of the texts affect the reader's interpretation.

**OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

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

**ASSESSMENT TASKS**

Assessment tasks will be selected from the following:

Reading journal entries, oral/written review, an original piece of writing responding to a text studied, multi-media presentation, passage analysis, debate, essay (interpretive/comparative/analytical) dramatic interpretation of text, participation in online discussion, performance and commentary.

**ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

<b>NAME OF STUDY</b>	<b>LOTE - ITALIAN</b>
<b>UNIT</b>	<b>ONE</b>

### AREAS OF STUDY

1. **Themes, topics and sub-topics** - looks at the individual, the Italian speaking community and the changing world.
2. **Text types** - looks at text types such as advertisements, announcements, conversations, news items, songs, interviews and surveys.
3. **Kinds of writing** - personal, informative, persuasive, evaluative, imaginative
4. **Vocabulary** - students will be familiar with a range of vocabulary and idioms
5. **Grammar** - students recognise and use grammatical terms

### OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT

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

### ASSESSMENT TASKS

Assessment tasks will be selected from the following:

1. Informal conversation or a reply to a personal letter, E-mail or fax
2. Listen to spoken texts and read written texts to obtain information to complete notes, charts or tables
3. Oral presentation, review or article

### ASSESSMENT

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

<b>NAME OF STUDY</b>	<b>LOTE - ITALIAN</b>
<b>UNIT</b>	<b>TWO</b>

### AREAS OF STUDY

1. **Themes, topics and sub-topics** - looks at the individual, the Italian speaking community and the changing world.
2. **Text types** - looks at text types such as advertisements, announcements, conversations, news items, songs, interviews and surveys.
3. **Kinds of writing** - personal, informative, persuasive, evaluative, imaginative
4. **Vocabulary** - students will be familiar with a range of vocabulary and idioms
5. **Grammar** - students recognise and use grammatical terms

### OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT

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

### ASSESSMENT TASKS

Assessment tasks will be selected from the following:

1. Formal letter, fax or email, role-play, interview
2. Listen to spoken texts and read written texts and reorganise information and ideas in a different text type
3. Journal entry, personal account or short story

### ASSESSMENT

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY**  
**UNIT**

**LOTE – VIETNAMESE**  
**ONE**

**AREAS OF STUDY**

1. **Themes, topics and sub-topics** - looks at the individual, the Vietnamese speaking community and the changing world.
2. **Text types** - looks at text types such as advertisements, announcements, conversations, news items, songs, interviews and surveys.
3. **Kinds of writing** - personal, informative, persuasive, evaluative, imaginative
4. **Vocabulary** - students will be familiar with a range of vocabulary and idioms.
5. **Grammar** - students recognise and use grammatical terms.

**OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

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

**ASSESSMENT TASKS**

Assessment tasks will be selected from the following:

1. Informal conversation or a reply to a personal letter, E-mail or fax
2. Listen to spoken texts and read written texts to obtain information to complete notes, charts or tables
3. Oral presentation, review or article

**ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY**  
**UNIT**

**LOTE – VIETNAMESE**  
**TWO**

**AREAS OF STUDY**

1. **Themes, topics and sub-topics** - looks at the individual, the Vietnamese speaking community and the changing world.
2. **Text types** - looks at text types such as advertisements, announcements, conversations, news items, songs, interviews and surveys.
3. **Kinds of writing** - personal, informative, persuasive, evaluative, imaginative
4. **Vocabulary** - students will be familiar with a range of vocabulary and idioms.
5. **Grammar** - students recognise and use grammatical terms.

**OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

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

**ASSESSMENT TASKS**

Assessment tasks will be selected from the following:

1. Formal letter, fax or email, role-play, interview
2. Listen to spoken texts and read written texts and reorganise information and ideas in a different text type
3. Journal entry, personal account or short story

**ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

<b>NAME OF STUDY</b>	<b>MATHEMATICAL METHODS</b>
<b>UNIT</b>	<b>ONE</b>

### AREAS OF STUDY

1. **Functions and Graphs** - covers the graphical representation of functions
2. **Algebra** - the algebra of simple polynomial functions
3. **Calculus** - includes the graphical and numerical approach to the measurement of rate of change
4. **Probability** - covers introductory probability

### OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT

1. Define and explain key concepts as specified and apply a range or related mathematical routines and procedures
2. Apply mathematical processes in non-routine contexts and analyse and discuss these applications of maths
3. Use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques

### ASSESSMENT TASKS

1. Investigative project
2. Problem solving task
3. Two topic tests

### ASSESSMENT

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

<b>NAME OF STUDY</b>	<b>MATHEMATICAL METHODS</b>
<b>UNIT</b>	<b>TWO</b>

### AREAS OF STUDY

1. **Functions and Graphs** - covers graphical representation of trigonometric, exponential and logarithmic functions
2. **Algebra** - provides an opportunity for the revision and further development of content from Unit 1
3. **Calculus** - covers the differentiation and anti differentiation of polynomials
4. **Probability** - covers introductory combinatorics and applications of combinatorics to probability

### OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT

1. Define and explain key concepts as specified and apply a range or related mathematical routines and procedures
2. Apply mathematical processes in non-routine contexts and analyse and discuss these applications of maths
3. Use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques

### ASSESSMENT TASKS

1. Investigative project
2. Problem solving task
3. Two topic tests

### ASSESSMENT

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY  
UNIT**

**PHYSICAL EDUCATION  
ONE**

**AREAS OF STUDY**

1. **Body systems** - examines specific body systems. It explores the major components and functions of the body systems and their interactions during physical activity.
2. **Involvement in physical activity** - focuses on the range of physical activities available in the community and the classification of these activities in terms of types and experiences. The health consequences of activity are explored considering the changing community attitudes towards physical activity.

**OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. Explain how the skeletal, muscular, respiratory and circulatory body systems function during physical activities and analyse the short and long-term benefits of physical activity
2. Analyse the range and availability of different types of physical activity in the broader community

**ASSESSMENT TASKS**

Assessment tasks will be selected from the following:

Written reports, tests, structured questions, oral reports, laboratory reports, case study analysis, video analysis, media analysis

**ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY  
UNIT**

**PHYSICAL EDUCATION  
TWO**

**AREAS OF STUDY**

1. **Skill acquisition** - focuses on the processes involved in skill development and improvement in physical performance
2. **Biomechanics** - focuses on the application of various biomechanical principles to improve physical performance.

**OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. Apply skill acquisition principles to improve performance in a range of physical activities
2. Apply biomechanical principles to improve performance in a range of physical activities

**ASSESSMENT TASKS**

Assessment tasks will be selected from the following:

Written reports, tests, structured questions, oral reports, laboratory reports, case study analysis and video analysis

**ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

<b>NAME OF STUDY</b>	<b>PHYSICS</b>
<b>UNIT</b>	<b>ONE</b>

### AREAS OF STUDY

1. **Wave-like properties of light** - use a wave model to explain properties of light.
2. **Nuclear and radioactivity physics** – examines the particle model of matter and ideas about energy transfers and transformations.
3. **One detailed study** is selected from: Astronomy, Medical physics or Energy from the nucleus

### OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT

1. Describe a wave model of energy transfer and apply it to light phenomena
2. Describe the uses and effects of nuclear reactions and radioactivity in industry, the environment and the general community
3. Astronomy – use observations to explain the motions of stars and planets and describe models of planetary motion
4. Medical physics – describe and explain applications to medical diagnosis and treatment
5. Energy from the nucleus – describe and explain typical fission and fusion reactions, and energy transfer and transformation phenomena of importance in stars and in the use of nuclear energy

### ASSESSMENT TASKS

Assessment tasks are: Practical investigation (student designed or adapted) and a selection from the following: annotated folio of practical activities, a data analysis, a multimedia or web page presentation, a response to a media article, a summary report of selected practical investigations including maintenance of a logbook, a written report, a test (short answer and extended response).

### ASSESSMENT

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

<b>NAME OF STUDY</b>	<b>PHYSICS</b>
<b>UNIT</b>	<b>TWO</b>

### AREAS OF STUDY

1. **Movement** - students learn to describe movement using correct terms: position, velocity and acceleration. They also learn Newton's laws of motion and analyse energy transfers.
2. **Electricity** - students learn about the safe and effective use of electricity using DC circuits in the context of household use of electricity.
3. **One detailed study** is selected from Astrophysics, Aerospace or Alternative energy source

### OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT

1. Describe and explain movement and energy using appropriate terms, graphs and formulas.
2. Apply basic DC circuit theory and describe the safe and effective use of electricity
3. Describe and explain methods used to gather information and other astronomical objects
4. Design an experimental investigation into an aspect of aerospace technology
5. Design and report on an experimental investigation into an aspect of alternative energy

### ASSESSMENT TASKS

Assessment tasks are: Practical investigation (student designed or adapted) and a selection from the following: annotated folio of practical activities, a data analysis, a multimedia or web page presentation, a response to a media article, a summary report of selected practical investigations including maintenance of a logbook, a written report, a test (short answer and extended response).

### ASSESSMENT

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY**

**PSYCHOLOGY**

**UNIT**

**ONE**

### **AREAS OF STUDY**

There are three areas of study in Unit One:

1. **Introduction to Psychology**- looks at psychology as a scientific discipline, the processes involved in research and the ethical practices relating to conducting psychological experiments and research.
2. **Social Relationships**- this looks at the influences on behavior as a result of our environmental experiences.
3. **Development of individual behavior** - focuses on the development of perceptual and cognitive abilities by looking at a number of relevant theories. It also focuses on the development of social cognition and the changes that occur in a human beings understanding of themselves.

### **OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

There are three outcomes to be met in Unit One:

1. Students should be able to explain how the field of psychology provides scientific explanation of behaviour with particular principles, procedures and approaches to data.
2. Students should be able to identify the characteristics of social and anti-social behaviour and evaluate the factors that influence them
3. Students should be able to outline the key developmental stages in perception, cognition and understanding of self, and describe the main developmental theories in these areas.

### **ASSESSMENT TASKS**

Students will be assessed in a variety of methods to demonstrate the successful achievement of each of the three outcomes.

These methods may include an essay, annotated poster, multimedia presentation, empirical research activity, test or summary of research findings of at least two related studies.

### **ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY**

**PSYCHOLOGY**

**UNIT**

**TWO**

### **AREAS OF STUDY**

There are three areas of study in Unit Two:

1. **Introduction to neurons and the nervous system** - Students should be able to explain the roles of neurons, and the nervous system in the transmission of information. The connection between neurotransmitters, neuromodulators and disease will be explored
2. **Individual Differences** - this focuses on scientific ways of describing and measuring "normality" and individual differences.
3. **Social Attitudes** - this area of study examines how attitudes are formed, changed and measured. The relationship between attitudes and prejudices will also be considered.

### **OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

There are three outcomes to be met in Unit 2:

1. Students should be able to describe the function of the central nervous system and the role of the individual parts such as neurons, synapses and neurotransmitters.
2. Students should be able to analyse the strengths and weaknesses of scientific approaches to defining normality.
3. Students should be able to describe attitude formation and factors that affect prejudice.

### **ASSESSMENT TASKS**

Students will be assessed in a variety of methods to demonstrate the successful achievement of each of the three outcomes.

These methods may include an essay, annotated poster, multimedia presentation, empirical research activity, test or summary of research findings of at least two related studies.

### **ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY  
UNIT**

**STUDIO ARTS - PHOTOGRAPHY  
ONE**

**AREAS OF STUDY**

1. **Developing art ideas:** focuses on the development of ideas and sources of inspiration as starting points for artworks and various methods of recording, interpreting and translating these into visual form
2. **Materials and techniques:** focuses on the use of materials and techniques in the production of artworks
3. **Interpretation of art ideas and use of materials and techniques:** focuses on the way artists from different times and locations have interpreted ideas and sources of inspiration and use materials and techniques in the production of artworks

**OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. Source ideas and inspiration and use a variety of methods to translate these into visual form
2. Explore and use a variety of materials and techniques to record and develop ideas and sources of inspiration for the production of Artworks
3. Discuss how artists from different times and locations interpret sources of inspiration and use materials and techniques in the production of Artworks

**ASSESSMENT TASKS**

- 1/2 A selection of exploratory work showing sources of ideas and inspiration translated into visual form through a use of a variety of material and techniques
3. Written responses discussing the ways in which artists interpret sources of inspiration and use materials and techniques, these should include visual material

**ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY  
UNIT**

**STUDIO ARTS - PHOTOGRAPHY  
TWO**

**AREAS OF STUDY**

1. **Design explorations** - focuses on developing artworks through a design process of visual research and inquiry.
2. **Ideas and styles in artworks** - focuses on an analysis of artworks. Artworks by artists and/or groups of artists from different times and locations are analysed in order to understand how visual elements and, where appropriate, other elements are used to communicate artists' ideas, and create aesthetic qualities and identifiable styles

**OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. Develop a design process including visual research and inquiry in order to produce a variety of design explorations and a number of artworks
2. Analyse and discuss the ways in which design elements and principles, signs, symbols and images are used in a variety of art works to communicate ideas and to develop style

**ASSESSMENT TASKS**

1. A folio including design explorations and artworks.
2. Written responses discussing the ways a variety of artworks use design elements and principles, signs, symbols and images to communicate ideas and to develop style, including visual material

**ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY****VISUAL COMMUNICATION AND DESIGN****UNIT****ONE****AREAS OF STUDY**

1. **Instrumental drawing** - focuses on instrumental drawing to show objects and their relationship to each other in space - two dimensionally and three dimensionally
2. **Freehand drawing and rendering** - focuses on freehand drawing from direct observation and rendering. A range of media is used in drawing and rendering to represent objects.
3. **Visual communication production process** - focuses on developing an understanding of the visual communication production process.

**OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. Complete instrumental drawings using a range of paraline drawing systems
2. Draw from direct observation, in proportion, and render the drawings
3. Apply design elements and principles through freehand drawing, using the visual communication production process.

**ASSESSMENT TASKS**

1. A folio of instrumental drawings of objects
2. A folio of drawings that show one and two point perspective drawing, rendering techniques, proportion, scale, relationship of objects and explanatory diagrams
3. A written an/or oral report supported by visual material explaining the visual communication production process

**ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.

**NAME OF STUDY****VISUAL COMMUNICATION AND DESIGN****UNIT****TWO****AREAS OF STUDY**

1. **Freehand and instrumental drawing** - focuses on developing skills in communicating visual information and in developing images through freehand and instrumental drawing
2. **Developing communications** - focuses on changing existing final presentations for audiences other than the original audience by applying the visual communication production process
3. **Visual communication in context** - focuses on how visual communications are influenced by the context in which they are made

**OUTCOMES TO BE ACHIEVED BY THE COMPLETION OF THE UNIT**

1. Use instrumental drawings to develop images
2. Use freehand drawings in the development of images
3. Apply the visual communication production process and use existing presentations to develop their own final presentations to suit a specified audience using manual and electronic systems
4. Analyse examples of visual communication and explain how they communicate ideas and information

**ASSESSMENT TASKS**

1. A folio instrumental drawings of objects that uses a range of drawing methods
2. A folio of freehand drawings of objects that shows rendering and a range of media
3. A folio that demonstrates the modification of presentations to suit an audience
4. A written and/or oral report that explains how ideas and information are communicated

**ASSESSMENT**

Students will gain a satisfactory completion when they have demonstrated achievement of all outcomes.