SENIOR SCHOOL
SUBJECT
HANDBOOK
2016 - 2018

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Principal’s Introduction to VCE at Viewbank College

VCE is a great challenge for students in Years 10, 11 and 12 to really test their capacity as learners and establish their best opportunity for achieving quality pathways beyond the College. Viewbank College requires that all its senior students prioritise time and effort into achieving VCE success and being proud of their efforts.

The purpose of this handbook is to provide students with comprehensive information about the Senior School and what subjects Viewbank College offers to students. Students need to carefully plan their courses and make informed decisions about their goals for VCE success and for their post-secondary future.

In terms of considering a study course the best advice is to choose studies:
- which the student enjoys
- in which the student achieves success and already has a sense of learning confidence
- which enhance the student’s special skills or talents
- which are prerequisites for future study, apprenticeship or work

No student should feel alone in their decision-making. After discussions with parents, advice is readily available from a variety of people in the College: the Principal, the two Assistant Principals, the VCE Coordinator, the Senior Years Program Leader, the Years 10, 11 and 12 Level Well-Being Leaders, and the Careers Counsellors. Each student will be provided with individual course counselling to explore all options.

Viewbank College has an excellent record of success at the VCE level.

We have a teaching staff committed to assisting every student to achieve success. However, there is an expectation that students undertaking VCE studies will display the following qualities:
- A desire to do one’s best
- A commitment to their studies
- Determination and perseverance when things become difficult
- Discipline both at school and at home
- Dedication to their studies and academic achievement

Students need to understand that these are the qualities that ensure success. The key is for them to establish sound work habits and set priorities for both their College commitments and those beyond the College.

Part-time work, particularly, needs to be reassessed. Excessive part-time work can be destructive. Time at work is time that students cannot put into their studies. Students and parents need to consider what is a reasonable balance. Students need to weigh up short term monetary gain against success in achieving the pathway they desire for their future careers.

I wish every student, in Years 10, 11 and 12 undertaking the journey of VCE, to find it an enjoyable learning challenge that results in personal success. Students can expect to be tested academically, and along the journey, may feel tested in their resolve. However, they need to know that the College will support them to achieve their best. It is our wish that when they leave us, they leave as successful learners with fond memories of their VCE years and of their time spent at Viewbank College.

Mrs. Judith Craze
Principal
“Caring for Excellence”
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<tbody>
<tr>
<td><strong>English</strong>*</td>
<td>All students:</td>
<td>English</td>
<td>Year 10 Enhanced English</td>
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<td></td>
<td>EA Program students:</td>
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<tr>
<td>Mathematics***</td>
<td>Mathematics – Further</td>
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<td>Mathematics – Methods</td>
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<td>VCE Foundation Mathematics Units 1 &amp; 2</td>
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<td>VCE General Mathematics (Advanced) Units 1 &amp; 2</td>
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<tr>
<td>Science^</td>
<td>Choose at least 1 of:</td>
<td>Atomic Chemistry &amp; Physics</td>
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<td></td>
<td>Biology/Chemistry of Life</td>
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<tr>
<td>Humanities^</td>
<td>Choose at least 2 from Humanities Elective selection below.</td>
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*year-long ^semester-based

Choose remaining Electives from the following:

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<th>ELECTIVES</th>
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<td>The ARTS</td>
<td>Art</td>
<td>Ceramics</td>
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<td>Digital Media</td>
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<td>Drama Improvisation</td>
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<td>Music Performance</td>
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<td>Phoenix Yearbook Magazine &amp; Desktop Publishing</td>
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<td>Visual Communication Design</td>
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<td>Design, Creativity &amp; Technology</td>
<td>Design &amp; Food Technology</td>
<td>Design, Materials &amp; Technology (Wood/Metal/Plastic)</td>
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<td>Fashion Illustration &amp; Pattern Making</td>
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<td>Fashion &amp; Textiles</td>
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<td>Food &amp; Technology (International Food)</td>
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<td>Food &amp; Technology (Patisserie)</td>
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<td>Information &amp; Communications Technology (ICT)</td>
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<td>English</td>
<td>English Literature</td>
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<td>Philosophy</td>
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<td>Writers’ Workshop</td>
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<td>Health &amp; Physical Education</td>
<td>First Aid and Coaching</td>
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<td>Recreational Leadership</td>
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<td>Sport and Fitness</td>
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<td>Sports Science</td>
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<tr>
<td>Humanities</td>
<td>Accounting</td>
<td>Economics and Business</td>
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<td>Geography</td>
<td>Global Issues</td>
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<td></td>
<td>History</td>
<td>History: American Studies</td>
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<td>Legal Studies</td>
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<tr>
<td>Languages Other Than English</td>
<td>German</td>
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<td>Japanese</td>
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<tr>
<td>Mathematics</td>
<td>Maths Methods Elective</td>
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<td>Science</td>
<td>Psychology</td>
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<td>VET</td>
<td>Certificate III in Interactive Digital Media</td>
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<td>Certificates III and IV in Creative Industries</td>
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## VCE Units offered

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<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
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</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Accounting #</td>
</tr>
<tr>
<td>Art</td>
<td>Art #</td>
</tr>
<tr>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>Business Management</td>
<td>Business Management</td>
</tr>
<tr>
<td>Computing</td>
<td>Computing</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry *</td>
</tr>
<tr>
<td>Drama</td>
<td>Drama</td>
</tr>
<tr>
<td>Economics</td>
<td>Economics</td>
</tr>
<tr>
<td>English</td>
<td>English/EAL</td>
</tr>
<tr>
<td>Food &amp; Technology</td>
<td>Food &amp; Technology</td>
</tr>
<tr>
<td>Geography</td>
<td>Geography</td>
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<tr>
<td>Global Politics</td>
<td>Global Politics</td>
</tr>
<tr>
<td>Health &amp; Human Development</td>
<td>Health &amp; Human Development</td>
</tr>
<tr>
<td>History: Twentieth Century</td>
<td>History: Revolutions</td>
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<tr>
<td>Legal Studies</td>
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<td>LOTE</td>
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<td>German</td>
<td>German *</td>
</tr>
<tr>
<td>Japanese</td>
<td>Japanese *</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
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<tr>
<td>Foundation Mathematics</td>
<td>Further Mathematics *</td>
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<tr>
<td>General Mathematics (Further)</td>
<td>Mathematical Methods *</td>
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<td>Specialist Mathematics</td>
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<td>Mathematical Methods</td>
<td>Media</td>
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<tr>
<td>Media</td>
<td>Music Performance</td>
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<tr>
<td>Music Performance</td>
<td>Physical Education #</td>
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<tr>
<td>Philosophy</td>
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<tr>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Physics</td>
<td>Physics *</td>
</tr>
<tr>
<td>Product Design and Technology</td>
<td>Product Design and Technology</td>
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<tr>
<td>Psychology</td>
<td>Psychology #</td>
</tr>
<tr>
<td>Studio Arts (Ceramics)</td>
<td>Studio Arts (Fashion &amp; Textiles)</td>
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<td>Studio Arts (Fashion &amp; Textiles)</td>
<td>Studio Arts (Fashion &amp; Textiles)</td>
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<tr>
<td>Studio Arts (Printmaking)</td>
<td>Studio Arts (Printmaking)</td>
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<tr>
<td>VCE/VET</td>
<td>VCE/VET</td>
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<tr>
<td>Certificate III in Interactive Digital Media</td>
<td>Certificate III in Interactive Digital Media</td>
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</tbody>
</table>

* indicates Units 3 & 4 subjects that require knowledge at Units 1 & 2 level.

# students attempting Units 3 & 4 would be advantaged by successful completion of Year 10 or Year 11 in this subject.
YEARS 10 COURSE INFORMATION

The current curriculum structure at Year 10 is aligned with Years 11 and 12 which will allow students, who are recommended, to access a Units 1 and 2 VCE or VET subject. At the same time, all subjects studied will be allocated five periods a week. Certain subjects will be Core subjects and must be undertaken while others will be Electives.

All Year 10 students will need to study:

- English as a Core subject for the entire year
- Mathematics as a Core subject for the entire year
- At least one semester-based Science Core subject
- At least two semester-based Humanities Core subjects

This will result in every student studying English and Maths for the entire year and at least two semester-long Humanities subjects and one semester-long Science subject. The rest will be based on student choice and may be comprised of Electives (from any Domain Area), further Core (Humanities and/or Science), VET, and/or a VCE Units 1 & 2 subject.

Example only:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>English</td>
<td>English</td>
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<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Humanities Core A</td>
<td>Humanities Core B</td>
</tr>
<tr>
<td>Science Core A</td>
<td>Elective/Core</td>
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<td>Elective/Core</td>
<td>Elective/Core</td>
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<tr>
<td>Elective/Core</td>
<td>Elective/Core</td>
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</tbody>
</table>

Please note:

- A LOTE subject is considered to be a year-long study
- A Units 1 and 2 VCE subject is year-long study
- If a VCE subject in Humanities is chosen this will replace the Humanities Core
- If a VCE subject in Science is chosen one of the Core semester-based subjects must still be chosen
- Subject selection will be contingent on rigorous student counselling and teacher recommendations.

Terminology:

- ‘College Prerequisite’ – the College requires the subject to be taken in order for the mentioned Units 1 & 2 subject to be taken (e.g. Atomic/Physics Science Core must be undertaken at Year 10 in order to study Units 1 and 2 Physics)
- ‘College Recommendation’ – the College strongly recommends the subject to be taken to better prepare the student for Units 1 & 2.
- ‘College Invitation’ – the student is formally invited (via letter) to undertake a specific subject, based on having satisfied College set criteria.
Accelerated VCE Study - Year 10 Students undertaking Units 1 & 2 Studies

A limited number of places for Year 9 students who wish to apply to undertake a Units 1 & 2 study in 2016, as Year 10 students, are available. The following selection criteria are used as the basis of approval:

- Consistently high level of commitment and persistence across all subject areas with "usually" to "consistently" in the 'Work Habits' of the Semester Reports
- Demonstrated ability to perform to a high standard and cope confidently with the demands of study at their current level with a minimum AusVELS ‘high C’ standard across like subjects
- Demonstrated ability to reflect on, and evaluate, student’s own learning and a willingness to seek teacher assistance when appropriate
- A high attendance rate for the current year
- A well-considered academic program.

Students are required to complete an Application for Accelerated VCE Study Form and submit it by **Tuesday July 14, 2015** for consideration. Approvals are based on the above guidelines, using Semester 1 reports as the main reference.

**Please note:**

1. **Year 9 into 10 EA Program students will be permitted a maximum of 2 Accelerated Units 1 & 2 subjects, including any external subjects e.g. a LOTE. Other students will be permitted to undertake 1 Accelerated Units 1 & 2 subject.**

2. **Year 11 students will always have priority for places in Units 1 and 2 subjects ahead of Year 10 students.**

**Transition Timeline - Year 9 into 10**

<table>
<thead>
<tr>
<th>May – June</th>
<th>Year 9 Pre-Course Counselling</th>
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<tbody>
<tr>
<td>June 11</td>
<td>Alternative Pathways Evening Years 8, 9, 10.</td>
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<tr>
<td>June 18</td>
<td>Pathways Expo</td>
</tr>
<tr>
<td>June 18</td>
<td>Year 9 into 10 Parent Information Evening</td>
</tr>
<tr>
<td>July 14</td>
<td>Applications for Accelerated VCE Study Units 1 &amp; 2 Forms due to Coordinators Office</td>
</tr>
<tr>
<td>July 14</td>
<td>Bookings open for Subject Selection Day (with parent)</td>
</tr>
<tr>
<td>July 20 – 23</td>
<td>Confirmation of eligibility for Accelerated VCE Units 1 &amp; 2 Study</td>
</tr>
<tr>
<td>July 24</td>
<td>Subject Selection Day. Individual student interviews with parent(s) (8:30 am – 5:30 pm)</td>
</tr>
<tr>
<td>July 29</td>
<td>Subject Selection Forms are due.</td>
</tr>
<tr>
<td>August 10 – 28</td>
<td>Year 9 into 10 Course Counselling</td>
</tr>
<tr>
<td>November 23 – December 11</td>
<td>Year 10 2016 Transition Program</td>
</tr>
</tbody>
</table>
**Enhanced Acceleration (EA) Program Students**

Current Year 9 EA Program students will be expected to undertake English Units 1 & 2 as their Core English in 2016. EA students will also be invited to undertake Mathematical Methods Units 1 and 2 or General Mathematics (Advanced) Units 1 and 2 as their Core Maths.

Example of current Year 9 EA Program student's course:

<table>
<thead>
<tr>
<th>Year 10 Semester 1 2016</th>
<th>Year 10 Semester 2 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhanced English</td>
<td>Enhanced English</td>
</tr>
<tr>
<td>Mathematical Methods Units 1 &amp; 2</td>
<td>Mathematical Methods Units 1 &amp; 2</td>
</tr>
<tr>
<td>Japanese</td>
<td>Japanese</td>
</tr>
<tr>
<td>English Literature</td>
<td>Art</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Music Performance</td>
</tr>
<tr>
<td>Atomic Chemistry &amp; Physics</td>
<td>Accounting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 11 2017</th>
<th>Year 12 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Units 1 &amp; 2</td>
<td>English Units 3 &amp; 4</td>
</tr>
<tr>
<td>Mathematical Methods Units 3 &amp; 4</td>
<td>Specialist Maths Units 3 &amp; 4</td>
</tr>
<tr>
<td>Japanese</td>
<td>Japanese</td>
</tr>
<tr>
<td>Chemistry Units 1 &amp; 2</td>
<td>Chemistry Units 3 &amp; 4</td>
</tr>
<tr>
<td>Economics Units 1 &amp; 2</td>
<td>Accounting Units 3 &amp; 4</td>
</tr>
<tr>
<td>Music Performance Units 1 &amp; 2</td>
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</tbody>
</table>

**Year 10 Examinations**

Viewbank College conducts internal examinations for Year 10 students at the end of Semester 1 and Semester 2. Due to the expectations of VCE, it is desirable that students gain exam experience. To this end, students will be required to sit exams in all Core and Elective subjects. It is important to note that end-of-semester exams are only one of a range of assessment tasks undertaken.

**Satisfactory Completion of Year 10**

In view of the nature and demands of the VCE, Year 10 students who wish to be recommended for promotion to Year 11 should have demonstrated:

- Satisfactory completion (S) of all subjects in accordance with the *S & N Policy* *
- Satisfactory completion of College Prerequisites for VCE subjects e.g. Atomic/Physics Science Core must be undertaken at Year 10 in order to study Units 1 and 2 Physics.
- 90% minimum attendance in all subjects.

* For further details on ‘Satisfactory Completion of Year 10’ and the ‘S & N Policy’, please refer to pages 5 - 6 of the 2015 *Year 10 Handbook* available online on the Viewbank College website.
Work Experience

Participation in the Work Experience program is a mandatory requirement for all students who enter Year 10 and who are 15 years of age (before work experience commences). The opportunity to undertake responsibilities in a real work place environment is a very important part of the preparation for future employment for each individual student. Students are required in the first instance to organise their own placement.

The 5 day work experience takes place in the final week of Term 2. There is some flexibility regarding dates where placements are particularly difficult to secure. Students will be assisted with work experience requirements by the Careers Counsellor.

All students must undertake the General Occupational Health & Safety Module and the Industry Specific Module relevant to their particular Work Experience placement. Without successful completion of the Worksafe Modules, Work Experience will not be permitted.

The Work Experience program aims to:

• Provide practical day-to-day experience in an adult working environment
• Promote an understanding of the working world that will allow for an informed career choice
• Motivate students to see the relevance of school achievement
• Develop a productive relationship between school and the broader community
• Develop knowledge of workplace health and safety Issues.

Students undertake work in a wide range of employment opportunities throughout the metropolitan area. Under the terms of the Work Experience Act, they are covered by workers’ compensation, and are generally paid a minimum of $5.00 per day. A written and oral task completed after the week’s experience is expected from all students. Employers are asked to complete a performance report on students.

Staff members participate in the Work Experience Program in the following ways:

• A Careers teacher with the support of assigned Year 10 staff, conducts units of career related topics, including Workplace training
• The Careers teacher will coordinate the program and finalise arrangements after students have found a Work Experience placement
• A staff member will contact a student during their work experience placement in order to maintain the liaison between school and the workplace
• The variety of jobs experienced makes for productive classroom discussion when students return to school.

Most students enjoy their Work Experience week and often find it helps determine study choices in VCE and course preferences beyond secondary school.
VCE COURSE INFORMATION
Organisation of Studies at Viewbank College

Studies are taken in blocks. Almost any combination of studies is possible and blocks are set accordingly to student’s choice of units. However, it must be recognised that an unusual combination may not fit the timetable and therefore will not be possible to schedule.

It is also important to note that if only a small number of students wish to undertake a particular study, the school cannot guarantee to provide it. Likewise, avoidance of clashes between a student’s subject selections cannot be guaranteed.

Students will normally select 12 units in the first year and 10 units in the second year of the VCE. Transfer from one study to another at the end of Unit 1 is possible but cannot be guaranteed and may be unsettling for the student. Undertaking a thorough investigation of subject choices now is strongly recommended.

The following guidelines should also be considered:

- A study of three or more VCE folio subjects in any year of VCE study is not permitted.
- Students will not be given permission to access a VCE study outside school if that subject is offered at Viewbank College.
- Subjects will be offered according to viability of staffing and student enrolments.

The VCE is awarded on the basis of satisfactory completion of units according to VCE program requirements as set out in accredited study designs.

- The minimum requirement is satisfactory completion of 16 units, which must include:
  - Three units from the English group, with at least one unit at Units 3 and 4 level; and
  - At least three sequences of Units 3 and 4 studies other than English

- All Units 3 and 4 must be done as a sequence. There are some studies where it is strongly recommended that Unit 1 and/or Unit 2 be completed before attempting Units 3 and 4. If students wish to select Unit 1 of a study, they must also select Unit 2 of that study as part of their program. Unit 2 subject changes will be considered only in extraordinary circumstances and cannot be guaranteed due to timetabling constraints.

- Students are required to attend 90% * of scheduled classes in order to successfully complete a unit of study.

- Only in exceptional circumstances will students be permitted to undertake more than one Units 3 and 4 study in Year 11. These students will still be expected to undertake five Units 3 and 4 subjects as Year 12 students unless they were a student in the EA Program and have already satisfactorily completed two Units 3 and 4 subjects by the end of Year 11.

Choosing VCE studies

The ATAR is designed so that it should not affect a student’s choice of VCE studies. While scaling may raise the study scores in some subjects, the increase occurs only when the strength of competition is high. Scaling lowers the study scores of other subjects where the strength of competition is low. The strength of competition is measured by the total VCE performance of the students taking the study in that year. Scaling and strength of competition thus balance out. This leaves students free to choose their studies on the right kinds of educational grounds: what they enjoy, what they are interested in, and what they need as prerequisites for their intended future studies or careers.

Senior School Subject Handbook 2016-2018
In particular, there is no bias favouring the Sciences over the Humanities, or any other particular combination of studies or focus of study. Sometimes particular combinations or studies reinforce each other, but that applies equally to the Sciences, Humanities and other areas.

The best advice is to choose studies:
- which the student enjoys
- which the student achieves well in
- that the student may need for future study or work
- which maintain and develop the student’s special skills and talents.

When selecting Units 1 & 2 subjects, students should be careful to have in mind that some tertiary courses have prerequisite Units 3 & 4 studies and this in turn, may affect course selection. Advice on prerequisites may be sought from the Careers Counsellor.

**Accelerated VCE Study - Year 11 Students undertaking Units 3 & 4 Studies**

Year 11 students have the opportunity to extend their studies by undertaking a Units 3 and 4 subject a year ahead. The following selection criteria are used as the basis of approval:

- Consistently high level of commitment and persistence across all subject areas with "usually" to “consistently” in the ‘Work Habits’ of the Semester Reports.
- Demonstrated ability to perform to a high standard and cope confidently with the demands of study at their current level (with a minimum AusVels ‘high C’ standard across like subjects).
- Demonstrated ability to reflect on, and evaluate, student’s own learning and a willingness to seek teacher assistance when appropriate.
- At least 90% attendance* in all subjects of the current year.
- A well-considered academic program.

Students selected will be advised by letter in July 2015. Teacher recommendations and results in the end of semester reports will be used as a guide to offer students this opportunity. Please note that not all subjects are available.

Students are required to complete an **Application for Accelerated VCE Study Form** and submit it by **Tuesday July 14, 2015** for consideration. Approvals are based on the above guidelines, using Semester 1 reports as the main reference.

Students who have accessed Accelerated VCE Study in Year 10 may consider continuing with this program and completing the sequenced study of Units 3 and 4 in Year 11. A strong performance in all aspects of assessment during the first year of accelerated VCE will be required to continue this study. In some cases, students will be required to defer their study of that subject in order to complete it in Year 12.

**Please note:**
1. Year 10 into 11 EA Program students will be permitted a maximum of 2 Accelerated Units 3 & 4 subjects, including any external subjects e.g. a LOTE. Other students will be permitted to undertake 1 Accelerated Units 3 & 4 subject.
2. Year 12 students will always have priority for places in Units 3 and 4 subjects ahead of Year 11 students.

* For full details of the ‘VCE Attendance Policy’ and all other VCE Policies, please refer to the 2015 VCE Student Policy Handbook, available under the ‘Community’ tab → School Documentation on COMPASS.
Transition Timeline - Year 10 into 11

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>May 4 – 15</td>
<td>Pre-Course Counselling</td>
</tr>
<tr>
<td>June 11</td>
<td>Alternative Pathways Evening Year 8, 9, 10</td>
</tr>
<tr>
<td>June 11</td>
<td>Year 10 into 11 Student Information Session</td>
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<tr>
<td>June 17</td>
<td>Year 10 into 11 VCE Parent Information Evening</td>
</tr>
<tr>
<td>June 18</td>
<td>Pathways Expo</td>
</tr>
<tr>
<td>June 22 – 26</td>
<td>Work Experience</td>
</tr>
<tr>
<td>July 14</td>
<td>Applications for Accelerated VCE Study Units 3 &amp; 4 due to the Coordinators Office</td>
</tr>
<tr>
<td>July 20 – 23</td>
<td>Confirmation of eligibility for Accelerated VCE Units 3 &amp; 4 Study</td>
</tr>
<tr>
<td>July 29</td>
<td>Subject Selection Forms due</td>
</tr>
<tr>
<td>August 10 – 28</td>
<td>Course Counselling</td>
</tr>
<tr>
<td>November 23 – December 4</td>
<td>Year 11 2016 Transition Program</td>
</tr>
</tbody>
</table>

Transition Timeline - Year 11 into 12

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 14</td>
<td>Year 11 into 12 Information Session</td>
</tr>
<tr>
<td>July 29</td>
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</tr>
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<td>November 23 – December 4</td>
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</tbody>
</table>

Tertiary Selection and calculating the Australian Tertiary Admissions Ranking (ATAR)

Each year more than forty thousand students who complete the VCE in Victorian secondary schools apply for tertiary places in courses offered in Victoria’s universities and institutes of Technical and Further Education (TAFE).

First, a student must satisfy any VCE prerequisite studies for the course. Students not satisfying the prerequisites are generally not considered further for the course. The second factor used in selection is an overall measure of how well the student has performed in his or her VCE studies. This measure is called the Australian Tertiary Admissions Rank (ATAR). ATARs are only determined for students who have been successful in their VCE studies. How important the ATAR is in selecting students for a course depends on the selection criteria of the course concerned.

Primary Four
The study score in an English study and the next best three study scores are referred to as the “primary four”.

Increment
Additional fifth and sixth subjects, studied at Units 3 and 4 level, contribute 10% of their score to create the ATAR.
Middle Band Selection
When selecting between applicants for some tertiary courses, a two-stage selection process is used. Stage 1 identifies applicants whose ATAR is clearly sufficient to be selected and those whose ATAR is insufficient. Stage 2 closely considers students who fall between these two groups. Other factors and/or subjects are used to determine selection from those in this “middle-band”. These are clearly identified in the annual VTAC Guide.

Extra Requirements
Depending on the selection criteria for the course, a third set of considerations may also play a role in selection. These considerations could include interviews, detailed consideration of the student’s VCE results, work experience, auditions, or the assessment of a folio of work. Applications for special consideration are also taken into account. All extra requirements are clearly listed in the VTAC Guide.

How the ATAR is used
At the end of the VCE, students will receive from the Victorian Curriculum Assessment Authority (VCAA) a statement of results which includes a study score for each Units 3 and 4 study. This score will be based on the numerical scores the student has obtained on their School-assessed Coursework/School-assessed Tasks and examinations for each study and the relative position of the cumulative score when compared to the rest of the students undertaking a particular study throughout the state.

The Victorian Tertiary Admissions Centre (VTAC) will use these scores to calculate a student's ATAR.

All VCE Units 3 and 4 will:

• Be assessed for satisfactory completion of the unit. Students will receive S (satisfactory completion) or N (non-satisfactory completion) for each unit depending on whether or not they satisfactorily complete all coursework requirements and reach a satisfactory level of performance on all assessment tasks.
• Have three graded assessments in each Units 3 and 4 sequence. Each subject has a mixture of internal assessment (conducted by the school) and external assessment (examinations set by the VCAA).
• Scaled scores of an English study and 3 other best studies in Units 3 & 4 are aggregated (added); then 10% of scores obtained in up to a maximum of ‘2 other Units 3 and 4 studies’ (increments) are added to the ‘best four’. (University subjects and VET studies can also be included in these ‘2 other studies’).

Scores will be ranked and given a percentile ranking (to two decimal places) up to a maximum of 99.95.

VCE English as an Additional Language (EAL)
The Viewbank College VCE EAL Policy reflects that of the Victorian Curriculum and Assessment Authority (VCAA).
YEAR 10 The ARTS
Art - Elective

Semester Overview:

Students develop skills in making decisions about creative ways of generating and implementing ideas. They reflect on their experiences and observations, consider what they have learnt about styles and forms and explore issues and concrete and abstract concepts to generate ideas. They keep their intended aesthetic qualities in mind when they experiment with, select, vary combinations of, and manipulate art elements, principles to effectively realise their ideas, represent their observations and communicate their interpretations of issues and concepts.

Elaborations:

Creating and Making
Students begin to develop a personal style and become more independent in their approach in exploring, developing and refining artworks. Student experiment with imaginative and innovative ways of using traditional and contemporary skills, techniques and processes with a variety of media, materials, equipment and technologies. Students consider the purpose and presentation context when they prepare and present artworks to different audiences. Students use evaluation and reflection on their art experiences to improve the making and presenting of their artworks. They maintain a record of their exploration, development and refinement of ideas, use of elements and principles of art and design and application of techniques and processes when making and presenting artworks.

Exploring and Responding
Students focus on development of knowledge and understanding of key concepts, techniques, processes and practises associated with particular art forms. They develop aesthetic and critical awareness through observation, research, discussion and analysis of art works from different social, historical and cultural contexts. They compare artworks to consider similarities and differences in the styles, themes, intentions and aesthetic qualities of works by particular artworks and artists made at a particular time within specific cultural contexts. They develop skills in presenting and justifying personal interpretations of, and opinions about, artworks using appropriate art language. They investigate and discuss the contribution of the arts to society and other disciplines, such as history, focussing on ways contemporary, and traditional arts disciplines, forms and works reinforce and challenge social, cultural, personal and artistic practises and values.

AusVELS Assessment Areas:

- Creating and Making
- Exploring and Responding

Students will be expected to present a folio of work which contains a visual diary and finished artworks as well as written analysis tasks.

Subject to a materials charge
Please refer to the Materials Charges document
YEAR 10 The ARTS
Ceramics - Elective

Semester Overview:
Students develop skills in making decisions about creative ways of generating and implementing ideas. They reflect on their experiences and observations, consider what they have learnt about styles and forms and explore issues and concrete and abstract concepts to generate ideas. They keep their intended aesthetic qualities in mind when they experiment with, select, vary combinations of, and manipulate art elements, principles to effectively realise their ideas, represent their observations and communicate their interpretations of issues and concepts.

Elaborations:

Creating and Making
Students begin to develop a personal style and become more independent in their approach in exploring, developing and refining artworks. Student experiment with imaginative and innovative ways of using traditional and contemporary skills, techniques and processes with a variety of media, materials, equipment and technologies. Students consider the purpose and presentation context when they prepare and present artworks to different audiences. Students use evaluation and reflection on their art experiences to improve the making and presenting of their artworks. They maintain a record of their exploration, development and refinement of ideas, use of elements and principles of art and design and application of techniques and processes when making and presenting artworks.

Exploring and Responding
Students focus on development of knowledge and understanding of key concepts, techniques, processes and practises associated with particular art forms. They develop aesthetic and critical awareness through observation, research, discussion and analysis of art works from different social, historical and cultural contexts. They compare artworks to consider similarities and differences in the styles, themes, intentions and aesthetic qualities of works by particular artworks and artists made at a particular time within specific cultural contexts. They develop skills in presenting and justifying personal interpretations of, and opinions about, artworks using appropriate art language. They investigate and discuss the contribution of the arts to society and other disciplines, such as history, focussing on ways contemporary, and traditional arts disciplines, forms and works reinforce and challenge social, cultural, personal and artistic practises and values.

AusVELS Assessment Areas:
• Creating and Making
• Exploring and Responding

Students will be expected to present a folio of work which contains a visual diary and finished artworks as well as written analysis tasks.

Subject to a materials charge
Please refer to the Materials Charges document
YEAR 10 The ARTS
Digital Media – Elective

Semester Overview:
The Year 10 course aims to provide students with specialised knowledge required in performing a wide variety of creative tasks in various mediums such as digital imaging, video production, photography and print; utilising industry based software. Students will develop computer and media literacy skills, essential in the Media and Communications Industry of the 21st Century. Students will use appropriate decision-making skills to find the most effective way to implement ideas; research, design, create and reflect on media devised from a range of stimuli, demonstrating development of a personal style.

Elaborations:
Exploring and Responding
Students will learn:
• the ways that codes and conventions, and production techniques have been used in selected media texts through film and print analysis
• appropriate language to describe the use of production techniques, genre, technologies, equipment and/or processes in professionally produced media texts within the Production Design Plan (folio)
• Identification of specific techniques to construct a media text or product through the Viewbank College Banner Design Task and Final Piece for the Production Design Plan.

Creating and Making
Students will be able to:
• plan and create an original media product through the Production Design Plan and Final in various mediums.
• use various media technologies such as Adobe Photoshop, InDesign and Adobe Premier
• analyse story and production elements through film analysis.

AusVELS Assessment Areas:
• Investigating & Designing
• Producing
• Analysing & Evaluating
YEAR 10 The ARTS
Drama Improvisation – Elective

Semester Overview:

Students will learn theatre techniques, improvisation skills and become familiar with terminology that is fundamental for VCE Drama. Students learn to use and manipulate Dramatic elements, non-naturalistic play-making techniques and have an introduction to theatre practitioners. An emphasis on collaboration with other students and creative problem solving will improve students’ self-confidence and improvisation skills. Further development of performance skills through learning theatre sports can be expanded upon in the ‘Drama: Production’ elective.

Elaborations:

Creating and Making
Students will learn:

• how to incorporate social, historical or cultural influences from a range of stimulus material
• to manipulate various conventions, techniques and processes to realise the creation of solo and ensemble performances
• to select and apply expressive skills to effectively communicate in drama and/or theatre works for a variety of audience
• how to manage collaborative work, and the importance of planning and sharing the workload effectively.

Exploring and Responding
Students will be able to:

• provide peer feedback to help build ensemble and solo performance work
• critically respond to theatrical styles from a range of cultural, historical and social contexts relevant to their own and others’ work
• analyse links between particular theatre practitioners, actors, designers and/or technicians from different times and cultures, and their own work.

AusVELS Assessment Areas:

• Creating & Making
• Exploring & Responding

Students will be expected to engage in the following tasks: improvisation (collaboration/solo work), solo performance, ensemble performance, peer analysis including written reflections of other groups; this is a prequel to Performance Analysis which is an Outcome in VCE Drama.
YEAR 10 The ARTS
Drama Production – Elective

Semester Overview:

Drama Production will involve students in a full-scale non-naturalistic Drama production to be performed to an audience at Banyule Theatre. Students will gain valuable ensemble experience from working as a group for the whole semester. Stagecraft elements, costume, lighting, makeup, direction, blocking will be an essential part of the course. There will also be a focus on script writing, and directing to familiarize students with all aspects of performance making.

Workshops at Banyule Theatre would be designed to familiarise students with theatre technology and stagecraft, such as lighting, sound, costume, blocking, directing and publicity.

Elaborations:

Creating and Making
Students will learn:
• how to apply of play-making techniques to realise plans for solo and ensemble works, made collaboratively or individually
• to select and Apply of expressive skills to effectively communicate in drama/theatre works for a variety of audiences
• to plan, script, direct and produce an ensemble performance of their own making based on various stimulus materials
• to use various aspects of theatre technology such as lighting, make-up and sound to enhance their ensemble performance.

Exploring and Responding
Students will be able to:
• analyse and evaluate the application of expressive skills, dramatic elements and stagecraft in their own and others’ drama/theatre works, using appropriate drama and theatre terminology
• maintain a journal to document and reflect upon the various performance styles and practitioners they encounter
• demonstrate an understanding of the ways various theatre practitioners have used stagecraft and create unique forms of performance.

AusVELS Assessment Areas:
• Creating & Making
• Exploring & Responding

Assessment comprises: creating and presenting an ensemble performance; reflection and written analysis - this will help prepare students for the Written Analysis Outcome in VCE Drama; a well maintained and up to date workbook.
YEAR 10 The ARTS
Music Performance - Elective

Semester Overview:
Students will be given an insight into the performance side of music. Students look at a wide variety of musical styles through composition, arrangement, analysis, aural training and performance. They will perform in a group setting and also in a solo situation.

Elaborations:
Students will learn to:
- perform as a soloist in a program that displays a variety of musical styles
- perform in a group program that includes original compositions and covers
- develop skills that allow for the notation of music from a listening perspective
- develop skills that allow for the notation of music from a theory perspective.

AusVELS Assessment Areas:
- Creating & Making
- Exploring & Responding

Students will be assessed in the following areas: solo performance; group performance; written exam and composition.

Additional Information:
Students selecting the music elective should be undertaking tuition on a musical instrument, either at Viewbank College or through private arrangements.

Subject to a materials charge
Please refer to the Materials Charges document
YEAR 10 The ARTS
Phoenix Yearbook Magazine and Desktop Publishing

Semester Overview:
Please note: this Elective is only available Semester 2.

This course is designed to further develop students with desktop publishing, editing and commercial printing processes while producing the College magazine, *Phoenix*. All students will be introduced to Photoshop and Indesign as methods of creating a printed digital publication. Students will learn to edit, interview as well as explore compositional techniques. Critical evaluation and aesthetic understanding of publications produced will play an important role. Students will investigate the work and practices of Australian and international designers from a variety of social, cultural, historical and contemporary contexts.

Elaborations:

Students will learn:
- techniques of producing a printed publication
- to analyse key applications of publications as visual and written communication
- to engage in a range of tasks and visual problem solving in the design and photographic processes
- to engage in a range of tasks and problem solving in the writing, interviewing and editing processes
- to generate and maintain a visual diary (Folio) as a key to the presentation of successful final presentations and support material
- to present completed 3 or more magazine pages as completed final presentations for the college magazine, *Phoenix*
- Observational and thumbnail drawing skills: freehand and rendering
- to apply manual and digital drawing and compositional skills i.e. design elements and principles
- to create ‘a pitch’ or a written report of 400 words based upon Australian and international printers of differing cultural and social climates.

AusVELS Assessment Areas:
- Creating & Making
- Explore & Responding

Assessment of students work is based on: one Folio (visual diary) of a minimum of thirty five pages including drawings, annotations, research and evaluation; three or more completed magazine pages - these are to be presented in a final presentation format; ‘a pitch’ or written report of 400 words.

Subject to a materials charge
Please refer to the Materials Charges document
YEAR 10 The ARTS

Printmaking - Elective

Semester Overview:

This course is designed to further develop students with the printmaking processes. All students will be introduced to linoleum and wood printmaking, through to more advanced additive and reductive methods of printing. Students will learn to edition prints as well as explore by experimenting. Critical evaluation and aesthetic understanding of prints produced will play an important role. Students will investigate the work and practices of Australian and international printers from a variety of social, cultural, historical and contemporary contexts.

Elaborations:

Students will learn:

• techniques of additive and reductive printmaking
• observational and thumbnail drawing skills: freehand and rendering
• Students will be able to:
• analyse key applications of printmaking as an art form
• engage in a range of tasks and visual problem solving in the art processes
• generate and maintain a visual diary (Folio) as a key to the presentation of successful final printed presentations and support material
• present six prints as completed final presentations
• apply manual and digital compositional skills i.e. Art Elements and Art Principles
• create ‘a pitch’ or a written report of 800 words based upon Australian and international printers of differing cultural and social climates.

AusVELS Assessment Areas:

• Creating & Making
• Exploring & Responding

Assessment of students work is based on: one Folio (visual diary) of a minimum of thirty five pages including drawings, annotations, experiments, research and evaluation; six completed prints - these are to be presented in a final presentation format; ‘a pitch’ or written report of 800 words.

Additional Information:

Studio Arts (Printmaking) will continue in Units 1 & 2 in 2016 and Units 3 & 4 in 2017.
YEAR 10 The ARTS
Visual Communication Design - Elective

Semester Overview:

Students will develop their understanding of how the visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Visual communication design relies upon drawing as the most important part of the visual language to support ideas and to communicate to an audience.
Throughout this study, students explore manual and digital drawing methods to develop and refine presentations. Students will investigate the work and practices of Australian and international designers from a variety of social, cultural, historical and contemporary contexts.

Elaborations:

Changing your community:

Students will learn:
- how to apply design thinking processes to generate concepts of change in the local community
- to analyse key differences and applications of environmental, communication and industrial design
- to engage in a range of tasks and design briefs to develop design thinking processes
- to generate and maintain a visual diary (Folio) as a key to the presentation of successful final presentations and support material
- observational, visualization and presentation drawing skills: Perspective, Orthogonal, Paraline and Rendering
- to apply manual and digital drawing and design skills, i.e. Photoshop, Illustrator, Indesign and Google Sketchup
- ‘the pitch’ and folio presentation.

AusVELS Assessment Areas:

- Creating & Making
- Exploring & Responding

Assessment of student work is based upon all required visual communications in the form of a fully completed visual diary (Folio) and class presentation in the form of ‘a pitch’.

Subject to a materials charge
Please refer to the Materials Charges document
YEAR 10 DESIGN, CREATIVITY & TECHNOLOGY
Design & Food Technology - Elective

Semester Overview:

The Year 10 Food and Technology elective enables students to learn how to prepare a variety of fresh, fast foods that are tastier, healthier and easier to prepare than commercial fast foods. They learn about the safe and hygienic handling of food and equipment with a heavy focus on nutrition. Students will have the opportunity to design, produce and evaluate a variety of foods.

Elaborations:

Students will be required to;

- Investigate best possible design solutions to meet all design brief criteria.
- Develop detailed work plans and written evaluation of production work.
- Develop a wide variety of production skills and presentation styles
- Identify and establish safe and hygienic work methods
- Work independently and collaboratively.

AusVELS Assessment Areas:

- Investigating and Designing
- Producing
- Analysing and Evaluating

Subject to a materials charge
Please refer to the Materials Charges document
YEAR 10 DESIGN, CREATIVITY & TECHNOLOGY
Design, Materials & Technology - Elective

Semester Overview:

The Year 10 course aims to introduce students to the different structural properties of a range of materials such as solid timber and veneered plywood and composite boards, metals and plastics. Students investigate the properties of these materials and refer to Australian Standards when investigating their use. Students will be given the opportunity to select appropriate materials to meet specified product design requirements. The course aims to develop student knowledge of the product design process, and build skills and understanding in the use of simple and complex equipment to construct a range of products using different materials, according to specific criteria outlined in design briefs.

Elaborations:
Investigating and Designing

Students will learn:
• to identify considerations and constraints within a design brief
• to undertake research relevant to the design brief
• to locate and use relevant information to help their design thinking and identify the needs of a variety of client/user groups
• to generate a range of design alternative possibilities, to use appropriate technical language, and to justify their preferred option, explaining how it provides a solution to the problem, need or opportunity
• to make critical decisions on materials/ingredients, systems components and techniques based on their understanding of the properties and characteristics of materials/ingredients and/or of the relationship between inputs, processes and outputs
• to effectively use information and communications technology equipment, techniques and procedures to support the development of their design and planning. Students take account of function and performance, energy requirements, aesthetics, costs, and ethical and legal considerations that address the requirements of design briefs
• to identify a range of criteria for evaluating their products and/or technological systems
• to plan a realistic and logical sequence of the production stages, incorporating time, cost and resources needed for production.

Producing

Students will learn:
• to implement a range of production processes accurately, consistently, safely/hygienically and responsibly, and select and use personal protective clothing and equipment when necessary
• to produce products/systems using complex tools, equipment, machines, materials/ingredients and/or systems components with precision
• to clearly explain decisions about the suitability of materials/ingredients, systems components, energy requirements and production techniques based on their understanding of the properties and characteristics of materials/ingredients, and the inputs, processes and outputs of systems
• to adapt their methods of production and provide a sound explanation for deviation from the design proposal in response to changing circumstances
• to make products/systems that meet the quality, aesthetic, functionality and performance requirements outlined in the design brief.
Analysing and Evaluating

Students will learn:

• to evaluate criteria they have previously developed, and critically analyse processes, materials/ingredients, systems components and equipment used, and make appropriate suggestions for changes to these that would lead to an improved outcome

• to use a range of suitable safe testing methods in this analysis

• to relate their findings to the purpose for which the product and/or system was designed and the appropriate and ethical use of resources

• to synthesise data, analyse trends and draw conclusions about the social, cultural, legal and environmental impacts of their own and others’ designs and the products/systems

• to evaluate innovative new technology in the manufacturing industry.

AusVELS Assessment Areas:

• Investigating and Designing
• Producing
• Analysing and Evaluating

Subject to a materials charge
Please refer to the Materials Charges document
YEAR 10 DESIGN, CREATIVITY AND TECHNOLOGY
Fashion Illustration & Patternmaking – Elective

Semester Overview:

This subject aims to develop the student’s understanding of fashion design and patternmaking as well as garment construction. Students will be encouraged to develop their own clothing designs and learn effective fashion illustration techniques. They then develop one of these design ideas into an original T-shirt. During this process they learn how to draft a simple pattern and about construction methods of knitted garment. Students also research a fashion designer of their choice. This subject is designed to complement Fashion & Textiles and is offered in the alternate semester. Either course creates a pathway to VCE Studio Arts - Fashion & Textiles.

Elaborations:

Students will be required to:

- investigate a fashion designer as well as current fashion trends
- design a range of fashion garments, including a T-shirt, based on a design brief
- produce a T-shirt pattern and screen-printed garment
- evaluate their finished design

AusVELS Assessment Areas:

- Investigating and designing
- Producing
- Analysing and evaluating

Subject to a materials charge
Please refer to the Materials Charges document
YEAR 10 DESIGN, CREATIVITY AND TECHNOLOGY
Fashion & Textiles – Elective

Semester Overview:

This subject aims to develop the student’s knowledge and skills of garment construction and textile design. Students design and create an original garment based on their own design brief, such as a shirt, pyjamas or skirt. The techniques they will learn may involve complex skills such as inserting a zipper or creating buttonholes. They also create a new sustainable and fashionable garment from a ‘pre-loved’ piece of clothing. This subject is designed to complement Fashion Illustration and Patternmaking and is offered in the alternate semester. Either course creates a pathway to VCE Studio Arts - Fashion & Textiles.

Elaborations:

Students will be required to;

- investigate current fashion trends based on their design brief
- design a range of fashion garments, such as skirts, shirts or pyjamas
- produce a finished garment
- evaluate their finished design.

AusVELS Assessment Areas:

- investigating and designing
- producing
- analysing and evaluating

Subject to a materials charge
Please refer to the Materials Charges document
YEAR 10 DESIGN, CREATIVITY & TECHNOLOGY
Food and Technology (International Food) - Elective

Semester Overview:

In the International Food elective students learn how to prepare a variety of fresh, fast foods from Australia and around the world taking into account nutritional considerations, social and cultural influences and resource access and availability. Students learn about the safe and hygienic handling of food and equipment. Students will have the opportunity to design, produce and evaluate a variety of foods.

Elaborations:

Students will be required to:

• investigate best possible design solutions to meet all design brief criteria
• develop detailed work plans and written evaluation of production work
• develop a wide variety of production skills and presentation styles
• identify and establish safe and hygienic work methods
• work independently and collaboratively

AusVELS Assessment Areas:

• Investigating and Designing
• Producing
• Analysing and Evaluating

Subject to a materials charge
Please refer to the Materials Charges document
Semester Overview:

The Year 10 Patisserie elective, aims to develop an appreciation of foods based on the design and production of bakery goods such as pastries, yeast goods, biscuits and celebration cakes. Students examine changes in the properties of food when different preparation and processing techniques are used. Students use the design process to meet the requirements of design briefs to maximise the qualities of key foods.

Elaborations:

Students will be required to:

• investigate best possible design solutions to meet all design brief criteria
• develop detailed work plans and written evaluation of production work
• develop a wide variety of production skills and presentation styles
• identify and establish safe and hygienic work methods
• work independently and collaboratively

AusVELS Assessment Areas:

• and designing
• investigating producing
• analysing and evaluating

Subject to a materials charge
Please refer to the Materials Charges document
YEAR 10 DESIGN, CREATIVITY & TECHNOLOGY
Information & Communications Technology (ICT) - Elective

Semester Overview:
In Year 10, students will use a variety of computer software packages and explore the ways in which technology can be manipulated to assist them. Students will gain an appreciation of technology and its limitations. Students will be exposed to the inner workings of a computer by hands-on computer hardware investigation, and will have the opportunity to completely rebuild a PC, install Linux or Windows, and connect to a local area network. Students will go through formal steps to solve problems, and use ICT based techniques to provide solutions.

Elaborations:
Knowledge and understanding
Students will examine the very early development of computing from a historical context to gain an understanding of ‘the computer revolution’. The class will gain an appreciation of computing advances to solve real world problems. These may include industrial and medical robotics, autonomous machines, quantum computing, nano-technologies, 3D printing, global communications and high speed data networks. Software forms an integral part of computing. Students will learn how to develop their own programs using the essential building blocks of programming, which include algorithms, sequencing and structure.

Key Skills
Students will be able to:
• use a range of “real-time” collaboration software applications to support high quality presentations
• develop skills in logical and analytical reasoning to write computer code (programming) for desktop applications and/or mobile devices
• use relational database software to store, search and retrieve records
• use conventional web-page coding and a Rapid Application Designer to build functional web pages
• use “cloud” or application software to create concept-maps

AusVELS Assessment Areas:
ICT for Visualising Thinking
ICT for Creating
ICT for Communicating
YEAR 10 ENGLISH

English – Core

Semester 1 Overview:

The Year 10 English course is based on the AusVELS Curriculum which is organised into 3 interrelated strands: Language, Literature and Literacy. Together the three strands focus on developing students’ knowledge, understanding and skills in reading and viewing, speaking and listening and writing. It is designed to broaden students’ outlook on their world, increasing appreciation of written forms and consolidating independent study and research skills.

Elaborations:

Language
Students will learn:

• To understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects
• To improve language skills and to discriminate between shades of meaning by including complex and sophisticated vocabulary and other linguistic features
• To understand how spoken and written language evolves

Literature
Students will learn:

• To analyse and evaluate text structures and language features of literary texts
• To evaluate the social, moral and ethical positions represented in texts
• To reflect on, extend, endorse or refute others’ interpretations of and responses to literature

Literacy
Students will learn:

• To explore a writer’s purpose and analyse persuasive techniques
• To review, edit and refine students’ own and others’ texts for control of content
• To use a range of software confidently, flexibly and imaginatively to publish texts
• To plan, rehearse and deliver presentations selecting and sequencing appropriate content.

AusVELS Assessment Areas

• Reading and Viewing
• Writing
• Speaking and Listening
Semester 2 Overview:
The Year 10 English course is based on the AusVELS Curriculum which is organised into 3 interrelated strands: Language, Literature and Literacy. Together the three strands focus on developing students' knowledge, understanding and skills in reading and viewing, speaking and listening and writing. It is designed to further broaden students' outlook on their world, increasing appreciation of written forms and consolidating independent study and research skills.

Elaborations:

Language
Students will learn:
- To understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects
- To improve language skills and to discriminate between shades of meaning by including complex and sophisticated vocabulary and other linguistic features
- To understand how spoken and written language evolves

Literature
Students will learn:
- To analyse and evaluate text structures and language features of literary texts
- To evaluate the social, moral and ethical positions represented in texts
- To reflect on, extend, endorse or refute others' interpretations of and responses to literature

Literacy
Students will learn:
- To explore a writer's purpose and analyse persuasive techniques
- To review, edit and refine students' own and others' texts for control of content
- To use a range of software confidently, flexibly and imaginatively to publish texts
- To plan, rehearse and deliver presentations selecting and sequencing appropriate content

AusVELS Assessment Areas
- Reading and Viewing
- Writing
- Speaking and Listening
YEAR 10 ENGLISH
Enhanced English – Core (EA Program Students)

Course Description:
The Year 10 English course is based on the AusVELS Curriculum which is organised into 3 interrelated strands: Language, Literature and Literacy. Together the three strands focus on developing students’ knowledge, understanding and skills in reading and viewing, speaking and listening and writing. It is designed to enhance and extend students’ outlook on their world, increasing appreciation of written forms and consolidating independent study and research skills.

Unit 1 Details:
The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop confidence in creating written, oral and multimodal texts. The set texts will be chosen by the College for the achievement of outcomes.

Areas of Study:
1. Reading and creating texts
2. Analysing and presenting argument

Unit 2 Details:
The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts. The set texts will be chosen by the College for the achievement of outcomes.

Areas of Study are:
1. Reading and comparing texts
2. Analysing and presenting argument

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

Prerequisites:
Units 1 & 2 English are only available to students from the EA Program.
Semester Overview:
The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. This Year 10 elective focuses on Literature and aims to further challenge, enhance and extend students who enjoy viewing, reading and writing through a study of classical and contemporary literature texts.

Elaborations:

Language
Students will learn:

• To understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects
• To improve language skills and to discriminate between shades of meaning by including complex and sophisticated vocabulary and other linguistic features
• To understand how spoken and written language evolves
• To compare the purposes, text structures and language features of traditional and contemporary texts in different media
• To understand that people’s evaluations of texts are influenced by their value systems, the context and purpose and mode of communication

Literature
Students will learn:

• To analyse and evaluate text structures and language features of literary texts
• To evaluate the social, moral and ethical positions represented in texts
• To reflect on, extend, endorse or refute others’ interpretations of and responses to literature
• Create literary texts that reflect an emerging sense of personal style, ‘voice’ and literary devices for a specific audience and purpose

Literacy
Students will learn:

• To review, edit and refine students’ own and others’ texts for control of content
• To use a range of software confidently, flexibly and imaginatively to publish texts
• To plan, rehearse and deliver presentations selecting and sequencing appropriate content
• To analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts
• To use comprehension strategies to compare and contrast information within and between texts

AusVELS Assessment Areas

• Reading and Viewing
• Writing
• Speaking and Listening
YEAR 10 ENGLISH

English Literature- Elective

Semester Overview:
The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. This Year 10 elective focuses on Literature and aims to further challenge and extend students who enjoy viewing, reading and writing through a study of classical and contemporary literature texts.

Elaborations:

Language
Students will learn:

• To understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects
• To improve language skills and to discriminate between shades of meaning by including complex and sophisticated vocabulary and other linguistic features
• To understand how spoken and written language evolves
• To compare the purposes, text structures and language features of traditional and contemporary texts in different media
• To understand that people’s evaluations of texts are influenced by their value systems, the context and purpose and mode of communication

Literature
Students will learn:

• To analyse and evaluate text structures and language features of literary texts
• To evaluate the social, moral and ethical positions represented in texts
• To reflect on, extend, endorse or refute others’ interpretations of and responses to literature
• Create literary texts that reflect an emerging sense of personal style, ‘voice’ and literary devices for a specific audience and purpose

Literacy
Students will learn:

• To review, edit and refine students’ own and others’ texts for control of content
• To use a range of software confidently, flexibly and imaginatively to publish texts
• To plan, rehearse and deliver presentations selecting and sequencing appropriate content
• To analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts
• To use comprehension strategies to compare and contrast information within and between texts

AusVELS Assessment Areas

• Reading and Viewing
• Writing
• Speaking and Listening
YEAR 10 ENGLISH
Philosophy - Elective

Semester 1 Overview:
The Year 10 Philosophy elective aims to develop students’ critical and analytical thinking through the investigation of key philosophical concepts, issues and problems. Students will explore ideas related to ethics, morals, identity and logic and reasoning through a wide range of visual and written texts in order to develop higher order thinking, problem solving skills, critical analysis and reflective thinking and writing.

Elaborations:

Reason, Processing and Inquiry
Students will be able to:

• Generate questions that allow exploration of issues from multiple perspectives and sources.
• Critique and analyse concepts, arguments and issues from a wide variety of sources.
• Process and synthesise complex information, using thinking strategies and writing skills.
• Use appropriate methodologies for creating and verifying knowledge in different areas.

Creativity
Students will be able to:

• Experiment with innovative possibilities to think critically and problem solve.
• Apply a wide range of creative thinking strategies to broaden their knowledge and engage with contentious, ambiguous, novel and complex ideas and issues.

Reflection, Evaluation and Metacognition
Students will be able to:

• Use specific philosophical terms and discuss their meaning.
• Explain the different philosophical methodologies used by different disciplines to create and verify knowledge.
• Select and use different thinking processes and tools appropriate to particular tasks and evaluate their effectiveness.
• Explain changes that may occur in their own and others' thinking when reviewing information and refining ideas and beliefs.
• Analyse and critique alternative perspectives and perceptions in relation to their own interpretations and ideas.
• Complete activities focusing on decision making and problem solving which involves a wide range and complexity of variables and solutions.

AusVELS Assessment Areas:
Thinking Processes

• Speaking and Listening
• Reading and Viewing
• Writing
YEAR 10 ENGLISH
Writers’ Workshop - Elective

Semester Overview:
The Year 10 Writers’ Workshop elective is based on the AusVELS Curriculum which is organised into 3 interrelated strands: Language, Literature and Literacy. Together the three strands focus on developing students’ knowledge, understanding and skills in reading and viewing, speaking and listening and writing. It is specifically designed for students to explore and practise different writing styles.

Elaborations:

Language
Students will learn:
• To understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects
• To improve language skills and to discriminate between shades of meaning by including complex and sophisticated vocabulary and other linguistic features
• To analyse how higher order concepts are developed in complex texts through language features

Literature
Students will learn:
• To analyse and evaluate text structures and language features of literary texts
• To evaluate the social, moral and ethical positions represented in texts

Literacy
Students will learn:
• To explore a writer’s purpose and analyse persuasive techniques
• To review, edit and refine students’ own and others’ texts for control of content
• To use a range of software confidently, flexibly and imaginatively to publish texts
• To plan, rehearse and deliver presentations selecting and sequencing appropriate content.
• To identify and explore the purposes and effects of different text structures and language features to create purposeful texts that inform, persuade and engage

AusVELS Assessment Areas
• Reading and Viewing
• Writing
• Speaking and Listening
YEAR 10 HEALTH AND PHYSICAL EDUCATION
First Aid and Coaching - Elective

Semester Overview:

Students will complete their Senior Level 2 First Aid Certificate, along with coaching and umpiring qualifications such as, but not limited to, AFL Level 1 Umpiring and Basketball Level 1 Coaching. They will explore a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The roles and responsibilities of a coach will be examined, as will the coaching pathways and accreditation process. Students will develop an understanding of how the effectiveness of a coach may be determined by their style, skills and behaviours. They will also gain an understanding of the skill learning practices and interpersonal skills required to coach the development and enhancement of the performance of athletes. Students will apply these skills by designing and implementing a coaching program for a junior Viewbank College sport team.

Elaborations:

This subject is recommended for students who may be interested in Physical Education in VCE or VET Recreational and Sports Studies. The Level 1 AFL Umpiring course aims to develop communication and leadership skills in a sports setting. This will give students a deeper understanding of the roles and responsibilities of an umpire and the crucial role they play in community sport. The course gives students an idea of the pathway available to future employment in this area.

Students will use class time to develop the knowledge and skills associated with First Aid principles. An external examiner (such as Lifesaving Victoria) will be used to give students the formal accreditation.

Students will learn:

• to plan, rehearse and evaluate options (including CPR and First Aid) for managing situations where their own or others' health, safety and wellbeing may be at risk
• to develop an understanding of the roles, responsibilities, skills and behaviours of the coach,
• to develop an understanding of effective and appropriate relationships between coach and the individual or group, understanding group dynamics, leadership skills, conflict resolution, communication and the setting of boundaries
• to develop an understanding of the rationale for the development of codes of conduct
• to apply coaching techniques, strategies and practices used by coaches to develop and improve skills
• to develop an awareness of the coaching and umpiring pathways and accreditation
• skill learning principles such as stages of learning (cognitive, associative and autonomous), skill learning processes and the role of feedback in skill learning
• open and closed skill and sport continuum; comparing environmental stability and instability
• types of practice and transfer of practice.
Students will be able to:
- plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities
- create a safe and inclusive learning environment when coaching and umpiring
- demonstrate a range of coaching practices a coach may use to improve performance
- evaluate coaching methods and justify their appropriateness in a variety of settings
- apply the principles of learning to practical situations
- identify factors that influence coaching and learning at different stages of learning
- adopt the role of the coach in a variety of practical sessions and reflect, evaluate and report on the personal experience of taking on the role of a coach
- implement and refine strategies that demonstrate leadership and collaboration skills when working in groups or teams
- reflect on how ‘fair play’ and ethical behavior can influence the outcomes of movement activities.

AusVELS Assessment Areas:

- Health Knowledge & Promotion
- Movement & Physical Activity

Subject to a materials charge
Please refer to the Materials Charges document
YEAR 10 HEALTH AND PHYSICAL EDUCATION
Recreational Leadership - Elective

Semester Overview:
Students will participate in a variety of recreational activities, develop leadership and organisational skills, and investigate how to participate in and contribute to healthy and active communities. They will explore leadership skills and strategies in a collaborative setting and they will be given practical opportunities to develop, apply and enhance these skills. Students will explore behaviors and contextual factors that influence the health and wellbeing of their communities. In response to their findings they will plan, promote and implement a recreational activity for a nominated target group within the Viewbank College community.

Elaborations:
This subject is recommended for students who may be interested in Health and Human Development, Physical Education in VCE or VET Recreational and Sports Studies.
This subject will include two recreational activities sessions and three theoretical sessions per week.
Recreational activities on offer may include, but are not limited to: bocce; bowls; badminton; tennis; cycling and swimming; yoga and relaxation techniques. Activities will take place at school and will include excursions to recreational facilities in the local area, and will focus on encouraging physical activity across the lifespan.

Theoretical components will focus on:
- Evaluating factors that shape identities, and analysing how individuals impact the identities of others
- Evaluating and applying health information from a range of sources to health decisions and situations
- Investigating behaviours and contextual factors that influence the health and wellbeing of their communities
- Investigating new and creative interventions that promote their own and others’ connection to community and natural and built environments
- Planning and implementing strategies to enhance the health, safety and wellbeing of their communities
- Devising, implementing and refining strategies demonstrating leadership and collaboration skills when working in groups or teams.

AusVELS Assessment Areas:

- Health Knowledge & Promotion

Subject to a materials charge
Please refer to the Materials Charges document
YEAR 10 HEALTH AND PHYSICAL EDUCATION
Sport and Fitness - Elective

Semester Overview:

Students will be participating in a variety of competitive sports that focus on the creation of in-class competitions that enable students to demonstrate high levels of movement and strategic game play. There will also be a focus on the components of fitness and training principles and the design of fitness programs to target particular fitness needs. Students will create their own fitness program and will adhere to it over a set period of time. They will learn the theory behind tactical and strategic game play and learn methods to analyse and optimise both performance and fitness. Students will also investigate the benefits of fitness and good health on individuals and communities.

Elaborations:

This subject is recommended for students who may be interested in Health and Human Development, Physical Education in VCE or VET Recreational and Sports Studies.

Sport and Fitness will include two sport and fitness activities sessions and three theoretical sessions per week. Sport and fitness activities on offer may include, but are not limited to; Basketball, European Handball, Soccer Ultimate Frisbee, Lacrosse, circuit training and weight training.

Students will be able to:

• perform and refine specialised movement skills in challenging movement situations
• evaluate their own and others’ movement compositions and provision and application of feedback in order to enhance performance situations
• develop, implement and evaluate movement concepts and strategies for successful outcomes
• develop, implement and refine strategies that demonstrate leadership and collaboration skills when working in groups or teams
• transfer understanding from previous movement experiences to create solutions to movement challenges.

Students will learn:

• to design, implement and evaluate personalised plans for improving or maintaining their own and others’ physical activity and fitness levels
• to examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time
• to evaluate and apply health information from a range of sources to health decisions and situations
• to plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities
• to critique behaviours and contextual factors that influence the health and wellbeing of their communities.

AusVELS Assessment Areas:

• Health Knowledge & promotion
• Movement and Physical Activity
YEAR 10 HEALTH AND PHYSICAL EDUCATION
Sports Science - Elective

Semester Overview:
Students will learn about the systems of the human body and examine how they work together to produce movement. Through practical activities, they will explore the major components of the musculoskeletal, cardiovascular and respiratory systems and their contributions and interactions during physical activity. Students will develop an understanding of the characteristics of anaerobic and aerobic pathways and will relate them to the types of activities that utilise each of the pathways. Students will also investigate fundamental motor skills, proficiency of skill and skill acquisition. They will participate in a range of laboratory exercises to collect data, evaluate it and relate it to improving performance of movement.

Elaborations:
This subject is recommended for students who may be interested in Physical Education in VCE or VET Recreational and Sports Studies. Sports Science introduces students to a number of key areas of the VCE Physical Education study in order to strengthen the development of their understanding. Key areas include both concepts and skills required to investigate the effects of performance on body systems and the various influences on performance. This is predominantly a theory-based course, with practical classes designed to enhance understanding of topics covered in class.

Key knowledge includes:
• the musculoskeletal system working to produce movement in physical activity: bones of the human body, major muscles and muscle structure, classification of joints and joint action
• characteristics and functions of muscle fibres, fibre arrangement and type
• types of muscular contraction (isotonic, isometric and isokinetic), agonists, antagonists and stabilisers and the concept of reciprocal inhibition
• the cardiovascular and respiratory systems, including the structure and function of the heart and lungs, mechanics of breathing, gaseous exchange, blood vessels, blood flow around the body at rest and during exercise
• introduction to the characteristics of aerobic and anaerobic pathways (with or without oxygen) and their contribution to movement and dominant fibre type associated with each pathway
• Introduction to fundamental motor skills, proficiency and skill acquisition

Key skills include:
• use of correct anatomical terminology to identify bones, muscles, joints and joint actions used in human movement
• performance, observation and analysis of a variety of movements used in physical activity and the identification of the bones, muscles, joints and joint actions responsible for movement
• use of correct terminology to identify muscle fibre types and muscular contractions required to perform a variety of activities at different intensities, including reciprocal inhibition
• performance, measurement and reporting on changes to the cardiovascular, respiratory and muscular systems at rest compared to exercise
• identification of the dominant energy pathway utilised in a variety of aerobic or anaerobic activities determined by the intensity and duration of the activity
• collection, analysis and reporting on primary data related to responses to exercise and anaerobic and aerobic pathways, and skill acquisition and proficiency.

AusVELS Assessment Areas:
• Health Knowledge & Promotion
• Movement & Physical Activity
YEAR 10 HUMANITIES
Accounting – Core

Semester Overview:
Accounting is the process of recording, reporting and decision-making in a business context. As part of this course, students are introduced to both theoretical and practical aspects of accounting. Financial data will be collected and recorded and accounting information reported. Students will learn how to analyse and interpret accounting reports for business decision-making. Students will develop an appreciation of the integral role of accounting in the successful operation and management of businesses.

Elaborations:
During the semester students study the accounting equation, recording in cash journals, preparing accounting reports and interpreting accounting information for business decision making.

Economic knowledge and understanding
Students will learn:
• the nature of a small business and importance of accounting in the successful operation and management of businesses
• how to record, report and analyse the financial transactions of a small business.

Economic reasoning and interpretation
Students will be able to:
• use reasoning and interpretation skills to make informed decisions and report financial information to business stakeholders.

AusVELS Assessment Areas:
• Economic Knowledge and Understanding
• Economic Reasoning and Interpretation
  Students will be assessed through class work, assignments, case studies, topics tests and an end of semester exam.

Additional Information:
Students must have their own scientific calculator.
YEAR 10 HUMANITIES
Economics and Business - Core

Semester Overview:
Students will develop their understanding of how the Australian economy is managed, particularly within the international economic context. They will examine the role of exchange, trade and globalisation in influencing Australia’s standard of living and will develop an understanding of the impact of innovation and business on the economy and society. Students will also investigate the relationship between economic growth, ecological sustainability and the standard of living, and explore what it means to be an ethical producer and consumer. Students will explore the way individuals, families, the community, businesses and governments make decisions to the allocation of resources. This study aims to enable students to understand the process of economic and business decision-making and its effects on themselves and others, now and in the future.

Elaborations:
Economic knowledge and understanding
Students will learn:
• that markets, government policies, enterprise and innovation affect the economy, society and environment in terms of employment, economic growth, the use of resources, exports and imports and ecological sustainability
• how goods and services are produced and how markets work and that prices will change when there is either a surplus or shortage. They will explain how this might influence the behaviour of consumers and producers
• to discuss and explain what it means to be an ethical consumer and producer and identify examples of ways values can affect the economic decision making of consumers, producers and governments
• to predict the economic consequences of proposed government policies and make informed choices among alternative public policy proposals
• factors that influence major business and financial decisions and the short and long-term consequences of these decisions
• the ways businesses organise themselves to improve productivity, including the ways they manage their workforce and how they respond to changing economic conditions.

Economic reasoning and interpretation
Students will be able to:
• use economic reasoning, including cost-benefit analysis, to research and propose solutions to economic issues and problems of global significance
• use relevant economic concepts and relationships to evaluate economic propositions, proposals and policies and debate the costs and benefits of contentious economics-related issues of local, national or international concern
• interpret reports about current economic conditions, both national and global and explain how these conditions can influence decisions made by consumers, producers and government policymakers
• students demonstrate an awareness of the impact of values and beliefs on economic issues and how differences may be identified, negotiated, explained and possibly resolved
• apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations.

AusVELS Assessment Areas:
• Economic Knowledge and Understanding
• Economic Reasoning and Interpretation
YEAR 10 HUMANITIES
Geography – Core

Semester Overview:

Students will examine the operation of a major natural system and its interaction with human activities. They will evaluate the consequences of the interaction and develop a policy to address issues relating to it. Students will also describe global patterns of development from a range of perspectives and identify factors that determine these patterns. An analysis of development issues will be undertaken and so will an evaluation of policies that have been developed to assist developing countries.

Elaborations:

Geographic knowledge and understanding
Students will learn to:
• explain the operation of a major natural system and its interaction with human activities
• evaluate the consequences of the interaction and develop a policy to address an issue related to it.
• describe global patterns of development from a range of perspectives and identify and describe the factors that determine these patterns
• analyse development issues and formulate and evaluate comprehensive policies, including those for sustainable use and management of resources, to alter development patterns at a range of scales
• use evidence based on their inquiries and geographical language and concepts.

Geospatial Skills
Students will be able to:
• interpret information on different types of maps and photographs at a range of scales
• use map evidence to support explanations, draw inferences and predict associated outcomes
• collect and collate information gathered in fieldwork observations and present their findings.

AusVELS Assessment Areas:
• Geographical Knowledge and Understanding
• Geospatial Skills

Subject to a materials charge:
There will be a fieldwork trip throughout the year as it a compulsory component of this course. There will be a fee for this when it occurs.
YEAR 10 HUMANITIES
Global Issues - Core

Semester Overview:

Students will study contemporary power at the global level and explore, explain and evaluate global political issues, problems and events, the forces that shape these and responses to them. In doing so, they will examine the nature and effectiveness of key global actors in their response to global challenges such as human rights, development issues, war and terrorism.

Students will be taught to develop a critical understanding of the world in which they live and will be provided with the knowledge, awareness and critical thinking skills that underpin active global citizenship.

Content will be selected from the following topics:

• Empowerment Through Education (gender discrimination, universal access to schooling and development)
• Battle of the Brands (ethical consumerism and child labour)
• The Power of Nightmares (terrorism and the rise of radical Islamism)
• Get Up, Stand Up! Music & Activism (from Live Aid to Live 8)
• Fight for Your Rights: Human Rights & Race (slavery, Apartheid and caste)
• World Police? International Organisations (the UN, the WTO and the IMF)

Elaborations:

Links to VCE Global Politics

Students will learn how to:

• understand and use fundamental political concepts
• understand the nature of contemporary politics and power in a global context
• analyse global issues and challenges and the key actors which influence these
• evaluate the effectiveness of responses to global crises
• develop skills of logical and rational analysis, synthesis and argument

UNIT 1: Global Threads

Key knowledge:

• the political impact of globalisation, such as global political movements, the work of international NGOs, and global political issues
• the notion of global citizenship responsibility
• the impact of global interconnectedness on human rights, culture and the environment.

Key skills:

• investigate situations in which international organisations have had an impact on the lives of twenty-first century citizens
• recognise situations in which citizens assume global responsibilities
• access, interpret and draw conclusions from information gathered from a range of sources.
UNIT 2: Global Cooperation and Conflict

Key knowledge:

• Case studies of contemporary international cooperation from:
  - health
  - refugees
  - human rights

• Case studies of international conflict from:
  - war
  - genocide
  - terrorism

• responses to selected international examples of cooperation and conflict
• challenges to effective responses to selected international examples of cooperation and conflict
• proposed solutions to selected international examples of cooperation and conflict

Key skills:

• accurately define and use key terms
• examine and evaluate the effectiveness of the main actors in the international community in managing global cooperation, and resolving conflict and instability
• describe and explain case studies of contemporary international cooperation and conflict.

AusVELS Assessment Areas:

• Historical Knowledge & Understanding
YEAR 10 HUMANITIES

History – Core

Semester Overview:
Students will develop their understanding of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century was a critical period in Australia’s social, cultural, economic and political development. Students will investigate topics around the transformation of the modern world during a time of political turmoil, global conflict and international cooperation to gain an understanding of Australia’s development, its place within the Asia-Pacific region and its global standing. Students will develop their historical knowledge, understanding and skills by inquiry questions and through the use and interpretation of sources.

Elaborations:
Historical Knowledge and Understanding

Students will learn:
- to gain an overview of the inter-war levels between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression
- to investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia’s involvement
- to investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context
- to investigate one major global influence that has shaped Australian society in depth, including the development of the global influence during the twentieth century. Students study ONE of these electives: Popular culture or The Environment Movement or Migration Experiences.

Historical Skills

Students will be able to:
- sequence events and developments within a chronological framework and identify relationships between events across different places and periods of time
- develop, evaluate and modify questions to frame an historical inquiry when undertaking research
- process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions
- analyse sources to identify motivations, values and attitudes
- develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, students will use historical terms and concepts, evidence identified in sources, and will reference these sources.

AusVELS Assessment Areas:
- Historical Knowledge and Understanding
- Historical skills
YEAR 10 HUMANITIES
History: American Studies – Elective

Semester Overview:

Students will be introduced to American history. They will study a range of topics, including reasons for settlement, impacts on native Americans and an examination of America's role in the 20th Century. Students will develop an understanding of America’s role in the modern world. It will provide a foundation for students contemplating VCE History.

Elaborations:

Historical Knowledge and Understanding

Students will develop an understanding of America’s role in the modern world through the investigation of:

- Reasons for Settlement
- The American Revolution
- Civil War
- Westward Exploration
- Native American Culture
- Introduction to the Civil Rights Movement
- 20th Century Events

Historical Skills

- Students will be able to:
  - sequence events and developments within a chronological framework and identify relationships between events across different places and periods of time
  - develop, evaluate and modify questions to frame an historical inquiry when undertaking research
  - process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions
  - analyse sources to identify motivations, values and attitudes
  - develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

AusVELS Assessment Areas:

- Historical Knowledge and Understanding
- Historical skills
YEAR 10 Humanities
Legal Studies - Core

Semester Overview:

Students will develop their understanding of Australia’s legal and political system and how it enables change. Students will examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. They will investigate the features and principles of Australia’s legal and court system, including its role in applying and interpreting Australian law. Students will evaluate features of Australia’s political and legal system, identify and analyse the influences on people’s electoral choices. They will explain the key principles of Australia’s system of justice and analyse the role of Australia’s court system.

Elaborations:

Civics and Citizenship Knowledge and Understanding

Students will learn:

Government and democracy

- The role of political parties and independent representatives in Australia’s system of government, including the formation of governments
- How citizens’ choices are shaped at election time, including the influence of the media.

Laws and citizens

- The key features of Australia’s court system, including jurisdictions and how courts apply and interpret the law, resolve disputes, and make law through judgements
- The key principles of Australia’s justice system, including equality before the law, independent judiciary, and right of appeal.

Civics and Citizenship Skills

Students will be able to:

- develop, select and evaluate a range of questions to investigate Australia’s political and legal systems
- investigate a changes in the law and the relationship between courts and the government
- identify, gather and sort information and ideas from a range of sources and reference as appropriate
- use appropriate terms and concepts such as jurisdictions, parliamentary majority, and mandate
- use digital technologies to present an evidence-based argument for persuading an audience to a point of view.

AusVELS Assessment Areas:

- Civics and Citizenship Knowledge and Understanding,
- Civics and Citizenship skills
YEAR 10 LANGUAGES OTHER THAN ENGLISH (LOTE)
German - Elective

Semesters 1 & 2 Overview:
The Year 10 course aims to develop students’ knowledge and appreciation of the German language in two main ways. Firstly, there is focus on communication in a language other than English, with students encouraged to become competent in the four main skill areas: listening, speaking, reading and writing. Secondly, there is focus on Intercultural Knowledge and Language Awareness, with students encouraged to gain a deeper understanding and appreciation of the culture of the German-speaking countries. This year-long course assumes that students have studied German at Year 9 level.

Elaborations:

Communication in a Language Other Than English
Students will:
- identify relevant information and ideas from spoken texts, spontaneously participate in interactions related to a specific topic and employ insights from previous language learning in oral interactions
- effectively discriminate and use pronunciation, tone, intonation and metre, as well as initiate and maintain interactions to give and receive information and impressions
- reproduce the main features of grammar in the language and identify differences between English and German and how intention might be expressed differently in different languages, including through translation and interpretation activities, where the needs of the listener/reader as well as cultural sensitivities need to be considered
- read selected texts with fluency and deduce relationships, mood, attitudes and social context from visual stimuli and identify characteristics of individual writers, reading a range of texts and effectively extracting main ideas and detailed information for use in new contexts
- communicate information and compose extended pieces of writing in German, recognising and using the conventions of a range of text types.

Intercultural Knowledge and Language Awareness
Students will be able to:
- describe some of their present personal values and opinions, and compare them with previously held views and the views of others
- contribute to discussions about the general concept of culture, and the relationships between cultures, including the effects of migration and travel by presenting illustrative examples
- identify general cultural trends that flow across specific settings and times
- recognise nuances in meaning and demonstrate an understanding of the dynamic nature of language through the language and mannerisms they use in interactions in a range of cultural settings
- demonstrate an understanding of variations in cultural perspectives between speakers of German in different settings, including effective interaction with members of the German community in Australia.

AusVELS Assessment Areas:
- Communicating in a language other than English
- Intercultural knowledge and language awareness.

Additional Information:
Students will be expected to subscribe to Language Perfect. Students must participate in a performance at the annual LOTE Theatre in late July.
YEAR 10 LANGUAGES OTHER THAN ENGLISH (LOTE)
Japanese - Elective

Semesters 1 & 2 Overview:
The Year 10 course aims to develop students' knowledge and appreciation of the Japanese language in two main ways. Firstly, there is focus on communication in a language other than English, with students encouraged to become competent in the four main skill areas: listening, speaking, reading and writing. Secondly, there is focus on Intercultural Knowledge and Language Awareness, with students encouraged to gain a deeper understanding and appreciation of the culture of the Japanese-speaking countries. This year-long course assumes that students have studied Japanese in Language Pathway 2 Level 9 (Year 9 level) or equivalent achievement.

Elaborations:

Communication in a language other than English
Students will:
- identify relevant information and ideas from spoken texts, spontaneously participate in interactions related to a specific topic and employ insights from previous language learning in oral interactions.
- effectively discriminate and use pronunciation, tone, intonation and metre, as well as initiate and maintain interactions to give and receive information and impressions.
- reproduce the main features of grammar in the language and identify differences between English and Japanese and how intention might be expressed differently in different languages, including through translation and interpretation activities, where the needs of the listener/reader as well as cultural sensitivities need to be considered.
- read selected texts with fluency and deduce relationships, mood, attitudes and social context from visual stimuli and identify characteristics of individual writers, reading a range of texts and effectively extracting main ideas and detailed information for use in new contexts.
- create simple original text for specific audiences and purposes, using appropriate script and accurate language related to the topic and create draft materials in writing and locate information in Japanese from a variety of sources.
- apply knowledge of characters and punctuation in new contexts and extend a range of familiar characters.
- using a range of techniques for remembering and acquiring new character knowledge, writing linked paragraphs and short passages in specific contexts.
- using strategies for checking and self-correcting the character use, including using information and communications technology applications.
- employ strategies for broadening language awareness and repertoire of script, structures and vocabulary from reading materials.
Intercultural Knowledge and Language Awareness
Students will be able to:
• describe some of their present personal values and opinions, and compare them with previously held views and the views of others
• demonstrate understanding of cultural influences on the ways people behave and use language, through approximating accurate and context-sensitive language use
• contribute to discussions about the general concept of culture, and the relationships between cultures, including the effects of migration and travel by presenting illustrative examples
• identify general cultural trends that flow across specific settings and times
• recognise nuances in meaning and demonstrate an understanding of the dynamic nature of language through the language and mannerisms they use in interactions in a range of cultural settings
• demonstrate an understanding of variations in cultural perspectives between speakers of Japanese in different settings, including effective interaction with members of the Japanese community in Australia and overseas.

AusVELS Assessment Areas:
• Communicating in a language other than English
• Intercultural knowledge and language awareness.

Additional Information:
Students will be expected to subscribe to Language Perfect. Students must participate in a performance at the annual LOTE Theatre in late July.
YEAR 10 MATHEMATICS

Mathematics: Further – Core

This course has been designed to build on previous studies in Mathematics and to provide a solid foundation for future studies in VCE General Mathematics (Further) Units 1 and 2.

Semester 1 Overview:
Students will solve problems involving linear equations, in equations and pairs of simultaneous linear equations and related graphs and investigate the application of correct procedures for the solution with and without the use of digital and CAS technology. They will substitute into formulas, find unknown values and manipulate linear algebraic expressions. They will represent linear functions numerically, graphically and algebraically, and use them to model situations and solve practical problems. Parallel and perpendicular lines, angle and triangle properties, similarity, trigonometry and congruence will be investigated for their practical use in solving problems.

Elaborations:

Number and Algebra
Students will:
- Use the distributive law and index laws to factorise algebraic expressions as well as understand the relationship between factorisation and expansion.
- Apply knowledge of index laws to algebraic terms, and simplify algebraic expressions using both positive and negative indices.
- Use the index laws to simplify products and quotients of algebraic fractions.
- Solve equations arising from formulas by substituting values into formulas to determine an unknown.
- Represent worded problems with linear equations and in equations as well as apply correct procedures to solve them and to answer related questions.
- Associate the solution of simultaneous equations with the coordinates of the intersection of their corresponding graphs.

Measurement and Geometry
Students will:
- Apply Pythagoras’ Theorem and trigonometry to solve right-angled problems, including those involving direction and angles of elevation and depression.

Semester 2 Overview:
Students will solve and explain surface area and volume problems relating to composite solids. They will compare univariate data sets by referring to summary statistics and the shape of their displays. They will describe bivariate data where the independent variable is time and use scatter-plots generated by digital CAS technology to investigate relationships between two continuous variables. Students evaluate the use of statistics in real-life situations. Students will investigate how to list outcomes for multi-step chance experiments involving independent and dependent events, and assign probabilities for these experiments. Graphs and networks will be discussed as well as their use to model practical situations and to solve a range of related problems.
Elaborations:

**Measurement and Geometry**
Students will:

- Be introduced to the notations, conventions and representation of types and properties of graphs and networks.
- Investigate and determine the volumes and surface areas of individual solids as well as the composite solids they are used to construct.

**Statistics and Probability**
Students will:

- Construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including ‘skewed’, ‘symmetric’ and ‘bi-modal’.
- Find the five-number summary (minimum and maximum values, median and upper and lower quartiles) use its graphical representation, the box plot, as tools for both numerically and visually comparing the centre and spread of data sets.
- Construct and interpret box plots and use them to compare data sets. They will also understand that box plots are an efficient and common way of representing and summarising data.
- Investigate data in different ways to make comparisons and draw conclusions, such as constructing scatter-plots.
- Construct and interpret data displays representing bivariate data over time.
- Describe the results of two and three-step chance experiments, both with and without replacements, and assign probabilities to outcomes and determine probabilities of events.

**AusVELS Assessment Areas:**

- Number and Algebra
- Geometry and Measurement
- Statistics and Probability

**Additional Information:**
Students will require an approved CAS calculator as prescribed on the booklist.

*Please refer to page 158 for further information on Mathematics pathways*
YEAR 10 MATHEMATICS

Mathematics: Methods – Core

This course has been designed to build on previous studies in Mathematics and to provide a solid foundation for future studies in VCE Mathematical Methods.

Semester 1 Overview:
Students will solve problems involving linear equations and inequalities as well as pairs of simultaneous linear equations and related graphs. They will substitute into formulas, find unknown values and manipulate linear algebraic expressions. Whilst investigating these concepts, students will become familiar with the procedures involved, with and without the use of digital technology. They will represent linear graphs numerically, graphically and algebraically, and use them to model situations and solve practical problems. They will use parallel and perpendicular lines, angle properties, similarity and congruence as well as angle and chord properties of circles to solve practical problems and develop proofs involving lengths, angles and areas in plane shapes. Index laws will be investigated for their use in simplify algebraic products and quotients.

Elaborations:

Number and Algebra
Students will:
- Learn how to express the sum and difference of algebraic fractions with a common denominator.
- Apply correct procedures to solve equations and in equations arising from formulas and those derived from worded problems.
- Solve linear simultaneous equations, using algebraic and graphical techniques, including the use of digital and CAS technology. Students also investigate the association of the solution of simultaneous equations with the coordinates of the intersection of their corresponding graphs.
- Learn and apply a range of procedures when solving problems involving parallel and perpendicular lines.
- Solve a wide range of linear equations, including those involving algebraic fractions, and checking solutions by substitution.
- Apply knowledge of index laws to algebraic terms and simplify algebraic expressions using both positive and negative integral indices.

Measurement and Geometry
Students will:
- Apply an understanding of relationships to deduce properties of geometric figures.
- Apply logical reasoning, including the use of congruence and similarity, to communicate a proof using a sequence of logically connected statements.
- Prove and apply angle properties of circles to perform a sequence of steps to determine an unknown angle or length giving a justification in moving from one step to the next.
Semester 2 Overview:
Students will solve problems involving quadratic equations and related graphs, with and without the use of digital technology. They will expand binomial expressions and factorise monic and non-monic quadratic expressions and solve a wide range of quadratic equations derived from a variety of contexts. Quadratic functions will be investigated and represented numerically, graphically and algebraically, and used to model situations and to solve practical problems. Applications of Pythagoras' theorem and trigonometry will be investigated when solving problems involving right-angled triangles in two and three-dimensional space. They will describe results of two and three-step chance experiments, both with and without replacements, and assign probabilities to outcomes and determine probabilities of events. Students will investigate the concept of independence and conditional statements and identify common errors in interpreting such language in the area of probability.

Elaborations:

Number and Algebra
Students will:

- Explore the method of ‘completing the square’ to factorise quadratic expressions and solve quadratic equations.
- Identify and use common factors, including binomial expressions to factorise algebraic expressions using the technique of ‘grouping in pairs’.
- Use the identities for perfect squares and the difference of squares to factorise quadratic expressions.
- Explore the connection between algebraic and graphical representations of quadratic functions.
- Use a variety of techniques to factorise and solve monic and non-monic quadratic equations, including grouping, completing the square, the quadratic formula and choosing two integers with the required product and sum.
- Write quadratic equations that represent practical problems and apply correct procedures for the solution.

Measurement and Geometry
Students will:

- Solve right-angled triangle problems, including those involving direction and angles of elevation and depression by applying Pythagoras' theorem and trigonometric ratios.

Statistics and Probability
Students will:

- Describe results of chance experiments, both with and without replacements, as well as assign probabilities to outcomes and determine probabilities of events.
- Investigate the concept of independence and recognise that some events can be dependent on preceding events which will affect the way its probability is calculated.
- Use two-way tables, Venn diagrams and tree diagrams to determine probabilities with and without conditional events.

AusVELS Assessment Areas:
- Number and Algebra
- Geometry and Measurement
- Statistics and Probability

Additional Information:
Students will require an approved CAS calculator as prescribed on the booklist.

*Please refer to page 158 for further information on Mathematics pathways*
YEAR 10 MATHEMATICS
VCE Foundation Mathematics – Units 1 & 2

Course Description:
Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics. There is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study.

Unit 1 Details:
In this unit, students will apply the use of integers, decimals, fractions, ratios, proportions, percentages and rates to solve practical problems. They will use and interpret formulas and algebraic expressions to describe relationships between variables and to model patterns that exist in everyday contexts. Procedures for the solution of expressions and equations will be discussed and used to solve problems including predicting a required quantity or finding a ‘break-even’ point. Students will apply and use metric units and measures, including derived measures. They will apply procedures for the solution of personal, societal and workplace problems involving metric measurement with consideration of error, required accuracy and tolerances. They will interpret and use time and duration including time and date specifications, conventions, schedules, timetables and time zones.

Areas of Study:
- Patterns and number
- Measurement

Unit 2 Details:
In this unit, students will investigate how to interpret and use plans, elevations, maps, models and diagrams. They will investigate geometric conventions and properties of shapes and objects, the application and use of similarity and symmetry and the processes involved in the enlargement and reduction of diagrams and models. The interpretation and use of location, distance, direction and scale on diagrams, maps and plans will be discussed in regards to their use in practical situations. Students will study the application of Pythagoras’ theorem in practical situations involving right-angled triangles. They will cover the processes involved in the collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts. Students will interpret diagrams, charts, tables and graphs and use measures of averages and spread to summarise, interpret and compare data sets.

Areas of Study:
- Space, shape and design
- Data

Assessment:
Students will be required to satisfactorily complete:
- Investigations
- Projects
- Assignments
- Tests
- Semesters 1 and 2 Exams

Prerequisites:
There are no prerequisites for entry into Units 1 & 2 Foundation Mathematics.

Additional Information:
Students are expected to have a calculator as prescribed on the booklist.

Senior School Subject Handbook 2016-2018
YEAR 10 MATHEMATICS
VCE General Mathematics (Advanced) – Units 1 & 2 – Core

Course Description:
This course has been designed to build on previous studies in Mathematics and to provide a solid foundation for future studies in VCE Mathematical Methods Units 1 and 2 and also serves as an introduction to a number of different areas of study undertaken in Specialist Mathematics.

Unit 1 Details:
In this unit, students will review the use of trigonometric ratios to find unknown side lengths or unknown angles in right-angled triangles as well as extending the applications of trigonometry to include the sine rule and cosine rule to solve practical problems requiring the solutions of non-right angled triangles. They will investigate number patterns and sequences, including the arithmetic and geometric sequence. The study of linear programming will be introduced through graphs of linear inequalities and the corner-point principle will be discussed to determine optimal solutions of linear programming problems in real life scenarios. Geometry in the plane and proof will be covered, including circle theorems and their applications to find unknown lengths and angles. Graphs of non-linear relations, including polar coordinates, equations and their graphs will be investigated. Students will also undertake an introductory study of functions and graphs, including how to describe different types of relations, find the domain and range with and without the use of technology and apply function notation to different functions.

Areas of Study:
- Geometry, measurement and trigonometry
- Discrete mathematics
- Graphs of linear and non-linear relations
- Functions and graphs

Unit 2 Details:
In this unit, students will be introduced to vectors including the presentation of plane vectors as directed line segments, in particular, their applications involving position, displacement and velocity. They will cover the definition and properties of the complex number system and be introduced to the argand diagram and plane. Further study of functions and relations will include cubic and quartic graphs as well as introducing students to the remainder and factor theorems as procedures to be used for factorising polynomials. Kinematics will be covered, including graphical modelling and numerical analysis of position-time and velocity-time and students will also use constant acceleration formulas in problems involving rectilinear motion under constant acceleration. They will use linear equations, including simultaneous linear equation in two variable, in their application to solve practical problems. The study of statistics will include simulation, sampling and sampling distributions and will introduce students to random variables for discrete distributions.
Areas of Study:

- Graphs of linear and non-linear relations
- Arithmetic and number
- Functions and graphs
- Geometry, measurement and trigonometry
- Algebra and structure
- Statistics

Assessment:

Students will be required to satisfactorily complete:

- Tests
- Modelling tasks
- Problem solving tasks
- Mathematical investigations
- Semesters 1 and 2 Exams

Prerequisites:

Students in the EA Program and selected others may receive a College Invitation to undertake this subject.

Additional Information:

Students must have a TI-Nspire CAS calculator as prescribed on the booklist.

*Please refer to page 158 for further information on Mathematics pathways*
YEAR 10 MATHEMATICS

Maths Methods Elective - Elective

This course has been designed to be taken in addition to Core Methods to improve the competencies in the areas of Number and Algebra and Measurement and Geometry in preparation for Mathematical Methods Units 1 & 2.

Semester Overview

Students will be introduced to matrices and whilst investigating these concepts, students will become familiar with the procedures involved in their use for solving problems, with and without the use of digital technology. Students will investigate rational and irrational numbers and perform operations with surds and indices as well as solve simple exponential equations. They will use secant, tangent and chord properties of circles to solve practical problems. Students will investigate the sine, cosine and area rules for any triangle and apply these rules to solve related problems and questions given in non-routine contexts. They will describe, interpret and sketch circles, hyperbolas and exponentials and their transformations. Students will be introduced to the definition of logarithms and use this to establish and apply the laws of logarithms. They will investigate the concept of a polynomial and apply the factor and remainder theorems to solve problems.

Elaborations:

Number and Algebra

Students will:

- Investigate the use of matrices to store and display information.
- Add, subtract and multiply matrices with and without the use of technology.
- Investigate inverse matrices and their applications including solving a system of simultaneous linear equations.
- Learn the definition of the rational and irrational number sets and perform operations with surds and fractional indices.
- Investigate exponential equations derived from authentic mathematical models based on population growth.
- Investigate the relationship between exponential and logarithmic expressions as well as simplifying expressions using the logarithm laws.
- Investigate the relationship between algebraic long division and the factor and remainder theorems.

Measurement and Geometry

Students will:

- Apply their knowledge of sine, cosine and area rules to authentic problems.
- Perform a sequence of steps to determine an unknown angle or length in a circle giving justification in moving from one step to the next.

AusVELS Assessment Areas

Number and Algebra
Geometry and Measurement

Additional Information

Students will require an approved CAS calculator as prescribed on the booklist.
YEAR 10 SCIENCE
Atomic Chemistry/Physics – CORE

Semester Overview:
Students will learn about how energy can be stored, transformed and used. Students will use rockets as a system to examine how objects move and how this motion can be represented either graphically or with equations. Students also look at chemical reactions, with a focus on how the rate of a chemical reaction can be altered. The ideas used to explain why chemical reactions occur, based on the structure of atoms is explored in this subject. Students will design and undertake scientific investigations, evaluate their results and communicate their findings using scientific conventions.

Elaborations:
This subject is recommended for students who may be interested in VCE Chemistry and/or VCE Physics. It aims to prepare students for either VCE subject as well as introduce students to applications of Chemistry and Physics in society.

Key Knowledge includes:
- representing motion using graphs
- Newton’s Laws of Motion
- atomic structure of the elements and properties that are used to organise these in the Periodic Table
- energy conservations and transformations
- factors that can alter the rate of a chemical reaction

Key Skills include:
- designing appropriate investigations, including the identification of controls and variables
- developing questions and hypotheses that can be investigated
- analysing trends in data and identifying sources of uncertainty
- presenting their results appropriately, using scientific conventions

AusVELS Assessment Areas:
- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills
YEAR 10 SCIENCE
Biology/Chemistry of Life – Core

Semester Overview:
Students will learn how scientific theories can be used to explain the diversity of life on Earth. These theories are based on evidence and observations and can be used to make predictions and be refined over time. Students will explore the role of DNA and genes in cell division and genetic inheritance. The atomic structure of elements can be used to organise the elements in the Periodic Table. The life-sustaining reactions of photosynthesis and respiration are explored in depth to understand atomic bonding and chemical equations. The factors that control the speed of these reactions is also examined. Students will develop questions and hypotheses that can be investigated. Students design appropriate methods of determining the variables to be investigated and how to accurately collect data. Students analyse trends in data and identify sources of error.

Elaborations:
This subject is recommended for students who may be interested in VCE Chemistry and/or VCE Biology. It aims to prepare students for either VCE subject as well as introduce students to applications of Chemistry and Biology in society.

Key Knowledge includes:
- describing the role of DNA as the blueprint for controlling the characteristics of organisms
- exploring the relationship between DNA, genes and chromosomes
- recognising that genetic information is passed to gametes by meiosis
- representing patterns of inheritance through Punnett Squares and Pedigree Charts
- predicting simple ratios of offspring genotypes and phenotypes
- describing mutations as changes in DNA
- outlining processes involved in natural selection including variation and selection
- explaining how the structure of an atom determines its position in the periodic table
- predicting the products of different types of simple chemical reactions
- explaining how atoms bond together

Key Skills include:
- formulating questions or hypotheses that can be investigated scientifically
- planning, selecting and using appropriate investigation methods
- considering possible independent and dependent variables and ensuring these are controlled appropriately
- analysing patterns and trends in data, including identifying inconsistencies
- communicating scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language and representations

AusVELS Assessment Areas:
- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills
YEAR 10 SCIENCE
Psychology - Elective

Semester Overview:

The Year 10 course aims to provide an introductory overview of the study of human thoughts, feelings and behaviour. Topics studied will cover a wide range of psychological fields and related issues. The course has been designed to provide a thought provoking exploration of how we have developed into the individuals that we are today. Practical activities, videos and small-scale research investigations will provide an engaging and accessible introduction to the science of Psychology. Year 10 Psychology is highly recommended to all students considering completing Psychology at VCE level.

Elaborations:

Key knowledge and understanding

Students will learn a selection of:

- that psychologists practise in a range of areas and workplaces. They will learn about the different types of Psychologists and their roles in helping the community
- about the structure of the brain and nervous system and how it plays a central role in the control of our thoughts, feelings and behaviours
- the intricate details of what it is like to be a forensic psychologist – what their role is and with whom they work
- how sports psychologists play a large role in the motivation of sporting people
- the prevalence of mental health in society and how psychologists can work to reduce the stigmas associated with having a mental illness
- how personality and intelligence are enduring traits that cannot be changed and how they influence our behaviour
- the manipulation and improvement of memory.

AusVELS Assessment Areas:

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

Subject to a materials charge
Please refer to the Materials Charges document
YEAR 11 The ARTS
Art – Units 1 & 2

Course Description:

Unit 1 focuses on artworks as objects and examines how formal qualities such as art elements, materials and techniques communicate meaning. Students examine artists in different societies and cultures, and historical periods, and develop their own points of view about the meanings and messages of the studied artwork. They explore the work of artists who have been inspired by ideas relating to personal and cultural identity. In this unit, students will study three artists and one artwork from each of the selected artists. Students apply the Formal Framework and the Personal Framework to interpret the meanings and messages of artworks and to document the reflection of their own ideas and artmaking. In their practical work, they explore the characteristics and qualities of materials and areas of personal interest to generate their own artworks.

During Unit 2 students become aware that artworks can be created as forms of cultural expression for specific contexts, such as street art, public art, art produced for festivals, newspaper cartoons, art prizes, curated exhibitions and performance art. Artworks can celebrate specific events, ideas or beliefs or they can commemorate people, institutions and social movements. Students use the Formal Framework and the Cultural Framework to examine the different ways that artists interpret and present social issues. Students identify ways in which art expresses and reflects culture. Students study one artwork from four artists. In their practical work, students continue to explore techniques and develop personal and creative responses in their artmaking. They explore the effects on their own artwork of cultural contexts and social attitudes to art.

Unit 1 Details:

Outcome One - Art and Meaning
On completion of this unit, the student should be able to analyse and interpret a variety of artworks using the Formal Framework and the Personal Framework. Key skills include the ability to:

• apply the Formal Framework and Personal Framework to analyse and interpret artworks
• research and discuss how art reflects the personal interests, experiences and intention of the artist
• formulate personal opinions with reference to artworks
• use appropriate art language to discuss artworks.

Outcome two – Artmaking and personal meaning
On completion of this unit, the student should be able to present visual creative responses that demonstrate their personal interests and ideas through trialling techniques, materials and processes. Key skills include the ability to:

• use observation and imagination to develop visual creative responses
• communicate personal ideas and concepts through the development of a visual language
• explore materials, techniques, processes and art forms and investigate how these can be used to create artworks
• use formal elements and principles to produce creative responses that illustrate personal interests;
• document thinking and working practices
• apply knowledge of the Formal Framework and the Personal Framework in reflective annotation as they apply to their own artmaking.
**Assessment:**

**Outcome 1**  
Submission of short response essays

**Outcome 2**  
Submission of folio and at least one finished artwork

**End of semester examination:** One and half hours duration.

**Unit 2 Details:**

**Outcome one - Art and Culture**  
On completion of this unit the student should be able to analyse, interpret, compare and contrast artworks from different cultures using the Formal Framework and the Cultural Framework.

Key skills include the ability to:

- apply the Formal Framework and the Cultural Framework to analyse and interpret artworks from different cultures
- compare and contrast artworks from different cultures
- substantiate personal opinions with reference to artworks
- use appropriate art language to discuss artworks.

**Outcome two - Artmaking and cultural expression**  
On completion of this unit the student should be able to demonstrate technical and artistic development in the presentation of visual responses that include one finished artwork, through the exploration of selected media, materials and techniques.

Key skills include the ability to:

- produce visual responses to personal and cultural ideas and issues through exploration and experimentation
- explore media, materials, techniques, processes and art forms and investigate how these can be used to create artworks
- develop skills in artmaking
- manipulate art elements and principles and technical qualities of art forms to produce creative responses using visual language
- document thinking and working practices
- apply knowledge of the Formal Framework and the Cultural Framework in reflective annotation as they apply to their own artmaking.

**Assessment:**

**Outcome 1**  
Submission of extended written response.

**Outcome 2**  
Submission of folio and at least finished artwork.

**Prerequisites:**

There are no pre-requisites for entry into Units 1 & 2 Art.

*Subject to a materials charge*  
*Please refer to the Materials Charges document*
YEAR 11 The ARTS
Drama - Units 1 & 2

Course Description:
The study of Drama focuses on the creation and performance of characters and stories in naturalistic and non-naturalistic ways. Students draw on a range of stimulus material and play-making techniques to develop and present devised work. Students also explore a range of performance styles and conventions, dramatic elements and stagecraft. They use performance and expressive skills to explore and develop role and character. They analyse the development of their own work and performances by other drama practitioners.

Unit 1 Details:
Dramatic Storytelling – this unit will investigate:
- creating a devised performance
- presenting a devised performance
- analysing a devised performance
- analysing drama performances presented by other practitioners

Unit 2 Details:
Non-naturalistic Australian Drama – this unit looks at:
- using Australia as inspiration
- presenting a devised performance
- analysing a devised performance
- analysing Australian drama performance

Assessment:
Unit 1 Coursework
- creating and presenting an ensemble performance task (in groups)
- written analysis of how the ensemble performance was created
- written analysis of a selected play from the VCAA playlist

Unit 2 Coursework
- creating and presenting a solo performance task
- written analysis of how the solo performance was created
- written analysis of a selected Australian play from other practitioners

Examinations
Mid-year and end-of-year written exams

Prerequisites:
There are no prerequisites for entry into Units 1 & 2 Drama. However, successful completion of Years 9 & 10 Drama is highly recommended.

Additional Information:
Students will be required to attend two excursions to see plays from the VCAA Drama playlist in order to complete their analysis outcomes each semester. These will likely be done in the evening and may incur an additional cost.
YEAR 11 The ARTS
Media – Units 1 & 2

Course Description:
This study focuses on providing students with the opportunity to analyse media products (film, print advertisements and photography) and concepts in an informed and critical way. Students will examine industry production and distribution context, audience reception and the media’s contribution to, and impact on, society. Furthermore, students will work independently and collaboratively to investigate, design and create media products.

Unit 1 Details:
Representation and Technologies of Representation
In this unit, students develop an understanding of the relationship between the media, technology and the representations present in media forms. They study the relationships between media technologies, audiences and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, the role audiences play in constructing meaning from media representations, and the creative and cultural impact of new media technologies.
Areas of Study:
• Representations
• Technologies of Representations
• New Media

Unit 2 Details:
Media Production and the Media Industry
In Unit 2, students have the opportunity to work collaboratively with others to create a media product (short film or print). This requires developing an understanding of the stages and roles in the production process and developing specialist skills. This unit also focuses on the Australian Media – how it is regulated and ownership, and furthermore develop an understanding of issues in the media.
Areas of Study:
• Media Production
• Media Industry Production
• Australian Media Organisations

Assessment:
• School-assessed Coursework for Unit 1 (one written test, one presentation, one planning and production exercise)
• School-assessed Coursework for Unit 2 (one media product, two written tests)
• Units 1 and 2 examinations

Prerequisites:
There are no prerequisites for entry into Units 1 & 2 Media Studies, although Year 10 Digital Media is recommended.

Subject to a materials charge
Please refer to the Materials Charges document
YEAR 11 The ARTS
Music Performance - Units 1 & 2

Course Description:
This study focuses on the building of performance and musicianship skills. Students develop skills in technical, expressive and stylistic performance. Students also study aural, theory and analysis concepts and devise an original composition.

Unit 1 Details:
This unit focuses on building performance and musicianship skills.

Areas of study:
- prepare and perform a practised program of group and solo works
- demonstrate instrumental techniques used in performance, demonstrate unprepared performance skills and describe influences on their approach to performance
- identify, re-create, notate and transcribe elements of music and describe how they may be interpreted.

Unit 2 Details:
This unit focuses on students building their performance and musicianship skills.

Areas of study:
- prepare and perform a musically engaging program of group and solo works
- demonstrate instrumental techniques used in performance, demonstrate unprepared performance skills and describe influences on their approach to performance
- identify, re-create, notate and transcribe elements of music and describe how they may be interpreted
- devise a composition or an improvisation that uses music language evident in works being prepared for performance.

Assessment:
- performance of 3 works including at least 1 group work and 1 solo work with accompaniment
- demonstration of technical work and exercises
- an explanation of how the selected technical work and exercises support a student’s development
- a performance of unprepared material
- a test including aural, written and practical tasks
- composition or improvisation exercises and accompanying documentation that describes use of music language in the exercises.

Prerequisites:
There are no prerequisites for entry into Units 1 and 2 Music Performance.

Subject to a materials charge
Please refer to the Materials Charges document
YEAR 11 The ARTS
Studio Arts (Ceramics) – Units 1 & 2

Course Description:
This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through artmaking. Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks.

Unit 1 Details:

Outcome 1 - Developing art ideas
On completion of this unit, the student should be able to source inspiration, identify individual ideas and use a variety of methods to translate these into visual language.

Key knowledge includes:
• Diverse sources of inspiration used to generate ideas
• A range of methods for communicating ideas, observations and experiences through artworks
• Methods of selecting, organizing and using visual reference material
• Types of visual and written methods used for recording the reflection of ideas and work produced.

Key skills include the ability to:
• Generate ideas and identify sources of inspiration
• Use a variety of methods to translate ideas, observations and experiences through a visual language or art form
• Select, create, organize and use visual reference material to support art making
• Reflect on ideas and work produced through oral and written forms.

Outcome 2 - Material and techniques
On completion of this unit, the student will be able to explore and use a variety of materials and techniques to support and record the development of individual ideas to produce artworks.

Key knowledge includes:
• Characteristic and properties of a variety of materials and techniques;
• Materials and techniques used to produce a range of visual effects;
• Sources of inspiration to explore individual ideas;
• Materials and techniques used to convey individual ideas;
• Methods for recording and evaluation the process of making artworks.

Key skills include the ability to:
• Investigate and explore the materials and techniques appropriate to art making and particular art forms
• Research the characteristics and properties of particular materials and techniques
• Use material and techniques to produce a range of visual effects
• Explore the expressive qualities of materials and techniques to convey individual ideas
• Evaluate and record the exploration and use of materials and techniques.
**Outcome 3 - Interpreting of art ideas and use of materials and techniques**

On completion of this unit the students will discuss how artists from different times and cultures have interpreted sources of inspiration and used materials and techniques in the production of artworks.

Key knowledge includes:
- Sources of inspiration for artist ideas and production of artworks
- Ways in which artists from different times and cultures have interpreted ideas and sources of inspiration
- Types of materials and techniques used in making artworks in particular art forms
- Ways in which artists from different times and cultures have used materials and techniques
- Relevant resources and methods of research
- A familiarity with art language and terminology.

Key skills include the ability to:
- Use a range of resources to research how artist interpret ideas and sources of inspiration and use materials and techniques
- Identify and describe sources of inspiration for artist ideas and production
- Compare and contrast the ways in which artists from different times and cultures have interpreted ideas and sources of inspiration
- Identify and discuss the ways in which artists have used various material and techniques in making art works in particular art forms
- Compare and contrast the ways in which artists from different times and cultures have used materials and techniques
- Use appropriate art language and terminology in discussion of artwork.

**Unit 2 Details:**

**Outcome 1 - Design exploration and concepts**

On completion of this unit, the student should be able to develop an individual design process, including visual research and inquiry, in order to produce a variety of design explorations to create a number of artworks.

Key knowledge includes:
- The nature and structure of an individual design process
- A range of sources of information to support ideas for art making such as evidence of the works of other artists
- Techniques for generating a range of directions and solutions
- Characteristics and nature of materials and techniques
- A range of art elements and aesthetic qualities.
Key skills include the ability to:
- Develop an individual design process
- Explore and use ideas and sources of inspiration
- Explore and develop a range of directions and solutions
- Use materials and apply techniques
- Use art elements to create aesthetic qualities
- Research, analyse and evaluate directions explored
- Produce artworks.

**Outcome 2 - Ideas and styles in artworks**
On completion of this unit, the student should be able to analyse and discuss the ways in which artists from different times and cultures have created aesthetic qualities in artworks, communicated ideas and developed styles.

Key knowledge includes:
- Art elements and principles used in artworks
- Signs symbols and images and their implied meaning
- Use of aesthetic qualities, communicating ideas and developing styles in artworks by artists from different times and cultures
- Relevant resources and methods of research and use of art language and terminology.

Key skills include the ability to:
- Identify and discuss art elements and other principles in artworks
- Identify and discuss signs, symbols, images used in artworks
- Compare and contrast ways art elements and other principles have been used to communicate ideas and skills in artworks
- Evaluate the use of signs, symbols and images
- Use of appropriate art terminology and research a range of references
- Develop and present a discussion that uses appropriate art language and references of visual material.

**Assessment:**

**Unit 1**
**Outcomes 1 and 2** - Submission of folio
**Outcome 3** - Submission of extended written response including visual materials
**End of semester exam**: One and half hours duration.

**Unit 2**
- **Outcome 1** - Submission of folio and at least one finished artwork
- **Outcome 2** - Submission of extended written response.

**Prerequisites:**

There are no prerequisites for entry into Units 1 & 2 Studio Arts.

*Subject to a materials charge
Please refer to the Materials Charges document*
YEAR 11 The ARTS

Studio Arts (Fashion and Textiles) - Units 1 & 2

Course Description:
This course involves designing original and successful fashion garments and focusses on teaching a comprehensive range of textile and garment construction techniques. The foundation for the design process is established in Units 1 and 2 where students develop an understanding of how to source artistic inspiration related to their own individual fashion style. Through the study of fashion designers from different cultures and historical periods, students recognise the diversity of distinctive styles as well as gain a deeper understanding of the design and art analysis process and the fashion and art industry. Essay writing is a requirement.

Unit 1 Details:

Artistic inspiration and techniques

This unit focuses on using sources of inspiration and individual ideas as the basis for developing original fashion designs. Students explore a wide range of materials and techniques such as millinery, screen printing, felting, dyeing and machine embroidery. Students will design and make a complex garment such as a corset. They will also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks. The exhibition of artworks is integral to Studio Arts and students are required to visit a variety of exhibition spaces by visiting the Melbourne Fashion Festival.

Areas of study:
• developing Art Ideas
• materials and techniques
• interpretation of art ideas and use of materials and techniques

Unit 2 Details:

Design exploration and concepts

This unit focuses on students establishing and using a design process to produce fashion garments and 2D textile artworks. The students experiment further with materials and techniques to create millinery, and fashion garments such as a draped gown or skirt. Students also develop skills in the visual analysis of fashion design and artworks. Artworks made by fashion designers from different times and cultures are analysed to understand the designers’ ideas and how they have created aesthetic qualities and identifiable styles. The student will also be involved in an end-of-year fashion parade.

Areas of Study:
• design exploration
• ideas and styles in artworks
Assessment:
Assessment is based on both practical and theoretical outcomes. There is a mid-year and end-of-year written exam which involves analytical responses and extended essays.

Prerequisites:
The student would ideally have a keen interest in:
  • fashion trends and fashion history
  • designing and sketching
  • sewing and creating

Each of these three areas has equal importance. Past experience in a Fashion or Textiles class is recommended but is not a prerequisite.

Additional Information:
Extra costs – 2 x excursions, additional materials costs may be required depending on the students’ individual designs.

Subject to a materials charge
Please refer to the Materials Charges document
YEAR 11 The ARTS
Studio Arts (Printmaking) - Units 1 & 2

Course Description:
This course is designed to give students an understanding of how to find artistic inspiration according to their individual interests and themes. Printmaking aims to cultivate a high level of visual thinking, and the ability to give this form, by exploring various available print media, including woodcut, screen printing, monoprints, etching, lithography, computer imaging, relief and intaglio. Each unit of printmaking has a theoretical and practical component.

Unit 1 Details:

Practical work
In this part of the course, students will begin with an in-depth exploration of developing their own ideas. By undertaking a number of short exercises students will explore ways to develop their own inspiration. Students will then write a ‘mini’ version of an exploration proposal – a requirement of the Year 12 course. This will outline students’ areas of interest. This will be followed by exploring materials and techniques, in particular, learning the basics of digital and analogue printmaking. Students will be required to produce a number of finished prints and series of prints both in digital and analogue formats.

Theory
Students will be studying several artists as well as discovering new printing processes and learning rules of composition, particularly in relation to images produced by the printmaking process.

Unit 2 Details:

Practical work
In this part of the course students will be concentrating on using their mini exploration proposal and folio to create a minimum of two final presentations of their choice. These can be done in a printmaking technique of their choice and can be made up of many smaller works too.

Theory
In this part of the course, students will be learn about the elements and principles of art as well as looking at symbolism and metaphors in artwork.

Visual Diary
The visual dairy or workbook is a CRUCIAL part of the students’ coursework and will be marked intermittently. It is therefore VERY important that students keep it up to date and record their progress, thoughts and artworks as they go.
Assessment:

Students will be required to satisfactorily complete all required units of work. All graded tasks will be marked using assessment advice from the VCAA and the College.

- Mid-year exam based on Unit 1 Coursework. (One and a half hours duration)
- End-of-year exam based on Units 1 and 2 Coursework. (One and a half hours duration).

Prerequisites:

There are no prerequisites for entry into Units 1 & 2 Printmaking.

Additional Information:

Students who wish to undertake two folio subjects must first seek approval from their folio teachers and their Year Level Well-Being Leader.

Subject to a materials charge
Please refer to the Materials Charges document
YEAR 11 The ARTS
Visual Communication Design - Units 1 & 2

Course Description:
The Visual Communication & Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design.

Visual communication and design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. This study emphasises the importance of developing a variety of drawing skills to visualise thinking in the areas of Industrial design, Environmental design and Communication design.

Unit 1 Details:
This unit will be an introduction to Visual Communication & Design.
Areas of study:
- drawing as a means of communication
- design Elements and Principles
- visual communication design in context

Unit 2 Details:
This unit looks at applications of Visual Communication & Design.
Areas of study:
- technical drawing in context
- type and imagery
- applying the design process

Assessment:
- students will be required to satisfactorily complete all required units of work. All graded tasks will be marked using assessment advice from the VCAA and the College
- mid-year exam based on Unit 1 Coursework. (One and a half hours duration)
- end-of-year exam based on Unit 1 and 2 Coursework. (One and a half hours duration)

Prerequisites:
There are no prerequisites for entry into Units 1 & 2 Printmaking.

Additional Information:
Students who wish to undertake two folio subjects must first seek approval from their folio teachers and their Year Level Well-Being Leader.

Subject to a materials charge
Please refer to the Materials Charges document
YEAR 11 ENGLISH
English - Units 1 & 2

Course Description:

This study is designed to enable students to extend their competence in using standard Australian English to meet the demands of further study, the workplace and their own needs and interests. The English course encourages the development of reading and responding to a range of texts; writing for different purposes and audiences in a variety of styles; achieving a variety of purposes in oral presentations and interactions and analysing language in the media.

Unit 1 Details:

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

Areas of Study:
1. Reading and creating texts
2. Analysing and presenting argument

Unit 2 Details:

The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts. The set texts will be chosen by the College for the achievement of outcomes.

Areas of Study are:
1. Reading and comparing texts
2. Analysing and presenting argument

Assessment:

The award of satisfactory completion for each unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
YEAR 11 – ENGLISH

Literature – Units 1 & 2

Course Description

This subject enables students to develop effective reading strategies, to examine the ideas and views of life which are presented in the literature studied, and relate what they read to their own lives and social contexts. Students develop an understanding of, and a critical response to, past and contemporary literature and analyse and interpret literary texts for a variety of purposes.

Unit 1 Details

The focus of this unit is on the reading of a range of texts, particularly narrative and imaginative texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop confidence in creating written, oral and multimodal texts. The set texts will be chosen by the College for the achievement of outcomes.

Areas of Study:

1. Reading practices
2. Ideas and concerns in texts

Unit 2 Details

The focus of this unit is on extending students’ explorations of ideas and concerns in texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop confidence in creating written, oral and multimodal texts. The set texts will be chosen by the College for the achievement of outcomes.

Areas of Study are:

1. The text, the reader and their contexts
2. Exploring connections between texts

Assessment:

The students’ level of achievement in Units 1 & 2 will be determined by assessment tasks and end-of-semester exams.
YEAR 11 ENGLISH

Philosophy - Units 1 & 2

Course Description

This study focuses on students cultivating open-mindedness, reflecting critically on their own thinking and that of others, and exploring alternative approaches to philosophical arguments, concepts and questioning. Students will explore a wide range of visual and written texts to strengthen their ability to problem solve and to think deeply and critically on various topics and issues. Students will also develop their reflective and analytical writing skills, as well as their communication and speaking skills.

Unit 1 Details

This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology (how we acquire knowledge) and metaphysics (the study of the nature of the world, reality and existence). Emphasis for this unit is on philosophical inquiry, focusing on practical techniques of logic and reasoning. Students learn to think philosophically, analyse different viewpoints and arguments, both contemporary and historical, to stimulate and enhance their thinking about critical issues. Students also investigate key philosophical concepts and themes relevant in society and our everyday lives.

Areas of Study:

1. Metaphysics
2. Epistemology
3. Introduction to Logic and Reasoning

Unit 2 Details

In this unit, students will critically and analytically explore how we develop the foundations of our judgments and values, and how we define morals and ethics in our day-to-day lives, society and globally. Through issues, arguments and investigation, students will explore the concept of ethics, focusing on the realms of morality and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates and issues in society.

Areas of Study are:

1. Ethics and Moral Philosophy
2. Further Problems in Value Theory
3. Techniques of Reasoning

Assessment:

The award of satisfactory completion for both Unit 1 and Unit 2 Philosophy is based upon an assessment that the student successfully completes the set of Outcomes specified for the unit related to each Area of Study.

Prerequisites: There are no prerequisites for entry into Unit 1 and Unit 2 Philosophy.
YEAR 11 HEALTH & PHYSICAL EDUCATION
Health and Human Development – Units 1 & 2

Course Description:
In this unit, students are introduced to the concepts of health and individual human development. Individual human development is a lifelong continuous process beginning at conception and ending with death and is perceived as involving a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual.

Unit 1 Details:
In this area of study students develop understanding of the concepts of youth health and individual human development, and explore the interrelationships that exist within and between them. Students become aware of the differing methods for measuring health status and develop a greater understanding of the health status of youth.
Areas of Study:
• Understanding youth health and human development
• Youth issues

Unit 2 Details:
This unit focuses on the health and individual human development for the lifespan stages of prenatal, childhood and adulthood. The prenatal stage is characterised as the most rapid time of growth and physical development during the human lifespan. During this stage the health and development of the embryo/foetus is shaped by a range of determinants, which in turn can have an impact on future health and development.
Areas of Study:
• Prenatal Health and individual development
• Child health and individual development
• Adult Health and individual development

Assessment:
Assessment tasks for this unit are selected from the following:
• a case study analysis
• a data analysis
• a visual presentation, such as a concept/mind map, poster or presentation file
• a multimedia presentation, using more than two data types (for example, text, still or moving images, sound or numeric) and involving some form of interaction such as hyperlinks
• an oral presentation, such as a debate or podcast (audio or visual)
• a blog
• a test
• a written response, such as a research assignment or written report.

Prerequisites:
To have a reasonable chance of success in these units, students should have a solid record of achievement in Health Education in Years 7 to 9.

Additional Information: Students will be offered an excursion to the Mercy Hospital and may have relevant guest speakers that may incur an additional cost.
YEAR 11 HEALTH & PHYSICAL EDUCATION
Physical Education – Units 1 & 2

Course Description:

VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity.

The study of physical activity and sedentary behaviour is significant for the understanding of health, wellbeing and performance of people. The study enables the integration of theoretical knowledge with practical application through participation in physical activities. There are opportunities for students to apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation.

This VCE study is suitable for students with a wide range of aspirations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study prepares students for such fields as the health sciences, exercise science and education, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits to develop as critical practitioners and lifelong learners.

Unit 1 Details:

Bodies in Motion
In this unit students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway.

Students apply biomechanical principles to improve and refine movement. They use practical activities to demonstrate biomechanical principles and how the correct application of biomechanics can lead to improved performance in sport and physical activity.

In Area of Study 3, there are two detailed studies: Technological advancements from a biomechanical perspective and Injury prevention and rehabilitation, which will expand and build on the knowledge and skills introduced in Areas of Study 1 and 2. Students select one of these detailed studies to explore in greater depth.

Unit 2 Details:

Sports coaching and physically active lifestyles
This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The way in which a coach influences an athlete can have a significant effect on performance. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching.
Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. Through a series of practical activities, students gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence participation in regular physical activity, and collect data to identify perceived barriers and the ways in which these barriers can be overcome.

In Area of Study 3, there are two detailed studies: Decision making in sport and Promoting active living, which will expand and build on the knowledge and skills introduced in Areas of Study 1 and 2. Students select one of these detailed studies to explore in greater depth.

**Assessment:**

Assessment tasks for Units 1 - 4 will be drawn from the following activities:

- a practical laboratory report linking key knowledge and key skills to practical activity
- a case study analysis
- data analysis
- a critically reflective folio/diary of participation in practical activities
- a visual presentation such as a graphic organiser, concept/mind map, annotated poster, presentation file
- a multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction
- a physical simulation or model
- an oral presentation such as podcast, debate
- a written report
- a test

**Prerequisites:**

There are no prerequisites for entry to Units 1 and 2, although Year 10 Sports Science provides valuable prior knowledge.

**Additional Information:** Nil.
YEAR 11 HUMANITIES
Accounting – Units 1 & 2

Course Description:
VCE Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. Financial data will be collected and recorded and accounting information reported, using both manual and information and communications technology (ICT) methods. Students learn the process of recording, reporting, analysing and interpreting financial data and accounting information which is then communicated to internal and external users of this information. Students learn to appreciate the integral role of Accounting in the successful operation and management of businesses.

Unit 1 Details:
This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit. Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.
Areas of Study:
• Going into business
• Recording financial data and reporting accounting information.

Unit 2 Details:
This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business. Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.
Areas of Study are:
• Recording financial data and reporting accounting information
• ICT in Accounting
• Evaluation of business performance.

Assessment:
• Students will be required to satisfactorily complete;
  • A folio of exercises
  • Topic tests
  • A case study / assignment
  • End of semester exams

Prerequisites:
There are no prerequisites for entry into Units 1 & 2 Accounting. The Year 10 Accounting Elective is highly recommended and strength in mathematical subjects is desirable.

Additional Information:
Students will need to purchase a scientific calculator which must be brought to every class.
YEAR 11 HUMANITIES
Business Management – Units 1 & 2

Course Description:
This study provides an opportunity for students to explore the operations of a small business and its likelihood of success. Students explore the decisions and planning that must take place when establishing and operating a small business. Communication, Marketing and Public Relations are the focus for the second semester.

Unit 1 Details:
Students examine the characteristics of a range of businesses and their internal and external environments, and develop an understanding of the nature of business in Australia. They will examine the decisions and planning to be undertaken prior to the commencement or purchase of a small business and those that occur throughout the life of the business, including the evaluation of a business. The management practices of small businesses are also considered with respect to their ethical and socially responsible approach to decision-making, planning and evaluation. To manage a small business, knowledge and skills should be developed in areas including introductory accounting, management of staff, effective use of information and communications technology and introduction to legal requirements.

Areas of Study are:
- Introducing business
- Small business-decision making, planning and evaluation
- Day to day operations.

Unit 2 Details:
This unit focuses on the importance of effective communication in achieving business objectives. Students investigate communication both internal and external to the business. They develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.

Areas of Study are:
- Communication in business
- Managing the marketing function
- Managing the public relations function.

Assessment:
Students will be required to satisfactorily complete a range of School assessed Coursework, including case study analysis, business research, interview and report on contact with business, development of a business plan and school-based, short term business activity, tests, and end of semester exams.

Prerequisites:
There are no prerequisites for entry into Units 1 & 2 Business Management.

Additional Information:
Students may also be involved in a Market Day and run their own stall based on the business plan they develop.
YEAR 11 HUMANITIES
Economics – Units 1 & 2

Course Description:
Economics is the study of how individuals and societies use resources to satisfy needs. It is central to understanding why individuals and societies behave as they do.

Economic decisions are about resource use in producing goods and services and about the distribution of the proceeds of production. To understand the basis for these decisions, and their impact, requires an understanding of basic economic principles and concepts. Students will develop an awareness of the links between economics and the influence of political, ethical, environmental and social forces on economic decision making.

Unit 1 Details:
Economics: choices and consequences
This unit looks at how a society organises itself to meet the needs and wants of its citizens. In Australia scarce resources are allocated primarily by the market mechanism. Students come to understand how the decisions made by individuals, firms, governments and other relevant groups affect what is produced, how it is produced and who receives the goods and services that are produced.

Areas of Study are:
• A market system - this area of study introduces the basic economic concepts and the workings of markets: places where buyers and sellers exchange goods and services
• Economic issues - through a consideration of economic growth and sustainable development and one other contemporary economic issue, students will develop an understanding of the way the decisions made by economic decision-makers, including households, businesses, government and other relevant groups, may affect living standards.

Unit 2 Details:
Economic change: issues and challenges
This unit looks at the study of Australia’s external relationships and economic issues of importance in the Global economy in this century.

Areas of Study are:
• Population Employment and change - this area of study focuses on the changing nature of population and demographics, the labour market and other related factors influencing the level of economic prosperity in the country
• Global Economic Issues -this area of study focuses on the contemporary global economic issues in light of how the economic decisions made by domestic and international households.

Assessment: Students will be required to satisfactorily complete;
• Topic tests
• A case study/assignment
• Semester Exams

Prerequisites: There are no prerequisites for entry into Units 1 & 2 Economics.

Additional Information: Nil.
YEARN 11 HUMANITIES
Geography – Units 1 & 2

Course Description:
This study focuses on the investigation of geographic characteristics of natural environments and landforms and the natural processes that shape and change them. Human interaction with the natural environment is also examined at a range of scales.

Unit 1 Details:
Natural Environments
In this unit, students investigate the geographic characteristics of natural environments and landforms, and the natural processes that shape and change the earth’s surface. They examine how the interactions between natural processes and human activities can also change natural environments. Students will study two different natural environments at two different scales. There are two areas of study and two outcomes.
Areas of Study:
• Characteristics of natural environments
• Changes in natural environments

Unit 2 Details:
Changes in natural environments:
This area of study focuses on the dynamic nature of natural environments and the contribution of agents of change such as weathering, erosion and deposition, as well as human activity. Topics demonstrating changes caused mainly by human activities include deforestation, tourism, urban expansion and pollution.
Areas of Study:
• Characteristics of human environments
• Changes in human environments

Assessment:
Demonstration of achievement of Outcomes 1 and 2 in both units will be based on the student’s performance on a selection of assessment tasks. These tasks may include:
• recording & reporting on data, collected during fieldwork (compulsory)
• data processing and presentation
• research reports
• written responses
• tests
• mid-year and end-of-year examinations
• fieldwork is a compulsory component of both Units 1 and 2.

Prerequisites:
There are no prerequisites for entry into Units 1 & 2 Geography.

Additional Information:
There will be a fieldwork trip throughout the year as it a compulsory component of this course.
YEAR 11 HUMANITIES
Global Politics - Units 1 & 2

Course Description:
This study focuses on the political, social, cultural and economic forces that shape interactions between state and non-state actors in the twenty-first century. It examines the interconnectedness of twenty-first century global citizens and the impact of globalisation on this interconnectedness. It explores the different ideologies that underpin political policies and philosophies, and analyses the nature of democracy in Australia and around the world. It examines the nature and effectiveness of key global actors in the twenty-first century, in their responses and proposed solutions to global challenges such as human rights, refugees and terrorism.

Unit 1 Details:
The National Citizen
This unit will investigate questions such as: What is politics? In what ways do individuals and groups gain and exercise political power and influence the political landscape? How can political power be understood and measured? What are the features of a liberal democracy? What are the most significant features of the way politics is practised in Australia? Why do individuals get involved in politics? What are the major political ideologies? What are the ideas and aims of the most significant political movements in Australia?

Areas of Study:
• Power, Politics and Democracy
• Exercising and Challenging Power

Unit 2 Details:
The Global Citizen
This unit will investigate questions such as: How do citizens in the twenty-first century interact? How have our lives been affected by globalisation and, in particular, by non-state actors such as transnational corporations? Do citizens have global responsibilities? What do we understand by the term ‘international community’? How does this community work in the twenty-first century and what are its responsibilities? How effective is the international community in managing cooperation, conflict and instability? What challenges do key global actors, such as the United Nations, states and NGOs, face in resolving issues such as terrorism, war and conflict, the global refugee crisis, and human rights abuses?

Areas of Study:
• Global Threads
• Global Cooperation

Assessment:
Students will be required to satisfactorily complete a combination of tests containing short answer questions and extended responses, research-based assignment and essay work, plus a portfolio of class tasks and end-of-semester exams.

Prerequisites:
There are no prerequisites for entry into Units 1 & 2 Global Politics. However, successful completion of Global Issues at Year 10 is highly recommended. A keen interest in the subject is also beneficial.

Additional Information:
Due to the changing nature of politics, reliable home internet access will be necessary in order to conduct research and to keep well-informed.
YEAR 11 HUMANITIES
History: Twentieth Century History – Units 1 & 2

Course Description:
This study focuses on change and conflict. The first half of the 20th Century was marked by significant change. The Mid-19th Century saw unrest in Europe but by the turn of the century a sense of calm prevailed. This changed dramatically as people faced economic uncertainty and experienced social and political unrest. This unit is based on one or more historical contexts within the time period 1900-1945.

Unit 1 Details:
1900 to 1945
This unit will investigate Europe after the Treaty of Versailles, which set the peace terms following WWI, contributed to revolution, civil war and international conflict. The Treaty also changed borders and created new states in Europe, Asia and Africa.
Areas of Study:
• Crisis and Conflict:
  This focuses on why the traditional order collapsed and the different political ideas and movements that emerged. Changing borders in Europe and Tsarist Russia up to the 1917 Revolution are covered.
• Social Life:
  This covers changes in social life, the reasons for the changes and the various outcomes for different groups. For example, how the Nazis rose to power.
• Cultural Expression:
  This focuses on the culture of Europe at the time of the Weimar Republic and its relationship to the social, political and economic changes of the time.

Unit 2 Details:
1945 to 2000
This unit looks at post 1945 Europe. In 1945, both Japan and Germany were defeated. An international approach to avoiding warfare in the future was a priority. The USA and the USSR emerged after WWII as the new ‘superpowers’. The relationship between these WWII allies changed and a Cold War was waged for the next 40 years based on opposing ideologies.
Areas of Study:
• Ideas and Political Power:
  Tension throughout the world was caused by religious and political differences. This focuses on McCarthyism, the American reaction to communism and flashpoints of the Cold War, such as the Cuban Missile Crisis.
• Movements of the People:
  This area focuses on movements which challenged the political, social and/or economic structures in post-war society, the reasons for the challenge and the outcomes. The USA Civil Rights Movement is an example of change in all of these areas.
• Issues:
  This study examines how the interplay between domestic, regional and international events influenced the changes in social life for a community or group. The anti-Vietnam War Movement, Ban-the Bomb Movement and ‘hippies’ are examples of this interplay.

Assessment:
Students will be required to satisfactorily complete a variety of tasks such as map work, research tasks, analysis of primary source documents and essay writing, as well as end-of-semester exams.

Prerequisites:
It is recommended that students have successfully completed Year 10 History.
YEAR 11 HUMANITIES
Legal Studies – Units 1 & 2

Course Description:
This study is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates in Australia.

Unit 1 Details:

Criminal Law in Action
This unit will investigate the need for laws in society. The focus is on the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making.

Areas of Study:
- Law in society
- Criminal Law
- The criminal courtroom.

Unit 2 Details:

Issues in Civil Law
This unit looks at the rights that are protected by civil law, as well as obligations that laws impose. It focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies. A focus will be made on cases that have had a broader impact on the legal system and on the rights of individuals.

Areas of Study are:
- Civil law: The principles of civil law, law-making by courts and the elements of torts
- The civil law in action: The processes for the resolution of disputes
- The law in focus: detailed investigation of a specific contemporary issue in the law and their resolution
- A question of rights: Focusing on an Australian case which illustrates a rights issue.

Assessment:
Students will be required to satisfactorily complete all Outcomes in Unit 1 & 2 and end-of-semester examinations.

Prerequisites:
There are no prerequisites for entry into Units 1 & 2 Legal Studies.

Additional Information:
Nil.
YEAR 11 LANGUAGES OTHER THAN ENGLISH (LOTE)
German – Units 1 & 2

Course Description:
This course has been designed for students who have previously studied 3 - 4 years of German. The study of Language contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities that use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond. The ability to communicate in German may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as trade, environmental studies, tourism, banking, technology and education.

The study is designed to enable students to: speak German to communicate with others; understand and appreciate the cultural contexts in which German is used; understand their own culture(s) through the study of other cultures; understand language as a system; make connections between German and English, and/or other languages; apply German to work, further study, training or leisure.

Unit 1 Details:
This unit will investigate prescribed themes and topics, text types, kinds of writing, vocabulary and grammar as detailed in the VCE Study Design for German.
Areas of Study:
- The Individual - personal identity, school and aspirations, leisure and lifestyles
- German-Speaking Communities - people and places, past and present, arts and entertainment
- The Changing World - the world of work, youth issues, tourism

Unit 2 Details:
This unit will investigate prescribed themes and topics, text types, kinds of writing, vocabulary and grammar as detailed in the VCE Study Design for German.
Areas of Study:
- The Individual - personal identity, school and aspirations, leisure and lifestyles
- German-Speaking Communities - people and places, past and present, arts and entertainment
- The Changing World - the world of work, youth issues, tourism

Assessment:
- School-assessed coursework for Unit 1 (3 outcomes covering listening/reading, writing and speaking skills)
- School-assessed coursework for Unit 3 (3 outcomes covering listening/reading, writing and speaking skills)
- Mid-year and end-of-year oral and written examinations

Prerequisites:
To have a reasonable chance of success in these units, students should have a solid record of achievement in Languages - German at Year 10 (AusVELS Level 10) or equivalent level of accomplishment.

Additional Information: Students are expected to subscribe to Language Perfect and to be able to use a bilingual dictionary effectively in exam and classroom situations.
YEAR 11 LANGUAGES OTHER THAN ENGLISH (LOTE)
Japanese – Units 1 & 2

Course Description:
This course has been designed for students who have previously studied 3 - 4 years of Japanese. The study of language contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities that use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond. The ability to communicate in Japanese may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as trade, environmental studies, tourism, banking, technology and education. The study is designed to enable students to: use Japanese to communicate with others; understand and appreciate the cultural contexts in which Japanese is used; understand their own culture(s) through the study of other cultures; understand language as a system; make connections between Japanese and English, and/or other languages; apply Japanese to work, further study, training or leisure.

Unit 1 Details:
This unit will investigate prescribed themes and topics, text types, kinds of writing, vocabulary and grammar as detailed in the VCE Study Design for Japanese.
Areas of Study:
- the individual - personal world, daily life, past and future
- the Japanese speaking communities – visiting Japan, life in Japan, getting know people in Japan
- the changing world - the world of work, changes in daily life, home and neighborhood.

Unit 2 Details:
This unit will investigate prescribed themes and topics, text types, kinds of writing, vocabulary and grammar as detailed in the VCE Study Design for Japanese.
Areas of Study are:
- The individual - personal world, daily life, past and future.
- The changing world - the world of work, changes in daily life, home and neighbourhood.

Assessment:
School-assessed Coursework for Unit 1 (Students are required to demonstrate achievement of three outcomes)
- be able to establish and maintain a spoken or written exchange related to personal areas of experience
- be able to listen to, read and obtain information from written and spoken texts
- be able to produce a personal response to a text focusing on real or imaginary experience.

School-assessed Coursework for Unit 2 (Students are required to demonstrate achievement of three outcomes)
- be able to participate in a spoken or written exchange related to making arrangements and completing transactions
- be able to listen to, read and extract and use information and ideas from spoken and written texts
- be able to give expression to real or imaginary experience in written or spoken form
- Mid-year and end-of-year oral and written examinations.

Prerequisites: To have a reasonable chance of success in these units, students should have a solid record of achievement in languages - Japanese at Year 10 (AusVELS Level 10) or equivalent level of accomplishment.

Additional Information: Students are expected to subscribe to Language Perfect and to be able to use a bilingual dictionary effectively in exam and classroom situations.
YEAR 11 MATHEMATICS
Foundation Mathematics – Units 1 & 2

Course Description:
Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics. There is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study.

Unit 1 Details:
In this unit, students will apply the use of integers, decimals, fractions, ratios, proportions, percentages and rates to solve practical problems. They will use and interpret formulas and algebraic expressions to describe relationships between variables and to model patterns that exist in everyday contexts. Procedures for the solution of expressions and equations will be discussed and used to solve problems including predicting a required quantity or finding a ‘break-even’ point. Students will apply and use metric units and measures, including derived measures. They will apply procedures for the solution of personal, societal and workplace problems involving metric measurement with consideration of error, required accuracy and tolerances. They will interpret and use time and duration including time and date specifications, conventions, schedules, timetables and time zones.

Areas of Study:
- Patterns and number
- Measurement

Unit 2 Details:
In this unit, students will investigate how to interpret and use plans, elevations, maps, models and diagrams. They will investigate geometric conventions and properties of shapes and objects, the application and use of similarity and symmetry and the processes involved in the enlargement and reduction of diagrams and models. The interpretation and use of location, distance, direction and scale on diagrams, maps and plans will be discussed in regards to their use in practical situations. Students will study the application of Pythagoras’ theorem in practical situations involving right-angled triangles. They will cover the processes involved in the collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts. Students will interpret diagrams, charts, tables and graphs and use measures of averages and spread to summarise, interpret and compare data sets.

Areas of Study:
- Space, shape and design
- Data

Assessment:
Students will be required to satisfactorily complete:
- Investigations
- Projects
- Assignments
- Tests
- Semesters 1 and 2 Exams

Prerequisites: There are no prerequisites for entry into Units 1 & 2 Foundation Mathematics.

Additional Information: Students are expected to have a calculator as prescribed on the booklist.

*Please refer to page 158 for further information on Mathematics pathways
YEAR 11 MATHEMATICS
General Mathematics (Further) – Units 1 & 2

Course Description:
This course is designed to provide excellent preparation for Further Mathematics in Units 3 & 4.

Unit 1 Details:
In this unit, students will cover representing, analysing and comparing data distributions and investigating relationships between two numerical variables, including an introduction to correlation. This will involve students investigating and comparing data distributions and investigating the relationships between two numerical variables. They will cover continuous models involving linear relations and their graphs and construct linear model to represent practical situations. The representation and manipulation of linear relations and equations will be investigating including simultaneous linear equations, and their applications in a range of contexts. Students will cover mental, by-hand and technology assisted computation with rational numbers and practical arithmetic.

Areas of Study:
- Statistics
- Graphs of linear and non-linear relations
- Algebra and equations
- Arithmetic and number

Unit 2 Details:
In this unit, students will cover financial arithmetic including investigating percentage increase and decrease applied to various financial contexts and applications of simple and compound interest. They will cover shape, measurement and Pythagoras’ theorem and their applications to formulating and solving problems involving length, area and surface area, volume and capacity, and similarity and the application of linear scale factors to measurement. Students will investigate matrices, graphs and networks and their use to model practical situations and solve a range of related problems.

Areas of Study:
- Arithmetic and number
- Geometry, measurement and trigonometry
- Discrete mathematics

Assessment:
Students will be required to satisfactorily complete:
- Tests
- Modelling tasks
- Problem solving tasks
- Mathematical investigations
- Semesters 1 and 2 Exams

Prerequisites: Satisfactory completion of Year 10 Mathematics Further Core or Year 10 Mathematics Methods Core.

Additional Information: Students must have a Ti-Nspire CAS calculator as prescribed on the booklist.

*Please refer to page 158 for further information on Mathematics pathways*
YEAR 11 MATHEMATICS
Mathematical Methods – Units 1 & 2

Course Description:
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. This course is designed as preparation for Mathematical Methods Units 3 and 4. It is also a prerequisite (may be studied concurrently) for any student considering undertaking Specialist Mathematics Units 1 and 2.

Unit 1 Details:
In this unit, students will cover the graphical representation of polynomial and power functions of a single real variable and the key features of functions and their graphs such as axis intercepts, domain, co-domain and range, stationary points, asymptotic behavior and symmetry. The behavior of functions and their graphs will be explored in a variety of modelling contexts and theoretical investigations. There is a focus on the algebra of polynomial functions of low degree and transformations of the plane. Students will cover constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts, including graphical and numerical approaches to estimating and approximating these rate of change. The concepts of event, frequency, probability and representation of finite sample spaces and events using various forms such as lists, grids, Venn diagrams, Karnaugh maps, tables and tree diagrams will be covered. This will include the consideration of impossible, certain, complementary, mutually exclusive, conditional and independent events involving one, two or three events, including the rules for computation of probabilities for compound events.

Areas of Study:
- Functions and Graphs
- Algebra
- Calculus
- Probability and Statistics

Unit 2 Details:
In this unit, students will cover the graphical representation of functions and the key features of graphs of sine, cosine, tangent, exponential and logarithmic functions such as axis intercepts, domain, co-domain and range, asymptotic behavior, periodicity and symmetry. There is a focus on the algebra of some simple transcendental functions and transformations of the plane, as well as the study of additional algebra material including numerical approximation of roots of cubic polynomial functions using Newton’s method. Students will cover first principles approach to differentiation, differentiation and anti-differentiation of polynomial functions and power functions by rule, and related applications including the analysis of graphs. Introductory counting principles and techniques and their application to probability and the law of total probability in the case of two events will be discussed and investigated.

Areas of Study:
- Functions and Graphs
- Algebra
- Calculus
- Probability and Statistics

Assessment:
Students will be required to satisfactorily complete:
- Tests
- Modelling tasks
- Problem solving tasks
- Mathematical investigations
- Semesters 1 and 2 Exams

Prerequisites: Satisfactory completion of Year 10 Maths Methods Elective and a minimum standard of C for both Semester 1 and Semester 2 Examinations for either Year 10 Mathematics Methods Core or VCE General Mathematics (Advanced) Units 1 and 2.

Additional Information: Students must have a Ti-Nspire CAS calculator as prescribed on the booklist.

*Please refer to page 158 for further information on Mathematics pathways*
YEAR 11 MATHEMATICS
Specialist Mathematics – Units 1 & 2

Course Description:
Specialist Mathematics Units 1 and 2 is highly recommended for those students who wish to study Specialist Mathematics Units 3 and 4. Students must also be studying Mathematical Methods Units 1 and 2 concurrently with this course.

Unit 1 Details:
In this unit, students will undertake an investigation of the definitions and properties of natural, rational and complex numbers and employ proofs by mathematical induction. They will discuss sequences and series including the use of technology to generate them and their graphs including arithmetic and geometric sequences. Reciprocal functions, locus definitions and constructions of lines, parabolas, circles, ellipses and hyperbolas will be investigated and students will also cover Cartesian, polar and parametric forms and their corresponding graphs. Linear transformations of the plane will be discussed including the use of matrix multiplication to obtain mathematical results. Students will be introduced to and apply trigonometric identities including the Pythagorean identity; the angle sum, difference and double angle identities. Matrices will also be used to model situations and solve a range of problems including solving a system of simultaneous linear equations.

Areas of Study:
- Arithmetic and number
- Graphs of linear and non-linear relations
- Algebra and structure
- Discrete mathematics

Unit 2 Details:
In this unit, students will cover vectors in the plane which will include the representation of vectors as directed line segments, with specific examples involving position, displacement and velocity. They will also be introduced to vector algebra and the application of vectors to geometric proofs, orienteering, navigation and statics. Students will investigate geometry in the plane and proof which include proofs of circle theorems, congruence of triangles and the sine and cosine rules as well as their applications. The topic of kinematics will be discussed and will include modelling and analysis of rectilinear motion under constant acceleration, including the use of the constant acceleration formulas. They will also undertake the study of statistics which includes simulations, sampling and sampling distributions including the introduction to random variables for discrete distributions.

Areas of Study:
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations
- Statistics

Assessment: Students will be required to satisfactorily complete:
- Tests
- Modelling tasks
- Problem solving tasks
- Mathematical investigations
- Semesters 1 and 2 Exams

Prerequisites: Satisfactory completion of both the Year 10 Maths Methods Elective and Year 10 Core Maths Methods courses. Whilst undertaking Specialist Mathematics Units 1 and 2, students must also be studying Mathematical Methods Units 1 and 2.

Additional Information: Students must have a Ti-Nspire CAS calculator as prescribed on the booklist.
YEAR 11 SCIENCE
Biology - Units 1 & 2

Course Description:

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements.

In VCE Biology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary biology-related issues, and communicate their views from an informed position.

VCE Biology provides for continuing study pathways within the discipline and leads to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

Unit 1 Details:

How do living things stay alive?

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism’s survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet’s biodiversity is classified and the factors that affect the growth of a population.

Areas of Study:

- How do organisms function?
- How do living systems sustain life?
- Practical Investigation
Unit 2 Details:

How is the continuity of life maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered.

Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes.

They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

A student-directed research investigation into, and communication of, an issue related to genetics and/or reproductive science is to be undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Areas of Study:
- How does reproduction maintain the continuity of life?
- How is inheritance explained?
- Investigation of an issue

Assessment:

Students will be required to satisfactorily complete:

- experimental reports based on practical investigations
- an annotated poster of experimental work
- a written report on fieldwork
- Units 1 and 2 exams.

Prerequisites:

There are no prerequisites for entry into Units 1 & 2 Biology.

Additional Information:

Marine Discovery Centre / Barwon Heads/ Snorkelling field trip in March 2016 – approx. $150.
YEAR 11 SCIENCE
Chemistry - Units 1 & 2

Course Description:

VCE Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

In VCE Chemistry students develop a range of inquiry skills involving practical experimentation and research specific to the knowledge of the discipline, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary chemistry-related issues, and communicate their views from an informed position.

VCE Chemistry provides for continuing study pathways within the discipline and leads to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

Unit 1 Details:

How can the diversity of materials be explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms.

Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications.

Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

A research investigation is undertaken in Area of Study 3 related to one of ten options that draw upon and extend the content from Area of Study 1 and/or Area of Study 2.

Areas of Study
- How can knowledge of elements explain the properties of matter?
- How can the versatility of non-metals be explained?
- Research Investigation
Unit 2 Details:

What makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

A practical investigation into an aspect of water quality is undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Areas of Study:
- How do substances interact with water?
- How are substances in water measured and analysed?
- Practical Investigation

Assessment:
Students will be required to satisfactorily complete:

- Experimental reports of practical investigations
- A report of an independent investigation of a topic
- A poster of a student-designed quantitative laboratory investigation
- Topic tests
- Units 1 and 2 exams.

Prerequisites:
Students must have successfully completed their Year 10 Science course.

Additional Information:
Heinemann Chemistry 1 textbook required, Heinemann Chemistry 1 Student Workbook required. Scientific calculator (not a CAS calculator) required.
YEAR 11 SCIENCE
Physics - Units 1 & 2

Course Description:

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena.

In VCE Physics students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary physics-related issues and to communicate their views from an informed position.

VCE Physics provides for continuing study pathways within the discipline and leads to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience and sports science.

Unit 1 Details:

What ideas explain the physical world?

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Students undertake quantitative investigations involving at least one independent, continuous variable.

Areas of Study:

- How can thermal effects be explained?
- How do electric circuits work?
- What is matter and how is it formed?
Unit 2 Details:

What do experiments reveal about the physical world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question. Students design and undertake investigations involving at least one independent, continuous variable.

A student designed practical investigation relates to content drawn from Area of Study 1 and/or Area of Study 2 and is undertaken in Area of Study 3.

Areas of Study:

- How can motion be described and explained?
- Options around observations of the physical world.
- Practical Investigation

Assessment:

Students will be required to satisfactorily complete:

- Experimental reports of practical investigations
- Student presentation
- Topic tests
- Units 1 & 2 exams.

Prerequisites:

Students must have successfully completed their Year 10 Science course.

Additional Information:

Heinemann Physics 1 textbook required.
Scientific calculator (not a CAS calculator)
YEAR 11 SCIENCE
Psychology – Units 1 & 2

Course Description:

VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society.

In VCE Psychology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary psychology-related issues, and communicate their views from an informed position.

VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology. Psychologists also work in cross-disciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.

Unit 1 Details:

How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

A student-directed research investigation related to brain function and/or development is undertaken in this unit. The research investigation draws on content from Area of Study 1 and/or Area of Study 2.

Areas of Study:

- How does the brain function?
- What influences psychological development?
- Student directed research investigation
Unit 2 Details:

*How do external factors influence behaviour and mental processes?*

A person’s thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

A student practical investigation related to internal and external influences on behaviour is undertaken in this unit. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Areas of Study:

- What influences a person’s perception of the world?
- How are people influenced to behave in particular ways?
- Student directed practical investigation

Assessment:

Students will be required to satisfactorily complete assignments, tests, practical investigations and written examinations in June and November.

Prerequisites:

Units 1 & 2 students would ideally have successfully completed the Year 10 Psychology Elective.
YEAR 11 TECHNOLOGY
Computing – Units 1 & 2

Course Description:
VCE Computing focuses on the application of a problem-solving methodology, and strategies and techniques for managing information systems in a range of contexts, to create digital solutions that meet specific needs. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

VCE Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently and effectively when creating digital solutions both individually and as part of a network. Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data. Through a structured approach to problem solving, incorporating computational, design and systems thinking, students are equipped to orient themselves towards the future, with an awareness of the technical and societal implications of digital systems.

Unit 1 Details:
In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. Students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. Students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. Students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

Areas of Study:
1. Data and graphic solutions (Infographics)
2. Networks
3. Collaboration and communication (Websites)
Unit 2 Details:

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

Areas of Study:

1. Programming
2. Data analysis and visualisation
3. Data management

Assessment:

Students will be required to satisfactorily complete 6 outcomes over both units. Assessment is based on theoretical knowledge and practical application of key skills. There is also a mid-year and end-of-year examination which involve theoretical and practical skills assessment.

Prerequisites:

There are no prerequisites for entry into Units 1 & 2 Computing. It is recommended that prospective students have an interest in the application of computing to solve problems and transform information.
YEAR 11 TECHNOLOGY
Food and Technology – Units 1 & 2

Course Description:
This study focuses on the importance of food in our daily lives from both a theoretical and practical point of view. The study enables students to apply their theoretical understanding of the relationship between food and technology as they develop skills in food preparation. VCE Food and Technology challenges students to make links between food, food processing, nutrition, health and well-being, and provides them with the opportunities to acquire knowledge and skills to make informed choices when selecting, storing, purchasing, preparing and consuming foods that will contribute to a healthy lifestyle.

Unit 1 Details:
Food Safety and properties of food
In this unit, students study safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning, and apply these practices in the preparation of food.
The following topics will be studied:
• food preparation practices suitable for use in a small-scale food operation, such as in the home, a school setting or in a small food business
• consideration of the selection and use of a range of tools and equipment suitable for use in food preparation
• examination of the links between classification of foods and their properties, and changes in properties of food when different preparation and processing techniques are used
• quality and ethical considerations in food selection
• the Design Process.

Unit 2 Details:
Planning and preparation of food
In this unit the following topics will be studied:
• latest developments in food technology
• most suitable food preparation, processing and cooking techniques to optimise the physical, sensory and chemical properties in food
• the role of the Design Process in responding to challenges of preparing food safely and hygienically for a range of contexts and customers taking into account, nutritional considerations, social and cultural influences, and resource availability
• exploration of environmental considerations when planning and preparing meals.

Assessment:
• written plans for production and evaluation of food items
• design briefs
• written and practical tests

Prerequisites: There are no prerequisites for entry into Units 1 & 2 Food and Technology.

Additional Information: Nil.

Subject to a materials charge
Please refer to the Materials Charges document
YEAR 11 TECHNOLOGY
Product Design and Technology – Units 1 & 2

Course Description:
Product design is part of people’s responses to changing needs to improve quality of life by designing and creating artefacts. Product design is enhanced through knowledge of social, technological, economic, historic, ethical, legal, environmental and cultural factors. These factors affect the aesthetics, form and function of products developed in the past and those yet to be developed. Central to VCE Product Design and Technology, is the Product design process, which provides a structure for students to develop effective design practice. The design process involves identification of a real need that is then articulated in a design brief. The need is investigated and informed by research to aid the development of solutions that take the form of physical, three-dimensional functional products. Development of these solutions requires the application of technology and a variety of cognitive and physical skills, including creative design thinking, drawing and computer-aided design, testing processes and materials, planning, construction, fabrication and evaluation.

Unit 1 Details:
Product re-design and sustainability.
This unit will investigate the following Areas of Study:
• Product re-design for improvement.
• Producing and evaluating a re-designed product.

Unit 2 Details:
Collaborative design.
This unit will investigate the following Areas of Study:
• Designing within a team
• Producing and evaluating a collaboratively designed product.

Assessment:
Students will be required to satisfactorily complete:
• a design folio that contains a design brief, evaluation criteria, research, visualisations and design options, working drawings, production plan, and evaluation report
• production planning and production task
• Semesters 1 & 2 examinations.

Prerequisites:
While there are no prerequisites for entry into Units 1 & 2 Product Design and Technology, it is highly recommended that students have a strong interest in design related subjects.

Additional Information: Nil.

Subject to a materials charge
Please refer to the Materials Charges document
YEAR 12 The ARTS
Art – Units 3 & 4

Course Description:

During Unit 3, students study selected artists who have produced works before 1970 and selected artists who have produced works since 1970. Students use all the Analytical Frameworks for interpreting and analysing the meaning of artworks. Applied together, these Analytical Frameworks help students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations. Students apply imagination and creativity to develop their ideas through a visual language. Their art making is supported through investigation, exploration and application of a variety of materials and techniques. Students develop confidence in using the language and content of the Analytical Frameworks in their reflection of the formal, personal, cultural and contemporary aspects of their own developing artworks.

During Unit 4, students continue to develop personal points of view and informed opinions about art ideas or issues and support them with evidence. They build their learning and conceptual understanding around the discussion and debate of broad themes or issues, such as the role of art in society, and consider how themes and issues are communicated through artworks. They discuss and debate how art may affect and change the way people think. They examine and analyse their own viewpoints and those of others through commentaries and use this information to formulate and support their own developing points of view. Students continue to build upon ideas and concepts begun in Unit 3. They focus on the development of a body of work that demonstrates creativity and imagination, the evolution of ideas and the realisation of appropriate concepts, knowledge and skills.

Unit 3 Details:
Outcome One - Interpreting Art

On completion of this unit the student should be able to use the Analytical Frameworks to analyse and interpret artworks produced before 1970 and artworks produced since 1970, and compare and contrast the meanings and messages of artworks produced before 1970 with those of artworks produced since 1970. Key skills include the ability to:

- compare and contrast artworks produced before 1970 with artworks produced since 1970
- develop interpretations and analysis of the meanings and messages of artworks through the application of the Formal Framework, the Personal Framework, the Cultural Framework and the Contemporary Framework
- select and apply Analytical Frameworks appropriately to the interpretation of artworks
- substantiate interpretations of artworks with evidence taken from the artworks themselves and with reference to a range of resources
- use appropriate art language and vocabulary.

Outcome two - Investigation and interpretation through artmaking

On completion of this unit, the student should be able to explore personal ideas and concepts through a conceptual and practical investigation, using selected Analytical Frameworks to reflect upon and annotate their work. Key skills include the ability to:

- make creative personal responses through exploring, investigating and experimenting with materials, techniques, processes and art forms
- progressively develop and refine ideas and personal concepts
- manipulate formal and technical qualities to produce creative responses
- reflect on personal ideas and concepts
- employ the language of selected Analytical Frameworks as a tool to support reflective annotation
- document the development and refinement of their work using appropriate written and visual material.
Unit 4 Details:

Outcome one - Discussing and Debating Art

On completion of this unit, the student should be able to discuss and debate an art issue using selected artist/s works as context, and present their informed opinion with reference to artworks and with the support of selected commentaries and relevant aspects of the Analytical Frameworks.

Key skills include the ability to:

- discuss, debate and compare two or more viewpoints regarding an issue about art
- use a range of resources including commentaries to examine, debate and evaluate diverse interpretations of an art issue
- develop a personal point of view on issues about art and support with evidence and reference to the opinions of others
- refer to a range of artworks and commentaries to support a point of view
- use appropriate art language and vocabulary
- use relevant aspects of the Analytical Frameworks.

Outcome two - Realisation and Resolution

On completion of this unit the student should have progressively communicated ideas, directions and/or personal concepts in a body of work, having used selected Analytical Frameworks to underpin reflections on their artmaking.

Key skills include the ability to:

- make creative responses through exploring, investigating and experimenting with materials
- techniques, processes and art forms
- progressively develop and refine ideas and personal concepts
- manipulate formal and technical qualities to produce creative responses
- reflect on personal ideas and concepts
- document the development and refinement of their work using appropriate written and visual material
- employ the language of the Analytical Frameworks to support reflective annotation.

Assessment:

For Units 3 & 4 – submission of extended written response, folio and at least one finished artwork

Prerequisites:

There are no prerequisites for entry into Units 3 & 4 Art. Students would be advantaged by successful completion of Year 10 and/or Units 1 & 2 Art.

Subject to a materials charge

Please refer to the Materials Charges document
YEAR 12 The ARTS
Drama - Units 3 & 4

Course Description:
The study of Drama focuses on the creation and performance of characters and stories in naturalistic and non-naturalistic ways. Students draw on a range of stimulus material and play-making techniques to develop and present devised work. Students also explore a range of performance styles and conventions, dramatic elements and stagecraft. They use performance and expressive skills to explore and develop role and character. They analyse the development of their own work and performances by other drama practitioners.

Unit 3 Details:
**Devised non-naturalistic ensemble performance**
- devising and presenting non-naturalistic ensemble performance
- responding to devised ensemble performance
- analysing non-naturalistic performance.

Unit 4 Details:
**Non-naturalistic solo performance**
- working with stimulus material
- devising non-naturalistic solo performance
- analysing devised non-naturalistic solo performance.

Assessment:
Unit 3 Coursework – 30%
- creating and presenting an ensemble performance task (in groups)
- written analysis of how the ensemble performance was created
- written analysis of a selected play from the VCAA playlist

Unit 4 Coursework – 10%
- creating and presenting a min-solo performance task
- written analysis of how the mini-solo and solo performance tasks were created

Solo Performance Examination – 35%
Written Examination – 25%

Prerequisites:
It is recommended that students have successfully completed Units 1 & 2 Drama, but it is not essential.

Additional Information:
In order to complete their coursework and exams, all students must attend an excursion to view a selected play from the VCAA Drama playlist. This will likely take place in Semester 1.
YEAR 12 The ARTS
Media – Units 3 & 4

Course Description:

Media Studies Units 3 & 4 builds on the topics studied in Media Studies Units 1 & 2. This study will allow students to develop and refine their skills in the areas of production and critical analysis to express their ideas through media forms (film, photography, print) and gain self-confidence and communication skills through their selected expression. Students will continue to build their understanding of the relationship between media products, their production context and the audiences that consume them.

Unit 3 Details:

Narrative and Media Production Design

In this unit, students develop an understanding of film, television or radio drama production and story elements, and learn to recognise the role and significance of narrative organisation in fictional film, television or radio drama texts. Students examine how production and story elements work together to structure meaning in narratives to engage audiences, through analysis of these texts. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They complete a media production design plan for a specific media form and audience of their choice. They present the relevant specifications as a written planning document, with visual representations that employ media planning conventions appropriate to the media form in which the student chooses to work.

Areas of Study:
1. Narrative
2. Media Production Skills
3. Media Production Design

Unit 4 Details:

Media: Process, Influence and Society’s Values

In this unit, students further develop practical skills in the production of media products to realise the production design plan completed during Unit 3. Organisational and creative skills are refined and applied throughout each stage of the production process. Students analyse the relationship between media texts, social values and discourses in the media. The nature and extent of media influence, the relationship between the media, media audiences and media regulation are also critically analysed in this unit.

Areas of Study:
1. Media Process
2. Media Texts and Society’s Values
3. Media Influence
Assessment:

- School-assessed coursework for Unit 3 (one written test).
- School-assessed coursework for Unit 4 (two analysis tasks).
- School-assessed task work over Unit 3 and 4 (two production exercises, one production design plan [folio], and final product).
- End of year two hour and fifteen minute active examination

Prerequisites:

There are no prerequisites for Unit 3 & 4 Media Studies although Unit 1 & 2 Media Studies is recommended.

Additional Information:

Subject to a materials charge
Please refer to the Materials Charges document
YEAR 12 The ARTS
Music Performance – Units 3 & 4

Course Description:
This study prepares students to present convincing performance of group and solo works. They develop instrumental techniques, performance conventions, and skills in aural perception, comprehension, transcription, music theory and analysis.

Unit 3 Details:
Develop skills to present a musically engaging performance. Present solo and group works. Investigate stylistic characteristics, performance techniques and performance conventions.

Areas of Study:
- present a program of group and solo works
- demonstration of technical work and exercises and an explanation of how the selected technical work and exercises support a student’s development
- identify, re-create, notate and transcribe excerpts of music and discuss the interpretation of expressive elements of music in pre-recorded work.

Assessment:
- a demonstration of performance techniques, technical work and exercises. Also a description of how the selected technical work and exercises support a student’s development and a performance of unprepared material – 10%
- a test that includes aural, written and practical components - 10%

Unit 4 Details:
Refine skills to present a musically engaging performance to an audience. Present solo and group works. Investigate stylistic characteristics, performance techniques and performance conventions.

Areas of Study:
- present an accurate and expressive performance of group and solo works
- demonstration of technical work and exercises and an explanation of how the selected technical work and exercises support a student’s development
- identify, re-create, notate and transcribe excerpts of music and discuss the interpretation of expressive elements of music in pre-recorded work.

Assessment:
- live performance of solo works - 50 %
- aural and written exam - 20 %
- a demonstration of performance techniques, technical work and exercises. Also a description of how the selected technical work and exercises support a student’s development and a performance of unprepared material - 10 %

Prerequisites: A minimum level of grade 6 A.M.E.B or equivalent on your chosen instrument.

Additional Information: Nil.

Subject to a materials charge
Please refer to the Materials Charges document

Senior School Subject Handbook 2016-2018
YEAR 12 The ARTS
Studio Arts (Fashion and Textiles) - Units 3 & 4

Course Description:
The student designs and produces fashion garments or textile art folio pieces based on the knowledge they have gained from Units 1 and 2. This course involves developing a design focus for the student’s individual folio of original fashion garments or textile artworks. Each student researches their own theme and explores a design process in order to create a number of design possibilities. This includes experimenting with textile and garment construction processes. A comprehensive folio of ideas and designs are developed, of which, more than one are selected to produce as finished pieces. Fashion designers from different historical periods or cultures are further researched and students explore the legal rights of the artist and the workings of the arts industry. Essay writing and comprehensive research is a requirement.

Unit 3 Details:

Studio production and professional art practices
This unit focuses on an individual design process leading to the production of a range of potential directions (fashion or textiles designs). Students develop a written exploration proposal to define their own area of creative exploration. They plan and apply a design process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the design process to support the making of finished fashion or textiles artworks in Unit 4. The students study fashion designers from different cultures or historical periods and their work practices and this may provide inspiration for students’ own approaches to fashion design. Throughout their study of art processes, students also consider the issues that may arise from the use of other artists’ work in the making of new artworks. The exhibition of art works is integral to Studio Arts and students are required to visit a variety of exhibition spaces by visiting the Melbourne Fashion Festival.

Areas of Study:
- exploration proposal
- design process
- professional art practices and styles

Unit 4 Details:

Studio production and art industry contexts
This unit focuses on the production of a cohesive folio of finished fashion design or textiles pieces. To support the creation of the folio, students present visual and written documentation explaining how selected potential directions (designs) generated in Unit 3 were used to produce the cohesive folio of finished artworks. These artworks should reflect the skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities. This unit also investigates aspects of artists’ involvement in the art industry, focusing on a variety of exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of artworks. Students examine a range of environments for the presentation of artworks exhibited in contemporary settings.

Areas of Study:
- Folio of artworks
- Focus, reflection and evaluation
- Art industry contexts
Assessment:
Satisfactory Completion -

Percentage contributions to the study score in VCE Studio Arts are as follows:

- Unit 3 School-assessed Task - 33%
- Unit 4 School-assessed Task – 33%
- End-of-year examination - 34%

Prerequisites:
There are no prerequisites for entry to Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4. However the student would ideally have a keen interest in:

- Fashion trends and fashion history
- Designing and sketching
- Sewing and creating

Each of these 3 areas has equal importance.

Additional Information:
Extra costs – 2 x excursions, additional materials costs may be required depending on the students' individual designs.
Past experience in a Fashion or Textiles class is recommended but is not a prerequisite.

Subject to a materials charge
Please refer to the Materials Charges document
YEAR 12 The ARTS
Visual Communication Design - Units 3 & 4

Course Description:
The Visual Communication & Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Students use a design process to generate and develop visual communications. The design process provides a structure to organise design thinking and is shaped by considerations of aesthetics and functionality, as well as social, environmental and economic factors. Students develop the skills to manipulate and organise design elements, design principles, selected media, materials and production methods when creating visual communications. Creative, critical and reflective thinking (design thinking) supports students to progress through and focus on the design process. Students investigate the work and practices of Australian and international designers from a variety of social, cultural, historical and contemporary contexts.

Unit 3 Details:
Design thinking and practice
The following topics will be studied:
• analysis and practical folio of the three fields of visual communications: Environmental design, Communication design and Industrial design.
• design industry practice
• the design brief and folio research.

Unit 4 Details:
Design development and presentation
The following topics will be studied:
• design folio based on a stated brief and developed via the design process
• ‘the pitch’: a public presentation based on the completed design folio from this unit.

Assessment:
• School-assessed Coursework for Unit 3 (Folio).
• School-assessed Task Units 3 & 4 (Folio). Please note: This is not the same folio mentioned above.
• School-assessed Coursework for Unit 4 (The Pitch).
• Mid-year exam, one and a half hours (Design Industry practice).
• End-of-year exam, one and a half hours (based on all Units 3 & 4 coursework).

Prerequisites:
To have a reasonable chance of success in these units, students should have a solid record of achievement in Units 1 & 2 Visual Communication Design.

Subject to a materials charge
Please refer to the Materials Charges document
YEAR 12 ENGLISH

English – Units 3 & 4

Course Description

This study is designed to enable students to extend their competence in using standard Australian English to meet the demands of further study, the workplace and their own needs and interests. The English course focuses on the development of critical responses to both literary and non-literary texts, including media texts, and the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings.

Unit 3 Details

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

Areas of Study:

1. Reading and Responding
2. Creating and Presenting
3. Using Language to Persuade

Unit 4 Details

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

Areas of Study are:

1. Reading and Responding
2. Creating and Presenting
3. Using Language to Persuade

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. The student’s level of achievement will be determined by school assessed coursework and an end of year examination.
YEAR 12 – ENGLISH

English as an Additional Language (EAL) – Units 3 & 4

Course Description

This study is designed for students whose first language is not English and who qualify for enrolment. It is designed to enable students to extend their competence in using standard Australian English to meet the demands of further study, the workplace, and their own needs and interests.

Unit 3 Details

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

Areas of Study:
1. Reading and Responding
2. Creating and Presenting
3. Using Language to Persuade

Unit 4 Details

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

Areas of Study are:
1. Reading and Responding
2. Creating and Presenting
3. Using Language to Persuade

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. The student’s level of achievement will be determined by school assessed coursework and an end of year examination.

Prerequisites:

Students need to meet the VCAA criteria for enrolment in EAL.
YEAR 12 – ENGLISH

Literature – Units 3 & 4

Course Description
This subject focuses on the relationship between the ways in which various kinds of literature are constructed and the nature of interpretations and judgements made about them. It involves an exploration of textual language, the variety of ways by which a text can be interpreted and the processes by which readers construct equally valid but different readings of the same text. Literature also requires students to consider ways in which texts represent and comment on human experience and ideas, the views and values expressed through texts, and the relationship between texts and the social, historical and cultural contexts in which they were produced and in which they are read.

Unit 3 Details
The focus of this unit is on the ways writers construct their work and how meaning is created for, and by, the reader. Students consider how the ‘form’ of the text affects meaning and expectations.

Areas of Study:
1. Adaptations and Transformations
2. Views, Values and Contexts
3. Considering alternative viewpoints

Unit 4 Details
The focus of this unit is on creative and critical responses to texts, taking into account the concerns, language and point of view of authors’ original works. By synthesising insights, students develop a cogent, substantiated response.

Areas of Study are:
1. Creative Responses to text
2. Close analysis

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. The student’s level of achievement will be determined by school assessed coursework and an end of year examination.
YEAR 12 HEALTH & PHYSICAL EDUCATION
Health and Human Development – Units 3 & 4

Course Description:
Throughout the study of VCE Health and Human Development (HHD), students investigate health and human development in local, Australian and global communities.

Unit 3 Details:
Australia’s Health
Australians generally enjoy good health and are among the healthiest people in the world. Despite Australia’s good health status, there is still potential for improvement. The National Health Priority Areas (NHPAs) initiative provides a national approach that aims to improve health status in the areas that contribute most of the burden of disease in Australia. Regardless of how health is measured, health is not shared equally by all Australians. Funding for the Australian health system involves a combination of both government and non-government sources. The Australian Government makes a significant contribution to the health system through the funding of Medicare. Both government and non-government organisations play an important role in the implementation of a range of initiatives designed to promote health in Australia.

Unit 4 Details:
Global Health and Human Development
This unit takes a global perspective on achieving sustainable improvements in health and human development. In the context of this unit, human development is about creating an environment in which people can develop to their full potential and lead productive, creative lives in accord with their needs and interests. It is about expanding capabilities, having access to knowledge, health and a decent standard of living. Students study the Millennium Development Goals and assess the success of these in reducing world poverty and improving health. The role of aid agencies and the Australian Government in assisting developing countries will also be analysed.

Assessment:
School-assessed Coursework for Unit 3 and Unit 4 will contribute 25 per cent for each unit. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent. Assessment tasks use the following formats:

• case study analysis
• data analysis
• tests (multiple-choice, short-answer and/or extended response).

Prerequisites:
To have a reasonable chance of success in these units, students should have a solid record of achievement in Health and Human Development Unit 1 and 2.

Additional Information:
Unit 1 & 2 Health and Human Development is an excellent introduction to Units 3 & 4. The four Units complement each other and lead to careers in health sciences.
YEAR 12 HEALTH & PHYSICAL EDUCATION
Physical Education – Units 3 & 4

Course Description:
VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity.

The study of physical activity and sedentary behaviour is significant for the understanding of health, wellbeing and performance of people. The study enables the integration of theoretical knowledge with practical application through participation in physical activities. There are opportunities for students to apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation.

This VCE study is suitable for students with a wide range of aspirations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study prepares students for such fields as the health sciences, exercise science and education, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits to develop as critical practitioners and lifelong learners.

Unit 3 Details:
Physical activity participation and physiological performance
This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity.

Students investigate the contribution of energy systems to performance in physical activity. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

Unit 4 Details:
Enhancing performance
Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition.

Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.

Assessment:
- School-assessed work for Unit 3 – 25%
- School-assessed work for Unit 4 – 25%
- End-of-year written examination – 50%

Prerequisites:
It should be noted that to complete Physical Education Units 3 & 4, it is expected that students have successfully completed Units 1 & 2 and/or Year 10 Sports Science.

Additional Information: Nil.
YEAR 12 HUMANITIES
Accounting – Units 3 & 4

Course Description:
VCE Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. Financial data will be collected and recorded and accounting information reported, using both manual and information and communications technology (ICT) methods. Students learn the process of recording, reporting, analysing and interpreting financial data and accounting information which is then communicated to internal and external users of this information. Students learn to appreciate the integral role of Accounting in the successful operation and management of businesses.

Unit 3 Details:
This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is also used.

Unit 4 Details:
This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business, using the perpetual inventory recording system. Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations to analyse the results and suggest strategies to the owner on how to improve the performance of the business.

Assessment:
• A folio of exercises
• Topic tests
• SAC 1 Recording financial data
• SAC 2 Balance day adjustments and reporting and interpreting accounting information
• SAC 3 Extension of recording and reporting
• SAC 4 Financial planning and decision making
• End-of-year exam

School-assessed Coursework for Unit 3 will contribute 25 per cent. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

Prerequisites: There are no prerequisites for entry to Unit 3 Accounting. Students must undertake Unit 3 prior to undertaking Unit 4. Having successfully completed Units 1 and 2 Accounting is highly recommended.

Additional Information: Students will need to purchase a non-graphics calculator, which must be brought to every class.
YEAR 12 HUMANITIES
Business Management – Units 3 & 4

Course Description:
Business Management Units 3 & 4 builds on the topics studied in Business Management Units 1 & 2 but focuses on Large Scale Organisations.

Unit 3 Details:
In this unit students investigate how large-scale organisations operate. Students examine the environment (both internal and external) in which large-scale organisations conduct their business, and then focus on aspects of individual business’ internal environment and how the operations of the business are managed. Students develop an understanding of the complexity and challenge of managing large-scale organisations and have the opportunity to compare theoretical perspectives with practical applications.

The Areas of Study:
• Large Scale Organisations in Context
• Internal Environments of Large Scale Organisations
• The Operations Management Function

Unit 4 Details:
This unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

The Areas of Study:
• The Human Resource Management Function
• The Management of Change

Assessment:
• School-assessed Coursework for Unit 3
• School-assessed Coursework for Unit 4
• End-of-year two hour examination

Prerequisites:
No prerequisites however it is advised that successful completion of Units 1 and 2 Business Management and/or Units 1 and 2 Economics will be beneficial for this subject.
YEAR 12 HUMANITIES
Economics – Units 3 & 4

Course Description:
Economics is the study of how individuals and societies use resources to satisfy needs. It is central to understanding why individuals and societies behave as they do.

Economic decisions are about resource use in producing goods and services and about the distribution of the proceeds of production. To understand the basis for these decisions, and their impact, requires an understanding of basic economic principles and concepts. Students will develop an awareness of the links between economics and the influence of political, ethical, environmental and social forces on economic decision making.

Unit 3 Details:

Economic Activity and Objectives
The focus of this unit is the study economic activity that generates production, income, expenditure and employment and the factors that affect the achievement of the Australian’s Government objectives. The objectives studied are: low inflation, economic growth, full employment, external stability (trade) and equity in the distribution of income.
Areas of study:
  • Area of study 1: An introduction to microeconomics; The market system and resource allocation
  • Area of study 2: An introduction to macroeconomics; Output, employment and income.

Unit 4 Details:

Economic Management
The focus of this unit is the management of the Australian economy, which concentrates on budgetary, monetary and microeconomic reform policies.
Areas of study:
  • Area of study 1: Macroeconomic demand management policies
  • Area of study 2: Aggregate supply policies

Assessment:
School-assessed Coursework and examination:
  • Unit 3 School-assessed Coursework: 25%
  • Unit 4 School-assessed Coursework: 25%
  • End-of-year examination: 50%

Prerequisites:
There are no prerequisites for Economics but it is recommended that students have undertaken Unit 1 & 2 Economics, or Year 10 Economics and Business.
YEAR 12 HUMANITIES
Geography – Units 3 & 4

Course Description:

This course investigates the characteristics of resources and the concept of region. A study of resources is about the processes and relationships operating in the past, present and future and analysing their use and management. Regions occur at various scales and this is explored through different case studies. An investigation into geographic characteristics of global phenomena and responses to them is also undertaken. Two global phenomena are studied, with one having to be population.

Ten key geographical concepts underpin VCE Geography. Teachers should ensure that when undertaking the units students develop the ability to select, use and apply the following concepts to assist in their observations, descriptions, interpretations, analyses and explanations of phenomena. These concepts are change, distance, distribution, movement, place, process, region, scale, space, spatial association and sustainability.

Unit 3 Details:
Changing the land
This unit focuses on two investigations of geographical change: change to land cover and change to land use. Students investigate three major processes that are changing land cover in many regions of the world. Students investigate the distribution and causes of these three processes. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report using the structure provided.

Areas of Study:
• Land use change - On completion of this unit the student should be able to analyse, describe and explain land use change and assess its impacts.
• Land cover change - On completion of this unit the student should be able to analyse, describe and explain processes that result in changes to land cover and discuss the impacts and responses resulting from these changes.

Note: Fieldwork is a compulsory component of Unit 3.

Unit 4 Details:
Human population – trends and issues
In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions.

Areas of Study:
• Population Dynamics - On completion of this unit the student should be able to analyse, describe and explain population dynamics on a global scale.
• Population Issues and Challenges - On completion of this unit the student should be able to analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses.
**Assessment:**
Unit 3 School-assessed Coursework: 25%
Unit 4 School-assessed Coursework: 25%
Written end-of-year examination: 50%

**Prerequisites:**
There are no prerequisites for Geography but it is highly recommended that students have undertaken Unit 1 & 2 Economics, or Year 10 Geography.

**Additional Information:**
There will be a fieldwork trip throughout the year as it a compulsory component of this course.
YEAR 12 HUMANITIES
Global Politics – Units 3 & 4

Course Description:
In this subject students investigate the key global actors in twenty-first century global politics. They use contemporary evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interest and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives.

Unit 3 Details:
Area of Study 1 – Global Actors
Who are the key actors in contemporary global politics? From where does their power and influence stem? What impact do these actors have on global politics? And what challenges do these global actors face in achieving their aims?

Area of Study 2 – Power in the Asia-Pacific Region
What is power? Why do different ideas about the national interest exist? How is power exercised by a state in the Asia-Pacific region? What is the most effective form of power for a state to use to pursue its national interest?

Unit 4 Details:
Global Challenges
Area of Study 1 – Ethical Issues and Debates
Do we have a responsibility to uphold the human rights of persons outside our borders? What is the best way to deal with people movement? What does ‘development’ look like? Can the world be rid of weapons, and if so, will it be safer?

Area of Study 2 – Crises and Responses
What does crisis mean in today’s world? What are the contexts for different crises and how were they created? How effective are responses to these crises?

Assessment:
Comprises a combination of short answer, extended response and essay tests, in addition to the end of year examination.
Unit 3 - School Assessed Coursework: 25%
Unit 4 - School Assessed Coursework: 25%
Final Examination: 50%

Prerequisites:
It is advisable that students undertaking Units 3 & 4 Global Politics have successfully completed Units 1 & 2 Global Politics.

Additional Information:
This subject will appeal to students who:
• Have an interest in current affairs and international relations and/or want to learn more about global issues
• Are looking to pursue a career in international development, diplomacy, journalism, international law
• Have a solid academic record, particularly in English and History

Students undertaking this subject will:
• Gain a better understanding of the social, political and economic forces that shape the world
• Develop skills in the analysis and synthesis of information
• Develop their written and oral communication skills.
YEAR 12 HUMANITIES
History: Revolutions – Units 3 & 4

Course Description:
Revolutions mark moments of great change and new direction. They share a common aim of breaking apart from an old regime in the interest of creating a new society. Such dramatic social transitions have implications, not only for the country in which they occur, but internationally as well. The destruction of an existing society polarises the population, often bringing civil war and counter-revolution, making survival and consolidation of the revolutionary principles the primary goal of the revolutionary state. In order to defend the revolution from internal and foreign opposition, revolutionary governments often deploy force and adopt oppressive policies. A revolution concludes when a new point of stability has been reached and a viable revolutionary settlement is made.

Unit 3 Details:
American Revolution
1. Cause of Revolution:
The periods for this area of study are:
   American Revolution 1754 – 1776 (French and Indian War to the Declaration of Independence 1776)
2. Consequences of Revolution:
The periods for this area of study are:
   American Revolution 4th July 1776 – 1789 (Declaration of Independence to the acceptance of the Bill of Rights)

Unit 4 Details:
Russian Revolution
1. Causes of Revolution:
The periods for this area of study are:
   Russian Revolution 1896 – October 1917 (Coronation of Tsar Nicholas to the 25th October Revolution 1917)
2. Consequences of Revolution
   The periods for this area of study are:
   Russian Revolution 1917 – 1927 (Early Sovnarkom decrees to the end of the NEP).

Assessment:
Unit 3 Coursework – 25%  
• A Historical Enquiry  
• An Evaluation of Historical Interpretations
Unit 4 Coursework – 25%  
• An Analysis of Primary Sources  
• An Essay
End of year examination – 50%

Prerequisites:
In order to be best prepared for the coursework and skills, it is recommended students have completed Units 1&2 History in Year 11.
YEAR 12 HUMANITIES
Legal Studies – Units 3 & 4

Course Description:
Legal Studies examines the processes of law-making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society. The study provides students with an appreciation of how individuals can be involved in decision-making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens.

Unit 3 Details:
Law making
The purpose of this unit is to enable students to develop an understanding of the institutions that determine laws and the processes by which laws are made. It considers the impact of the Commonwealth Constitution on the operation of the legal system and how it compares to another country. A focus is also made on the nature and importance of courts as law-makers and the relationship between parliaments and the courts.

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

Unit 4 Details:
Resolution and Justice
This unit focuses on the mechanisms by which legal disputes of both a criminal and a civil nature can be resolved in a fair and just manner. Students examine the institutions that adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system. Using the elements of an effective legal system, students consider the extent to which court processes and procedures contribute to the effective operation of the legal system. They also consider reforms or changes that could further improve its effective operation.

Areas of study:
   Area of study 1: Dispute resolution methods
   Area of study 2: Court processes procedures and engaging in justice.

Assessment:
School-assessed Coursework and examination:
   • Unit 3 School-assessed Coursework: 25%
   • Unit 4 School-assessed Coursework: 25%
   • End-of-year examination: 50%

Prerequisites:
There are no prerequisites for Legal Studies but it is recommended that students have undertaken Unit 1 & 2 Legal Studies, or Year 10 Legal.
YEAR 12 LANGUAGES OTHER THAN ENGLISH (LOTE)
German – Units 3 & 4

Course Description:
This course has been designed for students who have previously studied 3 - 4 years of German. The study of Language contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities that use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond. The ability to communicate in German may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as trade, environmental studies, tourism, banking, technology and education. The study is designed to enable students to: speak German to communicate with others; understand and appreciate the cultural contexts in which German is used; understand their own culture(s) through the study of other cultures; understand language as a system; make connections between German and English, and/or other languages; apply German to work, further study, training or leisure.

Unit 3 Details:
This unit will investigate prescribed themes and topics, text types, kinds of writing, vocabulary and grammar as detailed in the VCE Study Design for German.
Areas of Study:
• The Individual - personal identity, school and aspirations, leisure and lifestyles
• German-Speaking Communities - people and places, past and present, arts and entertainment
• The Changing World - the world of work, youth issues, tourism.

Unit 4 Details:
This unit will investigate prescribed themes and topics, text types, kinds of writing, vocabulary and grammar as detailed in the VCE Study Design for German. It includes a detailed study based on one of the recommended sub-topics within the Study Design.
Areas of Study:
• The Individual - personal identity, school and aspirations, leisure and lifestyles
• German-Speaking Communities - people and places, past and present, arts and entertainment
• The Changing World - the world of work, youth issues, tourism.

Assessment:
• School-assessed Coursework for Unit 3 (3 outcomes covering listening, writing and speaking skills)
• School-assessed Coursework for Unit 4 (3 outcomes covering reading, writing and speaking skills)
• Mid-year 7 minute Oral Examination
• Mid-year Written Examination
• End-of-year 15 minute Oral Examination
• End-of-year two hour Written Examination

Prerequisites:
To have a reasonable chance of success in these units, students should have a solid record of achievement in Languages - German Units 1 & 2, or equivalent accomplishment.

Additional Information: Students will need to subscribe to Language Perfect. Students will also be strongly encouraged to attend extracurricular activities such as the VCE Forum to prepare for their final Languages Exam.
YEAR 12 LANGUAGES OTHER THAN ENGLISH (LOTE)
Japanese – Units 3 & 4

Course Description:
This course has been designed for students who have previously studied 3 - 4 years of Japanese. The study of Language contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities that use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond. The ability to communicate in Japanese may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as trade, environmental studies, tourism, banking, technology and education.

The study is designed to enable students to: use Japanese to communicate with others; understand and appreciate the cultural contexts in which Japanese is used; understand their own culture(s) through the study of other cultures; understand language as a system; make connections between Japanese and English, and/or other languages; apply Japanese to work, further study, training or leisure.

Unit 3 Details:
This unit will investigate prescribed themes and topics, text types, kinds of writing, vocabulary and grammar as detailed in the VCE Study Design for Japanese.
Areas of Study:
• The individual - personal identity, daily life, school, leisure and lifestyles
• Japanese speaking communities - visiting Japan, life in Japan, getting know people in Japan.
• The changing world - the world of work, environmental issues, tourism.

Unit 4 Details:
This unit will investigate prescribed themes and topics, text types, kinds of writing, vocabulary and grammar as detailed in the VCE Study Design for Japanese. It includes a detailed study based on one of the recommended sub-topics within the Study Design.
Areas of Study:
• The individual - personal world, daily life, past and future.
• Japanese speaking communities - visiting Japan, life in Japan, getting know people in Japan.
• The changing world - the world of work, changes in daily life, lifestyle, home and neighborhood.

Assessment:
School-assessed Coursework for Unit 3 (Students are required to demonstrate achievement of three outcomes)
• be able to express ideas through the production of original texts
• be able to analyse and use information from spoken texts
• be able to exchange information, opinions and experiences

School-assessed Coursework for Unit 4 (Students are required to demonstrate achievement of two outcomes)
• be able to analyse and use information from written texts
• be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Japanese speaking communities

Mid-year 7 minute Oral Examination
Mid-year Written Examination
End-of-year 15 minute Oral Examination
End-of-year two hour Written Examination.
**Prerequisites:**
In order to study Units 3 and 4, students should have successfully completed Units 1 and 2 or equivalent level of accomplishment. To have a reasonable chance of success in these Units.

**Additional Information:**
Students are expected to subscribe to Language Perfect.
Students are expected to use a bilingual dictionary effectively in examination or non-examination situation.
YEAR 12 MATHEMATICS
Further Mathematics – Units 3 & 4

Course Description:
Further Mathematics is intended to provide for students with diverse needs and aspirations and is intended to be widely accessible. It is intended to provide general preparation for employment and further study in a variety of different fields.

Unit 3 Details:
In this unit, students will undertake the study of ‘Data Analysis’, including investigating data distributions, associations between two variables as well as investigating and modelling linear associations and time series data. They will also cover the topic of ‘Recursion and financial modelling’ which will see them investigate the use of first-order linear recurrence relations and technology to model and analyse a range of financial situations, and solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

Areas of Study:
- Data analysis
- Recursion and financial modelling

Unit 4 Details:
In this unit, students will undertake the study of the ‘Matrices’ module which will cover the definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems. Students will also cover the ‘Networks and Decision Mathematics’ module which will cover the definition and representation of different kinds of undirected and directed graphs, Eulerian trails and circuits, bridges, Hamiltonian paths and cycles, and the use of networks.

Areas of Study:
- Arithmetic and number
- Geometry, measurement and trigonometry
- Discrete mathematics

Assessment:
- Unit 3 School-assessed Coursework (an Application Task and a Modelling/Problem-solving task): 20%
- Unit 4 School-assessed Coursework (two Modelling/Problem-solving task): 14%
- End-of-year Examination 1 – a 1.5 hour exam of multiple choice questions: 33%
- End-of-year Examination 2 – a 1.5 hour exam of extended response questions: 33%

Prerequisites:
Satisfactory completion of VCE General Mathematics Units 1 and 2, including a minimum standard of D for both Units 1 and 2 Examinations.

Additional Information: Students must have a Ti-Nspire CAS calculator as prescribed on the booklist.

*Please refer to page 158 for further information on Mathematics pathways*
YEAR 12 MATHEMATICS
Mathematical Methods – Units 3 & 4

Course Description:
Mathematical Methods Units 3 and 4 extends the introductory study of simple elementary functions of a single real variable studied in Mathematical Methods Units 1 and 2 to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. The appropriate use of technology, including but not limited to computer algebra system (CAS) technology, will be incorporated throughout these units to assist in the development of mathematical ideas and concepts. Mathematical Methods is intended to provide students with an appropriate foundation for further study in areas such as Science, Engineering, Economics or Medicine.

It is also a prerequisite (may be studied concurrently) for any student considering undertaking Specialist Mathematics Units 3 and 4.

Unit 3 Details:
In this unit, students cover transformations of the plane and key features of elementary functions and their graphs. The behavior of these functions and their graphs will also be linked to applications in practical situations. Students will cover the algebra of functions and study the identification of appropriate solution processes for solving equations, and systems of simultaneous equations, presented in various forms. Graphical and numerical approaches for problems involving equations where exact value solutions are not required or which are not solvable by other methods will be investigated. Students will be introduced to the graphical treatment of limits, continuity and differentiability of functions and differentiation of these functions whilst linking these processes to application in practical situations.

Areas of Study:
- Functions and Graphs
- Algebra
- Calculus

Unit 4 Details:
In this unit, students will continue with the study of calculus, in particular with the anti-differentiation and integration of functions of a single real variable and be introduced to their application of practical situations. They will cover discrete and continuous random variables, their representation using tables, probability functions; the calculation and interpretation of central measures and measures of spread; and statistical inference for sample proportions. The focus is on understanding the notion of a random variable, related parameters, properties and application and interpretation in context for a give probability distribution.

Areas of Study:
- Functions and Graphs
- Algebra
- Calculus
- Probability and Statistics
Assessment:

- Unit 3 School-assessed Coursework (one Application Task): 17%
- Unit 4 School-assessed Coursework (two Modelling/Problem-solving task): 17%
- End-of-year Examination 1 – a one hour technology-free and notes-free exam: 22%
- End-of-year Examination 2 – a two hour technology-enabled with summary notes exam: 44%

Prerequisites:

To ensure a reasonable chance of success in these units, students should have a solid record of achievement in Mathematical Methods Units 1 and 2 with an average grade of C in both the tests and Units 1 and 2 Examinations.

Additional Information:

Students must have a Ti-Nspire CAS calculator as prescribed on the booklist.

*Please refer to page 158 for further information on Mathematics pathways*
YEARS 12 MATHEMATICS
Specialist Mathematics – Units 3 & 4

Course Description:
Enrolment in Specialist Mathematics Units 3 and 4 assumes a concurrent enrolment in, or previous completion of, Mathematical Methods Units 3 and 4. A large proportion of the material studied in Mathematical Methods 3 and 4 will be assumed knowledge for Specialist Mathematics Units 3 and 4. This course is intended to provide an appropriate foundation for students wishing to undertake further study in, but not limited to, areas such as Science and Engineering.

Unit 3 Details:
In this unit, students will cover inverse circular functions, reciprocal functions, rational functions and other simple quotient functions, the absolute value function, graphical representations of these functions, and the analysis of key features of their graphs. They will investigate the expression of simple rational functions as a sum of partial fractions; the arithmetic and algebra of complex numbers, including polar form; points and curves in the complex plane; introduction to factorisation of polynomial functions over the complex field; and an informal treatment of the fundamental theorem of algebra. They will cover advanced calculus techniques for analytic and numeric differentiation of a range of functions and their application in a variety of theoretical and practical situations including curve sketching and differential equations. Students will cover the arithmetic and algebra of vectors, linear dependence and independence of a set of vectors and proof of geometric results using vectors.

Areas of Study:
- Functions and Graphs
- Algebra
- Calculus
- Vectors

Unit 4 Details:
In this unit, students will cover advanced calculus techniques for analytic and numeric integration of a range of functions and their application in a variety of theoretical and practical situations, including area and volume and kinematics. They will investigate vector representation of curves in the plane and vector kinematics in one and two dimensions. Newtonian mechanics will be introduced, for both constant and variable acceleration, and will include the study of equations of motion. They will cover statistical inference related to the definition and distribution of sample means, simulations and confidence intervals for means and will include the investigation of hypothesis testing for a population mean.

Areas of Study:
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability and Statistics
Assessment:

- Unit 3 School-assessed Coursework (one Application Task): 17%
- Unit 4 School-assessed Coursework (two Modelling/Problem-solving task): 17%
- End-of-year Examination 1 – a one hour technology-free and notes-free exam: 22%
- End-of-year Examination 2 – a two hour technology-enabled with summary notes exam: 44%

Prerequisites:

To ensure a reasonable chance of success in these units, students should have a solid record of achievement in Mathematical Methods Units 1 and 2, including a minimum standard of C for both Units 1 & 2 Examinations.

Satisfactory completion of Specialist Mathematics Units 1 and 2 is highly recommended for this course.

Additional Information:

Students must have a Ti-Nspire CAS calculator as prescribed on the booklist.

*Please refer to page 158 for further information on Mathematics pathways
YEAR 12 SCIENCE
Biology – Units 3 & 4

Course Description:
This study focuses on how living organisms are able to survive, grow and reproduce, using biochemical reactions that are shared amongst living organisms. Students also learn that living organisms are also made of common bio macromolecules, for example, DNA and proteins. Organisms must be able to detect and respond to changes in their environment and these processes are explored in this study. Students also learn that populations of living organisms are subject to change over time and that genetic material (DNA) is passed from parents to their offspring. This knowledge has significant implications for modern society, as technological developments allow humans to manipulate DNA and modify the genetic material of organisms. Students will explore the implications of these developments.

Unit 3 Details:
Signatures of life
In this unit, students consider the molecules and biochemical processes that are indicators of life. They investigate how biomacromolecules are made and the biochemical processes that are common to autotrophic and all life forms. Students consider the structure of DNA and this role this molecule plays forming the genes of an organism. Students learn that genes are functional units of DNA that code for the production of a diverse range of proteins in an organism.

Students investigate the significant role of proteins in cell functioning, especially how the structure of a protein relates to its function in an organism’s tissues.

Students investigate how cells communicate with each other at molecular level in regulating cellular activities; how they recognise ‘self’ and ‘non-self’ in detecting possible agents of attack; and how physical barriers and immune responses can protect the organism against pathogens.

Areas of Study:
- Molecules of life
- Detecting and responding

Unit 4 Details:
Continuity and change
In this unit, students examine evidence for evolution of life forms over time. Students explore hypotheses that explain how changes to species have come about. In addition to observable similarities and differences between organisms, students explore the universality of DNA and conservation of genes as evidence for ancestral lines of life that have given rise to the present biodiversity of our planet. Information obtained by studying genomes and functional genomics has provided insight into gene expression and regulation, and relationships between species. Students study how genes are transmitted from generation to generation by examining meiosis and patterns of inheritance including pedigree analysis. Students consider the relationship between heritable variations and the environment in accounting for changes to species over time, and for speciation and extinction.

Students examine the interrelationships between biological, cultural and technological evolution. As they consider the historical development of ideas and technological advances that have contributed to our knowledge and understanding of inheritance and evolutionary biology, students come to understand the dynamic nature of science, the human factors that influence developments in science and its increasing reliance on evidence. Students investigate emerging technological applications and the implications of advances in molecular genetics. The ability to apply technologies that can change the genetic composition of individual organisms and species, including humans, raises controversial issues for individuals and society. Students examine these issues and consider their implications from a variety of perspectives.
Areas of Study:
  • Heredity
  • Change over time

Assessment:
School-assessed Coursework for Unit 3
  • Reports of 3 different practical activities relating to transport of substances across membranes, enzyme action and cellular respiration or photosynthesis
  • A written report of an organism’s response to a specific signal
  • A written response relating to the immune system

School-assessed Coursework for Unit 4
  • Reports of 3 different practical activities relating to genetic crosses, DNA manipulation and cell division
  • Written report on evolutionary relationships
  • A response to an issue relating to human intervention in evolution
  • End of year 2.5 hour exam (plus 15 minutes reading time).

Prerequisites:
There are no prerequisites for entry into Units 3 and 4 Biology.

Additional Information:
Nature of Biology 2 (Jacaranda) textbook
Checkpoints VCE Biology Units 3 & 4 (Cambridge)
YEAR 12 SCIENCE
Chemistry – Units 3 & 4

Course Description:
This study focuses on the techniques that chemists use to analyse chemical compounds and looks at the pathways that chemists use to synthesise complex molecules from simpler starting products. The course gives students an understanding of the factors that affect the speed (or rate) of chemical reactions and the involvement of energy, either being absorbed, or released, from reactants and products, during chemical reactions.

Unit 3 Details:
Chemical pathways
In this unit, students investigate the scope of techniques available to the analytical chemist. Chemical analysis is vital in the work of the forensic scientist, the quality control chemist at a food manufacturing plant, the geologist in the field, and the environmental chemist monitoring the health of a waterway. Each technique of analysis depends on a particular property or reaction of the chemical being investigated. Consequently, an understanding of the chemistry is necessary in learning how and why the techniques work.

Students investigate organic reaction pathways and the chemistry of particular organic molecules. A detailed knowledge of the structure and bonding of organic chemicals is important to the work of the synthetic organic chemist. In the wake of the work done on the genome project, synthesis of new medicines is one of the growth industries for the coming decades. Students investigate the role of organic molecules in the generation of biochemical fuels and medicines.

Areas of Study:
- Chemical analysis
- Organic chemical pathways

Unit 4 Details:
Chemistry at work
In this unit, students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Chemical reactions produce a diverse range of products we use and depend on every day. Access to large quantities of raw materials and reliable energy supplies for these reactions is necessary to maintain continuous production of high quality useful chemicals. Features that affect chemical reactions, such as the rate and yield or equilibrium position, are investigated. Students explore how an understanding of these features is used to obtain optimum conditions in the industrial production of a selected chemical.

Galvanic cells and electrolytic cells operate by transforming chemical and electrical energy. Students investigate their operating principles, both in the laboratory and in important commercial and industrial applications, including fuel cells. These cells are used in smaller appliances such as mobile phones, CD players, personal computers, and in larger scale systems such as cars and motor bikes, and in the production of chemicals.

Areas of Study:
- Industrial chemistry
- Supplying and using energy
Assessment:

School-assessed Coursework for Unit 3

- An extended experimental investigation
- A written report of a practical investigation
- A response to structured questions

School-assessed Coursework for Unit 4

- A summary report of 3 practical activities relating to energy transformations
- Written report of a practical activity
- A response to structured questions
- End of year 2.5 hour exam (plus 15 minutes reading time).

Prerequisites:

Successful completion of Units 1 and 2 Chemistry.

Additional Information:

Heinemann Chemistry 2 textbook
Checkpoints VCE Chemistry Units 3 & 4 (Cambridge)
Scientific calculator (not a CAS calculator).
YEAR 12 SCIENCE
Physics – Units 3 & 4

Course Description:
This study focuses in analysing the motion of objects in more than one or more dimensions, as well as investigating and comparing the operation of electronic and photonic devices. Students look at the use of electronic devices in domestic and industrial systems. Students also examine the interactions between light and matter.

Unit 3 Details:
This unit focuses on the ideas that underpin much of the technology found in areas such as communications, engineering, commerce and industry. Motion in one and two dimensions is introduced and applied to moving objects on Earth and in space. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonic devices are introduced. The detailed studies offer examples of theoretical and practical applications of these technologies.

Students continue to have regular experience in experimental investigation in the laboratory. They design and carry out an extended practical investigation. They collect accurate data, evaluate the quality of data and measurement processes, and make conclusions based on the data.

Unit 4 Details:
This unit focuses on the development and limitations of models in explaining physical phenomena. A field model of electromagnetism is applied to the generation of electricity, and the development of models that explain the complex interactions of light and matter are considered. The detailed studies provide examples of innovative technologies used for research and communication.

Mathematical modelling, including calculations, continues to be used to organise first-hand and second-hand data, to link concepts, to make predictions and to identify trends. Students analyse and solve more complex qualitative and quantitative problems.

Assessment:
School-assessed Coursework for Units 3 & 4
- An extended experimental investigation
- A written report of a practical investigation
- A response to structured questions
- End-of-year 2.5 hour exam (plus 15 minutes reading time).

Prerequisites:
Successful completion of Units 1 and 2 Physics.

Additional Information:
Heinemann Physics 2 textbook
Checkpoints VCE Physics Units 3 & 4 (Cambridge)
Scientific calculator (not a CAS calculator).
YEAR 12 SCIENCE
Psychology – Units 3 & 4

Course Description:
This course focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition, memory and learning.

Unit 3 Details:
Students study the structure and functioning of the human brain and nervous system, and explore the nature of consciousness and altered states of consciousness, including sleep. They consider the function of the nervous system in memory and investigate the ways in which information is processed, stored and utilised. Students will also analyse research methodologies, consider ethical issues associated with the conduct of research and the use of the findings, and apply appropriate research methods when undertaking their own investigations.

Unit 4 Details:
This unit focuses on the interrelationship between learning, the brain and its response to experiences and behaviour. Students investigate learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changed behaviours. They use a biopsychosocial framework – a conceptual model that includes psychological and social factors in addition to biological factors in understanding a person’s mental state – to explore the nature of stress and a selected mental disorder. Students will also analyse research methodologies, consider ethical issues associated with the conduct of research and the use of the findings, and apply appropriate research methods when undertaking their own investigations.

Assessment:
In the study of Psychology, the student’s level of achievement will be determined by school-assessed coursework, and an end-of-year examination.
- Unit 3 school-assessed Coursework: 20%
- Unit 4 school-assessed Coursework: 20%
- End-of-year examination: 60%

School-assessed coursework may include:
- a report of a research investigation conducted by the student
- data analysis
- media response
- tests (with multiple choice and short answer components)
- evaluation of research
- essay
- media response
- annotated folio of practical activities
- oral presentation using two or more data types.

Prerequisites:
Units 3 & 4 students would ideally have successfully completed Units 1 & 2 Psychology (or Year 10 Psychology Elective if attempting Units 3 & 4 as a Year 11 student)
YEAR 12 TECHNOLOGY
Computing – Units 3 & 4

Preamble:
Units 3 and 4 Computing is offered as two streams. Students should select one stream only, with the expectation that they may be placed in the other stream at the College’s discretion, based upon the expected participation levels. The College has historically run Informatics (formerly IT Applications), however, Software Development should also be considered as a viable and engaging study.

Unit 3 Details:
Informatics: In Informatics Units 3 and 4 students focus on data, information and information systems.

Course Description:
In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. Students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution.

Students develop an understanding of the power and risks of using complex data as a basis for decision making. Students frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheets or databases to help analyse and interpret. Students take an organised approach to problem solving by preparing project plans and monitoring progress using project management strategies.

Areas of Study:
1. Organisations and data management
2. Data analytics: drawing conclusions

Unit 4 Details:
Informatics
In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. Students draw on the analysis and conclusion of their hypothesis determined in Unit 3, Outcome 2, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project. Students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

Areas of Study:
1. Data analytics: presenting the findings
2. Information management

Assessment:
Unit 3 School Assessed Coursework: 10%
Unit 4 School Assessed Coursework: 10%
Unit 3 & Unit 4 School Assessed Task: 30% (Folio)
External Exam: 50%
Unit 3 Details:

Software Development
In Software Development Units 3 and 4 students focus programming and computational thinking skills.

Course Description:
In Software Development students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language. Students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules. Students examine a range of software design representations and interpret these when applying specific functions of programming. Students analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills. This forms the first part of a project that is completed in Unit 4.

Areas of Study:
1. Programming practice
2. Analysis and design

Unit 4 Details:

Software Development
In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They continue to study the programming language used in Unit 3.
Students further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities. They also assess the effectiveness of the project plan in monitoring project progress. Students apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.

Areas of Study:
1. Software solutions
2. Interactions and impact

Assessment:
Unit 3 School Assessed Coursework: 10%
Unit 4 School Assessed Coursework: 10%
Unit 3 & Unit 4 School Assessed Task: 30% (Folio)
External Exam: 50%
YEAR 12 TECHNOLOGY
Food and Technology - Units 3 & 4

Course Description:
This study focuses on the importance of food in our daily lives from both a theoretical and practical point of view. The study enables students to apply their theoretical understanding of the relationship between food and technology as they develop skills in food preparation. VCE Food and Technology challenges students to make links between food, food processing, nutrition, health and well-being, and provides them with the opportunities to acquire knowledge and skills to make informed choices when selecting, storing, purchasing, preparing and consuming foods that will contribute to a healthy lifestyle.

Unit 3 Details:
In this unit, students develop an understanding of food safety in Australia and the relevant national, state and local authorities and their regulations including the Hazard Analysis and Critical Control Points (HACCP) system. They investigate the causes of food spoilage and food poisoning and apply safe work practices while preparing food. The following topics will be studied:

- Understanding of key foods and their functions
- Investigation of cooking techniques and justification of the use of techniques selected when preparing key foods
- Primary and secondary food processing techniques
- Food preservation
- Developing a design brief and design plan
- Developing evaluation criteria from the design brief specifications
- Research and investigation
- Development of a production timeline.

Unit 4 Details:
In this unit, students develop individual production plans for the proposed four to six food items and implement the design plan they established in Unit 3. In completing this task, students apply safe and hygienic work practices using a range of preparation and production processes. The following topics will be studied:

- Complex food processes
- Food product research and development
- Emerging trends in product development, including social pressures, consumer demand, technological developments and environmental considerations
- Food packaging, packaging systems and marketing.

Assessment:
- Production activities
- Reports
- Test and written responses
- Production portfolio
- End-of-year-exam

Percentage contributions to the study score in VCE Food and Technology are as follows:

- Unit 3 School-assessed Coursework 18%
- Unit 4 School-assessed Coursework 12%
- Units 3 & 4 School-assessed Task (Design Folio) 40%
- End-of-year examination 30%

Prerequisites: None

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

Subject to a materials charge
Please refer to the Materials Charges document
YEAR 12 TECHNOLOGY
Product Design and Technology – Units 3 & 4

Course Description:

Product design is part of people's responses to changing needs to improve quality of life by designing and creating artefacts. Product design is enhanced through knowledge of social, technological, economic, historic, ethical, legal, environmental and cultural factors. These factors affect the aesthetics, form and function of products developed in the past and those yet to be developed. Central to VCE Product Design and Technology is the Product design process, which provides a structure for students to develop effective design practice. The design process involves identification of a real need that is then articulated in a design brief. The need is investigated and informed by research to aid the development of solutions that take the form of physical, three-dimensional functional products. Development of these solutions requires the application of technology and a variety of cognitive and physical skills, including creative design thinking, drawing and computer-aided design, testing processes and materials, planning, construction, fabrication and evaluation.

Unit 3 Details:
Applying the Product design process.
This unit will investigate the following areas of study:
- The designer, client and/or end-user in product development (SAC)
- Product development in industry (SAC)
- Designing for others (SAT)

Unit 4 Details:
Product development and evaluation
This unit will investigate the following areas of study:
- Product analysis and comparison (SAC)
- Product manufacture (SAT)
- Product evaluation (SAT)

Assessment:
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.
- School-assessed Coursework for Unit 3 - written outcomes (2)
- School-assessed Task for unit 3 – (1) Design folio
- School-assessed Coursework for Unit 4 – Written outcomes (1)
- School-assessed Task for Unit 4 – (2) Production task and Evaluation
- End-of-year exam

Prerequisites:
To have a reasonable chance of success in these units, students should have a solid record of achievement in Product Design and Technology in Unit 1 & 2

Additional Information:  See booklist for details

Subject to a materials charge
Please refer to the Materials Charges document
Certificate III in Interactive Digital Media

This is an accelerated two-year sequence open to students in Years 10 & 11. It comprises studies in VCE Units 1 & 2 (Year 11 level) and further studies in Units 3 & 4 (Year 12 level). On successful completion of this sequence, students receive the VET Certificate III in Interactive Digital Media.

Program Details – consisting of:

- 7 units of competence required for Units 1 & 2.
- 6 specialist units of competence required for Units 3 & 4 and the award of the Certificate III in Digital Media qualification.

Digital Media is not so much an industry as a descriptive term which defines a growing range of applications across business, education, entertainment, information and commerce where different media are integrated. These media may include text, sound, video, film, photography, graphics and animation. Their integration into digital media products usually involves digital technology, non-linear application navigation and a capacity for interacting with the digital media product.

AIMS

The aims of the VCE VET Digital Media program are to:

- Provide participants with the knowledge and skills development for the achievement of units of competence that will enhance their employment prospects within the digital media industry.
- Enable participants to gain a nationally recognised credential and make a more informed choice of vocational and career paths.

VCE VET Units 1 & 2

Core units:

- BSBCRT301A Develop and extend critical and creative thinking skills
- CUFIND301B Work effectively in the screen and media industries
- CUSOHS301A Participate in OHS processes
- CUFDIG303A Produce and prepare photo images

Electives: At least TWO electives to a minimum of 80 hours: in 2016 these will be:

- CUFSOU301A Prepare audio assets
- CUFDIG201A Maintain interactive content
- CUFRES201A Collect for broadcast or publication

VCE VET Units 3 & 4

Core units:

- CUFANM301A Create 2D digital animations
- CUFWRD301A Write content for a range of media
- BSBDES302A Explore and apply the creative design process to 2D forms
- CUFDIG302A Author interactive sequences
- CUFDIG301A Prepare video assets
- CUFDIG304A Create visual design components

STUDY SCORE

A Study Score is available for students undertaking the Units 3 & 4 sequence of this program in 2016. To be eligible for a Study Score students must:

- Achieve all the units of competence in the Units 3 & 4 sequence.
- Be assessed in accordance with the tools and procedures specified in the VCAA Media Assessment Guide.
- Undertake an examination in the November examination period, based on the underpinning knowledge and skills in the units of competence advised by the VCAA.

Using these two sources of information, a study score will be calculated by procedures similar to those in use for other VCE studies, including the same statistical moderation procedures. The study score will be reported as a single number out of 50.
VCE Planning

At Viewbank College most students will undertake a VCE program of 22 units over 2 years. Students will study 12 units, (6 per semester) at Year 11, and 10 units (5 per semester) at Year 12. Variations on this program will, however, be available to some students.

VCE requirements direct students towards a breadth of choice while also enabling specialisation to suit individual aspirations. The selection of an appropriate course is of vital importance and should be carefully considered. Before final course decisions are made, all students will undergo individual interviews with Careers Counsellors, Year Level Well-Being Leaders and the relevant Senior Leaders. It is here that details of course selection will be finalised in accordance with students’ final reports. Failure by any student to present for these final course selection interviews may jeopardise their chances of being enrolled in the subjects of their choice.

Students should consider the following guidelines and factors when choosing a VCE program and subjects.

1. **Career intentions** Studies should be appropriate for the career a student intends to follow.

2. **Future options** In choosing a VCE course, students should endeavour to keep career and further study options as open as possible. Consider two or three possible VCE courses rather than just one.

3. **Prerequisite subjects for tertiary courses** Many courses at universities have prerequisite studies. Students should research the prerequisites for courses they are interested in. Prerequisites are compulsory to gain entry into those courses.

4. **Interests and abilities** It is important that a student chooses studies which interest them and in which they can achieve. Students who choose unwisely and are unable to cope with a study may lose confidence and find themselves struggling in other studies as well.

5. **Achieving a balance** It is important to maintain a balance between career interests and the value of education in its own right. Students should attempt to balance their emotional, intellectual, physical and artistic needs when choosing their subjects.

6. **Resources** The most useful resource is as follows:
   - [www.viewbankcollegecareers.com](http://www.viewbankcollegecareers.com) which contains external links to universities, TAFEs and other useful information, including information for parents.
   - JOB GUIDE - Careers Office/ Internet
   - TAFE & University Handbooks
   - The Careers staff – recommended this be the primary resource for pathways information.

Students should discuss their subject selections with a wide range of interested people - parents, subject teachers, Careers staff and Well-Being Leaders.

The school intends to offer the VCE units listed in this handbook for study in 2016. However, subjects will only run if there is sufficient demand from students. The feasibility of a class running is dependent on many variables and constraints: the timetable, the minimum class size and the physical and human resources available at the school. Many of these issues cannot be dealt with until late in the year when results are known and the program for the rest of the school is determined. The school also reserves the right to modify a student’s course selection in view of his/her final report.

The College will always endeavour to satisfy the choices and requirements of as many students as possible. Unfortunately, there can be situations where students may not receive their first choice.

*Please refer also to VCE Pathways on page 159*
Vocational Education & Training Programs (VET)

Viewbank College permits participation in a Vocational Education and Training (VET) program. This allows students to complete a nationally recognised TAFE certificate as part of their regular VCE studies. Work placement in industry is often a component, and in most cases VET subjects offer scored assessment (a Study Score) at Units 3 & 4. VET allows students to gain knowledge and experience in a learning area that is of particular interest to them – this can lead to future career pathways and options. VET qualifications usually lead directly into further education and training and allow students to experience industry standard equipment, technology and training methods. Completion of a VET program enables students to graduate with both a VCE Certificate and a Vocational Education and Training qualification. Additional VET studies are offered off campus via the Northern Melbourne VET Cluster. A separate booklet outlines the studies available.

Through our membership of the Northern Melbourne VET Cluster, we are also able to offer students in Years 10-12 a wide range of VET programs (currently around 25). The cluster comprises a range of schools, and allows our students to benefit from sharing arrangements in terms of classes and trainers. Examples of programs regularly on offer include: Animal Studies, Fashion design, Automotive, Media, Engineering, Hospitality, Interior Design, Building and Construction, Plumbing, Music, Tourism (and many more).

Students and parents who are interested in VET studies should contact the VET Coordinator for more information. Students undertaking VET courses leave school early one day per week (usually Wednesday) to attend classes at neighboring secondary schools. For successful completion of VET certificates, most courses require a 2 year commitment. A detailed explanation of all the courses offered in 2016 can be found in the Northern Melbourne VET Cluster Handbook available from the Careers Room.

NOTE: All VET courses incur material fees.

ADVANTAGES OF A VET PROGRAM

- Students can complete one or more VET Certificates whilst completing their VCE.
- Students who successfully complete a two year sequence can count this study in their primary four. The study score is included in the calculation of the ATAR.
- Completion of a Vocational Education and Training Certificate provides students with a range of pathways: university, diploma and/or certificate courses.
- Students will develop specific industry level skills through workplace learning.
- School-industry programs give students from Years 11 and 12 the opportunity to combine traditional classroom learning with hands-on industry training.
- Each of the VET programs enables students to gain practical confidence as vocational competencies are developed.
- Students may have enhanced employment opportunities.
- The acquisition of both a VCE Certificate and a VET Certificate issued by the VCAA.
- Each VET Certificate is nationally accredited in the Australian Qualifications Framework.
- The VET Certificate is recognised by the State Training Board.

PATHWAYS

- Students completing these programs have a range of options available.
- They may:
  - Apply to a University course with credit for their vocational subjects included in their ATAR score.
  - Proceed to a TAFE course, entering the program with credit for modules already completed.
  - Proceed directly to employment using the vocational skills acquired, especially those certificates recognised as pre apprenticeship qualifications.

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) is the acknowledgement of skills and knowledge previously attained through formal training, work experience and/or life experience. Students may be eligible for credit into a Certificate III VET course based on relevant prior learning and/or experience. Recognition of Prior Learning is available on application to all Certificate III VET programs offered at Viewbank College. RPL Application Forms can be obtained from the VET Coordinator.

WORK PLACEMENT

Students undertaking a VET program are encouraged to complete a structured industry-based work placement during the program. The purpose of the work placement is to enable students to extend the skills and knowledge they have gained from their training in the VET program. Viewbank College encourages students to complete a work placement during the school holidays, or in the week following the Term 4 examination period, though students may be able to negotiate other times throughout the year.
School Based Apprenticeships and Traineeships

School Based Apprenticeships and Traineeships (SBAT) allow students over 15 years of age to work as paid part-time apprentices, or trainees, while still at school. While doing VCE, a student can enter the workforce in a particular industry by working and training on the job, and receiving off the job training from a Registered Training Organisation.

A typical SBAT will involve:
- Paid part-time work 1 day per week at a rate based on the National Training Wage.
- Attendance at a TAFE or other Registered Training Organisation 1 day per week or on a block release period.
- Attendance at school for 4 days per week to complete other VCE subjects.

Note: An employer needs to be willing to take a student on this part-time basis. Securing such a position is a competitive situation - a student must be “work ready”.

HOW A SBAT CONTRIBUTES TO THE VCE
Upon successful completion of the SBAT, the School Based Apprentice will have gained credit towards a VET (Vocational Education & Training) qualification and their VCE. If a student is studying VCE, the SBAT may contribute to their ATAR score.

PLEASE NOTE: to be recognised as a School Based Apprentice, the employee/student must be undertaking an approved SBAT Certificate. School Based Apprenticeships are available in a range of areas. For a current list, collect a brochure from the Careers Room.

The Careers Coordinator, the VET Coordinator and the Well-Being Leader would need to be consulted before a student considers this option.
null
Trial Subject selection sheets

Courses or careers I am interested in:

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. ________________________________________________________________

What are the prerequisites of the courses or careers I have listed above?

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. ________________________________________________________________

(Indicate the study name and the unit level in each box)

Yr11 Unit 1

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Yr11 Unit 2

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Yr12 Unit 3

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Yr12 Unit 4

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(Units 3 & 4 MUST be completed as a sequence)

REMEMBER: Students should select 22 units over a period of 2 years. Most students will select 12 units in Year 11 and 10 units in Year 12. All students must include in their program 4 units of English and at least 3 sequences of level 3/4 units other than English.
Glossary

**Australian Tertiary Admission Rank (ATAR)**
The overall ranking on a scale of 0–99.95 that you receive, based on your study scores (see below). The ATAR is used by universities and TAFE institutes to select students for their courses.

**General Achievement Test (GAT)**
A compulsory test for all students undertaking a VCE Units 3 and 4 sequence or scored VCE VET Units 3 and 4 sequence.

**Outcomes**
What you are expected to know and be able to do by the time you have finished a VCE unit.

**Registered Training Organisation (RTO)**
An institution that has been approved by the Victorian Registration and Qualifications Authority (VRQA) to deliver specified trainings.

**Satisfactory completion**
This means you have achieved the outcomes for the unit. An ‘S’ is awarded for satisfactory completion of a unit. If the unit is not satisfactorily completed, then an ‘N’ is awarded.

**Semester**
One half of the academic year. Most units last for one semester.

**Sequence**
The order in which you undertake your VCE units, for example a Units 3 and 4 sequence.

**Statement of Attainment**
A record of recognised learning that may contribute towards a qualification in the VET sector.

**Statement of Results**
A set of documents that formally state the results you achieved in the VCE and/or VCAL, and whether or not you have graduated.

**Studies**
The subjects available in the VCE.

**Study design**
The description of the content of a VCE study, and how students’ work is to be assessed. A study design for each VCE study is published by the VCAA. Schools and other VCE providers must adhere to the study designs.

**Study score**
A score with a maximum of 50 which shows how you performed in a VCE study or scored VCE VET, relative to all other students doing that same study. It is calculated using the scores achieved in each of the three graded assessments for the study.

**Technical and Further Education (TAFE)**
TAFE institutes offer a range of mainly vocational tertiary education courses up to the level of Advanced Diploma.

**Units (VCE)**
The parts of a study in the VCE. There are usually four units in a study, numbered 1, 2, 3 and 4.

**Victorian Curriculum and Assessment Authority (VCAA)**
The Victorian State Government agency responsible to the Minister for Education for the management of the VCE and VCAL.

**Vocational Education and Training (VET)**
This refers to nationally recognised vocational certificates.

**Victorian Tertiary Admissions Centre (VTAC)**
VTAC is responsible for calculating and distributing the ATAR and for processing student applications for tertiary entrance to universities, TAFE institutes and other further education colleges.