VIEWBANK COLLEGE

SENIOR SCHOOL SUBJECT HANDBOOK

2015 - 2017

Viewbank College
Warren Road, Rosanna 3084
Telephone: 9458 2811
Fax: 9459 0512
Email: viewbank.co@edumail.vic.gov.au
Website: www.viewbank.vic.edu.au
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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<td>English*</td>
<td>All students: English&lt;br&gt;EA Program students: English Units 1 &amp; 2</td>
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<tr>
<td>Science^</td>
<td>Choose at least 1 of: Atomic Chemistry/Physics&lt;br&gt;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:

## ELECTIVES

### The ARTS
- Art
- Ceramics
- Digital Media
- Drama Improvisation
- Drama Production
- Music Performance
- Phoenix Yearbook Magazine & Desktop Publishing
- Printmaking
- Visual Communication & Design

### Design, Creativity & Technology
- Design & Food Technology
- Fashion Illustration & Pattern Making
- Fashion & Textiles
- Food & Technology (International Food)
- Food & Technology (Patisserie)
- Information & Communications Technology (ICT)
- Product Design, Materials & Technology (Wood/Metal/Plastic)

### English
- English Literature
- Writers' Workshop

### Health & Physical Education
- First Aid and Coaching
- Recreational Leadership
- Sport and Fitness
- Sports Science

### Humanities
- Accounting
- Economics and Business
- Geography
- Global Issues
- History
- History: American Studies
- Legal Studies

### Languages Other Than English
- German
- Japanese

### Mathematics
- Maths Methods Elective

### Science
- Psychology

### VET
- Certificate III in Interactive Digital Media
- Certificates III and IV in Creative Industries
### VCE Units offered

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* 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.
YEAR 10 COURSE INFORMATION
Curriculum Structure for 2015 onwards

From 2015 onwards, the Year 10 timetable will align with Years 11 and 12. This 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.

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<td>• Elective/Core</td>
<td>• Elective/Core</td>
</tr>
</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 2015, 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 ‘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 Wednesday July 23, 2014 for consideration. Approvals are based on the above guidelines, using Semester 1 reports as the main reference.

Please note that 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>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 16 – 20</td>
<td>Small group counselling (to be cont’d)</td>
</tr>
<tr>
<td>June 19</td>
<td>Alternative Pathways Evening</td>
</tr>
<tr>
<td>June 19</td>
<td>Yr 10 New Curriculum Information Session</td>
</tr>
<tr>
<td>July 16</td>
<td>Subject Expo</td>
</tr>
<tr>
<td>July 21</td>
<td>Yr 9 into 10 Parent Information/City Experience Information Evening</td>
</tr>
<tr>
<td>July 23</td>
<td>Applications for Accelerated VCE Study Units 1 &amp; 2 Forms due to Coordinators Office</td>
</tr>
<tr>
<td>July 25</td>
<td>Subject Selection Day. Individual student interviews with parent(s) (8:30 am – 5:30 pm)</td>
</tr>
<tr>
<td></td>
<td>Subject Selection Forms are due at time of interview</td>
</tr>
<tr>
<td>August 1</td>
<td>Confirmation of Accelerated VCE Units 1 &amp; 2 Study</td>
</tr>
<tr>
<td>November 24 – December 11</td>
<td>Year 10 2015 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 2015. EA students will also be invited to undertake Mathematical Methods CAS 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 2015</th>
<th>Year 10 Semester 2 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Units 1 &amp; 2</td>
<td>English Units 1 &amp; 2</td>
</tr>
<tr>
<td>Mathematical Methods CAS Units 1 &amp; 2</td>
<td>Mathematical Methods CAS 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>American Studies</td>
<td>Music Performance</td>
</tr>
<tr>
<td>Atomic Chemistry/Physics</td>
<td>Accounting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 11 2016</th>
<th>Year 12 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Literature Units 1 &amp; 2 *</td>
<td>English Units 3 &amp; 4</td>
</tr>
<tr>
<td>Mathematical Methods CAS 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>
<td></td>
</tr>
</tbody>
</table>

* current (2014) Year 10 EA Program students will complete English Units 1 & 2 in Year 11, 2015.

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 (1 ½ hours) 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 2014 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 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 at the end of Term 2. 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:

• English teachers conduct 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.
- To meet the completion requirements of the VCE, each student must satisfactorily complete a total of no fewer than 16 units. These units must include:
  - Three units from the English group, with at least one unit at Units 3 and 4 level; and
  - 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 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.

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 Year 11 subjects, students should be careful to have in mind that some tertiary courses have prerequisite Year 12 studies and this in turn, may affect Year 11 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
- 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 August 2014. 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 and students in Year 12 will be given first preference for these studies.

Students are required to complete an Application for Accelerated VCE Study Form and submit it by Wednesday, July 23, 2014 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.

* For full details of the ‘VCE Attendance Policy’ and all other VCE Policies, please refer to the 2014 VCE Student Policy Handbook, available on the College website.
Transition Timeline - Year 10 into 11

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 19 - 30</td>
<td>Pre-Course Counselling</td>
</tr>
<tr>
<td>June 19</td>
<td>Alternative Pathways Evening</td>
</tr>
<tr>
<td>June 23 – 27</td>
<td>Work Experience</td>
</tr>
<tr>
<td>July 15</td>
<td>VCE Student Information Session</td>
</tr>
<tr>
<td>July 16</td>
<td>Subject Expo</td>
</tr>
<tr>
<td>July 16</td>
<td>Yr 10 into 11 VCE Parent Information Evening</td>
</tr>
<tr>
<td>July 23</td>
<td>Applications for Accelerated VCE Study Units 3 &amp; 4 due to the Coordinators Office</td>
</tr>
<tr>
<td>July 23</td>
<td>Subject Selection Forms due</td>
</tr>
<tr>
<td>August 1</td>
<td>Confirmation of Accelerated VCE Units 3 &amp; 4 Study</td>
</tr>
<tr>
<td>August 4 – 15</td>
<td>Course Counselling</td>
</tr>
<tr>
<td>November 24 – December 4</td>
<td>Year 11 2015 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 28</td>
<td>Year 11 into 12 Information Session</td>
</tr>
<tr>
<td>July 30</td>
<td>Subject Selection Forms due</td>
</tr>
<tr>
<td>August 11 -22</td>
<td>Course Counselling</td>
</tr>
<tr>
<td>November 24 – 28</td>
<td>Year 12 2015 Transition Program</td>
</tr>
</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 the 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:

Arts Domain: Creating and Making, Exploring and Responding. Students will be expected to present a completed range of two and three dimensional artworks and a visual diary which contains homework, evaluations, design explorations, research and documentation.

Communication Domain: Listening, Viewing, Responding and Presenting. Students will be expected to undertake a class presentation and participate in class discussions.

Materials Charge:
To be advised
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:

Arts Domain: Creating and Making, Exploring and Responding. Students will be expected to present a range of three dimensional artworks and a visual diary which contains homework, evaluations, design explorations, research and documentation.
Communication Domain: Listening, Viewing, Responding and Presenting. Students will be expected to undertake a class presentation and participate in class discussions.

Materials Charge:
To be advised
YEAR 10 The ARTS
Digital Media – Elective

Semester Overview:

The Year 10 Digital Media course aims to provide students with specialised knowledge required in performing a wide variety of creative tasks in various media such as digital imaging, video production, photography and print. Students will utilise industry based software and 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. They will research, design, create and reflect on media, devised from a range of stimuli, to demonstrate the 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)
- to identify 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 Piece using various media
- use various media technologies such as Adobe Photoshop, InDesign and Final Cut Pro
- analyse story and production elements through film analysis.

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

• improvisation (collaboration/solo work)
• solo performance
• ensemble performance
• peer analysis – written reflection of other groups; this is a prequel to performance analysis which is an Outcome for 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 and presenting an Ensemble Performance
• Reflection and written analysis; this will help prepare students for the Written Analysis Outcome in VCE Drama
• 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:
Arts and Interpersonal Development
- Solo Performance
- Group Performance
- Written Exam
- Composition

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

Materials Charge:
To be advised
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:

Assessment of students work is based upon all required outcomes:

- one Folio (Visual Diary) of a minimum of thirty five pages of: 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.
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:

Assessment of students work is based upon all required outcomes:
• one Folio (Visual Diary) of a minimum of thirty five pages of: 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 2015 and Units 3 & 4 in 2016.
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:

AusVELS assessment of students 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.

Materials Charge:

To be advised
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:

Design, Creativity and Technology
Thinking Processes, Reflection and Evaluation
- Investigating and Designing
- Producing
- Analysing and Evaluating

Materials Charge:

To be advised
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:

Design, Creativity and Technology:

- Investigating and designing
- Producing
- Analysing and evaluating

Thinking Processes / Reflection and Evaluation

Materials Charge:

To be advised
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:

Design, Creativity and Technology:

- investigating and designing
- producing
- analysing and evaluating

Thinking Processes / Reflection and Evaluation

Materials Charge:

To be advised
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:

Design, Creativity and Technology
Thinking Processes\ Reflection and Evaluation

- Investigating and Designing
- Producing
- Analysing and Evaluating

Materials Charge:

To be advised
YEAR 10 DESIGN, CREATIVITY & TECHNOLOGY

Food and Technology (Patisserie) - Elective

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:

Design, Creativity and Technology. Thinking Processes\Reflection and Evaluation

- investigating and designing
- producing
- analysing and evaluating

Materials Charge:

To be advised
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, nanotechnologies, 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
Thinking Processes (Reflection, evaluation and metacognition)
YEAR 10 DESIGN, CREATIVITY & TECHNOLOGY
Product 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
YEAR 10 ENGLISH
English - Core

Semesters 1 & 2 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.

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

Additional Information:
Current Year 9 EA Program students will study English Units 1 and 2 as their Core English in Year 10. See next page.
YEAR 10 ENGLISH

English – Units 1 & 2 – Core (EA Program Students)

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.

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

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

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:

This Units 1 & 2 Study is only open to students from the EA Program.
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.

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
Writers’ Workshop – 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 and viewing, speaking, writing and creating.

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 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
• 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
• 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:

Personal, Social and Community Health, Movement and Physical Activity.

Materials Charge:

To be advised
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:
Personal, Social and Community Health
Movement and Physical Activity

Materials Charge:
To be advised
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:

Personal, Social and Community Health
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:

Personal, Social and Community Health
Movement and 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:

Students will be assessed on:
Geographic Knowledge and Understanding
Geospatial Skills

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:

The Humanities – History (Historical skills)
Civics and Citizenship (Civic knowledge and understanding)
Thinking Processes (Reasoning, processing and inquiry)
Thinking Processes (Reflection, evaluation and metacognition)
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.

Materials Charge:
To be advised
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.

Materials Charge:

To be advised
YEAR 10 MATHEMATICS
Mathematics – Further – Core

Semester Overview:

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. The Mathematics Domain includes the Content Strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. Students will undertake studies in all three of these content strands. The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands.

Elaborations:

Semester 1
Number and Algebra - Linear and Non-Linear Relations, Solving Linear Equations and In-equations, Index Laws, Scientific Notation.

Semester 2
Measurement and Geometry – Pythagoras’ Theorem, Area, Surface Area of Prisms, Pyramids and Cones, Volume of Prisms, Pyramids and Cones.

AusVELS Assessment Areas:

Number and Algebra, Geometry and Measurement, Statistics and Probability.

Additional Information:

Students will require an approved CAS calculator, preferably a Ti-nspire.
YEAR 10 MATHEMATICS
Mathematics – Methods – Core

Semester Overview:
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. The Mathematics Domain includes the Content Strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students will undertake studies in all three of these content strands. The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands.

Elaborations:

Semester 1
Number and Algebra - Linear and Non-Linear Relations, Solving Linear Equations and Inequations, Index Laws, Scientific Notation;

Semester 2
Number and Algebra - Quadratic Relations, Expanding and Factorizing Quadratic Expressions, Solving Quadratic Equations, Sketching Quadratic Graphs.
Measurement and Geometry –Area, Surface Area of Prisms, Pyramids and Cones, Volume of Prisms, Pyramids and Cones.

AusVELS Assessment Areas:
Number and Algebra, Geometry and Measurement and Statistics and Probability.

Additional Information:
Students will require an approved CAS calculator, preferably a Ti-nspire.
YEAR 10 MATHEMATICS
VCE Foundation Mathematics – Units 1 & 2 - Core

Course Description:

Foundation Mathematics provides students a VCE Mathematics, supporting VET studies, who do not intend undertaking any other studies in VCE Mathematics. There is a strong emphasis on using mathematics in practical contexts relating to everyday life. The content is related to students’ other VCE (VET) studies, work (part-time or work experience), personal or other familiar situations.

Unit 1 Details:
Areas of study include: Space, Shape and Design; Patterns and Number; Handling Data and Measurement in Design.

This unit will investigate:
• number skills
• budgeting
• travelling overseas
• leisure activities in mathematics (Sudoku, logic puzzles)

Unit 2 Details:
Areas of study include: Space, Shape and Design; Patterns and Number; Handling Data and Measurement in Design.

The topics covered are:
• investing your money
• building a new house
• buying your first car
• car safety
• statistics

Assessment:
Students will be required to satisfactorily complete: Investigations; Projects; Assignments; Tests; Semester 1 and 2 Exams.

Prerequisites:
None

Additional Information:
Calculator
YEAR 10 MATHEMATICS
VCE General Mathematics (Advanced) Unit 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 CAS Units 1 and 2.

Unit 1 Details:
The Areas of Study are Arithmetic, Algebra, Graphs of Linear and Non-Linear Relations, Decision and Business Mathematics.

The topics covered are:
- Matrices
- Linear and Non Linear Relations and Equations
- Graphs of Linear and Non-Linear Relations and Modelling
- Sketching and Interpreting Linear and Non-Linear Graphs
- Linear Programming
- Co-ordinate Geometry
- Geometry in Two and Three Dimensions
- Trigonometric Ratios and their applications

Unit 2 Details:
The Areas of Study are Arithmetic, Algebra, Graphs of Linear and Non-Linear Relations, Decision and Business Mathematics.

The topics covered are:
- Polynomials
- Calculus
- Real and complex number systems
- Kinematics
- Trigonometry
- Vectors

Students are required to: apply mathematical knowledge and skills creatively to solve problems in unfamiliar situations, including real-life situations; learn and practise mathematical algorithms.

Assessment:
Students will be required to satisfactorily complete: Tests, Problem Solving tasks, Projects, Skills Assignments, Summaries, and the Semester 1 and 2 exams.

Prerequisites:
EA Program students and selected others may receive a College Invitation to undertake this subject.

Additional Information:
Students will require an approved CAS calculator, preferably a Ti-Nspire.
YEAR 10 MATHEMATICS
Maths Methods Elective – Elective

Semester Overview:

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 in preparation for Mathematical Methods Units 1 & 2.

Elaborations:

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the two content strands:

Number and Algebra – Matrices: Addition, Subtraction, Multiplication, Multiplicative Inverse and Solving Simultaneous Equations; Indices and Surds; Logarithms and Exponentials; Sketching Graphs (Graphs of Circles, Exponentials and Hyperbolas); Polynomials: Remainder and Factor Theorem, Domain and Range; Finite Differences

Measurement and Geometry - Trigonometric Ratios and The Unit Circle, Trigonometric Graphs, Geometry of the Circle.

AusVELS Assessment Areas:

Number and Algebra
Geometry and Measurement
YEAR 10 SCIENCE
Atomic Chemistry/Physics – Core

Semester Overview:

The three AusVELs Science curriculum strands, Science Understanding, Science Inquiry Skills and Science as a Human Endeavour are taught in an integrated way.

Elaborations:

In this subject, the Science Understanding strand includes students recognising that the motion of objects can be described and predicted by the laws of physics and that energy cannot be created or destroyed, only converted from one form to another. Students will construct, launch and analyse the trajectory of rockets to explore these concepts.

The Science Understanding strand also includes students recognising that protons, neutrons and electrons are the particles that make up atoms. Atoms themselves are able to decay radioactively as the nuclei of some atoms spontaneously change. Students will explore chemical-(how does an instant cold pack work?) and nuclear-reactions (like those that occur in stars) and recognise that they all involve energy transfers. Students will also look at how atoms connect to other atoms to form compounds with specific properties, including electrical and thermal conductivity.

The Science Inquiry Skills strand includes using digital technology, including data loggers, to accurately collect and record data, as well as analysing trends in data to identify relationships between variables.

The Science as a Human Endeavour strand includes students recognising that scientific theories and models are modified over time, often as technological developments allow new discoveries to be made.

AusVELS Assessment Areas:

Science Knowledge and Understanding
Science as a Human Endeavour
Science Inquiry Skills

Materials Charge:

To be advised
YEAR 10 SCIENCE
Biology/Chemistry of Life – Core

Semester Overview:

The three AusVELs Science curriculum strands, Science Understanding, Science Inquiry Skills and Science as a Human Endeavour are taught in an integrated way.

Elaborations:

In this subject, the Science Understanding strand includes students recognising that the theory of evolution by natural selection explains the diversity of life and is supported by a range of scientific evidence. It also includes students analysing the genetic relationships between organisms and learning that the transmission of heritable characteristics between generations involves DNA and genes.

The Science Understanding strand includes students recognising that all living organisms obtain their energy from two important reactions, photosynthesis and respiration. These reactions (and most other chemical reactions in living organisms) are controlled by molecules called enzymes. The speed (or rate) of chemical reactions can also be controlled in other ways, including the temperature of the reaction.

The Science Inquiry Skills strand includes students learning to plan and use appropriate investigation methods, collecting reliable data and assessing any risks or ethical issues that may be associated with the method.

The Science as a Human Endeavour strand includes students recognising that advances in science and emerging sciences, for example, nanotechnology, can significantly affect people’s lives and also generate new career opportunities.

AusVELS Assessment Areas:

Science Knowledge and 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 as a Human Endeavour
Thinking Processes / Reflection, Evaluation and metacognition.

Materials Charge:

To be advised.
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.

Materials Charge:
To be advised
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 Studies – 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 ownership and regulated, to further 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 short answer test and two media products)
- School-assessed Coursework for Unit 2 (one media product, short answer test, investigation and oral presentation)
- Units 1 & 2 examinations - one hour examination.

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

Additional Information: Nil.

Materials Charge: To be advised
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.

Materials Charge:
To be advised
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 artworks 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.

Materials Charge:
To be advised
YEAR 11 The ARTS
Studio Arts (Fashion and Textiles) - Units 1 & 2

Course Description:

This course involves designing original and successful fashion garments and focuses 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.

Materials Charge:
To be advised
YEARM11TheARTS
StudioArts(Printmaking)-Units1&2

CourseDescription:


Unit1Details:

Practicalwork

Theory
Studentswillbestudyingseveralartistaswellasdiscoveringnewprintingprocessesandlearningrulesof composition,particularlyinrelationtoimagesproducedbytheprintmakingprocess.

Unit2Details:

Practicalwork
Inthispartofthecoursestudentswillbeconcentratingonusingtheirminiexplorationproposalandfoliotocreateaminimumoftwofinalpresentationsoftheirchoice.Thesecanbedoneinaprintmakingtechniqueoftheirchoice andcanbemadеupofmanysmallerworkstoo.

Theory
Inthispartofthecourse,studentswillbelerntabouttheelementsandprinciplesofartaswellaslookingatsymbolismandmetaphorsinartwork.

VisualDiary
Thevisualdairyorworkbookisacrucialpartofthestudents’courseworkandwillbemarkedintermittently. ItisthereforeVERYimportantthatstudentskeepituptodateandrecordtheirprogress,thoughtsandartworksastheygo.
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.
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.

Materials Charge:
To be advised
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.

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:
- Reading and Responding
- Creating and Presenting
- Using Language to Persuade

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:
- Reading and Responding
- Creating and Presenting
- Using Language to Persuade

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 each unit.

Prerequisites:
There are no prerequisites for entry into Units 1 & 2 English.
YEAR 11 ENGLISH
Literature – Units 1 & 2

Course Description:

This course focuses on the ways literary texts represent human experiences and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively.

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:

- Reading and their Responses
- Ideas and Concerns in Texts
- Interpreting non print 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:

- The text, the reader and their contexts
- Comparing texts

Assessment:

A student's level of achievement in Units 1 & 2 will be determined by assessment tasks and end-of-semester exams.

Prerequisites:

There are no prerequisites for entry into Units 1 & 2 Literature.
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 all Outcomes in Unit 1 & 2 and end-of-semester examinations.

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

Additional Information: Nil.
YEAR 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. The cost of the fieldwork trip will be approximately $30.
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.

Materials Charge: To be advised
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 neighborhood.

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.

Materials Charge: To be advised
YEAR 11 MATHEMATICS
Foundation Mathematics – Units 1 & 2

Course Description:
Foundation Mathematics provides students, who do not intend undertaking any other studies in VCE Mathematics, with a VCE Mathematics, supporting VET studies. There is a strong emphasis on using mathematics in practical contexts relating to everyday life. The content is related to students’ other VCE (VET) studies, work (part-time or work experience), personal or other familiar situations.

Unit 1 Details:
Areas of study: Space, shape and design; Patterns and number; Handling data and Measurement in design. The topics covered are:
• number skills
• budgeting
• travelling overseas
• leisure activities in mathematics (Sudoku, logic puzzles).

Unit 2 Details:
Areas of study: Space, shape and design; Patterns and number; Handling data and Measurement in design. The topics covered are:
• investing your money
• building a new house
• buying your first car
• car safety
• statistics

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

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

Additional Information: Calculator.
YEAR 11 MATHEMATICS
General Mathematics (Further) – Units 1 & 2

Course Description:
This course provides an excellent preparation for Further Mathematics Units 3 & 4.

Unit 1 Details:
Areas of Study: This study focuses on the main branches of Mathematics including Arithmetic, Algebra, Data Analysis, Graphs of Linear and Non-Linear Relations

- Integer and rational Number Systems
- Univariate and Bivariate Data
- Functions and Graphs
- Linear Relations and Equations

Unit 2 Details:
Areas of Study are: This study focuses on the main branches of Mathematics including Arithmetic, Algebra, Decision and Business Mathematics, Trigonometry and Geometry

- Financial Arithmetic
- Sequences and Series
- Trigonometry
- Matrices
- Networks

Assessment:
Students will be required to satisfactorily complete: Tests; Problem Solving tasks; Projects; Skills Assignments; Summary Notes Book and Semester 1 & 2 exams.

Prerequisites:
Satisfactory completion of Year 10 Mathematics Core Maths.

Additional Information:
Students must have their own Ti-Nspire CAS calculator.
YEAR 11 MATHEMATICS
General Mathematics (Specialist) – Units 1 & 2

Course Description:

General Mathematics (Specialist) is highly recommended for those students who wish to study Specialist Mathematics Units 3 & 4.

Unit 1 Details:

Areas of Study: Arithmetic, Algebra, Graphs of Linear and Non-Linear Relations

The topics covered in Unit 1 are:
- Matrices
- Number Systems and Sets
- Algebra
- Transformations
- Logarithms and Exponentials

Unit 2 Details:

Areas of Study are: Trigonometry and Geometry, Arithmetic, Graphs of Linear and Non-Linear Relations,

The topics covered in Unit 2 are:
- Circular Functions
- Vectors
- Polar co-ordinates
- Complex Numbers
- Kinematics

Assessment:

Students will be required to satisfactorily complete: Tests, Problem Solving tasks, Projects, Skills Assignments, Summaries Notes Book and Semester 1 & 2 exams.

Prerequisites:

Satisfactory completion of Year 10 Maths Elective. Students MUST be also studying Units 1 & 2 Mathematical Methods.

Additional Information:

Students must have their own Ti-Nspire CAS calculator.
YEAR 11 MATHEMATICS
Mathematical Methods CAS – Units 1 & 2

Course Description:
This course provides an excellent preparation for Mathematical Methods CAS Units 3 & 4. It is a prerequisite (may be studied concurrently) for General Mathematics (Specialist) Unit 1 & 2.

Unit 1 Details:
The areas of study are: Functions and Graphs, Algebra, and Probability
The topics covered in Unit 1 are:
Polynomial and Power Functions
• Matrices
• Functions and Relations
• Probability 1 (including Transition Matrices).

Unit 2 Details:
The areas of study are: Functions and Graphs, Rates of Change and Calculus and Probability.
The topics covered in Unit 2 are:
• Exponential and Logarithmic Functions
• Circular Functions
• Rates of Change
• Differentiation and Anti-differentiation of Polynomial Functions
• Probability 2 (Combinatorics).

Assessment:
Students will be required to satisfactorily complete Projects, Problem Solving tasks, Skills Assignments, Tests, Summaries and Semesters 1 & 2 exams.

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

Additional Information:
Students must have their own Ti-Nspire CAS calculator.
YEAR 11 SCIENCE
Biology – Units 1 & 2

Course Description:
This study focuses on students learning how living organisms are composed of cells that require specific conditions to survive. Students learn about some of the processes that allow living organisms to be able to maintain a stable internal environment (homeostasis) to allow cells to survive and thrive. Students will also study how organisms interact with other living organisms (biotic factors) and non-living (abiotic) factors in interconnected ecosystems. This includes a field trip to Barwon Heads and Queenscliff to explore different marine ecosystems.

Unit 1 Details:
Unity and Diversity
This unit will investigate cells as the structural and functional unit of the whole organism. Students will investigate the needs of individual cells, how specialised structures carry out cellular activities and how the survival of cells depends on their ability to maintain a dynamic balance between their internal and external environments. Whether life forms are unicellular or multicellular, whether they live in the depths of the ocean or in the tissues of another living thing, all are faced with the challenge of obtaining nutrients and water, a source of energy, a means of disposing of their waste products, and a means of reproducing themselves.

Students will investigate how the structure and functioning of interdependent systems in living things assist in maintaining their internal environment. They relate differences in individual structures and systems to differences in overall function.

Students will also be using key skills, including investigating and developing hypotheses, making connections between concepts and communicating their ideas to others.

Areas of Study:
- Cells in action
- Functioning organisms

Unit 2 Details:
Organisms and their Environment
This unit looks at the diversity of Australian ecosystems, allowing students to study the relationships between living things and their environment. Students investigate particular sets of biotic (living) and abiotic (non-living) factors that operate in different places in the biosphere and how these factors affect the type of organisms that live in this ecosystem. An example that will be studied is the intertidal zone at Barwon Heads.

Students examine how organisms in their particular habitats are part of the integrated and naturally self-sustaining systems in which energy flows and matter is cycled between the living and non-living components of the environment. Students investigate how features possessed by organisms affect their fitness and reproductive success, in relation to their habitats.
They consider how species are affected by changes in environmental conditions, whether natural or human-induced. In this unit, students investigate what changes have taken place in selected ecosystems and how ecological principles can be applied to conserve natural ecosystems, to restore damaged ones and to ensure sustainability of the biosphere. Students will also be using key skills, including collecting, recording, processing, analysing and drawing conclusions from their data.

Areas of Study:
- Adaptations of organisms
- Dynamic ecosystems

Assessment:

Students will be required to satisfactorily complete:
- experimental reports based on practical investigations
- an annotated poster /multi-media presentation/media response/oral presentation
- 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 2015 – approx. $140. Heinemann Biology 1 textbook required.
YEAR 11 SCIENCE
Chemistry – Units 1 & 2

Course Description:

Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Chemistry is used to explain natural phenomena at the molecular level, as well as create new materials such as medicines and polymers. During this study, which has a strong experimental component, students will learn about the impact that Chemistry has in our lives as well as an understanding of some of the contemporary environmental issues that face modern society.

Unit 1 Details:

The Periodic Table
During this unit, students will explore how the Periodic Table provides a framework for studying the chemistry of the elements, using their chemical and physical properties to locate their position. The electron configuration of an element and its tendency to form a particular bond type can all be linked to its position in the Periodic Table. Students also learn how to incorporate mathematical calculations into their understandings of how chemicals react. A study of the development of our understanding about the internal structure of the atom highlights to students the step-by-step way in which scientific theories and models are formed. Students study the models for metallic, ionic and covalent bonding. They consider the widespread use of polymers as an example of the importance of chemistry to their everyday lives.

Areas of Study:
- The Periodic Table
- Materials

Unit 2 Details:

Environmental chemistry
During this unit, students will learn that life on earth has evolved to use water and the gases of the atmosphere in the chemical reactions that sustain them. Water is used by both plants and animals to carry out their energy-producing reactions, dissolve their nutrients and transport their wastes. The atmosphere supplies life-giving gases, provides temperature that sustains life, and gives protection from harmful radiation. Students will explore the properties of water and gases in the atmosphere and gain an understanding of the chemical processes of which these substances are part. Students will also gain an understanding of the principles of green-chemistry, which aim to minimise the environmental impacts that chemical processes have on the environment. They will also become familiar with the calculations and analyses that environmental and industrial chemists use in their day-to-day occupations.

Areas of Study:
- Water
- The atmosphere
Assessment:
Students will be required to satisfactorily complete:
• Practical reports, including a summary report on 3 related experiments
• An Extended Experimental Investigation
• Topic tests
• Unit 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).
YEAR 11 SCIENCE
Physics – Units 1 & 2

Course Description:

Physics contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe. Scientifically literate physics students demonstrate interest and understanding in many areas. They develop skills in evaluating evidence, using theories and models and proposing ideas. They collect and analyse data, make recommendations, draw conclusions and select and use a range of appropriate technologies and mathematical techniques. The knowledge gained through Physics will enhance a student’s ability to be innovative and has applications in industrial, medical and technical areas. It has led to innovations, for example, in medicine, electronics, energy use, telecommunications, sound, building and materials.

Physics generally will appeal to students with an interest in the Sciences and the physical world in particular. It has traditionally combined well with Mathematics and many Physics students also choose to do Chemistry, though students with many other subject combinations have completed Physics successfully in the past.

Unit 1 Details:

This unit focuses on observations and ideas about the physical world that are related to aspects of energy. Students undertake regular experimental work in the laboratory starting with simple observations and measurements.

In this unit, students make and test predictions, identify discrete and continuous variables, select relevant independent variables and recognise controlled variables. They apply a given method for a simple investigation to control variables and collect relevant data. Students record raw qualitative and quantitative data and present processed data, including correct use of units, symbols and formulas, appropriately. They use suitable materials, apparatus and measurement procedures to ensure reliability in the data. When drawing relevant conclusions from their investigations, students recognise sources of uncertainty and error. When completing independent and collaborative investigations, they identify alternative interpretations of data and results. They use appropriate sources to identify and assess risks to themselves, other living things and the environment of Physics related principles and procedures.

Areas of study
• Nuclear physics and radioactivity
• Electricity
• Detailed study – Astrophysics or Medical physics
Unit 2 Details:

This unit focuses on the application of models to more complex phenomena – motion and light – developed within contexts that are familiar to students and relevant to their experiences. Newtonian ideas of motion are extended to include a range of movements and more abstract ideas, while the wave and particle models of light provide a framework for exploring light phenomena in real world applications. The detailed studies provide opportunities to explore motion and/or light in nuclear, sustainable energy, flight, space and medical contexts.

Students continue to undertake extensive and regular experimental work in the laboratory. They design and undertake more complex investigations involving at least one independent, continuous variable, and take increasing responsibility for the design of investigations.

Areas of Study

- Motion
- Wave-like properties of light
- Detailed study – Investigations: Flight or Energy from the nucleus.

Assessment:

Students will be required to satisfactorily complete:

- 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 11 textbook required.

Scientific calculator (not a CAS calculator)
YEAR 11 SCIENCE
Psychology – Units 1 & 2

Course Description:
Psychology is the study of the mind, brain and body in both humans and animals. Through the study of Psychology, students can develop an understanding of how the social environment influences their behaviour and relationships with others. Psychology examines the study of human behaviour from the biological, cognitive, behavioural and social perspectives. The notion of ‘psychology as a science’ is introduced where students apply a variety of research methods and ethical principles to conducting investigations.

This subject would suit the student who has a keen interest in human social interactions and the relationship between the brain and behaviour. Students need to have good literacy skills.

Unit 1 Details:
The focus of this unit is an introduction to the scientific foundation of psychology. They examine the contribution classic and contemporary theories have made to the development of different psychological theories used to predict and explain the human mind, and behaviours associated with different stages of the lifespan.

Areas of Study:
- What is Psychology?
- Lifespan Psychology

Unit 2 Details:
In this unit, students learn about models that describe and explain human behaviour. It focuses on understanding what influences the formation of attitudes of individuals and the behaviours of groups. These concepts inform and contribute to explanations of individual aggression or altruism, the positive and negative power of peer pressure, and responses to group behaviour. Students will also study how intelligence and personality can attribute to differences between individuals. Concepts of intelligence and personality and their methods of assessment are contested.

Areas of Study:
- Interpersonal and group behaviour
- Intelligence and personality

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.

Additional Information: Nil.
YEAR 11 TECHNOLOGY
Food & 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.
Materials Charge: To be advised
YEAR 11 TECHNOLOGY
IT Applications – Units 1 & 2

Course Description:
The study of Information and Communications Technology focuses on how businesses and individuals are benefited by incorporating software and computer devices to efficiently and effectively solve problems. This is achieved by designing and developing solutions to achieve desired outcomes for end-users with specific goals to save time, money and effort while producing accurate and reliable information. Students will develop creative software solutions such as interactive web-pages, spreadsheets with embedded macros and functions, visualisations and mobile applications from design briefs using aspects of the industry standard design and development model. A study of computer networking, data security and information management is also undertaken.

Unit 1 Details:

IT in Action
This unit focuses on how individuals and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to manipulate different data types such as numeric, text, sound and images (still and moving) to create solutions that can be used to persuade, educate, inform and entertain. Students also explore how their lives are affected by ICT, and consider strategies for managing how ICT is applied. Students examine how networked information systems allow data to be exchanged locally and within a global environment, and explore how mobile devices, such as phones and mobile computing devices are used within these networks.

Areas of Study:
- From Data to Information
- Networks
- ICT in a global society

Unit 2 Details:

IT Pathways
This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming, multimedia or web-based scripting language, to meet users’ needs. In this unit, students apply all stages of the problem-solving methodology when creating solutions. Students develop knowledge and skills in using software tools to access, select and authentic data from large data repositories such as the Bureau of Statistics and United Nations, and in presenting the key aspects of the data in an appropriate interactive visual form. Effective visual forms reduce the effort required by readers to interpret information and are clear, usable, relevant and attractive. Students also explore career pathways that involve using knowledge and skills associated with programming or scripting languages. Working collaboratively in teams is an important and effective problem-solving strategy, and this strategy is applied when students solve information problems for clients in the community.
Areas of Study:
- Data Analysis and Visualisation
- Programming and Pathways
- Tools, techniques and procedures.

Assessment:

Students will be required to satisfactorily complete:
- Solutions in response to a design brief, incorporating ICT tools and techniques
- Visual and oral presentations using multimedia and supporting software
- Electronic learning journal such as blog, to record programming learning progress
- Unit 1 and Unit 2 theory and practical exam.

Prerequisites:

While there is no prerequisites for this study, it is recommended that prospective students have an interest in computing. Students explore and use many different types of desktop and cloud-based software, which may prove advantageous in many vocational pathways beyond VCE. Students who are studying Creative Industry VET courses would also be encouraged to undertake this course.

Additional Information:

Nelson Information Technology VCE Units 1 and 2 textbook required.
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.
Materials Charge: To be advised
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 artmaking 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 and 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.

Materials Charge:
To be advised
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 Studies – Units 3 & 4

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:
• Narrative
• Media Production Skills
• 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:
• Media Process
• Media Texts and Society’s Values
• Media Influence

Assessment:
• School-assessed Coursework for Unit 3 (one short answer test and two production exercises).
• School-assessed Coursework for Unit 4 (two analysis tasks).
• School-assessed Task work over Units 3 and 4 (one production design plan [folio], and final product).
• End-of-year two hour and fifteen minute active examination

Prerequisites: There are no prerequisites for Units 3 & 4 Media Studies. However, successful completion of Units 1 & 2 Media Studies is recommended.

Materials Charge: To be advised
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.

Materials Charge: To be advised
YEAR 12 The ARTS
Studio Arts (Fashion and Textiles) - Units 3 & 4

Semester Overview
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.

Materials Charge:
To be advised
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.

Materials Charge: To be advised
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.

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:
- Reading and Responding
- Creating and Presenting
- 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 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:
- Reading and Responding
- Creating and Presenting
- 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.

Additional Information: As part of the requirements for the attainment of the VCE, students must satisfactorily complete at least three units from the group of English studies.
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:
- Reading and Responding
- Creating and Presenting
- 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 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:
- Reading and Responding
- Creating and Presenting
- 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 must meet the VCAA criteria for enrolment in EAL. Please note also, that the responsibility of gaining EAL status rests with the students who must submit a formal application to the VASS Coordinator in September of the year prior to commencing Units 3 & 4.
YEAR 12 ENGLISH
Literature – Units 3 & 4

Course Description:

The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others.

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:
  • adaptations and transformations
  • views, values and contexts
  • 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:
  • creative responses to text
  • 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.

Prerequisites: There are no prerequisites for entry into Units 3 & 4 Literature.
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.
YEARS 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.

Unit 3 Details:
Regional Resources
This unit focuses on the characteristics of resources and the concept of region. The use and management of resources is studied, as well as the factors used to predict and plan for future policies and strategies to ensure the sustainability of the resources. Students will investigate a regional resource and a local resource in Australia.

Areas of Study:
- Use and Management of an Australian water resource
- Use and Management of local resources.

Note: Fieldwork is a compulsory component of Unit 3.

Unit 4 Details:
Global Perspectives
This unit focuses on the geographic characteristics of global phenomena and the different responses to them from governments, organisations, groups and individuals. Students investigate the distribution pattern of global phenomena and analyse and evaluate policies and strategies designed to manage them. Two global phenomena will be investigated in each area of study, one of which must be the study of human population.

Areas of Study:
- Global Phenomena
- Global Responses

This area of study focuses on the ways in which people and organisations respond to the global impact of human population and the other selected global phenomenon. Policies and strategies designed to respond to these phenomena are analysed and evaluated.

Assessment:
Unit 3 School-assessed Coursework; 25%
Unit 4 School-assessed Coursework: 25%
Written end-of-year examination: 50%

Prerequisites:
To have a reasonable chance of success in these units, students should have a solid record of achievement in Geography Units 1 and 2, or at least in their Year 10 studies.

Additional Information:
There will be a fieldwork trip throughout the year as it a compulsory component of this course. The cost will be approx. $30.
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. Revolutionary Ideas, leaders, movements and events:
   The periods for this area of study are:
   American Revolution 1763 – 1776 (The end of French and Indian War to the Declaration of Independence)
2. Creating a new Society:
   The periods for this area of study are:
   American Revolution 1776 – 1789 (Declaration of Independence to the inauguration of George Washington)

Unit 4 Details:
Russian Revolution
1. Revolutionary Ideas, leaders, movements and events:
   The periods for this area of study are:
   Russian Revolution 1905 – 1917 (Bloody Sunday to the Bolshevik ‘October’ Revolution)
2. Creating a new Society:
   The periods for this area of study are:
   Russian Revolution 1917 – 1924 (Bolshevik Revolution to the death of Lenin).

Assessment:
Unit 3 Coursework – 25%
• Research report
• Historiography exercise
Unit 4 Coursework – 25%
• Visual/Document analysis exercise
• Essay
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

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

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.

Unit 3 Details:
The areas of study are the compulsory area Data Analysis and an optional module Matrices.
The following topics will be studied:
- Univariate data
- Bivariate data
- Regression
- Time Series
- Matrices representation and its application
- Transition Matrices

Unit 4 Details:
The areas of study are the modules Geometry and Trigonometry and Networks and Decision Mathematics
The following topics will be studied:
- Geometry
- Trigonometry
- Applications of Geometry and Trigonometry
- Undirected Graphs and Networks
- Directed Graphs and Networks

Assessment:
- School-Assessed Coursework for Unit 3 (one Application task and one test)
- School-Assessed Coursework for Unit 4 (two tests) 34%
- End of year Examination 1 – All Multiple Choice Questions 1.5 hrs -33%
- End of year Examination 2 – All Extended Response Questions 1.5 hrs – 33%

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

Additional Information: Students will require a Ti-Nspire CAS calculator.
YEAR 12 MATHEMATICS

Mathematical Methods CAS – Units 3 & 4

Course Description:

Mathematical Methods CAS Units 3 & 4 builds on the topics studied in Mathematical Methods CAS Units 1 & 2. The appropriate use of computer algebra system technology (CAS) will be incorporated throughout these units, to assist in the development of mathematical ideas and concepts. Mathematical Methods is intended to provide an appropriate foundation for further study in, for example, Science, Economics or Medicine.

Unit 3 Details:

The areas of study in Unit 3 are: Functions and Graphs, Algebra, and Calculus

The following topics will be studied:
- Graphs and Polynomials
- Functions and Transformations
- Exponential and Logarithmic Equations
- Exponential and Logarithmic Graphs
- Inverse functions
- Circular Functions Differentiation
- Applications of Differentiation

Unit 4 Details:

The areas of study in Unit 4 are: Functions and Graphs, Algebra, Calculus, and Probability

The following topics will be studied:
- Integration
- Discrete Random variables
- The Binomial Distribution
- Continuous Distributions

Assessment:

- School-Assessed Coursework for Unit 3 (one Application task and two tests) 20%
- School-Assessed Coursework for Unit 4 (two Analysis tasks) - 14%
- End-of-year Examination 1 –a one hour calculator free and notes free exam – 22%
- End-of-year Examination 2 –a two hour CAS active exam with Summary Notes – 44%

Prerequisites:

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

Additional Information: Students will require a Ti-Nspire CAS calculator.
YEAR 12 MATHEMATICS

Specialist Mathematics – Units 3 & 4

Course Description:
Specialist Mathematics must be taken in conjunction with Mathematical Methods (CAS) Units 3 & 4. A large proportion of the material studied in Mathematical Methods 3 & 4 will be assumed knowledge for Specialist Mathematics 3 and 4. It is a prerequisite for some University courses, including Engineering. A number of University courses offer bonus marks for Specialist Mathematics.

Unit 3 Details:
The areas of study are Functions, Relations and Graphs, Algebra, Calculus, and Vectors
The following topics will be studied:
• Rational Functions of a Real Variable
• Complex numbers
• Representation of Relations and regions in the complex plane, including vectors
• Circular Functions
• Differential and Integral Calculus
• Volumes of Solids of Revolution
• Numerical Integration Techniques

Unit 4 Details:
The areas of study are Algebra, Calculus, Vectors and Mechanics
The following topics will be studied:
• Differential Equations
• Kinematics
• Vector Calculus
• Mechanics

Assessment:
• School-assessed Coursework for Unit 3 (one Application task and two tests)20%
• School-assessed Coursework for Unit 4 (two Analysis tasks)14%
• End-of-year -Examination 1 – a one hour calculator free examination 22%
• End-of-year -Examination 2 - a two hour CAS active examination 44%

Prerequisites:
Satisfactory completion of VCE Mathematical Methods (CAS) Units 1 & 2 includes a minimum standard of C for both Units 1 & 2 Examinations. Satisfactory completion of VCE General Mathematics (S) is highly recommended.

Additional Information:
Students will require a Ti-Nspire CAS calculator.
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 organisms 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 investigations
- 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 11 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
Food & 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.

Materials Charge:  To be advised
YEAR 12 TECHNOLOGY
IT Applications – Units 3 & 4

Course Description:
IT Applications Units 3 & 4 builds on the topics studied in IT Applications Units 1 & 2.

Unit 3 Details:
IT Applications
In Unit 3, students use web authoring software such as Adobe Dreamweaver and database management software such as Access or Filemaker to solve information problems. Additional software can be used to support the development of solutions and information products, for example, image editing software such as Adobe Photoshop. Students investigate types of online communities and their needs, and the types, purposes and functionality of specific types of websites that support information exchange, including wikis, blogs, forums and social networking sites.
The focus of Unit 3 is the World Wide Web and how it supports the information needs of individuals, communities and organisations. Students investigate the design and technical underpinnings of different types of websites that support the varying needs of online communities. Students use web authoring software to create prototype websites for particular online communities, taking into account both technical and non-technical constraints.
Students examine techniques used by organisations to acquire data via websites and consider the relationship between how the data is acquired and the structure of a Relational Database Management System (RDBMS). At the practical level, students acquire and apply knowledge and skills in the use of an RDBMS.
Areas of Study:
- Web authoring software
- A relational database management system (RDBMS)

Unit 4 Details:
In this unit students focus on how ICT is used by organisations to solve ongoing information problems and on the strategies used to protect the integrity and security of data and information. Either a relational database management system (RDBMS) or spreadsheet software is selected and used to create solutions to information problems. In addition, students use web authoring or multimedia authoring software to produce onscreen user documentation. When creating solutions to ongoing information problems, students apply all stages of the problem-solving methodology. Students also explore how organisations manage the storage, communication and disposal of data and information in order to minimise threats to the integrity and security of data and information, and to optimise efficient information handling.

Assessment:
- School-assessed coursework for Unit 3 (two application tasks and two tests) 25%
- School-assessed coursework for Unit 4 (one application task and two tests) 25%
- End of Year VCAA examination 50%

Prerequisites: There are no prerequisites for entry into Units 3 & 4 IT Applications, however Year 10 ICT Elective or Units 1 & 2 IT Applications is recommended.

Additional Information: Nelson Information Technology VCE Units 1 and 2 textbook required.
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

Materials Charge:  To be advised
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 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 resources are as follows:
   • JOB GUIDE - Library/Careers Office/ Internet
   • http://jobguide.detya.gov.au
   • Job & Course Explorer (OZJAC) -Careers Office/Internet at http://www.curriculum.edu.au/ozjac/
   • TAFE & University Handbooks
   • http://euclid.vtac.au/courselink
   • TAFE & University Brochures - Library/ Careers Office
   • The Careers staff
   • Youth central http://www.youthcentral.vic.gov.au

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 2015. 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.
Vocational Education & Training Programs (VET)

Viewbank College delivers 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 VETIs courses leave school early one day per week (usually Wednesday) to attend classes at neighbouring secondary schools. For successful completion of VET certificates, most courses require a 2 year commitment. A detailed explanation of all the courses offered in 2015 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.

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.
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
- CUFIND301A Work effectively in the screen and media industries
- BSBWHS201A Participate in OHS processes
- CUFDIG303A Produce and prepare photo images

Electives: At least TWO electives to a minimum of 80 hours: in 2015 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
- CUFWRT301A 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 2015.
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.
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.
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)

<table>
<thead>
<tr>
<th>Yr11 Unit 1</th>
<th>ENGLISH 1 or EAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr11 Unit 2</td>
<td>ENGLISH 2 or EAL</td>
</tr>
<tr>
<td>Yr12 Unit 3</td>
<td>ENGLISH 3 or EAL</td>
</tr>
<tr>
<td>Yr12 Unit 4</td>
<td>ENGLISH 4 or EAL</td>
</tr>
</tbody>
</table>

(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.