

YEARS 10 – 12
SUBJECT SELECTION
HANDBOOK

2020

*Huntingtower
School*





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Introduction

This subject selection guide is for students going into Years 10, 11 and 12 in 2020.

As you select subjects, you need to think about your VCE program over either two or three years. Look at what is available in Units 3 and 4 and check prerequisites for courses you are currently interested in studying at tertiary level.

If you have questions about particular subjects, please contact the current subject teacher or relevant Head of Department.

You can also contact the following staff to discuss any questions you may have.

Shan-Maree Christensen - Vice Principal – Academics

schristensen@huntingtower.vic.edu.au

Mel Beal – Vice Principal – Senior School

mbeal@huntingtower.vic.edu.au

Eitan Sifris – VASS Administrator

esifris@huntingtower.vic.edu.au

Peter Rees - Careers Counsellor

prees@huntingtower.vic.edu.au

Laptop/iPad policy in the Senior Years

- In Years 10-11-12 a Bring Your Own Laptop Computer (BYOL) policy is in place. Students are encouraged to speak with their subject teachers in order to determine the specifications needed in any computer that is purchased. Please be aware, that unlike the iPad programme, the school's IT department will not be in a position to provide technical support for the laptop students elect to use.

The Victorian Certificate of Education (VCE) at Huntingtower

A. The Curriculum

1. Year 10

- Students in Year 10 study a common core of subjects that include English, Mathematics, Science, History, Physical Education and Careers.
- Students are able to undertake one of the following VCE Unit 1 and 2 subjects: Business Management, Geography, Computing, Music Performance, General Mathematics, Indonesian as a Second Language or Product Design and Technology.
- Students are also invited to choose four subjects from a range of semester electives. Details of these are included in Appendix A.

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2. Year 11

- Students will choose 6 subjects, one of which must be English or EAL
- Students who have completed Units 1 and 2 of a VCE study in Year 10 to a satisfactory standard may take Units 3 and 4 in that subject.
- An overview of VCE options available at Huntingtower are detailed in this document.

3. Year 12

- Students usually take 5 subjects, including English or EAL.
- An overview of the nature of Unit 3 and 4 electives are detailed in this document.

B. The Structure of the VCE Curriculum

- The Victorian Curriculum and Assessment Authority (VCAA) is responsible for the curriculum, programs of study and assessment.
- Each course is in semester units. Units 1 and 2 will be undertaken in Year 10 or Year 11, Units 3 and 4 in year 11 but usually in Year 12. Students would normally undertake both Units 1 and 2 in a study.
- It may be possible for a student to change from Unit 1 in one course to Unit 2 in another. A change of subject form (Appendix B) must be completed before such a request can be actioned.
- Units 3 and 4 must be taken together. Students cannot make course changes at the end of Unit 3.

Requirements for VCE eligibility

Students must satisfactorily complete no fewer than 16 units. These need to be made up of:

- 3 units of English (or EAL), English Language or Literature.
- 3 sequences of Units 3 and 4 studies other than one compulsory English study.

C. Assessment and Reporting: Year 11 (Units 1 and 2)

- For each unit in a course, a student will be awarded S or N for completing tasks based on outcomes, a grade of A+ to E on performances on specified pieces of work, a semester test percentage and an effort rating.
- On satisfactory completion of a unit, 'S', is awarded if the student has completed all the tasks based on specified outcomes in a satisfactory manner, and if the teacher is able to attest that the work submitted is the student's own work.
- Not satisfactorily completing the unit, 'N', is given if the tasks based on specified outcomes are incomplete or if they are not completed in a satisfactory manner or if the teacher is not able to attest that all the work submitted is the student's own work.
- In Units 1 and 2 the semester grade is comprised of coursework grades and the semester examination result. The semester grade and the grade for each outcome are based on performances on specified tasks. These may include, where appropriate, tests, examinations, homework, exercises, research assignments, oral work, bookwork and practical work. The semester examination will be a component of the semester grade.



Subject Selection Process

In 2019 students will complete their subject selections online for 2020 subjects.

The following opportunities are available for students and their parents or guardians to discuss subject offerings.

Tuesday 13th August: students and parents are invited to attend a **VCE / Careers Information Evening**. During this time, representatives from various universities will also be present to help answer questions relating to tertiary courses, which will help guide students' subject selections.

A **Subject Market Stall** will take place on the evening during which time VCE teachers will be available to further discuss options and specific information pertaining to their subject.

Thursday 15th August: 3.15-4.00, subject counselling opportunity for all students Years 9-11.

Thursday 15th to 22nd August: 3.15-4.00 VCE subject guidance and consultation times.

Thursday 22nd August: selections will close at 9.00am.

Each student will receive, via email, a personalised guide with student access code and password instructing them how to access the Student Portal and submit their preferences.

Every effort will be made to place students in their subjects of choice, though timetabling constraints may restrict this.

1. If a subject is important for you, then select it before any less important subjects.
2. The number of classes to be run in a subject will depend upon the number of students who select that subject in their preferences. If there are not enough students to run a class, then a combined class may be offered so as to make the subject possible.
3. If the school decides not to run a subject that you have selected, then it may be replaced by one of your reserve subjects.

Please lodge your elective subjects from Preference 1 in order of importance. Preference 1 should be your highest priority and Reserve 2 your lowest.



English

Year 10

English is a core subject at Huntingtower from Years 10 - 12

Students will understand how ideas can be explored in a variety of genres including novels, poetry and film texts. They will consider the development of key concerns in a range of texts and the elements of good writing. They will draw on this knowledge to create their own texts. Students will understand how the style of a text influences its reading and will learn how to trace character development and relationships. Students will prepare creative and analytical responses in relation to the texts in order to understand a rich array of concepts through the study of this range of text types. They will also complete the analysis of persuasive argument and offer a point of view in a speech.

Year 11 English / EAL Unit 1

Reading and Creating Texts

This area of study is an analysis of the ways in which an author creates meaning through character, setting and events, with an emphasis on ideas, issues and themes. Students will be invited to construct an analytical response on a literary text in order to demonstrate a deep knowledge of the material. To complete this area of study, students will be informed by their reading of a different literary genre to construct their own multi-modal text in a process which includes drafting, reviewing, editing and refining.

Analysing and Presenting Argument

In this area of study, students consider how the use of language, verbal and non-verbal (including visual), is used to structure an argument and how the argument is presented to position readers and viewers in particular ways.

Assessment

- Text Response
- Creative Writing
- Oral Presentation
- Analysis of Argument
- Listening to texts (EAL students ONLY)
- Examination

Year 11 English / EAL Unit 2

Reading and Comparing Texts

Building on Unit 1, this area of study expands the study of traditional literary texts. It focusses on the discussion and analysis of the structures and features used by authors of two texts to construct meaning. There is a specific emphasis on how ideas, themes and issues are presented.

Analysing and Presenting Argument

Building on Unit 1, students will develop their analysis of the writer's intent and the logical development of arguments. Students further explore and extend the impact of arguments in the construction of a point of view on an issue of social relevance and how it influences an audience.

Assessment

- Comparative Text Response
- Analysis of Argument
- Examination

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Year 12 English / EAL Unit 3

Reading and Creating Texts

The first part of this area of study is an analysis of the ways in which authors create meaning through character, setting and events, with an emphasis on ideas, issues and themes. Students will be invited to construct a text response through the analysis and interpretation of explicit and implied ideas and values. A new element to this area of study invites students to produce a creative response to a text, which can be completed in oral form.

Analysing Argument

The focus of this area of study requires students to analyse and compare the use of argument and persuasive language, verbal and non-verbal (including visuals), in texts that present a point of view on an issue which has appeared in the Australian media since September 1st of the previous year. Students construct a sustained and reasoned point of view on the selected issue.

Area of Study 3: Listening to Texts – EAL students ONLY

This new area of study emphasises listening skills for EAL students. It is proposed that a listening task be included in the exam for EAL students only.

Assessment: English Students

Text Response
Creative Writing/Oral Presentation
Analysis of Language

Assessment: EAL Students

Text Response
Short Answer Responses
Note Form Summaries
Analysis of Language
Listening Task

Year 12 English / EAL Unit 4

Reading and Comparing Texts

This is a new area of study which expands the reading of texts. It focusses on the discussion and analysis of the structures and features used by authors of two texts to construct meaning. There is an emphasis on how ideas, themes and issues are presented.

Presenting an Argument

The focus of this area of study requires students to analyse the use of argument and persuasive language, verbal and non-verbal (including visuals), in texts that present a point of view on an issue which has appeared in the Australian media since September 1st of the previous year. Students will orally deliver a point of view and prepare a written reflection on the construction of their presentation.

Assessment: Both English and EAL

Unit 3 SACs = 25%
Unit 4 SACs = 25%
End of Year Exam = 50%



Accounting

Year 11 Accounting Unit 1

The focus of this unit is on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the process of gathering, recording, reporting and analysing financial data and information used by internal and external users.

Year 11 Accounting Unit 2

While an accounting background is very useful in the administration of clubs and small businesses, the main reason for selecting the subject is vocational. An accounting qualification from an Australian university is recognised throughout the world. That qualification enables access to a host of professions including taxation, small business accounting, corporate accounting, public service, auditing and management.

Assessment

Chapter tests enable regular assessment and the opportunity to identify and remedy any weaknesses. A practical project every semester which shows how the whole course fits together. Case studies in interpreting financial information which require the student to make recommendations to management on improving business performance. Semester exams using a format similar to the Year 12 exam.

Year 12 Accounting Unit 3

This unit focusses on financial accounting for a single activity trading business as operated by a sole trader. It emphasises the role of accounting as an information system. Students are introduced to the double entry system of recording using the accrual basis of accounting. The perpetual method of stock recording with the 'First In, First Out' (FIFO) method is used. Where appropriate, the accounting procedures developed in each area of study incorporate the application of accounting assumptions and the qualitative characteristics of accounting information.

Year 12 Accounting Unit 4

This course is a continuation and elaboration of Year 11 Accounting. While it is advantageous for students to have completed the Year 11 course, that is not mandated by VCAA. The course seeks to provide students with a basic understanding of accounting practices and of the underlying assumptions. These practices and assumptions are illustrated by using one-owner trading firms as the sole business type. The course covers a range of processes from data collection, double entry recording, reporting, budgeting and analysis.

Assessment

Unit 3 SACs = 25%

Unit 4 SACs = 25%

End of Year Exam = 50%



Applied Computing

Applied Computing – Data Analytics - Software Development

In today's data-driven society, computer and digital technology, informatics and software is everywhere. It forms a part of almost everything that touches our lives from dawn to dusk. The study of these subjects has become increasingly recognised as critical to Australia's future and builds on the focus of the new compulsory Australian Curriculum subject of Digital Technologies in lower years.

Understanding different dimensions of computing is part of the necessary skill set for a learner in the 21st century, regardless of one's future career path. The jobs of tomorrow will increasingly require applicants to understand computational and systems thinking, and apply analytical and problem solving skills; rather than just apply the ICT skill sets that have traditionally been taught in schools. The focus on building digital computer solutions can be a highly creative activity and can support creative work in many other fields, as well as, provide a specialised career path in its own right.

Year 10 Applied Computing Unit 1

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs.

In Area of Study 1 students collect primary data when investigating an issue and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

When creating solutions, students need an understanding of the problem-solving methodology, as detailed in the accredited Study Design. In this unit, the emphasis is on the problem-solving stages of design and development.

Assessment

Assignment Work

Outcome 1: Visual Representation of Issue

Outcome 2: Network Solution

Outcome 3: Collaborative Mobile Website on a Technology Issue

Examination

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Year 10 Applied Computing Unit 2

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data.

In Area of Study 1 students develop computational thinking skills when using a programming language to create solutions. In Area of Study 2 students develop an understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that reduce the complexity of data. In Area of Study 3 students apply the problem-solving methodology to create a solution using database management software. When creating solutions, the emphasis is on the problem-solving stages of design and development.

Assessment

Assignment Work

Outcome 1: Programming Folio

Outcome 2: Data Analysis and Visualisation task

Outcome 3: Database Solution

Examination

Year 11 Data Analytics Unit 3

This unit focusses on data and how it is acquired, managed, manipulated and interpreted to meet a range of needs.

In Area of Study 1 students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps). Students examine how relational database management systems (RDBMS) store and manipulate data acquired in this manner.

In Area of Study 2 students complete the first part of the School Assessed Task (SAT) project. Students prepare a project plan, frame a hypothesis, and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheets or databases to help analyse and interpret it so that they can form a conclusion regarding their hypothesis. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project.

The second part of the project is completed in Unit 4.

Year 11 Data Analytics Unit 4

This unit focusses on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs.

In Area of Study 1 students draw on the analysis and conclusion of their hypothesis determined in Unit 3. They complete the second part of the School Assessed Task (SAT) project by designing, developing and evaluating their multimodal, online solution that communicates their conclusion and findings.

In Area of Study 2, students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

Assessment for Units 3 and 4

Unit 3 SACs = 10%

Unit 4 SACs = 10%

SATs = 30%

End of Year Exam = 50%



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Year 12 Software Development Unit 3

This unit focusses on students developing a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules.

In Area of Study 1 students respond to given software designs and develop a set of working modules through the use of a programming language. Students examine a range of software design representations and interpret these when applying specific functions of a programming language to create working modules.

In Area of Study 2 students analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills. This forms the first part of a project that is completed in Unit 4.

Year 12 Software Development Unit 4

This unit focusses on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They continue to study the programming language used in Unit 3.

In Area of Study 1 students further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities. They also assess the effectiveness of the project plan in monitoring project progress.

In Area of Study 2 students apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.

Assessment for Units 3 and 4

Unit 3 SACs = 10%

Unit 4 SACs = 10%

SATs = 30%

End of Year Exam = 50%



Biology

Year 11 Biology Unit 1

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

Year 11 Biology Unit 2

Students focus on cell reproduction and the transmission of biological information from generation to generation. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of each. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

Assessment

School Assessed Outcomes

Examinations

Year 12 Biology Unit 3

In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signalling molecules. Students consider the types of signals, the transduction of information within the cell and cellular responses. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

Year 12 Biology Unit 4

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

Assessment

Unit 3 SACs = 16%

Unit 4 SACs = 24%

End of Year Exam = 60%



Business Management

The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager or executive manager. In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Year 11 Business Management Units 1 and 2

In this subject, students examine the contribution of businesses to economic and social wellbeing. The formation and factors affecting business ideas will be explored as well as the impact of the external environment such as legal, political and social forces on new businesses. Students then analyse the internal environment including business models, staffing and structures before commencing an in-depth study of the establishment phase of a business. Students will learn how to comply with legal requirements as well as establishing a customer base and effective marketing strategies such as brand presence and the importance of public relations. Finally, students consider the capabilities of staff and the relationship between employers and employees.

Assessment

The Business Idea
External Environment
Internal Environment
Legal Requirements and Financial Considerations
Marketing a Business
Staffing a Business
Mid-Year and End-of-Year Examinations

Year 12 Business Management Units 3 and 4

In Unit 3, students explore the processes and issues involved with managing a business efficiently and how a business can achieve their business objectives. They will consider corporate culture, management styles and skills. Students will develop their understanding through examining contemporary business case studies from the past four years. Topics will include Business Foundations, where students will investigate potential conflicts between a range of business stakeholders. Similarly, in the topic, Managing Employees, students will analyse theories of motivation and gain an understanding of performance management, the different roles required in a workplace and dispute resolution processes. In conclusion, Operations Management will be studied, with a focus on how businesses can increase productivity in the competitive global market.

In Unit 4, students study the transformation process that businesses must adapt to in the 21st century to continue to meet their objectives. The importance of key performance indicators and change management techniques are examined, along with the important role of leadership in times of uncertainty. Students once again evaluate practice against theory by looking at case studies from the past four years. There is a focus on strategic direction and the element of risk when implementing change management.

Assessment

Unit 3 SACs = 25%
Unit 4 SACs = 25%
End of Year Exam = 50%



Chemistry

As with all Sciences, Chemistry seeks to explain the world around us. From how a pencil works to how to make a Styrofoam cup. Knowledge of Chemistry will equip students to become informed and discerning citizens of this technological society. Chemistry is also the most requested pre-requisite for some university places.

Year 11 Chemistry Unit 1: How can the diversity of materials be explained?

How can knowledge of elements explain the properties of matter?

This area of study focusses on the nature of chemical elements, their atomic structure and their place in the periodic table. Students review how the model of the atom has changed over time and examine the periodic table as a unifying framework. They investigate the nature of metals and their properties and examine ionic compounds. Students are introduced to many of the major ideas fundamental to chemistry including empirical formula and the mole concept.

How can the versatility of non-metals be explained?

This area of study focusses on the wide range of substances and materials made from non-metals including molecular substances, covalent lattices, carbon nanomaterials, organic compounds and polymers. Students investigate the relationship between the electronic configurations of non-metallic atoms and the resultant structures and properties of a range of molecular substances and covalent lattices. They study a variety of organic compounds and how they are grouped into distinct chemical families. Students explore the modification of polymers and the use of carbon-based nanoparticles for specific applications. They apply the quantitative concepts of the mole concept and determine empirical and molecular formulas of given compounds.

Year 11 Chemistry Unit 2: What makes water such a unique chemical?

How do substances interact with water?

This area of study focusses on the properties of water and the reactions that take place in water including acid-base and redox reactions. Students relate the properties of water to the water molecule's structure, polarity and bonding. Precipitation, acid-base and redox reactions that occur in water are explored and represented by the writing of balanced equations. The pH scale is examined and students calculate the expected pH of strong acids and bases of known concentration.

How are substances in water measured and analysed?

This area of study focusses on the use of analytical techniques, both in the laboratory and in the field, to measure the solubility and concentrations of solutes in water, and to analyse water samples of various solutes including chemical contaminants. Students explore the relationship between solubility and temperature using solubility curves and learn to predict when a solute will dissolve or crystallise out of solution. Students apply the principles of stoichiometry to gravimetric and volumetric analyses. Instrumental techniques include the use of colorimetry, UV-visible spectroscopy, atomic absorption spectroscopy and high performance liquid chromatography.

Assessment Units 1 and 2

School Assessed Outcomes (practical reports and written tasks)

Tests

Examinations



Year 12 Chemistry Unit 3: How can chemical processes be designed to optimise efficiency?

What are the options for energy production?

In this area of study students focus on analysing and comparing a range of energy resources and technologies, including fossil fuels, biofuels, galvanic cells and fuel cells, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They compare the design features, operating principles and uses of galvanic cells and fuel cells, and summarise cell processes by writing balanced equations for half and overall cell processes.

How can the yield of a chemical product be optimised?

In this area of study students explore the factors that increase the efficiency and percentage yield of a chemical manufacturing process while reducing the energy demand and associated costs. Students investigate how the rate of a reaction can be controlled and explain reactions with reference to the collision theory. Students explore homogenous equilibrium systems and apply the equilibrium law. They investigate a range of electrolytic cells with reference to their basic design features and purpose, their operating principles and the energy transformations that occur.

Year 12 Chemistry Unit 4: How are organic compounds categorised, analysed and used?

How can the diversity of carbon compounds be explained and categorised?

This area of study focusses on the vast range of carbon compounds. Students examine the structural features of members of several homologous series of compounds. They investigate trends in the physical and chemical properties of various organic families of compounds. They study typical reaction pathways and identify organic compounds by interpreting data from mass spectrometry, infrared spectroscopy and proton and carbon-13 nuclear magnetic resonance spectroscopy.

What is the chemistry of food?

This area of study focusses on the importance of food from a chemical perspective. Students study the major components of food with reference to their structures, properties and functions. They examine the hydrolysis reactions in which foods are broken down, the condensation reactions in which new biomolecules are formed and the role of enzymes, assisted by coenzymes, in the metabolism of food. Students study the role of glucose in cellular respiration and investigate the principles of calorimetry and its application in determining enthalpy changes for reactions in solution. They explore applications of food chemistry.

Assessment Units 3 and 4

Unit 3 SACs = 16%

Unit 4 SACs = 24%

End of Year Exam = 60%



Economics

The study of Economics provides excellent preparation for students considering completing university degrees in a range of disciplines such as a Bachelor of Commerce, Arts or Health Science. The focus of the course will be on resource allocation in society, examining the decision making behind this, and subsequent consequences. Students will be gaining an understanding of these concepts on an individual, business and government level.

The course will provide valuable insight into Australian society and enable to students to harness skills in critical thinking, problem-solving and collaboration with peers. In studying VCE Economics, students therefore develop knowledge and skills that enhance their ability to think logically, make decisions and weigh up the pros and cons of various scenarios.

Year 11 Economics Units 1 & 2

In Unit 1 of economics students will analyse the extent to which Australia is currently achieving their economic objectives. In Unit 2 of Economics the focus will be on whether living standards are improving in Australia.

Topics will include

Decisions: students will need to consider how human beings respond to incentives and punishment. For example, do sporting stars always move to the team willing to pay them the highest amount of money?
Factors affecting the productive capacity of a country: how does a country increase their productive capacity?

Environmental sustainability: what can be done to encourage individuals, businesses and the government to operate in an environmentally sustainable manner?

Population growth: why has Australia's population grown? Advantages and disadvantages which stem from this.

The Australian housing market: students will analyse the factors which are affecting Australia's housing market, with a focus on Melbourne and local suburbs e.g. Mount Waverley. Students will have to think about the issues associated with rising house prices and begin to contemplate solutions.

Competition in various industries: Why do some industries have higher levels of competition than others?

What is the ACCC? Why do they exist and what would happen if they didn't exist?

Assessment:

Case studies of various markets: students will select one

Topic tests

Examinations

Newspaper analysis

2020 Huntingtower Subject Selection Information



Year 12 Economics Unit 3

This course starts with microeconomics (looking at one individual market) and then progresses to macroeconomics (area of study 2 & 3).

Area of study 1 offers an introduction to microeconomics: the market system, resource allocation and government intervention. In area of study 2, domestic macro economical goals are considered. These include the market system, resource allocation and government intervention. Area of study 3, focuses on international trade and external stability.

Year 12 Economics Unit 4

The final semester focusses on solving problems facing society and improving living standards. This semester is about managing the economy and finding solutions to contemporary economic problems.

Topics will include

Factors affecting the productive capacity of a country: resource allocation

Population growth: impact on participation rate, immigration, budgetary policy stem from this.

The Australian housing market: students will analyse the factors which are affecting Australia's housing market, movements vs shifts, elasticity, substitutes, complements, unintended consequences.

ACCC: Market power and competition, market failure.

Economic growth: What is meant by strong and sustainable growth? Problems with not achieving this, business cycle, measurement.

Full employment: what is the natural rate of unemployment? Causes, solutions, impact on living standards.

Low Inflation: measurements, problems with prolonged low inflation, IC, purchasing power, demand and supply factors affecting low inflation.

Australia and the World Economy: \$AUD, net foreign debt, current account deficit, trade liberalisation, terms of trade, international competitiveness, trade weighted index.

Budgetary policy: automatic and discretionary stabilisers, budget outcomes, fiscal sustainability, productive capacity, participation rate.

Monetary Policy: RBA charter, strengths and weaknesses, transmission mechanism, open market operations, cash rate, retail interest rates.

Supply Side Policy: immigration, welfare, trade liberalisation, productive capacity.

Assessment

Unit 3 SACs = 25%

Unit 4 SACs = 25%

VCE Examination = 50%



Food Studies

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices.

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

Year 11 Food Studies Unit 1: Food Origins

Area of Study 1: Food around the world

In this area of study students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures with a focus on one selected region other than Australia. The practical component explores the use of ingredients available today that were used in earlier cultures. It also provides opportunities for students to extend and share their research into the world's earliest food-producing regions, and to demonstrate adaptations of selected food from earlier cuisines.

Area of Study 2: Food in Australia

In this area of study students focus on the history and culture of food in Australia. They look at indigenous food prior to European settlement and the attempts of the first non-indigenous settlers to establish a secure and sustainable food supply. Students consider the development of food production, processing and manufacturing industries and conduct a critical inquiry into how Australian food producers and consumers today have been influenced by immigration and other cultural factors. Students conduct research into foods and food preparation techniques introduced by immigrants over time and consider the resurgence in interest in indigenous food practices, while reflecting on whether Australia has developed a distinctive cuisine of its own. The practical component complements the study of ingredients indigenous to Australia and provides students with opportunities to extend and share their research into a selected cuisine brought by migrants.

Assessment

Production Work
Theory/Research
Tests
Examination

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Year 11 Food Studies Unit 2: Food Makers

Area of Study 1: Food industries

In this area of study students focus on commercial food production in Australia, encompassing primary production and food processing and manufacturing, and the retail and food service sectors. Students apply an inquiry approach, with emphasis on the ever-changing and dynamic nature of our food industries and their ongoing importance to Australia's economy. Students investigate the characteristics of the various food industries and identify current and future challenges and opportunities. They consider the influences on food industries and in turn how they influence people. Students investigate new food product development and innovation, and the processes in place to ensure a safe food supply. Students undertake a practical component, creating new food products using design briefs, and applying commercial principles such as research, design, product testing, production, evaluation and marketing.

Area of Study 2: Food in the Home

In this area of study students further explore food production, focussing on domestic and small-scale food production. Students compare similar products prepared in different settings and evaluate them using a range of measures. They consider the influences on the effective provision and preparation of food in the home. Their practical skills are extended through designing and adapting recipes, encompassing a range of dietary requirements commonly encountered by the food service sector and within families. Students propose and test ideas for applying their food skills to entrepreneurial projects that potentially may move their products from a domestic or small-scale setting to a commercial context.

Assessment

Production Work
Theory/Research
Tests
Examination

Year 12 Food Studies Unit 3: Food in Daily Life

Area of Study 1: The Science of Food

In this area of study students focus on the science of food. They investigate the physiology of eating and microbiology of digesting, and the absorption and utilisation of macronutrients. They investigate food allergies, food intolerances and the microbiology of food contamination. By identifying evidence-based principles, students develop their capacity to analyse advice on food choices. Students learn and apply food science terminology relating to chemical changes that occur during food preparation and cooking, and undertake hands-on experimentation to demonstrate techniques and effects. They apply knowledge in the safe production of nutritious meals.

Area of Study 2: Food Choice, Health and Wellbeing

In this area of study students focus on patterns of eating in Australia and the influences on the food we eat. Students look at relationships between social factors and food access and choice, as well as the social and emotional roles of food in shaping and expressing identity, and how food may link to psychological factors. They inquire into the role of media, technology and advertising as influences on the formation of food habits and beliefs and investigate the principles of encouraging healthy food patterns in children. In this area of study students undertake a practical component developing a repertoire of healthy meals suitable for children and families.

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Year 12 Food Studies Unit 4: Food Issues, Challenges and Futures

Area of Study 1: Environment and Ethics

In this area of study students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, technologies, food access, food safety and the use of agricultural resources. Students conduct a critical inquiry into a range of debates through identifying issues involved, forming an understanding of current situations and considering possible futures. They research one selected debate in depth, seeking clarity on disparate points of view, considering proposed solutions and analysing work undertaken to solve problems and support sustainable futures. Students will consider environmental and ethical issues relating to the selected debate and apply their responses in practical ways.

Area of Study 2: Navigating Food Information

In this area of study students focus on food information and misinformation and the development of food knowledge, skills and habits. Students learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets. They investigate a selected food fad, trend or diet and assess its credibility and the reliability of its claims, taking into consideration the evidenced-based recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. Students practise and improve their food selection skills by interpreting food labels and interrogating the marketing terms on food packaging. The practical component of this area of study provides opportunities for students to extend their food production repertoire by creating recipes that reflect the Australian Dietary Guidelines.

Assessment

Unit 3 SACs = 30%

Unit 4 SACs = 30%

End of Year Exam = 40%



Geography

Year 10 Geography Unit 1

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena.

Students undertake fieldwork to Kinglake and produce a report that examines:

- The factors leading to Black Saturday
- The impacts of the fires
- The amazing resilience of community and the environment.

Year 10 Geography Unit 2

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism.

Students undertake fieldwork at the Formula One Grand Prix and produce a report that examines:

- The economic viability of the Grand Prix
- The impacts of the race on Melbourne and Victoria's economy, culture and environment.

Assessment

SACs

Fieldwork reports

Tests

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Year 11 Geography Unit 3

This unit focusses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication and recreation.

Students investigate three major processes that are changing land cover in many regions of the world:

Deforestation

Desertification, and

Melting glaciers and ice sheets.

Students investigate the distribution and causes of these three processes. They select one location for each of the three processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales.

At a local scale students investigate land use change that is currently underway at the old Brickworks site in Burwood East using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report.

Year 11 Geography Unit 4

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

In this unit, students study population dynamics (birth and death rates, fertility rates, ageing and youthful populations) before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions. Many factors influence population change, including the impact of government policies, economic conditions, wars and revolution, political boundary changes and hazard events.

Assessment

Unit 3 SACs = 25%

Unit 4 SACs = 25%

End of Year Exam = 50%



History

'Those who cannot remember the past are condemned to repeat it' George Santayana

Studying History will give students an understanding of the nature of modern society and the events that have shaped the world as we know it. The analytical and research skills developed through the study of History are transferable across all learning areas.

Year 10 History

This is an inquiry based subject that follows the new Australian Curriculum. Students will complete four case studies: WWII, Rights and Freedoms, Migration and their own historical inquiry. The course focusses on issues that have challenged the world from 1945. Each case study will explore the impacts of conflict on Australian society. Students will investigate how Australia emerged from the war and the key social issues that shaped modern Australia. Students will gain an appreciation for the Aboriginal Civil Rights movement during the 1960s and 1970s and how these were shaped by events in the United States of America.

Assessment

Historiography, Research Assessments, Source and Visual Analysis and Essay writing

Year 11 History Unit 1

This unit explores Germany in the first half of the 20th century in the emergence from World War One. It investigates the challenges to the 'old world' and examines the new forms of economic and political organisation and cultural expression that emerged during this period. The rise of Hitler and the creation of a totalitarian Nazi state are detailed studies.

Year 11 History Unit 2

This unit investigates the geographical and economic predicament of Europe in the post WW2 period, as well as the onset of the Cold War. Students investigate the way Europe was demilitarised following the fall of the Third Reich and the ensuing power struggles that emerged in post-war Europe, culminating in the fall of the Berlin Wall and subsequent collapse of the Soviet Union.

Assessment

Historiography, Research Assessments, Source and Visual Analysis and Essay writing

Year 12 History Unit 3

This unit covers the Russian Revolution. Students evaluate the role of ideas, leaders and movements in the development of the revolution. They also analyse the challenges faced by the emerging new order in its attempts to create a new society. Students then evaluate the nature of the society created by the revolution.

Year 12 History Unit 4

This unit covers the French Revolution. Students evaluate the role of the Enlightenment ideas, the inept leadership of the Monarchy and the difficulties France faced which led to the development of the revolution. They also analyse the challenges faced by the emerging new order in its attempts to create a new society. Students then evaluate the nature of the society created by the revolution.

Assessment

Unit 3 SACs = 25%

Unit 4 SACs = 25%

End of Year Exam = 50%



Legal Studies

The relevance and appeal of Legal Studies is reflected in the fact that the law influences all aspects of society – at home, at work and in the wider community. Laws are used by society to preserve social cohesion, and to ensure the protection of people from harm and from the infringement of their rights. In studying this subject, students engage in exciting and challenging activities such as newspaper analysis, topical legal debates, group presentations and excursions to Courts.

Year 11 Legal Studies Unit 1

This unit explores a range of topics, including the Jury System and the process of creating laws. Additionally, students analyse methods of influencing parliament to change law, such as demonstrations and the use of social media. They also examine criminal law and how crimes are resolved within our legal system.

Year 11 Legal Studies Unit 2

The civil law regulates the rights and responsibilities that exist between individuals, groups and organisations. This includes a study of trespass, negligent behaviour and defamation. Students explore how such disputes are resolved, including methods ranging from mediation to formal court proceedings.

Assessment

Debating relevant areas of Law
Oral presentations
Constructing Legal Reports and Essays
End of Semester Examination

Year 12 Legal Studies Unit 3

In this unit students develop an understanding of parliament and courts as law-making institutions. They undertake an evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society. Students also explore the role of the Constitution in protecting Human rights in Australia.

Year 12 Legal Studies Unit 4

The legal system provides mechanisms by which legal disputes of both a criminal and a civil nature can be resolved in a fair and equitable manner. In this unit students explore these mechanisms and examine the means and processes that dispute resolution bodies such as courts and tribunals use to enable the resolution of legal disputes.

Assessment

Unit 3 SACs = 25%
Unit 4 SACs = 25%
End of Year Exam = 50%



Literature

Literature is a most enjoyable subject as it delves deeply into characterisation, relationships, themes, philosophies and the construction of cultures. It offers many windows to the world and appeals to students who like to grapple with complex ideas. Literature is very likely to enhance performance in English. If you love reading, this is the subject for you.

Literature classes are generally smaller and based on active participation. You are likely to mature rapidly in this environment as the discussions range around so many moral dilemmas and social issues. A love of new words is a contributing factor to success. Enjoying imitating the style of authors is also very useful.

Year 11 Literature Unit 1

This unit focusses on the ways literary texts represent the complexities of human experience. Consequently, there is considerable class discussion devoted to concepts like relationships, sexuality, character development, gender roles, moral choices, oppression and so on. They examine the historical context of the texts as well as the views and values expressed by the authors.

The students' own experiences that they bring to the interpretation of texts are highly valued. They respond to a range of texts in both analytical and creative ways.

Year 11 Literature Unit 2

The focus of this unit is on extending students' critical and creative responses by examining texts from past eras. They deepen their understanding of literary features such as the style and structure of narrative, the characters and the language.

Students explore the ways their own culture can influence the interpretation they develop of the cultures represented in the texts. They explore the points of view and assumptions of the authors and what values are endorsed or criticised. They study how style, form, voice, structure and central concerns of the texts affect their understanding of the texts.

There is an emphasis on how texts "talk" to each other as students make relevant connections between them. The new course has an emphasis on how to compare and contrast the features of some texts. Students are introduced to critical literary theory in order to be informed for Units 3 and 4.

In Year 11 Literature, students examine the features of different genres like short stories, plays, novels and poems. There is scope for dramatic expression as texts are brought to life in class. The emphasis is on the students' close engagement with language through passage analyses. Unlike in English, there is no analysis of media issues.

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Year 12 Literature Unit 3

The revised study design for Literature makes clearer divisions between areas of study, and makes more explicit the manner in which Literary Criticism fits in with the study of texts. In Unit 3, students explore how the form of a text contributes to creating meaning. They look at the features and conventions of particular forms of texts and analyse how and why meaning is altered when a text is adapted into a different form. Students will then build on this knowledge in order to respond creatively to a text.

In their creative response students will apply their understanding of how an author creates meaning through form, characterisation, linguistic choices and other literary conventions.

Assessment

Adaptations and Transformations Response
Creative Response

Year 12 Literature Unit 4

In Unit 4 of the revised study design, students focus on the interpretation of texts. They are exposed to a range of Literary Criticism pertaining to the texts of study and they compare and analyse differing readings of the same text. Students hone their close analysis skills, considering how all the elements that contribute to the construction of a text help to create meaning. Students are encouraged to justify valid and authentic interpretations of texts through close reading.

Assessment

Unit 3 SACs = 25%
Unit 4 SACs = 25%
End of Year Exam = 50%



Languages Other Than English

The study scores of LOTE in Unit 3 and 4 attract a bonus and is scaled up in the final score.

The study of French contributes to the development of important educational life skills in the areas of communication, cross-cultural understanding, thinking, literacy and general knowledge. It promotes the understanding of different attitudes and values within the wider French-speaking communities. It develops the students' ability to understand and use a language of international significance. Furthermore, it provides students with enhanced vocational opportunities in many fields, including banking, international finance, commerce, diplomacy, translating and interpreting.

French

Year 11 French Unit 1

This unit focusses on the continued development of the four macro language skills: reading, writing, speaking and listening, including a newer fifth macro skill from the updated Study Design: viewing. The topics covered include: Youth, Relationships, Family and The World of Work. The course is aimed at increasing the students' vocabulary through such themes and gaining a working knowledge of grammar so that they are able to manipulate language effectively in spoken and written communication, as well as in the development of comprehension skills. Students will learn about the main writing genres, a range of text-types and the specific conventions associated with each. They will explore ways of expressing information by summarising, explaining, comparing and contrasting experiences, opinions, ideas, feelings and reactions. They will continue to strengthen their dictionary skills and use of reference materials.

Assessment

- Interpersonal communication: students will establish and maintain an informal, personal, spoken interaction in French on a selected subtopic.
- Interpretive communication: students will interpret information from two texts on the same subtopic presented in French and respond in writing in French and in English.
- Students will present information, concepts and ideas in writing in French on the selected subtopic and for a specific audience and purpose.

Year 11 French Unit 2

This unit focusses on the continued development of the four macro language skills: reading, writing, speaking and listening. The topics covered include: Future Prospects, Societal Issues and Immigration. The course is aimed at increasing the students' vocabulary through such themes and gaining a working knowledge of grammar so that they are able to manipulate language effectively in spoken and written communication. There is also a focus on the development of comprehension skills. Students will continue to practise the main writing genres, producing a range of text-types and specific conventions associated with each.

They will explore ways of expressing information by suggesting, explaining, agreeing and disagreeing, initiating and maintaining exchanges, negotiating and persuading. They will learn to respond appropriately in a given context and for a proposed audience. They will continue to strengthen their dictionary skills and use of reference materials.

Assessment

- Students will respond in writing in French to spoken, written or visual texts presented in French.
- Students will analyse and use information from written, spoken or visual texts to produce an extended written response in French.
- Students will explain information, ideas and concepts orally in French to a specific audience about an aspect of culture within communities where French is spoken



Year 12 French Unit 3

This unit focusses on the continued development of the four macro language skills: reading, writing, speaking and listening. The topics covered include: Environment, Historical Perspectives and Exam Preparation. The course is aimed at increasing the students' vocabulary through such themes and gaining a working knowledge of grammar so that they are able to manipulate language effectively in spoken and written communication, as well as in the development of comprehension skills. Students will continue to practise the main writing genres, producing a range of text-types and specific conventions associated with each. They will explore ways of expressing information by using knowledge of first and third person in narrative perspectives, simplifying or paraphrasing complex expressions, and refining techniques of delivery in speaking tasks. They will learn to respond appropriately in a given context and for a proposed audience. They will continue to strengthen their dictionary skills and their understanding of French phonics for enhanced performance in aural comprehension tasks.

Year 12 French Unit 4

This unit focusses on the continued development of the four macro language skills: reading, writing, speaking and listening. The topics covered include: World War 2, the German Occupation of France and the Resistance Movement, and Exam Preparation. The course is aimed at increasing the students' vocabulary through such themes and gaining a working knowledge of grammar so that they are able to manipulate language effectively in spoken and written communication, as well as in the development of comprehension skills. Students will continue to practise the main writing genres. They will produce a range of text-types and consider the specific conventions associated with each. They will explore ways of expressing information by summarising, interpreting, evaluating, comparing, contrasting and appreciating cultural aspects critical to understanding a given text. Students are encouraged to identify similarities and differences between texts and find evidence to support particular views. They will learn how to use different types of language to show awareness of different social contexts. Students will learn to respond appropriately in a given context and for a proposed audience. Moreover, they will be required to complete numerous practice exams in order to refine exam techniques, gain a deeper understanding of assessment criteria and enhance the development of the four macro skills.

Assessment

Unit 3 SACs = 25%

Unit 4 SACs = 25%

End of Year Exam = 50%



Indonesian Second Language (SL)

Indonesian is the language of our closest neighbour. It is a standardised form of Malay, a phonetic language, and is spoken throughout Indonesia, Timor-Leste, some parts of Malaysia, Singapore, Brunei-Darussalam and Thailand. More than 270 million people speak Indonesian as their first and second languages.

Year 10 Indonesian Units 1 and 2

Unit 1 and Unit 2 focus on the reading, listening to and production of texts. Specifically, students will learn to comprehend various texts, write essays using a variety of styles and listen to sources pertaining to the first and third person. Students will also build on their vocabulary and working knowledge of grammar in order to establish and maintain a conversation related to a personal area of experience. Students will be able to listen to and obtain information from spoken texts and produce a personal response to a text.

Assessment

Tests and Outcomes: Listening, Writing, Reading and Speaking: 60%

Examinations: Speaking, Listening, Reading, Writing: 40%

Year 11 Indonesian Unit 3

This unit focusses on grammar text types, vocabulary and different kinds of writing. Students undertake a detailed study on the themes of the individual, Indonesian-speaking communities and the changing world. Students express ideas through the production of original texts. They analyse and use information from spoken or written texts, and exchange information, opinions and experiences.

Year 11 Indonesian Unit 4

This unit requires students to study two specific Indonesia-related topics as they prepare for their written, oral and aural examinations. Topics cover environment and natural conservation, social-related issues, as well as traditional ceremonies and celebrations. This unit will also prepare students for their oral and written examination.

Assessment

Unit 3 SACs = 25%

Unit 4 SACs = 25%

End of Year Exam = 50%



Mathematics

WHICH VCE COURSE OF MATHEMATICS DO I CHOOSE?

WHICH OF THE FOLLOWING BEST DESCRIBES YOUR FEELINGS ABOUT MATHS?	WHAT SHOULD YOU DO IN 2019?	WHAT SHOULD YOU DO IN 2019?
I have found Year 10 Mathematics very difficult. My potential career options do not require Mathematics as a prerequisite.	<p>OPTION 1</p> <p>No Mathematics</p>	<p>No Mathematics</p>
<p>I have found Year 10 Mathematics difficult.</p> <p style="text-align: center;">OR</p> <p>I am prepared to work consistently, and I wish to do Mathematics in Year 11. (Many employers and courses of further education require students to have attempted a Year 11 Mathematics subject.)</p>	<p>OPTION 2</p> <p>General Mathematics Units 1 and 2</p>	<p>If you coped well with General Mathematics Units 1 and 2, you could take FURTHER MATHEMATICS Units 3 and 4</p>
I have coped well with Year 10 Mathematics. I would like to continue with Mathematics in Year 11 and dependent upon my results, I may even continue with Mathematics in Year 12.	<p>OPTION 3</p> <p>General Mathematics Units 1 and 2</p> <p style="text-align: center;">or</p> <p>Mathematical Methods Units 1 and 2</p>	<p>You coped well with Year 11 Mathematics and wish to continue with Mathematics in Year 12. If you studied General Mathematics Units 1 and 2 in 2019 you could continue with FURTHER MATHEMATICS Units 3 and 4</p> <p style="text-align: center;">or</p> <p>If you studied Mathematical Methods Units 1 and 2 in 2019, you could continue with either Further Mathematics Units 3 and 4 or MATHEMATICAL METHODS Units 3 and 4</p>
I have coped well with Year 10 Mathematics. I would like to continue with Mathematics in Year 11 and dependent upon my results, I may even continue with Mathematics in Year 12.	<p>OPTION 4</p> <p>Mathematical Methods Units 1 and 2 only</p>	<p>You coped well with Mathematical Methods Units 1 and 2 and wish to continue with Mathematics in Year 12. You could continue with Mathematical Methods Units 3 and 4</p> <p>You could continue with Mathematical Methods Units 3 and 4</p>

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WHICH OF THE FOLLOWING BEST DESCRIBES YOUR FEELINGS ABOUT MATHS?	WHAT SHOULD YOU DO IN 2019?	WHAT SHOULD YOU DO IN 2019?
<p>I have done very well in Year 10 Mathematics. I really enjoy Mathematics and would like to continue my study of Mathematics in Year 11 and Year 12. I know that many tertiary courses require Mathematics as a prerequisite. (Specific advice should be sought from the Careers Counselor)</p>	<p>OPTION 5</p> <p>Mathematical Methods Units 1 and 2</p> <p>and</p> <p>Specialist Mathematics Units 1 and 2</p>	<p>If you coped well with Year 11 Mathematics but do not wish to continue with two Mathematics subjects in Year 12, you could continue with</p> <p>MATHEMATICAL METHODS Units 3 and 4 only.</p> <p>OR</p> <p>You coped well with both Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2 and wish to continue with Mathematics in Year 12. You are quite capable at Mathematics but do not wish to study Mathematics at the highest level. You could take FURTHER MATHEMATICS Units 3 and 4 and MATHEMATICAL METHODS Units 3 and 4</p> <p>OR</p> <p>You are a most capable Mathematics student and coped very well with both Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2. You enjoy Mathematics and wish to continue with it in Year 12. You are considering a tertiary course in Engineering, Mathematics, Commerce or just want to keep your options open. You could continue with</p> <p>MATHEMATICAL METHODS Units 3 and 4</p> <p>and</p> <p>SPECIALIST MATHEMATICS Units 3 and 4</p>

The VCE provides pathways which embrace as many needs of the students as possible. However, it is of the utmost importance that students build on their strengths and check tertiary prerequisites before finally deciding which Mathematics course they should do.



Year 10 Core Mathematics

The areas of study for Year 10 Mathematics are 'Number and algebra', 'Measurement and geometry' and 'Statistics and probability'. In undertaking this course of mathematics, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs. They will also analyse and compare data sets with and without the use of technology.

Assessment

Tests and Assignments: 60%

Examination: 40%

General Mathematics Units 1 and 2

This unit focusses on using mathematics in practical contexts, particularly when using statistical information. Other components include business-related arithmetic and practical trigonometry. Statistics and Probability are studied, involving the analysis of data and interpretation of results. Further areas of study are financial arithmetic, shape and measurement, trigonometry, linear and non-linear relations.

Assessment

Tests and Assignments: 60%

Examination: 40%

Further Mathematics Units 3 and 4

This course consists of a compulsory core area of study, 'Data analysis, recursion and financial modelling', after which students study two other modules from a group of four. The appropriate use of technology to support and develop the teaching and learning of mathematics is incorporated throughout the units. The additional areas of study are Geometry and Measurement, Matrices, Graphs and Relations and Networks and Decision Mathematics.

Assessment

SACs: 34%

Examination: 66%

Year 11 Mathematical Methods Units 1 and 2

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

Assessment

Tests and Application Tasks: 60%

Examination: 40%

Year 12 Mathematical Methods Units 3 and 4

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4.

Assessment

SACs: 34%

Examination: 66%



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Year 11 Specialist Mathematics Units 1 and 2

This unit focusses on developing each student's mathematical skill in a range of content areas, particularly to the new and challenging areas of kinematics, complex numbers, vectors and further investigation of the topic of probability. The course content highlights mathematical structure in all areas and formal proofs applied to trigonometric identities and vectors.

Assessment

Tests and Application Tasks: 60%

Examination: 40%

Year 12 Specialist Mathematics Units 3 and 4

The course for Specialist Mathematics includes content from functions, relations and graphs and a selection of material from the areas of study of Functions and Graphs, Calculus, Probability and Statistics, Mechanics and Vectors. Content from both Specialist Mathematics Units 1 and 2 and from Mathematical Methods Units 1 – 4 is assumed when undertaking Specialist Mathematics Units 3 and 4. Students generally study Mathematical Methods Units 3 and 4 concurrently with the study of Specialist Mathematics Units 3 and 4.

Assessment

SACs: 34%

Examination: 66%



Media

Contemporary society is media-saturated. It is said that the distinction between reality and media-reality is blurred. Everywhere we turn the media is representing their interpenetrations of events. Media offers students the opportunity to look at the role the media plays in their own lives on a daily basis. Future young Australians will need a variety of new literacy skills to fully explore and enjoy the dynamic range of media texts now in circulation. They need to learn how to use the media to their advantage and realise every media product is constructed in a specific way.

Increased access to digital media offers new and alternative technological opportunities for creativity and self-expression. Through a variety of approaches, including production tasks, students develop their enjoyment of media texts as well as establish a framework for critical analysis of their meanings and contexts.

Production work is an important component of this subject. It allows students to put theory into practice, by demonstrating knowledge and understanding of technical skills in their own media production. It also enables students to engage creatively, imaginatively and aesthetically in the construction of their piece. At Huntingtower we use the latest software and our Mac environment reflects industry standards.

Year 11 Media Unit 1: Media Forms, Representations and Australian Stories

Representations

The main purpose of this unit is to enable students to develop an understanding of the relationship between the media and the representations present in media forms. Students study contemporary television texts, such as sitcoms and dramas. Eg *Here Come the Habibs*.

In addition, students will study the codes and conventions used in the news and current affair genre. They will deconstruct the techniques utilised and develop an understanding of how the conventions are used to persuade their audiences. Students develop practical and analytical skills, including the development and understanding of the contribution of codes and conventions to the creation of meaning in media products.

Australian Stories

Stories have always been a pivotal part of culture. Australian media is built on fictional and non-fictional stories that reflect our local, national and global cultural histories. Media creators and producers develop an individual style through the use and crafting of narrative and structures that engage different audiences and their interests.

Audience readings of meaning are mediated through a shared understanding of the media codes and conventions used to construct narratives in media products. Students study a range of narratives in two or more media forms, exploring the context and features of their construction and how they are consumed and read by audiences. Texts for study include news products such as *The Project* and fictional Australian texts such as *Wentworth* and *Animal Kingdom*.

Media Production

Students will construct a school-based news segment in the style of *The Project*. They will learn how to light an interview, record external sound and use green screen technology in post-production. Students will also create a project for the International Youth Silent Film Festival.

Assessment

Theory: 50%

Practical: 50%

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Year 11 Media Unit 2: Narrative Across Media Forms

Film Maker Study

Students will analyse the distinctive style of media creators such as Edgar Wright, Wes Anderson, Paul Greengrass and David Fincher. They will create a day in the life of themselves that reflects their knowledge of these filmmakers by mimicking their techniques and styles in shot selection and the editing process.

Non Fictional Texts / Documentary Study

Students spend time intensively studying contemporary documentaries. These could include *The Greatest Movie Ever Sold*, *That Sugar Film*, *Where to Invade Next*, *Comic Con* and *Indie Game*. Key features of documentaries that are studied include: observation, mise en scene, dramatisation, interview and expositions. Students work independently to create a documentary on a topic for which they are passionate about. They must incorporate the features of documentaries and research.

Narratives in Production

This area of study focusses on students producing a media product within a collaborative context and explaining the process undertaken. Production is undertaken in stages of pre-production, production and postproduction, with segments of the various stages undertaken by specialist individuals or teams. Students study media roles being carried out by both a high budget Hollywood firm, King Kong, and a low budget Australian filmmaker, Stephen Elliot. Students apply for a media role that interest them and they carry out that role in a whole class project.

Assessment

Theory: 50%

Practical: 50%

Year 12 Media Unit 3: Media Narratives and Pre-Production

Narratives and Ideology

This area of study focusses on an analysis of two fictional texts. Media narratives are the product of creative and institutional practices that represent ideas through media codes and conventions. The use of media codes and conventions influences audience engagement, consumption and reading of narratives. Other influential factors include the social, cultural, ideological and institutional contexts relating to the period of time and location in which the media narrative was produced, the purpose of the media narrative, the genre, style, content, particulars of distribution and consumption and reception.

Media Production Development

Students conduct an investigation of aspects of the media form in which they will work, developing knowledge of narrative, genre, style, media codes and conventions as well as aspects of the works of media practitioners relevant to their proposed production. Students develop production skills that inform the production, design and development of a media product. They record their learning in documented research, annotated production activities, experiments, exercises and reflections.

Media Production Design

Informed by their experimentation and research, students use industry specific design and planning, both in written and visual documentation, to complete a media production design. The design incorporates a clear fictional and/or non-fictional narrative for a specified audience in a selected media form as outlined below. Students take into account the relevant media codes and conventions of the selected media form. The production design is developed for one of the following media forms:

- a film, music video or documentary 3- 10 minutes in length
- an animation up to 10 minutes in length

Assessment

Theory: 80%

Practical: 20%

2020 Huntingtower Subject Selection Information



Year 12 Media Unit 4: Media Production and issues in the Media

Media Production

Students create their media product based on their media production design. The production, post-production and distribution stages of a media product are a natural progression from the pre-production stage of the media production process. Students move from production into post-production where the manipulation, arrangement or layering of the ideas and material generated in pre-production and production leads to the realisation of their production design.

Agency and Control in and of the Media

The relationship between the media and audiences has never been more complex. The contemporary media landscape poses issues and challenges for the way that academics and commentators have traditionally theorised the nature of communication. The media has always been considered to have the capacity to influence, but now the balance of power is shifting and arguments around who influences who have become highly contested. The media and its audiences are now both thought to exercise agency; the capacity to act and exert power.

Laws and policies of the Australian Government and self-regulation by media institutions define and maintain standards through regulatory bodies and codes of conduct, but individual interaction with other media users, as in social networks, is not subject to these constraints. As the media increasingly crosses national borders, governments struggle to maintain control over the laws and policies created for their jurisdictions. These issues pose challenges for managing and regulating the use of the media by globalised media institutions, governments and the individual.

Students will study a range of texts and look at how they are deemed to influence audiences and the regulation of such texts that take place. These will include TV advertisements, social media campaigns, films, television series and reality TV.

Assessment for Units 3 and 4 Media

Unit 3 SACs = 10%

Unit 4 SACs = 10%

Unit 3 and 4 SATs = 40%

End of Year Exam = 40%



Music

Music is a subject which integrates perfectly with Mathematics. For example, an understanding of modes, keys, harmonies and rhythmic division all match perfectly with the mathematical concepts of the Ancient Greeks and other ancient civilisations. Furthermore, knowledge in subjects like Science, English, Language and History is also enhanced by an appreciation of music and the socio-cultural influences that shape it.

Students research the various features and styles of music with great enthusiasm. They also develop their own personal creativity in both performance and original composition. This helps to build a self-confident, self-motivated, highly creative and uniquely individual person.

Year 11 Music Performance Unit 3

Students select a program of solo or group works for performance representing a range of styles and diversity of character. They develop instrumental/vocal techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis.

Assessment

Performance of Solo/Group Works

Performance of Technical Work and Exercises relevant to the Performance Program

Performance of Sight Reading

Written Assignments

Aural. Theory and Analysis Test (including Aural, Practical and Written components)

Year 11 Music Performance Unit 4

As for Unit 3 but with an increased standard of performance technique and interpretation as various instrumental/vocal techniques and performance conventions are studied. The level of difficulty of unprepared performance, aural perception and comprehension, transcription, music theory and analysis also increases.

Assessment

Unit 3 SACs = 20%

Unit 4 SACs = 10%

Performance Exam = 50%

Aural/Written Exam = 20%



Physics

Physics is the science that attempts to describe how nature works using the language of mathematics. It is often considered the most fundamental of all the natural sciences and its theories attempt to describe the behavior of the smallest building blocks of matter, light, the Universe and everything in between.

Year 11 Physics Unit 1

Unit 1 consists of three prescribed areas of study: 'How can thermal effects be explained?', 'How do electric circuits work?' and 'What is matter and how is it formed?'.

How can thermal effects be explained?

On completion of this unit the student should be able to apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts.

How do electric circuits work?

On completion of this unit the student should be able to investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community

What is matter and how is it formed?

On completion of this unit the student should be able explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.

Year 11 Physics Unit 2

Unit 2 consists of one prescribed area of study: 'How can motion be described and explained?' and an area of study to be chosen from one of twelve 'options' (chosen by the student/teacher). There is also a 'practical investigation' to be undertaken, based on one of the areas studied in Unit 2.

How can motion be described and explained?

On completion of this unit the student should be able to investigate, analyse and mathematically model the motion of particles and bodies.

Options

Twelve options are available for selection in Area of Study 2. Each option is based on a different observation of the physical world. One option is to be selected from the following:

What are stars?

Is there life beyond Earth's Solar System?

How do forces act on the human body?

How can AC electricity charge a DC device?

How do heavy things fly?

How do fusion and fission compare as viable nuclear energy power sources?

How is radiation used to maintain human health?

How do particle accelerators work?

How can human vision be enhanced?

How do instruments make music?

How can performance in ball sports be improved?

How does the human body use electricity?

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Practical investigation

On completion of this unit the student should be able to design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

Assessment Units 1 and 2

SACs

Examinations

Year 12 Physics Unit 3

Unit 3 consists of three prescribed areas of study: 'How do things move without contact?', 'How are fields used to move electrical energy?' and 'How fast can things go?'

How do things move without contact?

On completion of this unit the student should be able to analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.

How are fields used to move electrical energy?

On completion of this unit the student should be able to analyse and evaluate an electricity generation and distribution system.

How fast can things go?

On completion of this unit the student should be able to investigate motion and related energy transformations experimentally, analyse motion using Newton's laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein's theory of special relativity.

Year 12 Physics Unit 4

Unit 4 consists of two prescribed areas of study: 'How can waves explain the behavior of light?' and 'How are light and matter similar?'. A practical investigation is to be undertaken in either Unit 3 or Unit 4.

How can waves explain the behavior of light?

On completion of this unit the student should be able to apply wave concepts to analyse, interpret and explain the behavior of light.

How are light and matter similar?

On completion of this unit the student should be able to provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.

Practical investigation

On completion of this unit the student should be able to design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

Assessment Units 3 and 4

Unit 3 SACs = 21%

Unit 4 SACs = 19%

End of Year Exam = 60%



Physical Education

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.

Year 10 Physical Education

This is a core subject.

Semester 1

Students will understand the skills and concepts involved in swimming, athletics, fitness testing, netball and touch football. Students will build on and improve their skills in each of these areas.

Semester 2

Students will understand the skills and concepts involved in European handball, soccer, volleyball and fitness. Students will build on and improve their skills in each of these areas.

Year 11 Physical Education Unit 1

The Human Body in Motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Area of Study 1

How does the musculoskeletal system work to produce movement?

In this area of study students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement. Through practical activities they explore the major components of the musculoskeletal system and their contributions and interactions during physical activity, sport and exercise. Students evaluate the social, cultural and environmental influences on movement, and how the capacity and functioning of the muscular and skeletal systems may act as an enabler or barrier to participation in physical activity. Sedentary behaviour, overtraining and participation at the elite and recreational level are investigated as possible causes of illness and injury to the musculoskeletal system. Students consider a variety of legal and illegal practices and substances used to enhance performance from an ethical and a biophysical perspective.



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Area of Study 2

How does the cardiorespiratory system function at rest and during physical activity?

In this area of study students examine the cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity. Through practical activities students explore the structure and function of the cardiorespiratory system and their contributions and interactions during physical activity, sport and exercise. Enablers and barriers to the capacity and functioning of the cardiovascular and respiratory systems are investigated from a sociocultural, environmental and physical perspective. Students explore the ethical and performance considerations of the use of a variety of legal and illegal practices and substances specific to each system.

Year 11 Physical Education Unit 2

Physical Activity, Sport and Society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

Area of Study 1:

What are the relationships between physical activity, sport, health and society?

In this area of study students focus on the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan. Students explore the social, cultural and historical influences on participation in various forms of physical activity, including sport. They investigate at the individual and population levels the physical, social, mental and emotional benefits of participation in regular physical activity and the potential negative physical, social, mental and emotional consequences of physical inactivity and sedentary behaviour, including hypokinetic diseases such as Type 2 diabetes and obesity.

Students investigate sociocultural factors that influence physical activity and consider opportunities and barriers to participation for various population groups and settings. They develop an understanding of the use of subjective and objective methods for assessing physical activity and sedentary behaviour at the individual and population level and compare these to physical activity and sedentary behaviour guidelines. Students identify and describe the components of a social-ecological model and/or the Youth Physical Activity Promotion Model to assist in the critique and creation of strategies aimed at increasing physical activity and/or reducing sedentary behaviour within a given population. Students create and implement an individual activity plan that meets the physical activity and sedentary behaviour guidelines.



Area of Study 2:

What are the contemporary issues associated with physical activity and sport?

In this area of study students focus on a range of contemporary issues associated with physical activity and/or sport at the local, national and global level. They investigate in detail one issue relevant to physical activity and/or sport. Possible issues suitable for investigation include declining levels of physical activity across the lifespan, active transport, gender equity in physical activity and sport, cultural diversity and inclusion in physical activity, risk management and safety in physical activity and sport, children and competitive sport, the community and recreation, access to physical activity for population groups such as children, rural and remote communities, cultural groups, Aboriginal and Torres Strait Islanders and people with disabilities.

Students select and explore one issue from a social-ecological perspective to evaluate the affect of individual, social, policy and physical environmental factors on participation in physical activity. Students develop an understanding of the historical, and current perspectives of the issue and forecast future trends. They form conclusions in relation to the impact these factors have on physical activity and sport in society.

Assessment Units 1 and 2

Tests: 60%

Examination: 40%

Year 12 Physical Education Unit 3

Movement Skills and Energy for Physical Activity.

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

Area of Study 1: How are movement skills improved?

In this area of study students examine the biomechanical and skill acquisition principles that can be applied when analysing and improving movement skills used in physical activity and sport. Through coaching and involvement in a variety of practical activities, students investigate and analyse movements to develop an understanding of how the correct application of biomechanical and skill acquisition principles leads to greater efficiency and accuracy in movement skills.

Area of Study 2: How does the body produce energy?

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



Year 12 Physical Education Unit 4: Training to Improve Performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

Area of Study 1: What are the foundations of an effective training program?

In this area of study students focus on the information required to form the foundation of an effective training program. They use data from an activity analysis and determine the fitness requirements of a selected physical activity. They also use data collected from participating in a series of fitness tests to inform the design of the training program. Students determine the relevant factors that affect each of the fitness components, and conduct a series of fitness tests that demonstrate correct and ethical implementation of testing protocols and procedures.

Area of Study 2: How is training implemented effectively to improve fitness?

In this area of study students focus on the implementation and evaluation of training principles and methods from a practical and theoretical perspective. They consider the manner in which fitness can be improved through the application of appropriate training principles and methods. Students identify and consider components of an exercise training session, they monitor, record and adjust training. Students explain the chronic adaptations to the cardiovascular, respiratory and muscular systems.

Assessment Units 3 and 4

Unit 3 SACs = 25%

Unit 4 SACs = 25%

End of Year Exam = 50%



Product Design and Technology

Product design is a response to changing needs and to improve quality of life by designing creative, innovative and sustainable products. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the aesthetics, form and function of products.

Central to VCE Product Design and Technology is design thinking, which is applied through the product design process providing a structure for creative problem solving. The design process involves identification of a real need, problem or opportunity that is then articulated in a design brief. The need, problem or opportunity is investigated and informed by research to aid the development of solutions that take the form of physical, three-dimensional products. Development of these solutions requires the application of technology and a variety of cognitive and physical skills, including design thinking, drawing and computer-aided design, testing processes and materials, planning, construction, fabrication and evaluation.

Students assume the role of a designer-maker. In adopting this role, they develop and apply knowledge of factors that influence design and address the design factors relevant to their design situation

Year 10 Design Technology Unit 1

Sustainable Product Redevelopment

In this unit, students focus on the analysis, modification and improvement of an existing product's design with consideration of sustainability.

Students consider the sustainability of an existing product and acknowledge the intellectual property (IP) rights of the original designer. Working drawings (also known as flats, trade sketches, assembly or technical drawings) are used to present the preferred design options.

Students then produce a redeveloped product using tools, equipment, machines and materials, taking into account safety considerations. They compare their product with the original design and evaluate it against the needs and requirements outlined in their design brief.

Year 10 Design Technology Unit 2

Collaborative Design

In this unit, students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Students work both individually and as members of a small design team to address a problem, need or opportunity and consider user-centred design factors. They design a product within a range, based on a theme, or a component of a group product. They research and refer to a chosen design style or movement.

Students then apply knowledge, skills, techniques and processes, including risk management, to make their product, designed in Area of Study 1, in accordance with the team requirements. To ensure consistency throughout production, the team refers to the historical or contemporary cultural design movement or style that inspired their designs. To facilitate communication, students may use digital and project management tools.

Assessment Unit 1 and 2

Coursework: 20%

Design Portfolio: 50%

Exam: 30%



Year 11 Design Technology Unit 3 Applying the Product Design Process

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

In Area of Study 1, students examine how a design brief addresses particular product design factors and how evaluation criteria are developed from the constraints and considerations in the brief. They develop an understanding of techniques in using the design brief as a springboard to direct research and design activities.

In Area of Study 2, students examine how a range of factors, including new and emerging digital technologies, influence the design and development of products within industrial manufacturing settings. They consider issues associated with obsolescence and sustainability models.

In Area of Study 3, students commence the application of the product design process for a product design for an end-user/s, including writing an individual design brief and criteria that will be used to evaluate the product in Unit 4.

Year 11 Design Technology Unit 4 Product Development and Evaluation

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

In Area of Study 1, students use comparative analysis and evaluation methods to make judgments about commercial product design and development.

In Area of Study 2, students continue to develop and safely manufacture the product designed in Unit 3, Outcome 3, using materials, tools, equipment and machines, and record and monitor the production processes and modifications to the production plan and product.

In Area of Study 3, students evaluate the quality of their product with reference to criteria and end-user/s' feedback. Students make judgments about possible improvements. They produce relevant user instructions or care labels that highlight the product's features for an end-user/s.

Assessment Unit 3 and 4

Coursework: 20%

Design Portfolio: 50%

Exam: 30%



Psychology

VCE Psychology enables students to explore how people think, feel and behave through studying the complex interactions between biological, psychological and social factors. Students explore the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health. An understanding of the complexities and diversity of psychology allows students to apply their learning to everyday situations including workplace and social relations.

VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of contexts such as counselling, education, forensics, health, sport and business.

Year 11 Unit 1: How are Behavior and Mental Processes Shaped?

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

Year 11 Unit 2: How do External Factors Influence Behavior and Mental Processes?

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

Levels of Achievement Units 1 and 2

School Assessed Outcomes

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Year 12 Psychology Unit 3: How does Experience Affect Behavior and Mental Processes?

The nervous system influences behaviour and the way people experience the world. In this unit students examine the functioning of the nervous system to explain how a person can interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved.

Year 12 Psychology Unit 4: How is Wellbeing Developed and Maintained?

In this unit, students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors.

A student practical investigation related to mental processes and psychological functioning is undertaken across both Units 3 and 4, and the findings of the investigation are presented in a scientific poster format.

Assessment Units 3 and 4

Unit 3 SACs = 16%

Unit 4 SACs = 24%

End of Year Exam = 60%



Science

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

Science is a Core Subject

Year 10 Science

The Year 10 Science curriculum covers the three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills through a variety of topics.

Assessment

Theoretical and Practical Research Tasks

Tests

Examination



Sport and Recreation Certificate III

VCE VET SIS30115 - The VCE VET Sport and Recreation program aims to:

Provide participants with the knowledge, skills, and competency that will enhance their employment prospects in the sport and recreation industries.

The VCE VET Sport and Recreation program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training in related industries. These qualifications provide students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken in the selected program.

THE ASSESSMENT PLAN

Assessors are to assess student performance on three assessment tasks. These are to be selected from the tasks listed below:

A minimum of two of the following task types must be used:

- Work Performance
- Work Project
- Product
- Portfolio
- End of year Exam

Units 3 and 4		
Compulsory:		
BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control	1 50
SISSCO101	Develop and update knowledge of coaching practices	1 30
SISSPT303A	Conduct basic warm-up and cool down programs	2 30
SISXCAI004	Plan and conduct programs	1 35
SISXCAI006	Facilitate groups	1 25
SISXRES002	Educate user groups	1 25
Subtotal for Units 3 and 4:		195
Total minimum for VCE VET program:		376

CALCULATING A STUDY SCORE

The study score will be calculated using assessments of the student's levels of performance. Judgments about each student's levels of performance are based on evidence from two sources:

1. coursework: a set of three tasks students undertake during their training program, assessed by assessors approved by the relevant RTO.
2. examination: a task taken under examination conditions and assessed by a panel of assessors appointed by the VCAA. A coursework score will be calculated using the assessments recorded for the three coursework tasks. For the coursework score will contribute 66% and the examination score will contribute 34% to the student's final study score. These scores will be reported on the student's Statement of Results as a letter grade.

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.



Studio Arts

VCE Studio Arts encourages and supports students to recognise their individual potential as art makers. The subject presents a guided process to assist their understanding and development of artmaking. The study establishes effective art practices through the application of an individual studio process to assist the student's production of a folio of artworks.

The theoretical component of this study is an important basis for studio practice as it offers students a model for inquiry that can support their artmaking practices. Students' research focusses on the visual analysis of artworks and investigates how artists have interpreted sources of inspiration and influences in their artmaking. Students examine how artists have used materials, techniques and processes to create aesthetic qualities. They study how artists have developed styles and explored their cultural identity in their artwork. Students use this knowledge to inform their own processes to support their artmaking.

Students will reflect on the role of artists in society. This includes their relationships with others in the art industry and the presentation and exhibition of artworks in art galleries and exhibition spaces. They will research aspects of the art industry including the presentation, conservation and marketing of artworks.

Year 11 Studio Arts Unit 1

Artistic inspiration and techniques

This unit focusses 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.

The exhibition of artworks is integral to Unit 1 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

Researching and recording ideas: Outcome 1

On completion of this unit students should be able to source inspiration, identify individual ideas and use a variety of methods to translate these into visual language.

Studio Practice: Outcome 2

On completion of this unit students should be able to explore and use a variety of materials and techniques to support and record the development of individual ideas to produce artworks.

Interpretation of art ideas and use of materials and techniques: Outcome 3

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

Assessment

Practical Work and Visual Art Diary: 50%

Written Reports: 15%

Examination: 35%

2020 Huntingtower Subject Selection Information



Year 11 Studio Arts Unit 2

Studio Exploration and Concepts

This unit focusses on students establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process.

Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks. The exhibition of artworks is integral to Unit 2 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

Exploration of Studio Practice and Development of Artworks: Outcome 1

On completion of this unit the student should be able to develop an individual exploration proposal to form the basis of a studio process, and from this produce and document a variety of potential directions in a visual diary for at least one artwork.

Ideas and styles in artworks: Outcome 2

On completion of this unit students should be able to compare the ways in which artists from different times and cultures have created aesthetic qualities in artworks, communicated ideas and developed styles.

Assessment

Practical Work Visual Art Diary: 50%

Written Reports: 15%

Examination: 35%

Year 12 Studio Arts Unit 3

Studio Production and Professional Art Practices

This unit focusses on the implementation of an individual studio process leading to the production of a range of potential directions and solutions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of potential directions is an intrinsic part of the design process to support the making of finished artworks in Unit 4.

Exploration proposal: Outcome 1

On completion of this unit students should be able to prepare an exploration proposal that formulates the content and parameters of an individual design process. This will also include a plan of how the proposal will be undertaken.

Studio process: Outcome 2

On completion of this unit students should be able to present an individual design process that produces a range of potential directions which reflects on the concepts and ideas documented in the exploration proposal.

2020 Huntingtower Subject Selection Information



Artists and Studio Practices: Outcome 3

On completion of this unit the student should be able to examine the practice of at least two artists. With reference to two artworks by each artist they will consider the different historical and cultural context of each artwork.

Assessment

Exploration Proposal

Students progressively present an individual studio process recorded in written and visual form that produces a range of potential directions, and reflects the concepts and ideas documented in the exploration proposal and work plan

Artists and Studio Practices written School Assessed Task

Year 12 Studio Arts Unit 4

Studio Practice and Art Industry Contexts

This unit focusses on the production of a cohesive folio of finished artworks. To support the creation of the folio, students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks.

This unit also investigates aspects of artists' involvement in the art industry, focussing on a least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions. Students examine a range of environments for the presentation of artworks including public galleries and museums, commercial and private galleries, university art galleries, artist-run spaces, alternative art spaces and online gallery spaces.

Folio of Artworks: Outcome 1

This area of study focusses on the production of a cohesive folio of finished artworks developed from the selected potential directions that have been identified in the individual design process in Unit 3. The folio will consist of no fewer than two finished artworks. However, the number of artworks will be determined by the nature, the scale and complexity of the work undertaken. The completed folio will demonstrate a cohesive relationship between the final artworks.

Evaluation: Outcome 2

On completion of this unit the student should be able to provide visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected potential directions, and effectively demonstrates a cohesive relationship between the works.

Art Industry Contexts: Outcome 3

On completion of this unit the student should be able to compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.

Assessment

Present at least two finished artworks based on selected and evaluated potential directions developed through the studio process, which demonstrate refinement and application of materials and techniques, and that realise and communicate the student's ideas expressed in the exploration proposal

Written Evaluation of final artworks

Written school assessed task

Assessment Requirements

Unit 3 and 4 SACs = 10%

Unit 3 and 4 SATs = 60%

End of Year Exam = 30%



Theatre Studies

Theatre Studies explores theatre-making. Throughout the study, students work individually and collaboratively in various production roles (such as acting, costume design, set design, sound and lighting, directing, etc.) to creatively and imaginatively interpret scripts and to plan, develop and present productions. They experiment with different possibilities for interpreting scripts and apply ideas and concepts in performance. Students produce a theatrical production for a live audience as part of their course.

Theatre Studies teaches key skills in communication, collaboration, problem-solving, writing, acting, direction and design.

The work involves:
visits to the theatre
the creation of theatrical performances
the analysis of performance
classes exploring the theoretical underpinnings of the practical work

Year 11 Unit 1 Pre-modern Theatre Styles and Conventions

This unit focusses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focussing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work.

Assessment

All work is individually assessed.
interpretation of scripts
the application of acting, direction and/or design: costume, make-up, props, set, lighting, sound
oral/visual/multimedia reports and/or presentations
structured questions
research report

Year 11 Unit 2 Modern Theatre Styles and Conventions

This unit focusses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focussing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance.

2020 Huntingtower Subject Selection Information



Assessment

All work is individually assessed.

interpretation of scripts

the application of acting, direction and/or design: costume, make-up, props, set, lighting, sound

oral/visual/multimedia reports and/or presentations

structured questions

research report

Year 12 Unit 3 Producing Theatre

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre. Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance.

Assessment

All work is individually assessed.

Presentation, documentation and analysis of practical work in oral, written, visual forms

Responses to structured questions

Year 12 Unit 4 Presenting an Interpretation

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer.

Assessment:

Unit 3 and 4 SACs = 45%

End of Year Monologue Exam = 25%

End of Year Exam (Written) = 30%



Visual Communication Design

Visual Communication Design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices. Visual Communication Design provides students with the opportunity to develop an informed, critical and reflective approach to understanding and using visual communications. It nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, processes and dispositions, supports skill development in areas beyond design.

Year 11 Visual Communication Design Unit 1

Introduction to Visual Communication Design

This unit focusses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible.

Drawing as a Means of Communication

Students practice their ability to draw what they observe and use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Design Elements and Design Principles

Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how design elements and principles affect the visual message and the way information and ideas are read and perceived.

Visual Communication Design in Context

Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. Students are introduced to three stages of the design process: researching designers, generating ideas and applying design knowledge, and drawing skills to develop concepts.

Assessment

A Folio of observational, visualisation and presentation drawings created using manual and digital methods. Final presentations created using manual and digital methods: 50%

Written report of a case study: 15%

Examination: 35%



Year 11 Visual Communication Design Unit 2

Applications of Visual Communication Design

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

Technical Drawing in Context

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design.

Type and Imagery

Students investigate how typography and imagery are used in visual communication design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field.

Applying the Design Process

Students develop an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

Assessment

Folio of technical drawings: 40%

Folio demonstrating the design process: 25%

Examination: 35%

Year 12 Visual Communication Design Unit 3

Visual communication design thinking and practice

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Analysis and Practice in Context

Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. Students use their research and analysis of visual communication designers to support the development of their own work.

Design Industry Practice

Students investigate how the design process is applied in industry to create visual communications. Students develop an understanding of the processes and practices used to support collaboration between clients, designers and specialists when designing and producing these visual communications. Contemporary Australian and international designers from the communication, environmental and industrial design fields will be considered for study.

2020 Huntingtower Subject Selection Information



Developing a Brief and Generating Ideas

Students establish a brief and apply design thinking skills through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need. Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and investigation work underpin the developmental and refinement work undertaken in Unit 4.

Assessment

Folio of three visual communications
Two-dimensional or three-dimensional presentation drawings
Use of digital methods
Written report

Year 12 Visual Communication Design Unit 4

Visual Communication Design Development, Evaluation and Presentation

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief.

Development, Refinement and Evaluation

Students focus on the design process stages of the development of concepts and refinement. Using separate design processes, students develop and refine design concepts that satisfy each of the communication needs of the brief established in Unit 3. Students apply design thinking and use mock-ups to test and evaluate the suitability of each design concept. They evaluate their refined concepts and devise a pitch to communicate their design thinking and decision making to an audience. They consider responses to their pitch and further refine each selected concept in preparation for the final presentation. They draw on their annotations and reflections assembled during the design process to evaluate the effectiveness of their potential solutions in accordance with their brief.

Final Presentations

Students produce two final visual communication presentations, which are the refinements of the concepts developed in Outcome 1. Students explore ways of presenting their final visual communications that attract and engage their target audiences.

Assessment

Unit 3 SACs = 25%
Unit 3 and 4 SATs = 40%
End of Year Exam = 35%



APPENDIX A – Year 10 Semester Electives

LITERATURE (Mr McDonald & Mr Drennan)

This elective will introduce students to the vivid and exciting world of literary analysis. It will provide students with the opportunity to explore a range of unique texts, dissect passages, discuss works and craft a range of personal written responses. Students will be able to express their opinions of various novels, poems and other literary texts in a relaxed and welcoming atmosphere that encourages the sharing of thoughts and the development of new perspectives and ideas.

Literature is not your traditional English class. Instead, it is the detailed, creative and artistic study of the craft of writing. It encourages students to engage with the ideas of a text at a much more fundamental level and explore how they are shaped by the views and values of their society. In doing so students will be encouraged to apply innovative philosophical lenses that will help them to arrive at a more detailed understanding of the texts and, through them, their own world.

The content in literature is diverse, with the opportunity to tailor texts to the interests of the class. Students will have the opportunity to respond both creatively and analytically to what they are studying. This course aims to introduce the skills required to study Literature at a VCE level.

COMMERCE

DOLLARS AND SENSE (Mr Sankey)

This semester long course looks at the roles of the key players in the economy and students will consider what type of economy Australia has. Students will study how markets operate, how they can often fail and how the share market can be used as an investment vehicle. Economic issues such as the changing nature of work, the mining boom and the rise of China as a transitional economy are discussed. Students are introduced to the importance of and strategies available for saving and investing. The second part of the course looks at the skills and qualities required of successful business owners and the options available to those considering 'getting into business'. How businesses record their financial progress using basic accounting reports will also be examined.

This subject aims to develop an understanding of the allocation of resources in Australia's market capitalist economy to help students understand their roles, rights and responsibilities as consumers, producers, savers, investors and workers. Students develop enterprising behaviours and capabilities that can be transferable into life and career opportunities.

This course will assist students in developing skills required for VCE Business Management, Economics and Accounting.

FOOD TECHNOLOGY

CAFE CULTURE (Ms Dickson)

Students will create dishes using a range of ingredients, equipment, cooking and presentation styles from a typical cafe menu. They will learn to work co-operatively in group situations and alone.

Students will understand the theory behind working with yeast and pastry. They produce and evaluate a range of dishes such as risotto, bread, soups and salads, that would be suitable to serve in a café.

This course will assist students in developing skills required for VCE Food Technologies.



LANGUAGES

FRENCH SEMESTER 1 (Mr Doxey)

Prerequisite – students must complete Year 9 French.

Through the topic *La Culture Populaire* (Popular Culture), students will understand the formation of regular and irregular verbs in the present tense, negatives and question formations. Using these structures, they will read and discuss texts about French comic strips, films and music. Then, by studying *Autrefois* (In The Old Days), students will understand how to form key past tenses: *le passé composé* (perfect), *l'imparfait* (imperfect), and *le plus-que-parfait* (the pluperfect). They will also be able to use them to discuss their own memories of childhood and those of older generations.

FRENCH SEMESTER 2 (Mr Doxey)

Prerequisite – students must complete Semester 1 of Year 10 French.

Through the topic *Et plus tard?* (And Later?), students will understand the use of future tenses (*le futur simple* and *le futur antérieur*). They will be able to use them to discuss their plans for the future. Then, through *Les Hypothèses* (Hypotheticals), students will understand the use of the conditional, the past conditional and *si* (if) clauses and use them to discuss hypothetical situations. Finally, through the topic *A la recherche du Bonheur* (In Search of Happiness), students will understand object and relative pronouns and use them to discuss feelings and to give advice.

Year 10 French is a prerequisite for VCE French.

LEGAL

INTRODUCTION TO THE LAW (Mr Sifris & Mr Sankey)

Students will understand the main principles of criminal and civil law and what is required to find an accused guilty beyond a reasonable doubt. Summary and indictable offences will be investigated as well as torts, court hierarchy and how laws are made. Students will develop an understanding of psychopathic behaviour and how criminology is used to evaluate this behaviour. They will study the jury system and evaluate whether this system of trial by peers is the most effective way of achieving justice.

MEDIA (Ms Beal & Ms Ohlert)

Students will appreciate how to identify and discuss the ways in which representations are used in the media. Media forms studied include advertising, music videos and television shows. Students will understand how to operate video cameras and microphones. They will develop an appreciation of cinematography and refine their skills and understanding of representations by recreating the opening titles to the television show **Friends**. Students will be taught how to format a screenplay, storyboard and video edit using Final Cut Pro X and key production skills. They will then create a short narrative of their own based off the international film **Run Lola Run**.

This course will assist students in developing skills required for VCE Media.

MUSIC VCE UNITS 1 & 2 (Ms Sutton)

In Unit 1 students will study the Baroque period, Impressionism and Musical Theatre. They will use this understanding to investigate research and develop their analytical skills in terms of listening and score reading. Students will also build on their awareness of melodic and rhythmic transcription, recognition and writing of intervals, chords, scales, rhythms and creative composition.

In Unit 2 students will undertake studies in Expressionism and Film Music along with Nationalism and Conducting. They will use this understanding to investigate research and develop their analytical skills in terms of listening and score reading. Students will also extend their command of melodic and rhythmic transcription, recognition and writing of intervals, chords, scales, rhythms, creative composition and performance.

This course will assist students in developing skills required for VCE Music Units 3 and 4.



OUTDOOR EDUCATION (Mr Green)

In this unit students will focus on both the theoretical and practical elements of the natural environment. Students will participate in activities such as rock climbing, sailing, caving, abseiling and canoeing. The theory covered will include an understanding of the types and characteristics of selected natural environments. Consideration will be given to the role of technology in mediating human relationships with these environments. Students will be directed to develop risk strategy processes in order to ensure safe participation in the outdoors. The course will also consider the consequences of human activity on the natural environment and how this impact can be minimised.

SCIENCE

PSYCHOLOGY (Ms Bos)

In this unit students will be introduced to Psychology as a scientific study. The different specialist areas of a psychologist including clinical, forensic and sports psychology will be explored. The research methods required for psychological investigations will also be examined.

This unit aims to develop scientific attitudes and skills, including critical thinking, problem solving and an appreciation for scientific methodology within Psychology. It also aims to provide students with a recognition of the diversity of individuals who advance the field.

This unit allows Year 10 students to get a taste of Psychology without committing to a VCE Unit 1 and 2 Psychology course. It allows a more informed choice for VCE, although it is not a prerequisite for Unit 1 and 2 Psychology. This unit is a semester elective, offered in Semester 1 and repeated in Semester 2. Students could take either semester.

This course will assist students in developing skills required for VCE Psychology.

SCIENCE ENRICHMENT PROGRAM (HTYS) (Mr Hellard)

Students will understand scientific methods of investigation, controlling variables and analysing data. Throughout the course students investigate a question of interest. They first design an experiment and then carry out the extended research. The data will then be analysed and presented in a suitable format. Students examine the latest developments in Science, how experts in various field are working to expand our knowledge and solve problems using scientific methods. Year 9 HTYS is not a prerequisite for this elective.

Students may take this elective as a semester choice in either Semester 1 or Semester 2, or they may enrol for the full year.

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SPORT & RECREATION (IVET SIS20115) (MS DOUGLAS)

The IVET course, Sport & Recreation provides students with a specific qualification that will allow them to apply for jobs in the sport and recreation area. It can also contribute up to 3 Units of credit at the VCE Unit 1 & 2 level.

The Certificate II in Sport and Recreation is a one-year course. Both semesters need to be completed for a qualification to be received. This course is a blend of practical and theoretical learning about the Sports and Recreation industry and offers a great entry level qualification.

Learning Areas include:

The sport, fitness and recreation industry

- First aid and emergency situations
- Safety and sport
- Customer and quality service in the sports industry
- Equipment maintenance

Possible Job Opportunities:

- Pool lifeguard
- Sports retail
- Sports trainer
- Swim teacher
- After school sports programs
- Recreation officer
- Leisure and services officer

If you are interested in this course, please speak to either:

Ms Douglas: jdouglas@huntingtower.vic.edu.au

Mrs Christensen: schristensen@huntingtower.vic.edu.au

NB: VET Courses will entail a small levy that will be detailed in the 2020 fee schedule

THEATRE STUDIES (Mr Borbely)

In this unit students learn to appreciate theatre and its significance as an art form. They will acquire knowledge of theatre, including its styles, purposes and audiences.

Students will have the opportunity to study the contexts (the times, places and cultures) of scripts. They will interpret scripts and produce theatre for audiences. They will also apply dramaturgy and work in the production roles of actor, director and designer. Part of this subject involves the performance of a show for a live audience.

This course will assist students in developing skills required for VCE Theatre Studies.



VISUAL ART: EXPLORE (Ms Power)

In a flexible learning environment, students will create a series of artworks using a variety of techniques such as drawing, illustration, painting, photography and mixed media, to build their individual folio of work. They will visit exhibitions and record their studio practice via a visual diary. Students will develop their conceptual and practical understanding of different historic and contemporary artists and artworks while informing their own studio practice and art making.

This subject will assist in preparing students for VCE Product Design and Technology, Studio Art or Visual Communication and Design.

VISUAL COMMUNICATION DESIGN: -ARCHITECTURE AND ENVIRONMENTAL DESIGN (Ms Irving)

Students will identify and discuss conventions used in the environmental design field; exploring the historical and contemporary practices of architects. Environmental design visually connects people to places to improve their overall experience by making spaces more memorable, informative and easier to navigate. Students will create architectural **plans** and **elevations** to **scale**. **They will** construct an accompanying model to represent the design in 2 and 3 dimensions. Throughout the course students will develop manual drawing methods and explore a combination of digital media such as Adobe Illustrator and Photoshop to complete their design.

This subject will assist in developing skills required for VCE Visual Communication Design, Product Design and Technology or Studio Art.

This course will assist students in developing skills required for VCE Visual Communication Design, Product Design and Technology and/or Studio Art.



APPENDIX B – Change of Subject Form

Please refer to [Firefly](#) / [Resources](#) / [Student Life](#) / [Change of Subject Forms](#)



APPENDIX VCE - Snapshot of Key Terms Associated with VCE

ATAR

Australian Tertiary Admission Rank (ATAR). An overall percentile rank indicating a student's level of achievement compared to all other students undertaking the VCE at that year. It allows universities to rank students who have undertaken a variety of pathways to achieve their VCE. It is calculated by VTAC solely for use by institutions for admission into the tertiary courses they offer.

The ATAR is reported as a number between 0.00 and 99.95. A student who achieves an ATAR of 80.00 has achieved VCE results above 80% of the VCE cohort.

Qualifying for an ATAR

To qualify for an ATAR through VTAC a student must:

- Qualify for the VCE
- Achieve study scores in at least four Unit 3 and 4 VCE studies. One of these must be drawn from the
- English group (EAL, English Language, English or Literature)

VCE Study Score

This score, ranging from 0-50, indicates performance relative to other students doing the same study. It is based on school results and external examinations.

VTAC Scaled Study Score

This score, ranging from 0-55, is determined by VTAC and reflects performance in a study relative to all students doing all studies. It is based on the study score, but also uses the performance of the entire cohort across all studies.

Aggregate

Before producing an ATAR, VTAC first calculates an aggregate. The aggregate is calculated as a sum of four primary studies and a maximum of two available increments. Up to six studies can be used in calculating an aggregate. These may include:

- VCE Unit 3 and 4 sequences.
- VET programs with Unit 3 and 4 sequences.
- One approved higher education study.

NB: Only some of these studies can be used in your final four, some may only qualify as increments.

Primary 4

The four studies that are counted first in the calculation of an aggregate. They consist of:
Highest VTAC scaled score from the English grouping (EAL, English Language, English or Literature).
The remaining three highest VTAC scores.

NB: At most, two results from the same study area can be included in the calculation of the primary four.

Increments

A maximum of two increments can be added to the primary four when calculating an aggregate.

Increments could take the form of:

- 10% of a fifth or sixth scaled score (eligible VCE/VET Unit 3 and 4).
- A permissible unscored VCE VET.
- A permissible higher education study.
- Year 12 credit studies completed interstate.

VCE VET Studies

A VCE VET program is constructed around a nationally recognised qualification, usually of Australian Qualifications Framework (AQF) Level II or III.



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Higher Education Studies

The VCAA provides for very able students to undertake an approved higher education study as part of the VCE. The successful completion of a higher education study may be included as an increment in the calculation of an aggregate.

Aggregate to ATAR

The aggregate is the total of all permissible scaled study scores. It will appear on your ATAR statement. Once aggregates are calculated, they are placed in percentile order and converted into an ATAR.

ATAR RULES AND RESTRICTIONS

Study Area Groupings

- A maximum of two results from the same study area grouping can be included in the calculation of the primary four.
- A maximum of three results from the same study area can contribute to your overall aggregate.

Study Area Groupings

English studies

Entertainment

History studies

Hospitality

Information Technology studies

Languages (other than English)

Mathematic studies

Music studies

SOME USEFUL RESOURCES TO CONSIDER

VTAC Year 10 Guide

Provides information to help Year 10 students identify their strengths, weaknesses and goals.

http://vtac.edu.au/files/pdf/publications/2019_year_10_guide.pdf

VTAC Year 11 and 12 Guide: Researching courses and applying.

http://vtac.edu.au/files/pdf/publications/2019_year_11_12_guide.pdf

VTAC Prerequisite and Course Explorer

<http://vtac.edu.au/files/pdf/publications/prerequisites-2021.pdf>

Government funded My Future website with resources about future careers and pathways.

<https://myfuture.edu.au/>



APPENDIX C - Senior School BYOL Program

Bring Your Own Laptop (BYOL) Program

All students in Years 10–12 should have a recommended device (see below for recommendations) available for use in each class.

What devices can I bring?

Apple Macbooks

Students may bring Apple Macbooks that meet the following requirements:

Models: Macbook Air or Macbook Pro

Memory / RAM: 8gb minimum

Storage: 128gb minimum

Notes: Students taking media will benefit from the added power of a Macbook Pro

Windows Laptops

Students may bring Windows Laptops that meet the following requirements:

Recommended Models: Microsoft Surface Pro, Surface Book or Surface Laptop, Dell XPS 13 (not 2-in-1 model), as well as other brands or models that meet below specifications:

Memory / RAM: 8GB minimum

Storage: 128gb minimum

Processor: At least i3, preferred i5 – not Pentium / Core M / Atom

Notes: Please ensure that storage is flash or solid state and not a traditional mechanical hard disk as this greatly affects performance.

iPads, Android Tablets & Chromebooks

Students may not use these devices as they are not suitable for the program.

Mobile Phones

Students may not use these devices as they are not suitable for the program.

Where can I buy them?

You can buy Apple Macbooks and accessories at an education discount by following the 'Apple Store' link on Firefly: <https://huntingtower.fireflycloud.net.au/apple-store> or by visiting a physical Apple Store and asking about Huntingtower Family Funding along with your Student ID card.

Windows devices can be bought from online and physical retailers such as Microsoft, JB HiFi, Harvey Norman, etc. Discounts available for students vary by store - make sure to take your student card with you when making enquiries.

School Services

The Huntingtower ICT department can assist in accessing school services such as WiFi, printing, Microsoft Office, etc.

Students are provided with a Microsoft Office license by Huntingtower which can be used on the above recommended devices. This includes access to 1TB of OneDrive storage. Students should ensure they have Microsoft Office and OneDrive available to use in each class.

** If any families are not able to meet the requirements of the BYOL program, please contact Ms Mel Beal (Vice Principal) to discuss possible options.*