HUNTINGTOWER

Early Learning to Year 12 Co-Educational School

Huntingtower

Years 10-12 Subject Selection

2022 Handbook

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Introduction

About This Guide

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 attertiary level.

If you have questions about particular subjects, please contact the subject teacher or relevant Head of Department. You can also contact the following staff to discuss any questions you may have:

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Change of Subject Forms

Please refer to Firefly (Resources > School Life > StudentServices > Change of Subject Forms).

Bring Your Own Laptop

In Years 10–12, a Bring Your Own Laptop (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 Middle School Surface or iPad programs, the school's ICT Department will not be in a position to provide technical support for the laptop students elect to use.

Before bringing a laptop to school, students and parents are required to read through and sign the student and parent agreements.

For more information on the BYOL Program as well as the as the student and parent agreements see the BringYour Own Laptop Student Handbook.

The Victorian Certificate of Education (VCE) at Huntingtower

The Curriculum

Year 10

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

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 Huntingtowerare detailed in this document.

Year 12

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

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 Year11 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 (available on Firefly) 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:

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

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 gradeof 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 theteacher is able to attest that the work submitted is thestudent's own work.
- Not satisfactorily completing the unit, 'N', is given if the tasks based on specified outcomes are incompleteor if they are not completed in a satisfactory manner or if the teacher is not able to attest that all the worksubmitted 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 thesemester grade.

VICTORIAN CERTIFICATE OF EDUCATION

Snapshot of Key VCE Terms

ATAR

Australian Tertiary Admission Rank (ATAR). An ATAR is the 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 calculationof an aggregate. They consist of:

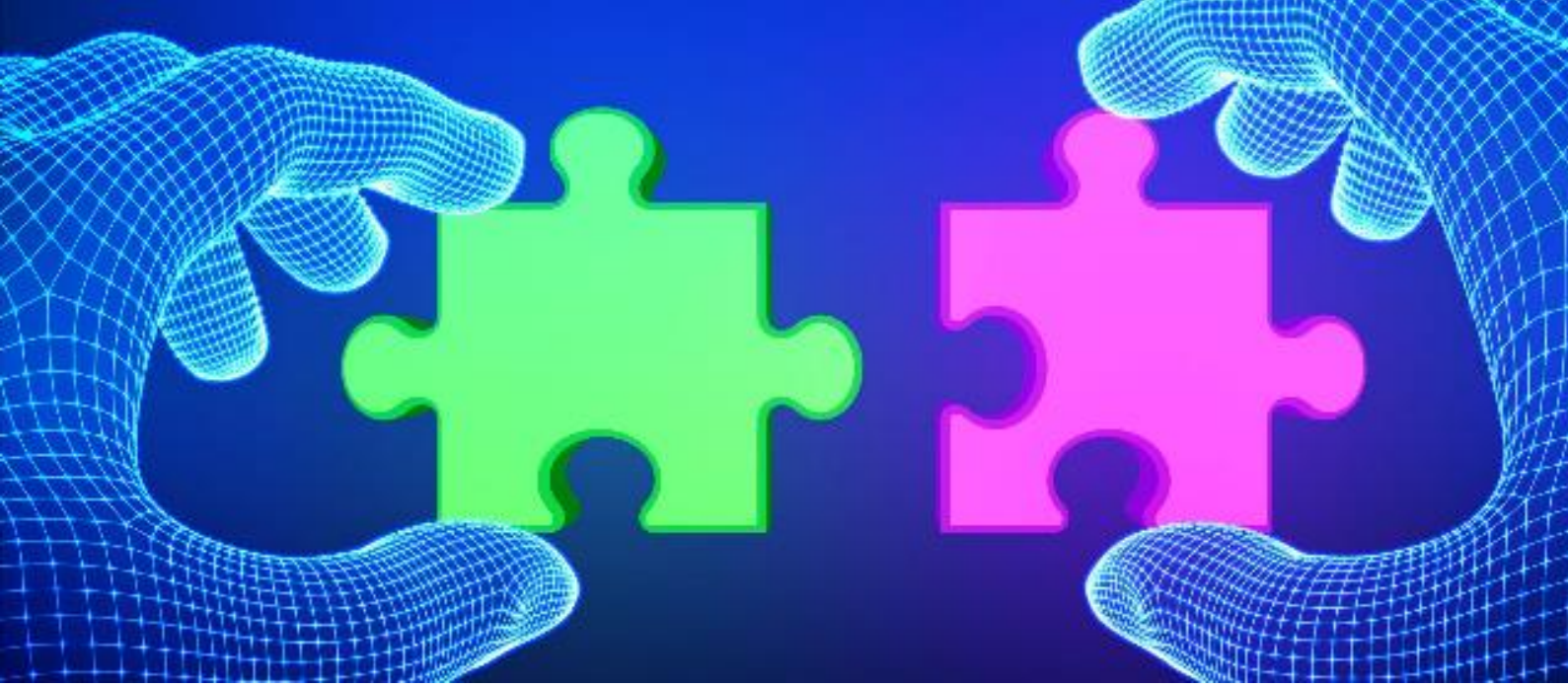
- Highest VTAC scaled score from the English grouping (EAL, English Language, English or Literature).
- The remaining three highest VTAC scores.

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 (10% of your 4th subject).
- 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.

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 anaggregate.

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

Useful Resources to Consider

VTAC Year 10 Guide
Provides information to help Year 10 students identify their strengths, weaknesses and goals.
http://www.vtac.edu.au/files/pdf/publications/2020_year_10_guide.pdf

VTAC Year 11 and 12 Guide: Researching courses and applying
http://www.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-2022.pdf

Government funded My Future website with resources about future careers and pathways
https://myfuture.edu.au/

Subject Selection Process

The Process Explained

In 2021 students will complete their subject selections online for 2022 subjects.

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

Monday 2 August – Future Pathways Night

Parents and students are invited to log into a series of webinars:

What is VCE	Mr Sifris
VTAC Process	Mr Rees

This will be followed by a series of webinars hosted by VCE teachers.

Tuesday 3 August

Students and parents are invited to attend **a VCE / Careers Information Evening** at Huntingtower. During this time, various Huntingtower staff will provide information on range of topics, including, how a VCE is obtained, how the application for Universities and TAFEs works and also how to complete subject selections for VCE.

In addition to this, buttons have been placed on Firefly representing each of the VCE subjects offered in 2022. They can be accessed by visiting Firefly. It is recommended that the information on these Firefly pages be read in conjunction with the information contained in this Handbook.

Tuesday 3 – Friday 13 August

Subject Selections open for Year 9 -11 students. Closes 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.

Please note:

- If a subject is important for you, then select it before any less important subjects.
- 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.
- If the school decides not to run a subject that youhave 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

English is a core subject at Huntingtower fromYears 10 – 12.

Year 10

Students will understand how ideas can be explored in avariety 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 discussionand 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

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 Area of Study 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

Introduction

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.

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.

Unit 2

In Unit 2 Accounting students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using the evaluations, students develop and suggest to the owner strategies to improve business performance.

Assessment

- Chapter tests enable regular assessment andthe 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 Year12 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.

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 / Data Analytics / Software Development

Introduction

Technology continues to evolve rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies. Applied Computing equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at a local and global level.

Applied Computing facilitates student-centred learning that enables students to build capabilities in critical and creative thinking, and to develop communication and collaboration, and personal, social and information and communications technology (ICT) skills. Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

Applied Computing provides a pathway to further studies in areas such as business analysis, computer science, cybersecurity, data analytics and data science. It relates to data management, games development, ICT, networks, robotics, software engineering and telecommunications,and other careers relating to digital technologies.

Year 10 Applied Computing: Unit 1

In this unit, students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations. It also considers the use of programming languages to develop working software solutions.

In Area of Study 1, students use software tools to collect, interpret and manipulate data to analyse patterns and relationships and draw conclusions. They interpret given designs and create database, spreadsheet and data visualisations solutions using the data collected. Students apply appropriate functions and techniques to manipulate and validate data.

In Area of Study 2, students use a programming language to create working software solutions. They apply methods and techniques for creating solutions using a range of processing features and data structures. They apply testing and debugging techniques to ensure the software solution works as intended. A project plan is prepared to support an organised approach to problem solving.

When creating solutions, students need an understanding of the problem solving methodology. In this unit, the emphasis is on the problem solving stages of design and development.

Assessment

- Assignment Work
- Outcome 1: Data Analysis and Visualisation Task
- Outcome 2: Programming Folio
- Examination

Year 10 Applied Computing: Unit 2

In this unit, students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment. In Area of Study 1, students work collaboratively and select a topic for further study to create an innovative solution. They apply all stages of the problem solving methodology to investigate the use of digital devices and emerging technologies and their applications.

In Area of Study 2, as an introduction to cybersecurity, students investigate how networks enable data and information to be exchanged. They examine the hardware and software components and procedures required to connect and maintain wired, wireless and mobile communications technology. Students study the capabilities and vulnerabilities of networks and examine the threats and risks to data and information.

When creating solutions, the emphasis is on the problem solving stages of design and development.

Assessment

- Assignment Work
- Outcome 1: Innovative Solution Presentation
- Outcome 2: Network Solution and Report
- Examination

Year 11 Data Analytics: Units 3

In this unit, students apply the problem solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software, to create data visualisations or infographics.

In Area of Study 1 students access, select and extract authentic data from large repositories. They manipulate the data to present findings as data visualisations in response to given solution requirements and designs. Students develop software solutions using database, spreadsheet and data visualisation software tools.

In Area of Study 2 students complete the first part of the School Assessed Task (SAT) that focusses on the problem solving stages of analysis and design. Students prepare a project plan, determine and propose a research question, and collect and analyse data.

Year 11 Data Analytics: Units 4

In this unit, students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

In Area of Study 1, students complete the second part of the School Assessed Task (SAT) by applying the problem solving stages of development and evaluation. They develop their preferred design prepared in Unit 3 into infographics or dynamic data visualisations that address a research question.

In Area of Study 2, students investigate security practices of an organisation. They examine the threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

Assessment for Units 3 and 4

- Unit 3 SAC = 10%
- Unit 4 SAC = 10%
- SATs = 30%
- End of Year Exam = 50%

Year 12 Software Development
Units 3 & 4

Unit 3

In this unit students apply the problem solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem solving methodology.

In Area of Study 1 students respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language. Students examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create working modules.

In Area of Study 2 students analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Unit 4

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

In Area of Study 1 students apply the problem solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into a software solution and evaluate the solution, chosen development model and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT).

In Area of Study 2 students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions. Students evaluate the current security practices and develop a risk management plan.

Assessment for Units 3 and 4

- Unit 3 SAC = 10%
- Unit 4 SAC = 10%
- SATs = 30%
- End of Year Exam = 50%

Biology

Year 11 Biology Unit 1 & 2

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity.

Unit 1 – How do organisms regulate their functions?

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation, and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

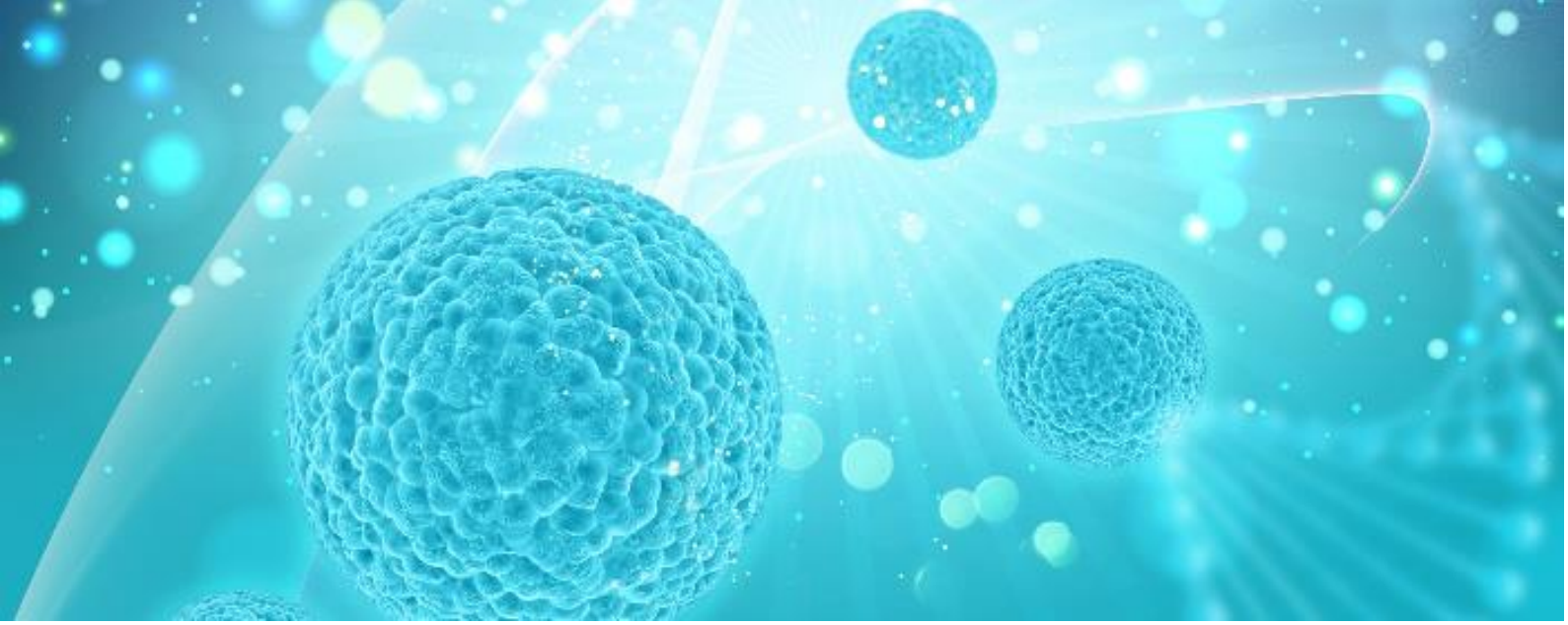
Unit 2 – How does inheritance impact on diversity?

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors, influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

Assessment for Units 1 and 2

- School Assessed Outcomes
- Examinations



Year 12 Biology Unit 3 & 4

Unit 3 – How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue. Examples of investigation topics include, but are not limited to: discovery and development of the model of the structure of DNA; proteomic research applications; transgenic organism use in agriculture; use, research and regulation of gene technologies, including CRISPR-Cas9; outcomes and unexpected consequences of the use of enzyme inhibitors such as pesticides and drugs; research into increasing efficiency of photosynthesis or cellular respiration or impact of poisons on the cellular respiration pathway.

The application of ethical understanding in VCE Biology involves the consideration of approaches to bioethics and ethical concepts.

Unit 4 – How does life change and respond to challenges?

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen.

Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue. Examples of investigation topics include, but are not limited to: deviant cell behaviour and links to disease; autoimmune diseases; allergic reactions; development of immunotherapy strategies; use and application of bacteriophage therapy; prevention and eradication of disease; vaccinations; bioprospecting for new medical treatments; trends, patterns and evidence for evolutionary relationships; population and species changes over time in non-animal communities such as forests and microbiota; monitoring of gene pools for conservation planning; role of selective breeding programs in conservation of endangered species; or impact of new technologies on the study of evolutionary biology.

The application of ethical understanding in VCE Biology involves the consideration of approaches to bioethics and ethical concepts.

Assessment

- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 30 per cent
- End-of-year examination: 50 per cent

Business Management

Introduction

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, managersand leaders of the business community, and as informed citizens, consumers and investors.

Further study can lead to specialisation in areas such asmarketing, public relations and event management.

Business Management: Units 1 & 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

Business Management: Units 3 & 4

Unit 3

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.

Unit 4

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 practise 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

Introduction

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 one of the most requested pre-requisite for university places.

Chemistry: Units 1 & 2

Unit 1 – 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.

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 crystallize 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: Units 3 & 4

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.

Unit 4 – How are organic compounds categorized, 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

- SACs (practical reports and written tasks) 40%
- Examination 60%

NB: In 2023 Units 1-4 Chemistry will move to a new course. Details will be confirmed after publication by VCAA.

Economics

Introduction

The study of Economics provides excellent preparation for students considering completing university degrees in 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 gain an understanding of these concepts on an individual, business and government level.

The course will provide valuable insight into Australian society and enable 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 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, for example, 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 did not exist?

Assessment

- Case studies of various markets: students select one
- Topic tests
- Examinations
- Newspaper analysis

Year 12 Economics: Units 3 & 4

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, focusses on international trade and external stability.

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 and 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 cycles and measurement.

Full employment: what is the natural rate of unemployment? Causes, solution and 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 and the trade weighted index.

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

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

Supply Side Policy: immigration, welfare, trade liberalistion and productive capacity.

Assessment

- Unit 3 SACs = 25%
- Unit 4 SACs = 25%
- VCE Examination = 50%

Food Studies

Introduction

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

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 practises, 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

Year 11 Food Studies: Unit 2

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: Units 3 & 4

Unit 3

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 eatingin 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.

Unit 4

Area of Study 1: Environment and Ethics
In this Area of Study students address debates concerning Australian and global food systems, relatingto 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 by 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 theirresponses 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

Introduction

"Contemporary geography is much less about where places are – though this is useful knowledge – but the ways in which physical and social processes differentiate the earth. Geography engages with contemporary problems [e.g., Climate Change] and issues using an array of skills and a unique spatial perspective.

Geography graduates can go into a range of occupations and areas of further study … Human geography leads directly into urban and regional planning, which can occur within governments but also in the private sector. Physical geographers, who are also often involved in environmental management/consulting, can and do go into parks and other forms of nature management, as well as advise on climate change adaption in the public and private sectors."

Professor Louise Johnson
School of Humanities and Social Science
Deakin University

Geography combines very well with many subjects at school and university, but subjects such as Economics, Chemistry, Biology, English and Maths offer particularly useful combinations for future, in-demand career pathways.

Year 10 Geography: Units 1 & 2

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.

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 oftourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism.

Students undertake fieldwork at the Formula One GrandPrix 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

Year 11 Geography: Units 3 & 4

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 two major processes that are changing land cover in many regions of the world:

- Deforestation
- Melting glaciers and ice sheets

Students investigate the distribution and causes of these two processes. They select one location for each of the two 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.

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%

Health & Human Development

Year 11 Health & Human Development Units 1 & 2

Unit 1

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organisation's (WHO) definition and explore other interpretations. Wellbeing is a complex combination of all dimensions of health. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practises, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Areas of Study include:

- Health perspectives and influences
- Health and nutrition
- Youth health and wellbeing

Unit 2

This unit investigates transitions in health and wellbeing from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Areas of Study include:

- Development transitions
- Health care in Australia.

Assessment

- SACs
- Fieldwork reports
- Tests

Year 12 Health Units 3 & 4

Unit 3

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right.

Students look at the fundamental conditions required for health improvement, as stated by the World Health Organisation (WHO). They use this knowledge as background to their analysis and evaluation of variations inthe health status of Australians. Area of Study 2 focusses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

While the emphasis is on the Australian health system, the progression of change in public health approaches shouldbe seen within a global context.

Areas of Study include:

- Understanding health and wellbeing
- Promoting health and wellbeing

Unit 4

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and the burden of disease in differentcountries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live.

Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.

Area of Study 2 looks at global action to improve health and wellbeing and human development, focussing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organisation (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Areas of Study include:

- Health and wellbeing in a global context.
- Health and the Sustainable Development Goals

Assessment

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

History

Introduction

'We are not makers of History. We are made by History.' – Martin Luther King

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

"The study of History assists students to understand themselves, others, and the contemporary world, and broadens their perspective by examining events, ideas, individuals, groups and movements. Students of History develop social, political, economic and cultural understandings of the conditions and features which have helped shape the present. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

The study of VCE History fosters the ability to ask searching questions, to engage in independent research and to construct arguments about the past based on evidence from historical sources. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the historical source and the world context in which it was produced."

Victorian Curriculum Assessment Authority, 2021

Students of History develop skills that are highly valued by employers in the 21st century. They are challenged to think critically on past events that impact on us today. Students are asked to evaluate the usefulness of sources in their understanding of the actions of leaders at the time and draw conclusions accordingly. The skills built on in History will assist students with other subjects in the Humanities faculty and English. History skills developed by the students will equip them for numerous tertiary studies such as the law, business and the arts.

Year 10 History

Students will complete three case studies: WWII, Civil Rights and Migration. 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. They will examine the changes to Australia's immigration laws since 1900.

Assessment

- Research Assessments
- Source and Visual Analysis
- Essay writing

Year 11 History Units 1 & 2

Year 11 Ancient History Unit 1

In this unit students investigate the emergence of early societies in Ancient Mesopotamia. The lands between the rivers Tigris and the Euphrates have been described as the 'cradle of civilisation'. Although this view is now contested the study of Ancient Mesopotamia provides important insights about the growth of cities and the development of civilisations. Students investigate the creation of city-states and empires. They examine the invention of writing – a pivotal development in human history. Students develop their understanding of the importance of primary sources (the material record and written sources) to inquire about the origins of civilisation.

Year 11 Ancient History Unit 2

In this unit students investigate features of Old Kingdom Egypt and the representation of power in Middle Kingdom Egypt and the Second Intermediate Period. They analyse the conditions that gave rise to a civilisation that endured for approximately three thousand years. Unlike Mesopotamia, Egypt was not threatened by its neighbours for the greater part of its history. The Nile served as the lifeblood of urban settlements in Upper and Lower Egypt. Kingdoms rose, flourished and fell around the banks of this great river. Students develop their understanding of the importance of primary sources (the material record and written sources) to inquire about Old and Middle Kingdom Egypt.

Year 11 Modern History Unit 1 – Conflict and Change

In this unit students will explore the nature of political, social and cultural change in societies between the world wars. In Area of Study 1 students consider to role of ideology and conflict; they will examine the consequences of the peace treaties which ended World War One and the impact of ideologies on nations such as Germany and Russia. Students will also develop the ability to use historical perspectives in their arguments when undertaking a detailed study of Weimar Germany, the rise of Hitler and the creation of a totalitarian Nazi state. In Area of Study 2, they will complete depth-study of social and cultural changes in Germany during the Weimar and Nazi eras. Students will enhance their skills of critical thinking and drawing conclusion based on historical evidence.

Year 11 Modern History Unit 2 – The Changing Modern World

In Unit 2, students explore the causes and key events of the Cold War. Students will develop a clear understanding of the competing ideologies of communism and democracy. They will explore higher order analytical questions such as whether US hegemony can be seen as a reason why the Cold War lasted for as long as it did. Students will complete depth-studies of the Vietnam War and the end of the Cold War before they move onto a study of a post-Cold War conflict: the anti-Apartheid movement in South Africa. Students will develop their extended response writing, essay writing and source analysis skills in this unit.

Assessment

- Historical inquiry
- Evaluation of historical sources
- Extended response
- Essay

Year 12 History Units 3 & 4

Year 12 History Unit 3

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.

Year 12 History Unit 4

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.

Assessment

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

Assessment tasks:

- Historical inquiry
- Evaluation of historical sources
- Extended response
- Essay

Cert III in Info Tech - VCE VET ICT30120

Introduction

The VCE VET Information Technology 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 various sectors of the information and communications technology industries.

ICT30120 Certificate III in Information Technology is a qualification that provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology technical functions and to achieve a degree of self-sufficiency as an advanced ICT user.

Year 10 - VCE VET ICT30120 Certificate III in Information Technology (Year 1)

The proposed course structure for 2022, subject to VCAA approval, addresses the following 7 unit:

BSBXTW301	Work in a team
ICTICT213	Use computer operating systems and hardware (tbc)
ICTICT214	Operate application software packages (tbc)
ICTSAS308	Run standard diagnostic tests
BSBXCS303	Securely manage personally identifiable information and workplace information
BSBCRT301	Develop and extend critical and creative thinking skills
ICTPRG302	Apply introductory programming techniques

Students undertaking Year 1 of the program are eligible for two VCE VET units at Unit 1 and 2 level.

Year 11 - VCE VET ICT30120 – Certificate III in Information Technology (Year 2)

Students currently enrolled in ICT3018 (Year 1) will transition into ICT30120 (Year 2). The proposed course structure for 2022, subject to VCAA approval, addresses the following 5 units.

ICTSAS310	Install, configure and secure a small office or home office network
ICTSAS305	Provide ICT advice to clients
ICTSAS309	Maintain and repair equipment and software
ICTSAS304	Provide basic system administration
ICTICT313	Identify IP, ethics and privacy policies in ICT environments

Students undertaking Year 2 of the program are eligible for a VCE VET Unit 3 and 4 sequence.

VCE VET Information Technology offers a **scored** program option. Students wishing to receive an ATAR contribution for VCE VET Information Technology must undertake scored assessment. This consists of three coursework tasks, worth 66% of the overall study score, and an end-of-year examination which is worth 34% of the overall study score.

Using these two sources of information (coursework and examination), 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.

The assessment of three VCE VET coursework tasks does not replace the qualification assessment requirements. That is, the coursework tasks are in addition to assessment evidence required for competency.

Legal Studies

Introduction

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, 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.

Moreover, the skills acquired in studying this subject, for instance improved written and analytical skills, as well as the ability to construct, present and rebut academic arguments, provides excellent preparation for students considering completing university degrees in in a range of disciplines such as a Law, Commerce, Arts or Politics.

Year 11 Legal Studies: Units 1 & 2

Unit 1: Guilt and liability

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation. In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Unit 2: Sanctions, remedies and rights

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focusses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the effectiveness of the types of sanctions and remedies applied.

Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Assessment

A variety of learning activities and assessment tasks are used, which provides a range of opportunities for students to demonstrate the key knowledge and key skills listed above.

An example of such tasks includes:

- a folio of exercises
- structured questions
- a classroom presentation
- a role-play
- a debate
- a report
- a question-and-answer session.

Year 12 Legal Studies Units 3 & 4

Unit 3: Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases.

Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system.

They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Unit 4: The people and the law

The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

Throughout this unit, students apply legal reasoning and information to actual scenarios.

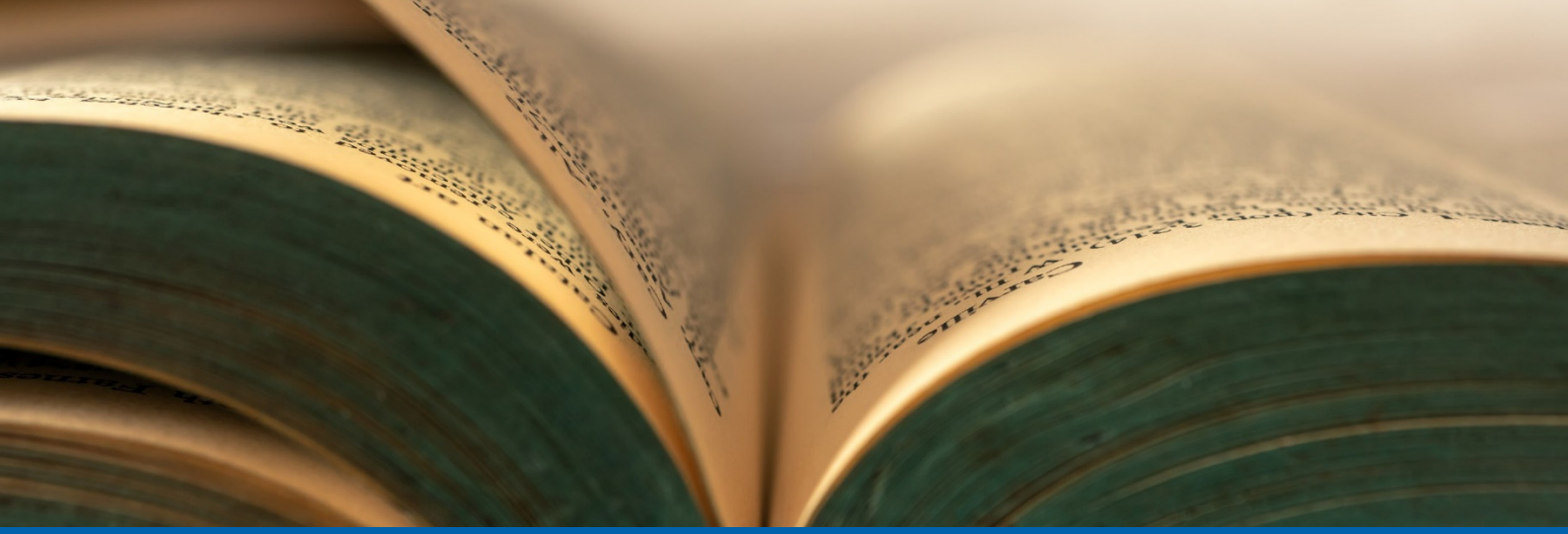
Assessment

The student's performance on each outcome will be assessed using one or more of the following:

- case study
- structured questions
- an essay
- a report in written format
- a report in multimedia format
- a folio of exercises.

Assessment

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



Literature

Introduction

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. Students examine the historical context of the texts as well as the views and values expressed by theauthors.

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, characters and 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.

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 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: French

Introduction

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.

Year 11 French: Unit 1 & 2

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 include: Youth, Relationships, Family and The World of Work.

The course is aimed at increasing student vocabulary and gaining a working knowledge of grammar so that they are able to manipulate language effectively in spoken and written communication. They will also work on 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.

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 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.

Students 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: Units 3 & 4

Unit 3

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: Environment, Arts and Entertainment, Travel and Tourism and Exam Preparation.

The course is aimed at increasing 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 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 writing 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.

Unit 4

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: continuation of Travel and Tourism, Historical Perspectives and Exam Preparation. The course is aimed at increasing 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. 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.

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 macro skills.

Assessment

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

Languages Other Than English: Indonesian

Introduction

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

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 & 2

Units 1 and 2 focus on reading, listening 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 and Writing: 40%

Year 11: Indonesian Units 3 & 4

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.

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

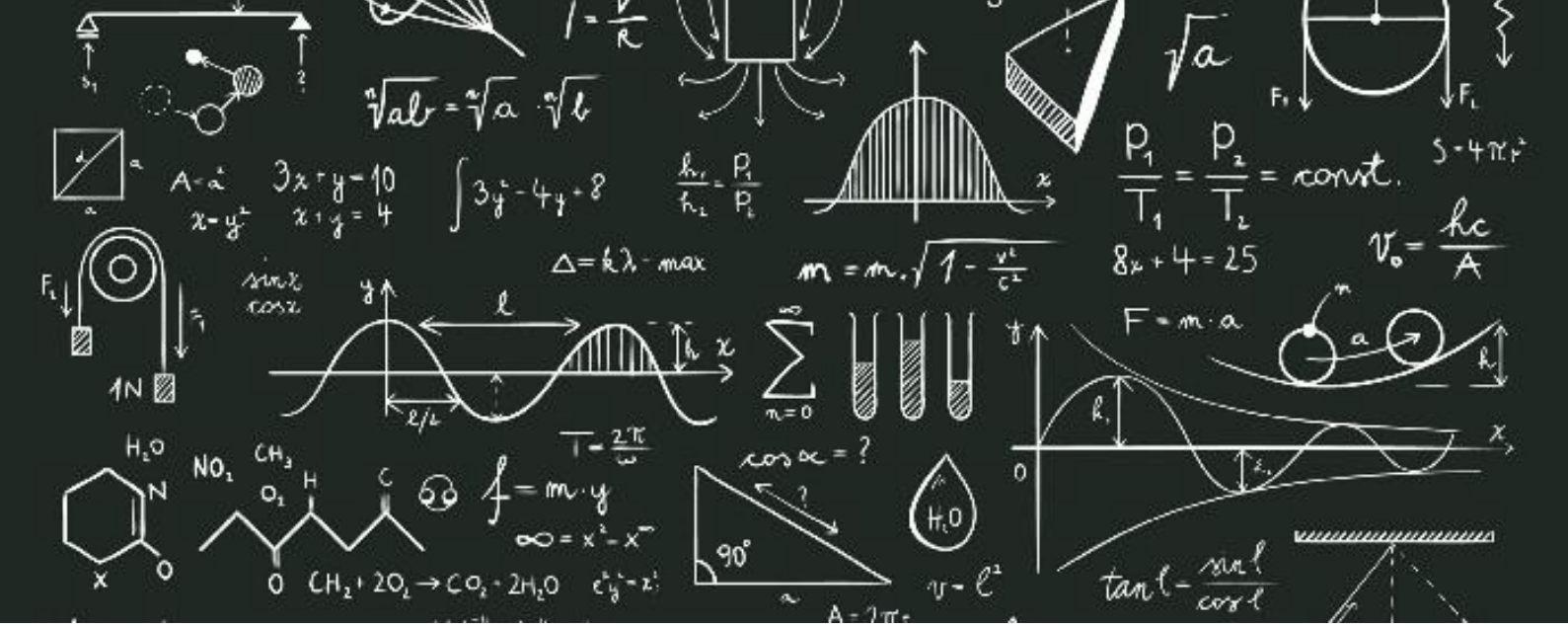
- Unit 3 SACs = 25%
- Unit 4 SACs = 25%
- End of Year Exam = 50%

Mathematics

Which VCE Course Do I Choose?

Which of the following described your feelings about maths?	What should you do in 2022?	What should youdo in 2023?
I have found Year 10 Mathematics very difficult. My potentialcareer options do not require Mathematics as a prerequisite.	OPTION 1 No Mathematics	No Mathematics
I have found Year 10 Mathematics difficult, *OR* 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.)	OPTION 2 General Mathematics Units 1 & 2	If you coped well with General Mathematics Units 1 & 2, you could take Further Mathematics Units 3 & 4
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.	OPTION 3 General Mathematics Units 1 & 2 or Mathematical Methods Units 1 & 2	You coped well with Year 11 Mathematics and wish to continue with Mathematics in Year 12. If you studied General Mathematics Units 1 & 2 in 2022 you could continue with Further Mathematics Units 3 & 4 in 2023. or If you studied Mathematical Methods Units 1 & 2 in 2022, you could continue with either Further Mathematics Units 3 & 4 or Mathematical Methods Units 3 & 4 in 2023.
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.	OPTION 4 Mathematical Methods Units 1 & 2only	You coped well with Mathematical Methods Units 1 & 2 and wish to continue with Mathematics in Year 12. You could continue with Mathematical Methods Units 3 & 4.
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 asa prerequisite (Specific advice should be sought from theCareers Counselor).	OPTION 5 Mathematical Methods Units 1 & 2 and Specialist Mathematics Units 1 & 2	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 Mathematical Methods Units 3 & 4 only. or You coped well with both Mathematical Methods Units 1& 2 and Specialist Mathematics Units 1 & 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 & 4 and Mathematical Methods Units 3 & 4 or You are a most capable Mathematics student and coped very well with both Mathematical Methods Units 1 and 2 andSpecialist 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 Mathematical Methods Units 3 & 4 *and* Specialist Mathematics Units 3 & 4

The VCE provides pathways 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 willalso analyse and compare data sets with and without the use of technology.

Assessment

- Tests and Assignments: 60%
- Examination: 40%

General Mathematics Units 1 & 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, linear and non-linear relations, and trigonometry.

Assessment

- Tests and Assignments: 60%
- Examination: 40%

Further Mathematics Units 3 & 4

This course consists of the compulsory core areas of study, Data Analysis and 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, Relations and Networks, and DecisionMathematics.

Assessment

- SACs: 34%
- Examinations: 66%

Year 11 Mathematical Methods Units 1 & 2

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, Algebra, Calculus, Probability and Statistics and their applications in a variety of practical and theoretical contexts.

They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

Assessment

- Tests and Application Tasks: 60%
- Examination: 40%

Year 12 Mathematical Methods Units 3 & 4

Mathematical Methods Units 3 and 4 consist of the areas of study Functions and Graphs, Calculus, Algebra and Probability and Statistics, and their applications in a variety of practical and theoretical contexts. These areas of study must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each unit.

Assessment

- SACs: 34%
- Examinations: 66%

Year 11 Specialist Mathematics Unit 1 & 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 the formal proofs applied to Trigonometric identitiesand Vectors.

Assessment

- Tests and Application Tasks: 60%
- Examination: 40%

Year 12 Specialist Mathematics Units 3 & 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%
- Examinations: 66%

Media

Introduction

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 interpretations 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

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 re-construct the opening titles sequence of a chosen television show. They will learn how to use lighting equipment, DSLR cameras 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%

Year 11 Media: Unit 2

Non Fictional Texts / Documentary Study

Students spend time intensively studying contemporary documentaries. These could include *2040, Fahrenheit 119, Where to Invade Next, Comic Con* and *The Australian Dream*. 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 they are passionate about. They must incorporate the features ofdocumentaries 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 post production, with segments of the various stages undertaken by specialist individuals or teams.

Students study media roles being carried out in feature films. They demonstrate their understanding of production processes through a behind-the-scenes film giving insight into the production of their own documentary.

Media and Change

Media technologies are ever-changing and developing. In this Area of Study students will look at the digitisation and modernisation of media. They will also investigate the changing way audiences interact with media and analyse a variety of current social, legal and ethical issues emerging from the modern media landscape. They will create a day in the life of themselves that reflects their knowledge and use of these new technologies.

Assessment

- Theory: 50%
- Practical: 50%

Year 12 Media: Unit 3

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, 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%

Year 12 Media: Unit 4

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, TV series and reality TV.

Assessment

- Unit 3 SACs = 10%
- Unit 4 SACs = 10%
- Unit 3 and 4 SATs = 40%
- End of Year Exam = 40%

Music

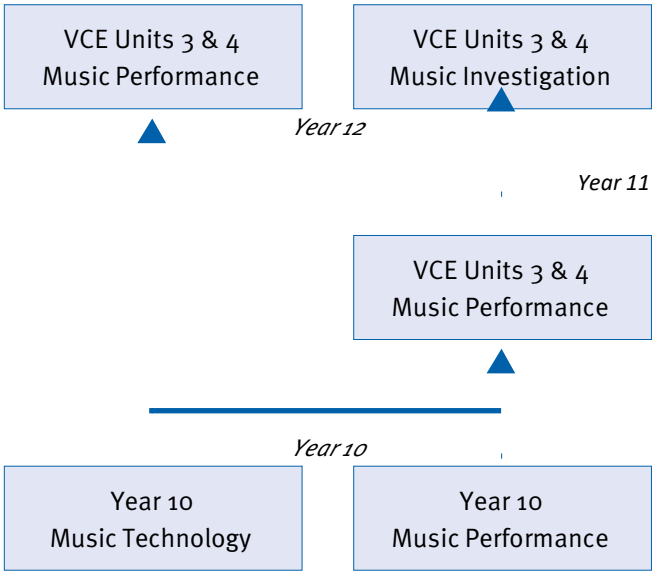
Introduction

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.

Structure of Music Year 10–12



Year 10 Music Semester Electives

Music Technology & Music Performance

Music Performance (Elective 2) can be regarded as a substitute to VCE Music Unit 1 and 2. Please see the Year10 Semester Elective Summaries for further details on this Subject.

Year 11 or 12 Music Performance: Units 3 & 4

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 aural perception and comprehension, transcription, music theory and analysis.

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%

Year 12 Music Investigation Units 3 & 4

Music Investigation is the pinnacle of Music Performance at VCE level. Students who choose this study will have to be high achievers on their instrument and have a keen interest in performance and research. It will allow our students to continue their journey in music performance as a soloist. All the acquired skills learned at Music Performance Units 3 and 4 will be extended at this level.

Unit 3

In Music Investigation Unit 3 students design and conduct an investigation into performance practices that are characteristic of a music style, tradition or genre. Students begin by researching a selected Investigation topic and its practices through analysis of a representative sample of music and related contextual issues.

They develop their knowledge and understanding of techniques and ways of achieving expressive outcomes and other aspects relevant to performance practice in the style, tradition or genre they are investigating. Students develop and maintain a portfolio to document evidence of their research and findings, composition exercises, sketches or recorded improvisations.

Concurrently, students select, rehearse and prepare to perform a program of works that are representative and characteristic of their Investigation topic.

Unit 4

In Music Investigation Unit 4 students refine the direction and scope of their end-of-year performance program. They also compose, improvise or arrange and perform a work that is characteristic of the music style, tradition or genre they are investigating and continue developing their understanding of relevant performance practices.

Students continue to listen to the work of other performers and develop their ability to execute technical and expressive demands and apply performance conventions to realise their intended interpretations of each work.

Assessment

- Unit 3 SACs = 30%
- Unit 4 SACs = 20%
- Performance Exam = 50%
- There is NO aural or written component in this subject

Physics

Introduction

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: Units 1 & 2

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. They will detail 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 to explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.

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?

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. They will also learn how to draw conclusions based on evidence from collected data.

Assessment

- School Assessed Outcomes
- Examinations

Year 12 Physics: Units 3 & 4

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, 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.

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

- SACs
- Examination

In 2023 Units 1-4 Physics will move to a new course. Details will be confirmed after publication by VCAA.

Physical Education

Introduction

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: Units 1 & 2

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.

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.

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 activityincluding 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 thesefactors have on physical activity and sport in society.

Assessment

- Tests: 60%
- Examination: 40%

Year 12 Physical Education: Units 3 & 4

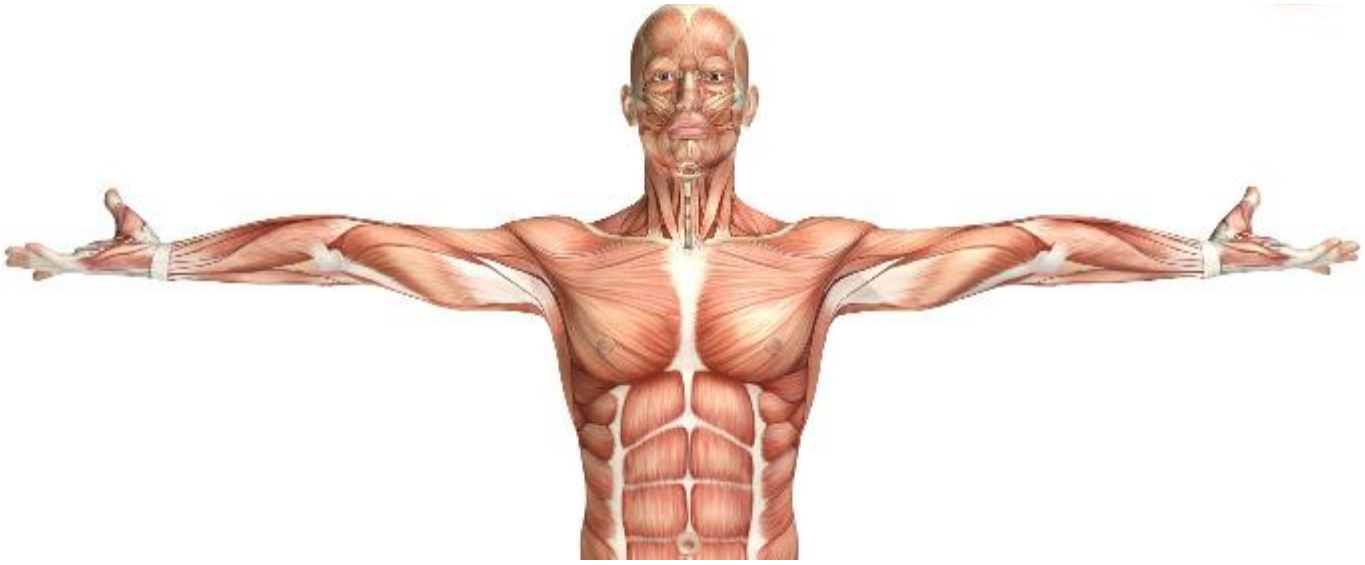
Unit 3

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 aphysiological 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 andaccuracy 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.

Unit 4

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. They 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%.

Psychology

Introduction

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 us 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 functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that 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.

Assessments

- School Assessed Outcomes
- Examinations

Year 11 / Year 12
Psychology: Units 3 & 4

Year 12 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 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 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

- Unit 3 School-assessed Coursework: 16%
- Unit 4 School-assessed Coursework: 24%
- End-of-year examination: 60%.

In 2023 Units 1-4 Psychology will move to a new course. Details will be confirmed after publication by VCAA.

Science

Introduction

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.

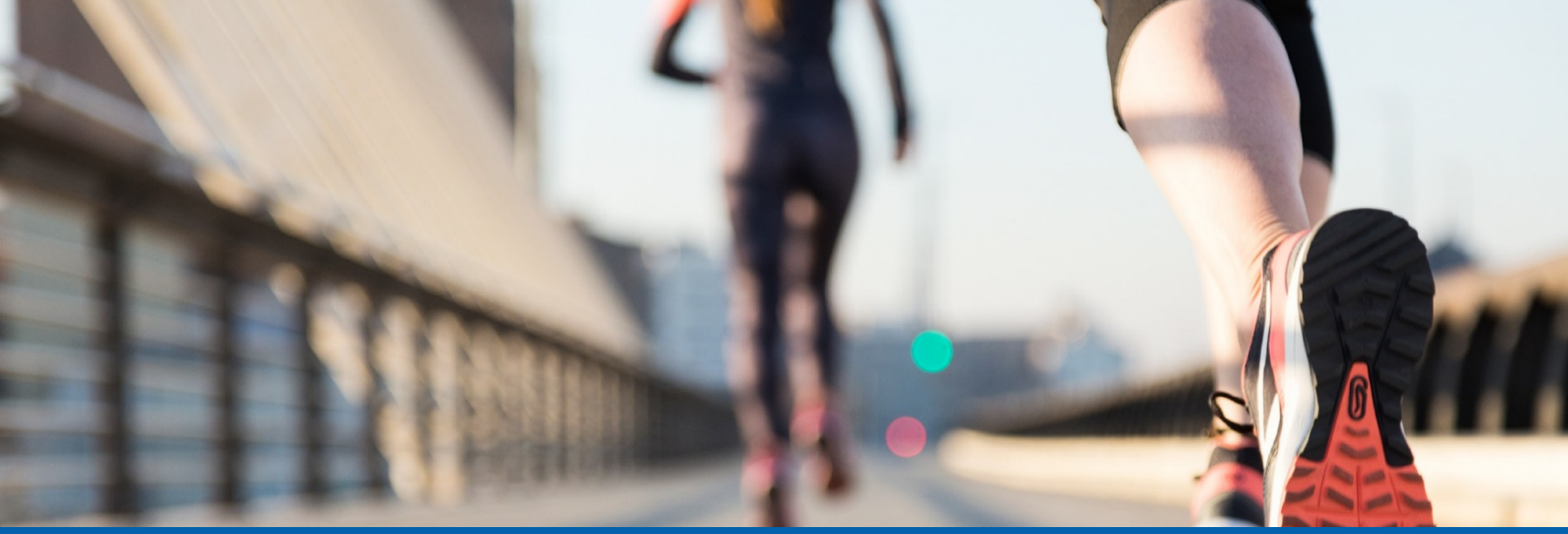
Year 10 Science

Science is a core subject at Year 10.

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 & Recreation: Cert III (VCE VET SIS30115)

Introduction

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.

Students can complete Units 1 and 2 in year 10, which consist of the following units of competency:

Units 1 & 2 (Year 1)		Nominal Hours
BSBWOR301	Organise personal work priorities and development.	30
HLTWHS001	Participate in workplace health and safety.	20
SISXCAI003	Conduct non-instructional sport, fitness or recreation sessions.	20
HLTAID003	Provide first aid.	18
SISXEMR001	Respond to emergency situations.	18
ICTWEB201	Use social media tools for collaboration.	20
SISXCCS001	Provide Quality Service.	25
SISXCAI001	Provide equipment for activities.	10
SISXIND006	Conduct sport, fitness or recreation events.	55
SISXFAC001	Maintain equipment for activities.	5

Year 10 students can choose to only complete Units 1 & 2 and they will receive a certificate of attainment for the units of competency they have completed, or they can choose to complete the full Certificate III in Sport and Recreation and achieve a study score for Units 3 & 4.

Students can complete Units 3 and 4 in year 11, which consist of the following units of competency:

Units 3 & 4 (Year 2)		Nominal Hours
BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control.	50
SISXRES002	Educate User Groups.	25
SISXCAI004	Plan and conduct programs.	35
SISSSC0001	Conduct sport coaching sessions with foundation level participants.	50
SISXCAI006	Facilitate groups.	25

Assessment Plan: Units 3 and 4 VCE VET

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

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. 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

Introduction

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 ableto 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%

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 to 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 students 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 ableto compare the ways in which artists from different times and cultures have created aesthetic qualities inartworks, 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.

Student 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

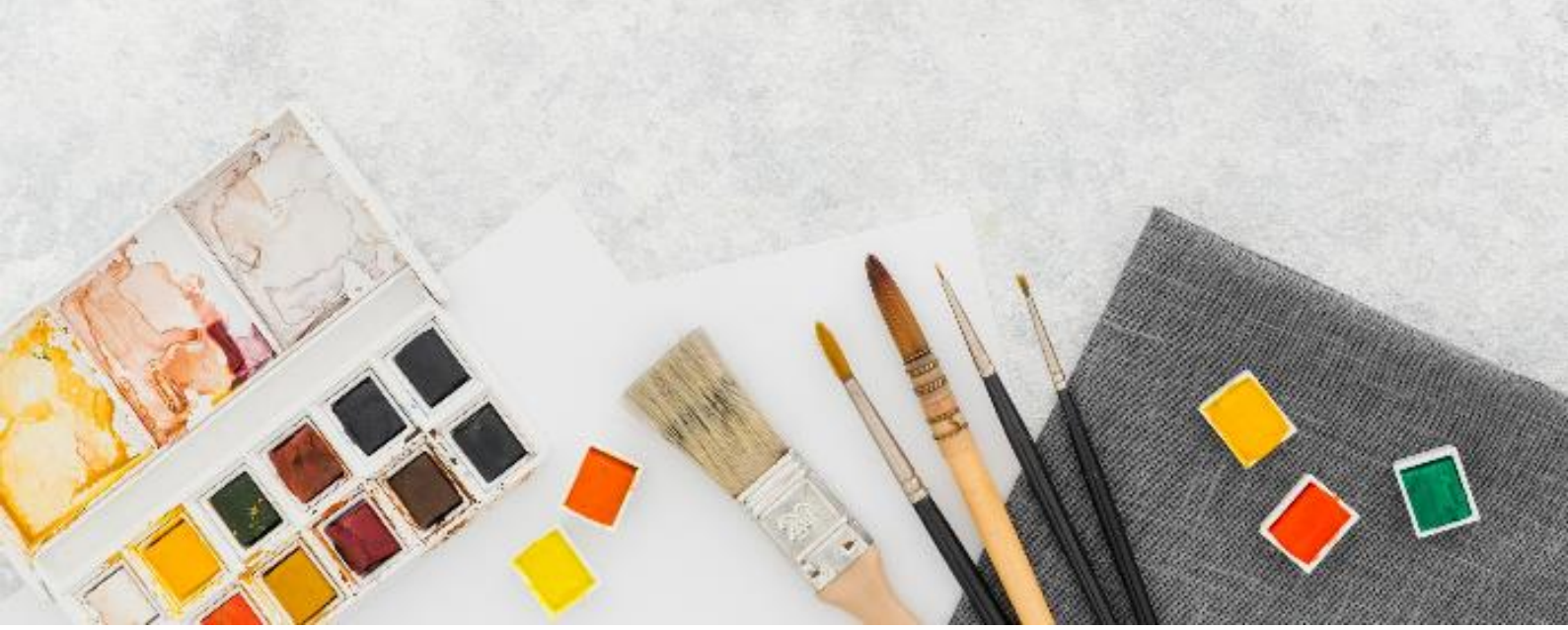
On completion of this unit students should be able to present an individual design process that produces a range of potential directions which reflects on the concepts and ideas documented in the exploration proposal.

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

Introduction

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.

Year 11 Theatre Studies: 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, and may include:

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

Year 11 Theatre Studies: 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.

Assessment

All work is individually assessed and may include:

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

Year 12 Theatre Studies: 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 and visual forms
- Responses to structured questions

Year 12 Theatre Studies: 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

Introduction

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 readand 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.

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%

Year 10 Subject Electives

Subject Information

Information about Year 10 Subject Electives can befound on Firefly.

2022 Year 10 Elective Options

Semester 1		Semester 2	
A	B	A	B
Café Culture	Biochemistry	Biochemistry	Biochemistry
Dollars & Sense	Drama	Gourmet Globetrotting	Dollars & Sense
Health Sciences	English Enrichment	Introduction to Law	French: Semester 2
IVET: Cert III Information Technology: Semester 1	French S1	IVET: Cert III Information Technology Semester 2	Health Sciences
IVET: Cert III Sport & Recreation: Semester 1	Health Sciences	IVET: Cert III Sport & Recreation: Semester 2	Product Design & Technology
Studio Arts	Introduction to Law	Media	Space Science
	Visual Communication Design	Music Performance	

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