YEARS 10 – 12
SUBJECT SELECTION HANDBOOK

2014
2014 Huntingtower Subject Selection Information

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Introduction

This subject selection guide is for students going into Years 10, 11 and 12 in 2014.

As you select subjects, you need to think of your VCE program over either two or three years. Look at what is available in Units 3 and 4 and check prerequisites for courses you are currently interested in studying at tertiary level. There are many opportunities for you to discuss subject choices with teachers – make sure you make the most of these opportunities.

You may wish to read the guide online or print out relevant pages.

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

You may also contact the following school leadership to discuss any questions you may have.

Fiona Gordon    Head of Teaching and Learning    fgordon@huntingtower.vic.edu.au
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Peter Rees       Careers Counsellor             prees@huntingtower.vic.edu.au

The Victorian Certificate of Education (VCE) at Huntingtower

A. The Curriculum

1. **Year 10** students are able to undertake a VCE subject Unit 1 and 2 in Business Management, Geography, Dance, Information Technology, Music Performance or Further Mathematics. They study a common core of English, Mathematics, Science, History, Physical Education and Careers. They may select electives from Art, Commerce, Design Technology, Drama, eMusic, Environmental Science, Food Technology, French, Indonesian, Media, Music, and Visual Communication Design.

2. **Year 11** students will take 6 subjects that must include English or ESL. Students who have completed Units 1&2 of a VCE study in Year 10 e.g. in subjects such as Geography, Information Technology, Dance, Drama, Further Mathematics, Music Performance may take Units 3&4 in that subject.

3. **Year 12** students usually take 5 subjects, including English or ESL as the compulsory English subject.

B. The Structure of the VCE Curriculum

- The Victorian Curriculum and Assessment Authority (VCAA) is responsible for the curriculum (the study designs), programs of study and assessment.
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- Each course is in semester (half year) units. Units 1 and 2 will be undertaken in Year 10 or Year 11, Units 3 and 4 in year 11 but usually in Year 12. Students would normally do 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.
- Units 3 and 4 must be taken together. Students cannot make course changes at the end of the third unit.

Requirements for VCE eligibility
- students must satisfactorily complete no fewer than 16 units
- 3 units of English (or ESL), English Language or Literature
- 3 sequences of Units 3 and 4 studies other than one compulsory English study

C. Assessment and Reporting: Year 11 (Units 1 and 2)
- For each unit in a course, a student will be awarded S or N for completing tasks based on outcomes, a grade of A+ to E on performances on specified pieces of work, a semester test percentage and an effort rating.
- On satisfactory completion of a unit, ‘S’, is awarded if the student has completed all the tasks based on specified outcomes in a satisfactory manner, and if the teacher is able to attest that the work submitted is the student’s own work.
- Not satisfactorily completing the unit, ‘N’, is given if the tasks based on specified outcomes are incomplete or if they are not completed in a satisfactory manner or if the teacher is not able to attest that all the work submitted is the student’s own work.
- In Unit 1 & 2 the semester grade is comprised of coursework grades and the semester examination result. The semester grade and the grade for each outcome are based on performances on specified tasks. These may include, where appropriate, tests, examinations, homework, exercises, research assignments, oral work, bookwork and practical work. The semester examination will be a component of the semester grade.
Subject Selection Process

Subject selections will be made online in 2013.

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

**Thursday 15th August:** students and parents are invited to attend a **Subject Information Evening**. During this time representatives from various Universities will also be present to help answer questions relating to tertiary courses, which will help guide students’ subject selections.

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

**Thursday 29th August:** Final selections will be due. In 2013 students will complete their subject selections on-line for 2014 subjects.

To access the on-line selection forms

- Open the School Web Page  http://www.huntingtower.vic.edu.au/
- Under the heading- Your School, Students, you will find the On-line Selection page
- Enter your 'User name' and Pin/ Password
- Enter your subject selections
- You are able to edit your selection up until 5pm on the 29th of August for Years 10, 11 and 12 2014
- Remember that you are expected to print out your subject selections and have them signed by the relevant teachers before giving this form to Ms Lyristis

Every effort will be made to place students in their subjects of choice, within timetabling constraints.
English is a core subject at Huntingtower from Years 10 - 12.

Year 10 English
Students will understand how ideas can be explored in a variety of genres including novel, short story and film. 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. They 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.

Assessment
- Text Responses
- Analysis of Language
- Creative Writing
- Oral Presentations
- Exam

English Unit 1
Reading and Responding
The focus of this area of study is the analysis of the ways in which structures and features are used by the authors of narrative texts to construct meaning. Students will be invited to construct a response to this in either oral or written form. Much of this work will focus on Scott Fitzgerald's *The Great Gatsby*.

Creating and Presenting
In this area of study, students’ writing is informed by their reading of *The Crucible* in terms of the context, Encountering Conflict. They draw on the knowledge gained from this study to create their own written and/or multimodal texts in a process which includes planning, reviewing and editing.

Use of Language to Persuade
The focus of this area of study is on the use of language in the presentation of a point of view. Students identify and discuss how language, verbal and non-verbal, is used in the chosen texts to position readers and viewers in particular ways.

Assessment
- Text Responses
- Creative Writing
- Oral Presentations
- Exam
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English Unit 2
Reading and Responding

Students discuss and analyse the structures and features used by authors of texts to construct meaning. They also examine the ways in which texts are open to different interpretations by different readers. They prepare and construct a response to Niccol’s film, *Gattaca*, using appropriate metalanguage to facilitate their discussion, and evidence from the texts to support their response.

Creating and Presenting

In this area of study, students’ writing is informed by their study of *Macbeth* and *One Night the Moon* in terms of the context, Encountering Conflict. They draw on the knowledge gained from this study to create their own written and/or multimodal texts in a process which includes planning, reviewing and editing.

Use of Language to Persuade

The focus of this area of study is on the use of language in the presentation of a point of view. Students identify and discuss how language, verbal and non-verbal, is used in the chosen texts to position readers and viewers in particular ways. Students further explore the use of persuasive language in the construction of a reasoned point of view on an issue of social or personal relevance and interest.

Assessment
- Text Responses
- Creative Writing
- Oral Presentations
- Analysis of language
- Exam

English Unit 3
Reading and Responding

This area of study focuses on the reading of *The Complete Maus* to develop critical and supported responses. Students examine the structures, features and conventions Spiegelman employs to construct meaning. Students will analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.

Creating and Presenting

Students read a set text in order to identify, discuss and analyse ideas and/or arguments suggested by the chosen context, *Whose Reality?*. They will reflect on the ideas and/or arguments suggested by these texts, explore the relationship between purpose, form, audience and language, and examine the choices made by authors in order to construct meaning. They create written texts for a specified audience and purpose. They will be able to discuss and analyse in writing their decisions about form, purpose, language, audience and context.
Using Language to Persuade

The focus of this area of study is on the analysis and comparison of the use of language in texts that debate a topical issue which has appeared in the Australian media since September 1st of the previous year. They analyse and compare the ways in which verbal and non-verbal (including visual) language of these texts is used to persuade readers and viewers to share the point/s of view being presented.

Assessment
- Text Response
- Context Response
- Analysis of language
- Presentation of a point of view – oral.

English Unit 4
Reading and Responding

Students identify, discuss and analyse the structures, features and conventions of a range of texts to explore how these elements have been chosen by authors in order to construct meaning and how they affect interpretation. Students will examine the ways in which readers and viewers are invited to respond specifically to David Malouf’s novel, Ransom.

Creating and Presenting

The focus in this area of study is on reading and writing and their interconnection. Students will continue to read a range of texts in order to identify, discuss and analyse ideas and/or arguments associated with the chosen context, Whose Reality?. Students will draw on this knowledge to create their own texts with a specified audience and purpose.

Assessment
- Text Response
- Context Response
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Accounting

Year 11 Accounting Unit 1
The focus of this unit is on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the process of gathering, recording, reporting and analysing financial data and information used by internal and external users.

Year 11 Accounting Unit 2
While an accounting background is very useful in the administration of clubs and small business, the main reason for selecting the subject is vocational. An accounting qualification from an Australian university is recognized throughout the world. That qualification enables access to a host of professions including taxation, small business accounting, corporate accounting, public service, auditing and management.

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

Year 12 Accounting Unit 3
This unit focusses on financial accounting for a single activity trading business as operated by a sole trader. It emphasises the role of accounting as an information system. Students are introduced to the double entry system of recording using the accrual basis of accounting. The perpetual method of stock recording with the ‘First In, First Out’ (FIFO) method is used. Where appropriate, the accounting procedures developed in each area of study incorporate the application of accounting principles and the qualitative characteristics of accounting information.

Year 12 Accounting Unit 4
The 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 principles. These practices and principles are illustrated by using one-owner trading firms as the sole business type. The course covers the range of processes from data collection, double entry recording, reporting, budgeting and analysis.

Assessment
- Two-hour exam in November which comprises 50% of the total mark
- The remaining 50% is derived from teacher-assessed tasks. These consist of chapter tests, trial examinations and extended projects. Some of these tasks make use of computers and a computerized accounting package
Biology

Year 11 Biology Unit 1
In this unit, students examine the cell as the structural and functional unit of the whole organism. Students investigate the needs of individual cells, how specialised structures carry out cellular activities and how the survival of cells depends upon their ability to maintain a dynamic balance between their internal and external environments.
Area of study two focuses on the relationship between features of organisms and how organisms meet their requirements for life. Students examine a range of organisms and investigate the ways that structures and systems function in terms of obtaining and releasing energy; obtaining nutrients, water and gases; processing and distributing materials to cells and transporting wastes from cells to points of disposal. Students undertake practical investigations into the relationship between structures of autotrophs and heterotrophs and their requirements. Students investigate the implications of techniques and technologies that make use of and further our knowledge of organisms and the way they function.

Year 11 Biology Unit 2
In Unit 2, students will investigate particular sets of biotic and abiotic factors that operate in different places in the biosphere, and how these factors influence the kinds of organisms that live there. Students examine how organisms in their particular habitats are part of the integrated and naturally self-sustaining systems in which energy flows and matter is cycled between the living and non-living components of the environment.
Students investigate how features possessed by organisms affect their fitness and reproductive success, in relation to their habitats. They consider how species are affected by changes in environmental conditions, whether natural or human-induced. Students will also investigate what changes have taken place in selected ecosystems, and how ecological principles can be applied to conserve natural ecosystems, to restore damaged ones and to ensure sustainability of the biosphere. Students investigate how technologies are being applied to monitor natural ecosystems and to manage systems developed to provide resources for humans.

Year 12 Biology Unit 3
In this unit, students consider the molecules and biochemical processes that are indicators of life. They investigate the synthesis of biomolecules and biochemical processes that are common to autotrophic and heterotrophic life forms. Students consider the universality of DNA and investigate its structure. They also investigate the genes of an organism as functional units of DNA and the code for the production of a diverse range of proteins in an organism. Students investigate the significant role of proteins in cell functioning, and how technological advances have enabled scientists to determine differences in the molecular structure of proteins. They investigate how the structure of a protein relates to its function in an organism's tissues and how technological advances have given rise to applications such as the design of proteins for specific purposes. Students investigate how cells communicate with each other at molecular level in regulating cellular activities and how cells recognise ‘self’ and ‘non-self’ in detecting possible agents of attack and how physical barriers and immune responses can protect the organism against pathogens.
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Year 12 Biology Unit 4
In this unit students examine evidence for evolution of life forms over time. Students explore the universality of DNA and conservation of genes as evidence for ancestral lines of life that have given rise to the present biodiversity of our planet. Students investigate how the study of molecular genetics has expanded into genomics. Students study how genes are transmitted from generation to generation. Students consider the relationship between heritable variations and the environment in accounting for changes to species over time, and for speciation and extinction. Students examine the interrelationships between biological, cultural and technological evolution. The ability to apply technologies that can change the genetic composition of individual organisms and species, including humans, raises controversial issues for individuals and society. Students examine these issues and consider their implications from a variety of perspectives.

Assessment

- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 20 per cent
- End-of-year examination: 60 per cent
Business Management

It is inevitable that every student, at some stage, will work for an Australian corporate organisation of some kind. Business Management equips students with concepts and skills that can be used in their future corporate careers. The subject provides students with a practical and conceptual understanding of how Australian corporate organisations work, and the various strategies and practices that are used to drive success in both small and large corporations.

Year 11 Business Management Unit 1 & 2 (Available in both Year 10 and Year 11 in 2014)
In this subject, students examine the contributions of small business to the Australian economy and the decision-making, planning, evaluation and day-to-day operations needed in a small business. Students apply business theory to real life and business case scenarios. Students also explore how marketing and public relations impact on business performance.

Assessment

- Business Concepts Test 10%
- Interview with a successful manager 5%
- Ethics and Social Responsibility Report 10%
- Local Business Report 10%
- Marketing Presentation 5%
- Marketing Test 10%
- Small Business Simulation 20%
- Exam 30%

Year 12 Business Management Unit 3 (Available in Year 12 2014 and in Year 11 & 12 in 2015)
In this unit, students investigate how large scale organisations operate. Students examine the environment (both internal and external) in which large scale organisations conduct their business, and then focus on aspects of an individual business’s internal environment and how the operations of the business are managed. Students develop an understanding of the complexity and challenge of managing large scale organisations. They also have the opportunity to compare theoretical perspectives with practical applications.

Year 12 Business Management Unit 4
This unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.
Assessment

- Large-Scale Organisations 5%
- Internal Environments of Large-Scale Organisations 10%
- Operations Management 10%
- Human Resource Management 15%
- Change Management 10%
- End-of-year examination 50%
Chemistry

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

Year 11 Chemistry Unit 1
The Periodic Table
This area of study focuses on the historical development of, and the relationship between, the Periodic Table and atomic theory. Students investigate trends and patterns within the Periodic Table and use subshell notation to describe the electronic configuration of elements. They explore the link between the electronic configuration of an element and the type of bonding in which it participates. Students are introduced to many of the major qualitative ideas fundamental to chemistry including empirical and molecular formulas and the mole concept.

Materials
This area of study focuses on the structure, properties and applications of materials. Students investigate how the bonding models were developed to explain the properties of materials. Students use these models to explain the properties and structure of metals, ionic compounds, and molecular, covalent network lattice and covalent layer lattice substances. They investigate the properties of alkanes and alkenes including isomers. Students examine the reactions that occur in addition polymerisation and the properties of addition polymers. They explore the role of surfaces in the applications of nanotechnology.

Year 11 Chemistry Unit 2
Water
This area of study focuses on the study of water. Students explore the special properties (chemical and physical) of water which make it so important to living things and relate the properties to chemical bonding characteristics. Students investigate chemical reactions that take place in aqueous solution by conducting practical activities on precipitation, acid-base reactions and redox reactions such as corrosion. They use full and ionic equations to represent the reactions and calculate the amount of reactants and products involved. Students investigate the concepts of solubility, concentration and pH, when dealing with problems of pollution and maintaining the quality of water. They investigate at least one process that uses the principles of green chemistry.

The atmosphere
This area of study focuses on the interaction between living things and gases of the atmosphere. Students use the kinetic molecular theory to explain and predict the behaviour of gases. They perform calculations using the gas laws. Students investigate the vital roles of oxygen, carbon dioxide and
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nitrogen through studies of the carbon and nitrogen cycles. Students explore state, national and global issues associated with the impact of human activities on the atmosphere.

Assessment Units 1 and 2

- SACs (practical reports and written tasks)
- Tests
- Examinations

Year 12 Chemistry Unit 3

Chemical analysis

In this area of study students use a variety of analytical techniques to analyse products in the laboratory. They conduct volumetric analysis using acid-base and redox titrations and standard solutions, and carry out gravimetric analyses. They are also introduced to the instrumental analytical techniques of spectroscopy and chromatography. Students review and apply their understanding of stoichiometry as they complete calculations related to their practical investigations. Students relate the operation of the analytical techniques and instruments to the chemical reactions and the chemical structures of the materials which are being analysed.

Organic chemical pathways

In this area of study students investigate systematic organic chemistry including production of starting materials for particular reaction pathways. Students use molecular models and conduct simple laboratory investigations to observe the properties and reactions of different homologous series and functional groups. Students investigate the use of biochemical fuels. They design reaction pathways to prepare organic compound from given starting materials.

Year 12 Chemistry Unit 4

Industrial chemistry

This area of study focuses on the factors that affect the rate and extent of a chemical reaction. Students study energy profiles and how equilibrium law is applied to homogenous equilibria. They conduct experiments to investigate the effect of temperature, concentration of reagents, pressure and catalysts on the position of equilibrium of a reaction, and apply Le Chatelier’s Principle to explain their results. Students explore how factors affecting rate and equilibrium are applied to achieve the optimum reaction conditions in the industrial production of chemicals.

Supplying and using energy

This area of study focuses on use of different energy resources. Students evaluate the extent of the reserves of some different energy resources, how each resource is used and the advantages and disadvantages of their continued use. Students conduct experiments using calorimeters to measure the energy of chemical reactions. The electrochemical series is a useful tool in the prediction of redox reactions in aqueous solution. Students construct and operate simple galvanic and electrolytic cells and use the electrochemical series to predict and explain their results. They extend their study of
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stoichiometry with the application of Faraday’s laws to solve problems involving quantitative calculation for electrolysis reactions.

Assessment Units 3 and 4

- SACs (practical reports and written tasks)
- Examination
Year 10 Commerce/Law
Students will understand basic concepts of saving and investment, compound interest, the impact of tax, fees and inflation on the real value of an investment, and the accumulation and draw-down stages of superannuation. They will also understand how to plan, implement and report on a business venture and how the law changes. They will appreciate psychopathic behavior and how criminology is used to evaluate this behaviour.

Students will study the characteristics of economic fluctuations and the concepts of trade cycles, production, unemployment, inflation, demand and policies to control trade cycles. They will also understand the concept of the public good and the difficulties in public policy. Studies include the causes of criminal behaviour, the operations of the jury system and the debate about sentencing options and life in prison.

Assessment
- Business venture
- Homework tasks
- Exams
- Reports
Dance

Year 10 Dance Unit 1
Students will understand how knowledge and understanding of the body helps a dancer better perform a movement. They will also understand the concepts of ‘safe dance’ as well as what criteria are necessary in order to choreograph a technical solo. Finally, they will understand the process of learning a dance as well as how to analyse that experience. Students will be introduced to Dance Terminology which underpins both their choreography and dance analysis.

Year 10 Dance Unit 2
Students will understand the impact of cultural influences on a choreographer. They will understand how to choreograph a compositional solo as well as understand how to communicate a concept or idea through dance. The related concepts of Spatial Organization will be explored both practically and in theory.

Year 11 Dance Unit 3
Students analyse two set solo dance works according to specific dance theory and apply their understanding in the form of detailed essay writing and reports. They utilize the same dance theory to choreograph a Technique solo which is part of the final assessment mark. Students also go through the process of learning a group dance, performing it and analyzing the process thereof.

Year 11 Dance Unit 4
Students analyse a set group dance work according to specific theory and apply their understanding in the form of detailed essay writing and reports. The same dance theory underpins the choreography of a compositional solo which forms part of the final assessment mark.

Assessment

- SACs
- Essays
- Reports
- Practical performances
- Presentations
Design Technology

Year 10 Design Technology
Semester One

Students will have the opportunity to produce an item of furniture that includes a drawer and/or a hinged door. They will practice constructing several commonly used wood joining techniques and then produce a drawer using the most suitable and strongest wooden joint. Once completed, they will design and produce working drawings for an item of furniture that incorporates their drawer. Each student will be required to critique a design brief finding relevant evaluation questions which will be answered on completion of their product.

Semester Two

As a member of a team, students will Design and produce a Push-Kart using modern construction techniques including welding. They will follow a detailed brief to complete research a working drawings in of their product. The machine, powered solely by students, is based on the old-fashioned “billycart”, but involves more sophisticated construction and safety requirements. It is to be produced in school time in the school workshop.

Design Technology Unit 1
In this unit students will develop designs and make a product that is a modification of an existing piece of furniture. They will develop an understanding of the existing product through evaluating it and through drawing and/or photographing it. They will then need to identify features that can be modified and develop a range of design options, each changing the original design in three significant ways. Once their folio is complete, they will produce the item using accepted manufacturing techniques.

Design Technology Unit 2
In this unit the student will individually and as a member of a team collaboratively develop design options and produce an item in response to a design brief. In a group situation, they will allocate roles for each student to collate a detailed folio which includes research images and technical working drawings. The emphasis is on collaborative design, which means working jointly or together with others. Once the folio is complete, the students will work as a group to produce and evaluate their item.

Design Technology Unit 3
In this unit, students investigate a client’s needs, prepare a design brief, devise evaluation criteria, carry out research, propose a series of design options, justify the choice of a preferred design option, develop a work plan and commence production of the product.
Design Technology Unit 4
In this unit, students use evaluation methods to make judgments about commercial product design and development. They continue to develop and safely manufacture the product designed in Unit 3, using materials, tools, equipment and machines, and record and monitor the production processes and modifications to the production plan and product. Students evaluate the effectiveness and the quality of their product and make judgments about possible improvements. They produce an informative presentation.

Assessment

- Design work (folio)
- Construction
- Exams
Drama

Drama is the most empathic of the arts. It demands transformation of ‘the self’ into ‘the other’. This allows students to explore issues, texts and world-views in a powerful, intimate and deep way, encouraging them to empathise, create and reflect on the ideas studied. Drama is a fantastic compliment to studies of English, Literature and Media in Year 12.

The subject requires a student with an interest in theatre, creativity, research, play-writing and performance. The focus is always on linking practical work to ideas and theories that are universal and engaging.

The work involves:

- regular visits to the theatre
- the creation of theatrical performances
- the analysis of performance
- classes exploring the theoretical underpinnings of the practical work

Year 10 Drama
An Introduction to Theatre

Practical: The course focuses on theatrical performance, introducing non-naturalistic elements to scripted and unscripted Drama. It covers both ensemble (small group) as well as solo performance work.

Theory: The course involves viewing and responding to both live theatre as well as in-class performances. It also introduces the concept of non-naturalism.

Assessment

- ensemble and solo performance work
- written performance analysis

Year 11 Unit 1 Drama: Performance Styles

Practical Component: Students explore a range of different performance styles in play-making. The focus is on non-naturalistic theatrical performance, which does not try to imitate real life but seeks to explore dramatic themes creatively and without the limits of naturalism.

Theory: Students study the aims and conventions of historical and contemporary theatre movements and practitioners as well as analyse professional performances.

Assessment

All work is individually assessed.
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- Practical work: 60%
- Theory: 40%

Year 11 Unit 2 Drama: Introduction to Solo Performance
Practical Component: Students learn to research, develop, improvise, write and refine solo performance work. The unit is based on ten prescribed Australian characters of historical, literary, cultural or popular significance. The unit requires students to perform the solo work at a public showcase event.

Theory: Students continue to explore drama theory with a specific focus on the analysis of live performance work.

Assessment
All work is individually assessed.

- Practical work: 60%
- Theory: 40%

Year 12 Unit 3 Drama; Ensemble Performance
Practical Component: Students develop and perform a major ensemble performance work in small groups. The work is self-devised but is based on a structure which prescribes key themes, elements, characters and scaffolds a plot-outline. The unit requires students to perform the ensemble at a public showcase event.

Theory: Students must undertake a self-analysis based on the ensemble performance task, as well as an analysis of a live theatre performance prescribed by the VCAA.

Assessment
All work is individually assessed.

- Practical work: 60%
- Theory: 40%

Year 12 Unit 4 Drama: Solo Performance
Practical Component: Students are required to prepare for a solo performance examination in October of any given year. The solo performance task requires students to research, develop, improvise, write and refine solo performance work prescribed by the VCAA. The examination requires students to perform their seven minute solo to three independent assessors.

Theory: Students must undertake a self-analysis based on the solo performance task, as well a written examination that covers all aspects of VCE Drama.
Assessment:

All work is individually assessed.

- Practical work: 60%
- Theory: 40%
Environmental Science

Year 10 Environmental Science
This full year elective is the study of the environment and the solutions to environmental problems through understanding environmental processes and systems. This course allows students to gain considerable experience in solving 'real world' issues through the opportunity to work with technology in a series of pracs, case studies and inquiries both in the field and in collaborative teams. This future problem solving is applicable to innovation in the 21st century and will prepare students for a wide range of future careers in sustainable development.

Atmospheric Science
An introduction to the course will teach the understanding of the atmosphere, lithosphere, hydrosphere and biosphere as well as global air circulation and air cells including Hadley cells, mid-loop and polar cells.

Students will then analyse climate change case studies to understand geological periods such as cycles of glaciation and the medieval warm period and the albedo effect. This will lead to the study of human global warming including the carbon cycle, feedback mechanisms and greenhouse gas phenomena so that students can study the broader implications of how we can mitigate human global warming and evaluate schemes such as emissions trading.

The future problem solving will focus on the urban heat island effect in a comparative study of Melbourne and Los Angeles and involve students developing an environmental plan using biophilic design, urban agriculture and development of microcosms.

Ecology
To appreciate the ecology of natural environments, students will make observations in a reserve and undertake soil classification, pH tests, analyse layers of vegetation, map aspects and sun paths as well as irrigation and erosion. They will dig into the earth to understand soil layers and the health of the environment.

Case studies on the effect of urban growth on kangaroos, koalas, possums and eagles will incorporate understanding of patches, thresholds, corridors of connectivity and the edge effect.

Then they will query the wolf and thylacine extinction process and whether humans should rid themselves of predators. They will inquire into issues involved in the reintroduction of the thylacine via genetic reconstruction and the effect this will have on land management, wildlife ecology, biodiversity and impact on life cycles.
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Oceans and Rivers

The biodiversity of coral reefs will be studied with pracs on water pollution and solvents before a plan for the saving of the Great Barrier Reef is developed. This will be augmented by an understanding of the movement of large delta rivers over time and a study of sink holes and subterranean waterways. This will lead to evaluation of case studies of sinking cities in the Netherlands, Japan and at Docklands as well as discussion of man's impact on the environment in places such as New Orleans. Students will debate whether we should rebuild after significant flooding using Queensland as an example.

Assessment

- Pracs
- Inquiries
- Case Studies
- Planning Reports
- Exams
Food & Technology

Food Technology is an exciting, social subject that will provide students with useful skills and knowledge that they can take with them and use for the rest of their lives.

Year 10 Food and Technology
Food preparation and nutrition are extremely important life skills that all individuals will need to use constantly throughout their lives. Year 10 Food Technology is designed to develop these essential skills and to be a steppingstone to the exciting world of VCE Food and Technology.

Two units of Food Technology are offered at Year 10 level. It is recommended that those who wish to study Food and Technology at VCE level complete at least one.

The aim of Food Technology at Year 10 level is for the students to build on the practical skills learnt in Year 7, 8 and 9 while working in a safe, hygienic and co-operative manner. The students will cook using a wide variety of ingredients and a range of techniques. They will also have the opportunity to use all the facilities offered in the Food Technology centre.

Semester 1: Eating Your Way Around the World
In this Unit we look at the cuisine, typical and unusual ingredients, equipment used and methods of food preparation and presentation of a different country each week.

Students work in small groups to produce a variety of dishes from a different country each week and enjoy a shared banquet at the end of each practical session.

Countries we may ‘visit’ include: Indonesia, Thailand, China, Japan, India, Vietnam, France, Greece, Spain, Italy, USA, Mexico and many others.

Students will research their selected country in greater detail and complete a power point presentation on aspects of those countries culinary interests to share with the class.

We will also work in collaboration with the year 10 Media class to prepare food from a selected country which will be recorded and edited to produce a short film.

Semester 2 Café Culture
In this Unit we focus on what is happening with current food trends in Australia. We will be studying:

Australian Cafe Culture, including the type of foods and drinks served for lunch and dinner in local and city venues.

Lessons will revolve around the different courses of the menu for example Breakfast dishes, Café soups, Salads (such as Chicken Caesar, Thai Beef, and Mediterranean), Risotto, Pasta, Muffins, Cakes, Friands and Desserts

Students will work in small groups to prepare a variety of items in each area and then share them in a Café style environment.
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Students will develop a menu for their own cafe based around a specific concept they have chosen. They will choose the meals and have the opportunity to prepare two courses from the menu they have designed. This area of study will culminate in the taping of our own ‘Cooking Show’, in collaboration with the year 10 Media class.

The students will look at modern trends in food photography and discover tricks used to enhance the presentation. Students will also have the opportunity to produce a hamper of goods suitable to take on a Summer picnic. They will design and prepare food for the hamper and then photograph the food items.

Students are assessed during practical classes for preparation, processing, health and safety and their finished product. They are also required to research a variety of topics and complete a major assignment each semester. Students also undertake a written and practical exam.

**Year 11 Unit 1 Food and Technology**

**Keeping food safe**

In this unit students study safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning, and apply these practices in the preparation of food. They consider food preparation practices suitable for use in a small-scale food operation, such as in the home, a school setting or in a small food business. Students consider the selection and use of a range of tools and equipment suitable for use in food preparation.

**Food properties and preparation**

Students examine the links between classification of foods and their properties, and examine changes in properties of food when different preparation and processing techniques are used. Students apply this knowledge when preparing food. They investigate quality and ethical considerations in food selection. Students use the design process to meet the requirements of design briefs to maximise the qualities of key foods.

**Assessment**

- Production work
- Theory/research
- Tests
- Exam

**Year 11 Unit 2 Food and Technology**

**Tools, equipment, preparation and processing**

In this unit students investigate the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. Students research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimise the physical, sensory and chemical properties of food.

**Planning and preparing meals**

Students work both independently and as members of a team to research and implement solutions to a design brief. They use the design process to respond to challenges of preparing food safely and
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hygienically for a range of contexts and consumers, taking into account nutritional considerations, social and cultural influences, and resource access and availability. Students also explore environmental considerations when planning and preparing meals.

Assessment
- Production work
- Theory/research
- Tests
- Exam

Year 12 Unit 3 Food and Technology
Food preparation, processing and food controls

In this unit, students develop an understanding of food safety in Australia and the relevant national, state and local authorities and their regulations, including the Hazard Analysis and Critical Control Points (HACCP) system. They investigate the causes of food spoilage and food poisoning and apply safe work practices while preparing food. Students demonstrate understanding of key foods, analyse the functions of the natural components of key foods and apply this information in the preparation of foods. They investigate cooking techniques and justify the use of the techniques they select when preparing key foods. Students develop an understanding of the primary and secondary processes that are applied to key foods, including food processing techniques to prevent spoilage. They also preserve food using these techniques.

Students devise a design brief from which they develop a detailed design plan. Evaluation criteria are developed from the design brief specifications. In preparing their design plan, students conduct research and incorporate their knowledge about key foods, properties of food, tools, equipment, safety and hygiene, preparation, cooking and preservation techniques. They make decisions related to the specifications of the brief. In developing the design plan, students establish an overall production timeline to complete the set of food items (the product) to meet the requirements of the brief for implementation in Unit 4.

Year 12 Unit 4 Food and Technology:
Food product development and emerging trends

In this unit, students develop individual production plans for the proposed four to six food items and implement the design plan they established in Unit 3. In completing this task, students apply safe and hygienic work practices using a range of preparation and production processes, including some which are complex. They use appropriate tools and equipment and evaluate their planning, processes and product.

Students examine food product development, and research and analyse driving forces that have contributed to product development. They investigate issues underpinning the emerging trends in product development, including social pressures, consumer demand, technological developments, and environmental considerations. Students also investigate food packaging, packaging systems and marketing.
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Contribution to final assessment

- School-assessed Coursework for Unit 3 will contribute 18 per cent
- School–assessed Coursework for Unit 4 will contribute 12 per cent
- The School-assessed Task for Units 3 and 4 will contribute 40 per cent
- The end-of-year examination will contribute 30 per cent
Geography

Year 10 Geography Unit 1
Students will understand the geographic characteristics of natural landscapes and explain how they are developed by natural processes, including extreme natural events. They will also understand how to analyse and explain the changes in natural environments due to natural processes and human activity. They will understand how to conduct fieldwork and collect and process data that can be represented using a range of geographic techniques and media.

Year 10 Geography Unit 2
Students will understand how to describe and explain the geographic characteristics of different types of rural and urban environments and analyse and explain changes due to human activities. They will appreciate how to sort, process and represent spatial data related to the formation of natural landscapes using GIS (Geographic Information Systems).

Year 11 Geography Unit 3
This unit investigates the nature and distribution of resources and the variations in their use over place and time. It also examines the effectiveness of management policies designed to regulate the future use and conservation of resources. Resources studied might include national parks, tropical rainforests or a local resource such as a lake reserve, shopping centre or walking track. Students study the use and management of an Australian water resource and the use and management of local resources.

Year 11 Geography Unit 4
This unit investigates the geographic characteristics of global phenomena and responses to them. Global phenomena are major natural or human events, processes or activities. Such phenomena are distributed globally and possess the capacity to affect the globe or significant parts of the globe and require more than a local or national response. Examples include: Population Distribution, Climate Change, Fishing and Desertification Students must investigate two global phenomena in each area of study, one of which must be human population.

Assessment

- Assignments
- Field Reports
- Exams
History

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

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

Year 10 History
This is an inquiry based subject that follows the new Australian Curriculum. Students will complete four case studies: WWII, Rights and Freedoms, Migration and their own historical inquiry. The course focuses on issues that have challenged the world from 1945. Each case study will explore the impacts of conflict on Australian society. Students will investigate how Australia emerged from the war and the key social issues that shaped modern Australia. Students will gain an appreciation for the Aboriginal Civil Rights movement during the 1960s and 1970s and how these were shaped by events in the United States of America.

Year 11 History Unit 1
This unit explores Germany in the first half of the 20th century in the emergence from World War One. It investigates the challenges to the ‘old world’ and examines the new forms of economic and political organisation and cultural expression that emerged during this period. The rise of Hitler and the ensuing holocaust are detailed studies.

Year 11 History Unit 2
This unit investigates the horrors committed during the Holocaust and the formation of the Cold War. It looks in depth into the reasons behind the Holocaust and the lasting legacy it has had on the Jewish population in Europe. From here, students will investigate the way Europe was denazified following the fall of the Third Reich and the ensuing power struggles that emerged in post-war Europe.

Year 12 History Unit 3
This unit covers the Russian Revolution. Students evaluate the role of ideas, leaders and movements in the development of the revolution. They also analyse the challenges faced by the emerging new order in its attempts to create a new society. Students then evaluate the nature of the society created by the revolution.

Year 12 History Unit 4
This unit covers the French Revolution. Students evaluate the role of the Enlightenment ideas, the inept leadership of the Monarchy and 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.
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Assessment

- Historiography
- Research Assessments
- Source and visual analysis
- Essay writing
Sound skills in Information Technology are essential for all tertiary study as well as for employment. These skills frequently go well beyond being using a word processor to complete a university assignment or create a resumé. Furthermore, so much of our personal and professional communication relies on information communication technologies. In particular we rely heavily on such Web2 tools as blogs, wikis and social media. A study of Information Technology will provide you with essential life skills and will enable you to control the technology of the 21st Century rather than be controlled by it.

Information Technology Units 1 and 2 are normally studied in Year 10, whilst Units 3 and 4 are taken in Year 11.

**Year 10 Information Technology Unit 1**

Students will understand how to develop and use databases and web pages to analyse an ICT issue. Students will also understand problem solving methodology and networking topologies and protocols. This unit focuses on how individuals and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives. In Areas of Study 1 and 3, students acquire and apply a range of knowledge and skills to manipulate different data types such as numeric, text, sound and images (still and moving) to create solutions that can be used to persuade, educate, inform and entertain. In Area of Study 3, students also explore how their lives are affected by ICT, and consider strategies for managing how ICT is applied. In Area of Study 2, students examine how networked information systems allow data to be exchanged locally and within a global environment, and explore how mobile devices, such as phones, are used within these networks.

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

**Assessment**

- Assignment work: 10%
- Outcome 1 (spreadsheet task): 25%
- Outcome 2 (network task): 10%
- Outcome 3 (group web site on an issue in ICT): 15%
- Exam: 40%

**Year 10 Information Technology Unit 2**

This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users’ needs. In this unit, students apply all stages of the problem-solving methodology when creating solutions. Details of this methodology are contained in the Study Design.

In Area of Study 1 students analyse data from large repositories and manipulate selected data to create visualisations. In Area of Study 2 students develop skills in using programming or scripting language software and they investigate careers that involve the use of these skills. Working in teams is
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an important and effective strategy for solving problems, and this strategy is applied in Area of Study 3 when students solve problems for clients in the community.

Assessment

- Assignment work: 10%
- Outcome 1 (data management and visualisation task): 15%
- Outcome 2 (computer programming task): 20%
- Outcome 3 (group web site for a client): 15%
- Exam: 40%

Year 11 Information Technology Unit 3: IT Applications

The focus of Unit 3 is the World Wide Web and how it supports the information needs of individuals, communities and organisations. In Area of Study 1, students investigate the design and technical underpinnings of different types of websites that support the varying needs of online communities. Students use web authoring software to create prototype websites for particular online communities, taking into account both technical and non-technical constraints.

Area of Study 2 focuses on the use of a relational database management system (RDBMS). Students examine techniques used by organisations to acquire data via websites and consider the relationship between how the data is acquired and the structure of an RDBMS. At the practical level, students acquire and apply knowledge and skills in the use of an RDBMS. In Unit 4 when solving information problems students can either use spreadsheet software or continue to use an RDBMS.

Students apply the analysis, design and development stages of the problem-solving methodology when creating solutions. Details of this methodology are contained in the Study Design.

Year 11 Information Technology Unit 4: IT Applications

In this unit students focus on how ICT is used by organisations to solve ongoing information problems and on the strategies used to protect the integrity and security of data and information. In Area of Study 1 either a relational database management system (RDBMS) or spreadsheet software is selected and used to create solutions to information problems. In addition, students use web authoring or multimedia authoring software to produce onscreen user documentation. When creating solutions to ongoing information problems, students apply all stages of the problem-solving methodology. Details of this methodology are contained in the Study Design.

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

Assessment

- Unit 3 Outcome 1 (web site development task): 12.5%
- Unit 3 Outcome 2 (database task): 12.5%
- Unit 3 Outcome 1 (spreadsheet task): 15%
- Unit 3 Outcome 2 (evaluation of data management strategy): 10%
- Exam: 50%
The relevance and appeal of Legal Studies is reflected in the fact that the law influences all aspects of society – at home, at work and in the wider community. Laws are used by society to preserve social cohesion, and to ensure the protection of people from harm and from the infringement of their rights. In studying this subject, students engage in exciting and challenging activities such as newspaper analysis, topical legal debates, group presentations and excursions to Courts.

**Year 11 Legal Studies Unit 1**
This unit explores a range of topics, including the Jury System, and the process of creating laws. Additionally, students analyse methods of influencing parliament to change law, such as demonstrations and the use of social media and examine criminal law and how crimes are resolved within our legal system.

**Year 11 Legal Studies Unit 2**
The civil law regulates the rights and responsibilities that exist between individuals, groups and organisations. For example, trespass, negligent behaviour and defamation. Students explore how such disputes are resolved, including methods ranging from mediation to formal court proceedings.

**Assessment**
- Debating relevant areas of law
- Oral presentations
- Constructing Legal Reports and essays
- End of semester exam

**Year 12 Legal Studies Unit 3**
In this unit students develop an understanding of parliament and courts as law-making institutions. They undertake an evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society. Students also explore the role of the Constitution in protecting Human rights in Australia.

**Year 12 Legal Studies Unit 4**
The legal system provides mechanisms by which legal disputes of both a criminal and a civil nature can be resolved in a fair and equitable manner. In this unit students explore these mechanisms and examine the means and processes that dispute resolution bodies such as courts and tribunals use to enable the resolution of legal disputes.

**Assessment**
- 50% Coursework and 50% End of year exam
Literature

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

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

In the workplace, this subject would help with establishing:
- An astute grasp of character and personality
- An understanding of cultural views and values
- Close analysis and interpretation of texts and situations
- A grasp of any sub-text
- Tracking changes and development across different stages to times
- Cross-referencing materials
- Structuring and developing a line of argument in an exploratory way
- An awareness and appreciation of different styles of writing
- Reviewing, critiquing and evaluating texts
- Personal reflection
- Proof reading
- Extending your vocabulary

These skills are all highly valued in the workplace!

Year 11 Literature Unit 1
This unit focuses on the ways literary texts represent human experience. Consequently, there is considerable discussion about all sorts of things like relationships, sexuality, character development, gender roles, moral choices, oppression and so on. Students respond to a range of texts in both analytical and creative ways. We examine the historical context of the texts as well as the views and values expressed by the authors.

We study the literary features in, short stories by Katherine Mansfield, a play called “Doll’s House” by Henrik Ibsen, a film entitled “Casablanca” and five poems. The emphasis is on your close engagement with language through passage analyses. Unlike in English, there is no analysis of media issues.

Year 11 Literature Unit 2
The focus of this unit is on extending your critical and creative responses to texts from a past era. You deepen your understanding of your responses to aspects of text such as the style and structure of narrative, the characters and the language.

You explore the ways your own culture can influence the interpretation you develop of the cultures represented in the texts. You explore the point of view and assumptions of the authors and what
cultural values are endorsed or criticised. You study how style, form, voice, structure and central concerns of the texts affect your understanding of the texts.

You also compare and contrast the features of some texts, for example a modern adaptation of a classic novel or play.

**Year 12 Literature Unit 3**
In this unit students analyse the ways in which authors create meaning. Students compare a novel and a film adaptation of the novel, and explore the underlying reasons for changes in the two texts. Students have the opportunity to write creatively and analytically when examining the relationship between form and meaning. The unit aims to enrich students’ understanding of literary periods through an examination of the ways in which cultural values have shifted and evolved in regard to morality, sexuality and social equality. Students are challenged to engage with both historic and contemporary literary criticism, with varied theoretical readings to complement each text. This allows students to evaluate in an informed manner, academic interpretations of the texts studied.

**Year 12 Literature Unit 4**
Both the creative and the analytical aspects of unit 4 aim to prepare students for the close analysis required in the end of year exam. Students are supported in developing a complex and detailed understanding of their exam texts, and in rehearsing an expressive written analysis and interpretation of the texts.

**Assessment**

- 50% Coursework
- 50% Exam
The study scores of LOTE in Unit 3 & 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 10 French
French is an elective subject at Huntingtower between Years 10-12

In Year 10, the focus continues to be on the development of the four macro language skills: reading, writing, listening and speaking. The themes covered during the year include: Francophone countries, Linguistic exchange programs, The Past, Present and Future, Education, The Transition Generation and Technology. There is a large focus on acquisition of grammatical concepts this year in order to prepare the students more adequately for the requirements of the VCE course. The areas of grammar encompassed include: a variety of tenses (Present, Imperfect, Perfect, Future and Compound Tenses), Object Pronouns, Interrogatives, Negation and Articles. The students will appreciate cultural aspects based on exploring areas of the ARTS, such as the study of a literary text, “Le Petit Nicolas”, a film component based on the French Film Festival and a culinary experience at a French restaurant. The work requirements will relate to these various themes.

Assessment

- Various written tasks, such as film reviews, restaurant critiques, essays, journal entries and articles
- Various oral tasks, such as telephone dialogues, conversations, interviews and role plays
- Various listening comprehension tasks based on themes covered, including radio announcements, radio programs, songs, etc.
- Various reading comprehension tasks based on magazine and newspaper articles
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Year 11 French Unit 1
This unit focusses on the continued development of the four macro language skills: reading, writing, speaking and listening. The topics covered include: Youth, Relationships, Education and the study of the literary text, “Le Petit Prince”. The course is aimed at increasing the students' vocabulary through such themes and gaining a working knowledge of grammar so that they are able to manipulate language effectively in spoken and written communication, as well as in the development of comprehension skills. Grammar areas include: interrogatives, passé simple tense, and relative pronouns. Students will learn about the five main writing genres, a range of text-types and 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 in the preparation of a detailed study of their choice.

Assessment

- Students should be able to establish and maintain a spoken or written exchange related to personal areas of experience
- Students should be able to listen to and obtain information from spoken texts
- Students should be able to produce a personal response to a text focussing on a real or imaginary experience

Year 11 French Unit 2
This unit focusses on the continued development of the four macro language skills: reading, writing, speaking and listening. The topics covered include: Health, the Workforce, the Arts and the Media. The course is aimed at increasing the students' vocabulary through such themes and gaining a working knowledge of grammar so that they are able to manipulate language effectively in spoken and written communication, as well as in the development of comprehension skills. Grammar areas include: comparatives, superlatives, the subjunctive mood and the passive. Students will continue to practise the five main writing genres, producing a range of text-types and specific conventions associated with each. They will explore ways of expressing information by suggesting, explaining, agreeing and disagreeing, initiating and maintaining exchanges, negotiating and persuading. They will learn to respond appropriately in a given context and for a proposed audience. They will continue to strengthen their dictionary skills and use of reference materials in the preparation of a detailed study of their choice.

Assessment

- The students should be able to participate in a spoken or written exchange related to making arrangements and completing transactions
- The students should be able to listen to, read and extract and use information and ideas from spoken and written texts
- The students should be able to give expression to real or imaginary experience in spoken and written form
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Year 12 French Unit 3
This unit focuses on the continued development of the four macro language skills: reading, writing, speaking and listening. The topics covered include: Environment, Immigration and Racism. The course is aimed at increasing the students’ vocabulary through such themes and gaining a working knowledge of grammar so that they are able to manipulate language effectively in spoken and written communication, as well as in the development of comprehension skills. Grammar areas include: the Passive mood and Causative Faire. Students will continue to practise the five main writing genres, producing a range of text-types and specific conventions associated with each. They will explore ways of expressing information by using knowledge of first and third person in narrative perspectives, simplifying or paraphrasing complex expressions, and refining techniques of delivery in speaking tasks. They will learn to respond appropriately in a given context and for a proposed audience. They will continue to strengthen their dictionary skills and their understanding of French phonics for enhanced performance in aural comprehension tasks.

Assessment

- The student should be able to express ideas through the production of original texts
- The student should be able to analyse and use information from spoken texts
- The student should be able to exchange information, opinions and experiences

Year 12 French Unit 4
This unit focuses on the continued development of the four macro language skills: reading, writing, speaking and listening. The topics covered include: World War 2 and the German occupation of France and the Resistance movement. The course is aimed at increasing the students’ vocabulary of France and gaining a working knowledge of grammar so that they are able to manipulate language effectively in spoken and written communication, as well as in the development of comprehension skills. Students will continue to practise the five main writing genres, producing a range of text-types and specific conventions associated with each. They will explore ways of expressing information by summarising, interpreting, evaluating, comparing, contrasting and appreciating cultural aspects critical to understanding a given text. Students are encouraged to identify similarities and differences between texts and find evidence to support particular views. They will learn how to use different types of language to show awareness of different social contexts. Moreover, they will be required to complete numerous exams in order to refine exam techniques, gain a deeper understanding of assessment criteria and enhance the development of the four macro skills.

Assessment

- The students should be able to analyse and use information from written texts
- The students should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of French-speaking communities
- End of year oral exam (15 minutes) externally assessed
- End of year written exam (aural, reading, writing-2 hours) externally assessed
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 VCE Units 1 & 2
This unit focuses on reading, listening, writing, speaking and cultural studies. It is also aimed at increasing students’ vocabulary and working knowledge of grammar so that students can engage in rehearsed and unrehearsed conversations related to a topic. Students should also be able to specifically and globally comprehend reading and listening sources, construct sentences, write short and extensive passages, write role plays based on particular topics, as well as prepare letters or emails in Indonesian.

Students who are doing well in this unit will be given the opportunity to take Units 3 and 4 Indonesian in Year 11.

Assessment:
- Tests: Listening, Writing, Reading and Speaking = 60%
- Examinations: Speaking, Listening, Reading, Writing = 40%

Indonesian Unit 3 (Offered in Year 11 & Year 12 in 2014)
This unit focusses on grammar text types, vocabulary and 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, analyse and use information from spoken or written texts, and exchange information, opinions and experiences.

Indonesian Unit 4 (offered in Year 11 & Year 12 in 2014)
This unit requires students to study two specific Indonesia-related topics as they prepare for their written, oral and aural examinations. Topics may include social-related issues, as well as traditional ceremonies and celebrations. Topics may include social-related issues, health, environment, and traditional ceremonies and celebrations.

Assessment
- School Assessment Coursework 50%
- Oral Examination 12.5%
- Written and listening examination 37.5%
Mathematics

**WHICH VCE COURSE IN MATHEMATICS DO I CHOOSE?**

<table>
<thead>
<tr>
<th>WHICH OF THE FOLLOWING BEST DESCRIBES YOUR FEELINGS ABOUT MATHS?</th>
<th>WHAT SHOULD YOU DO IN 2013?</th>
<th>WHAT SHOULD YOU DO IN 2014?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have found Year 10 Mathematics very difficult. My potential career options do not require Mathematics as a prerequisite.</td>
<td>No Mathematics</td>
<td>No Mathematics</td>
</tr>
<tr>
<td><strong>OPTION 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have found Year 10 Mathematics difficult.</td>
<td>General Mathematics (Further) 1 &amp; 2</td>
<td>If you coped well with General Mathematics Further, you could take FURTHER MATHEMATICS Units 3 &amp; 4</td>
</tr>
<tr>
<td><strong>OPTION 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>General Mathematics (Further) 1 &amp; 2</td>
<td>If you did not cope well with Year 11 Mathematics but wish to continue with Mathematics in Year 12, you could take FURTHER MATHEMATICS Units 3 &amp; 4</td>
</tr>
<tr>
<td><strong>OPTION 3</strong></td>
<td></td>
<td>OR</td>
</tr>
<tr>
<td>You coped well with Year 11 Mathematics and wish to continue with Mathematics in Year 12; you could continue with MATHEMATICAL METHODS CAS Units 3 &amp; 4</td>
<td></td>
<td></td>
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<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You coped well with Year 11 Mathematics and wish to continue with Mathematics in Year 12; you could continue with FURTHER MATHEMATICS Units 3 &amp; 4 and MATHEMATICAL METHODS CAS Units 3 &amp; 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### WHICH OF THE FOLLOWING BEST DESCRIBES YOUR FEELINGS ABOUT MATHS?

<table>
<thead>
<tr>
<th>I have done well in Year 10 Mathematics. I enjoy Mathematics and would like to continue my study of Mathematics in Year 11 and Year 12. I know that many tertiary courses require Mathematics as a prerequisite. (Specific advice should be sought from the Careers Counsellor)</th>
</tr>
</thead>
</table>

### WHAT SHOULD YOU DO IN 2013?

<table>
<thead>
<tr>
<th>OPTION 4 General Mathematics (Specialist) and Mathematical Methods CAS and possibly FURTHER MATHEMATICS Units 3 &amp; 4 (note this option is only available to some students)</th>
</tr>
</thead>
</table>

### WHAT SHOULD YOU DO IN 2014?

| If you coped fairly well with Year 11 Mathematics but do not wish to continue with two Mathematics subjects in Year 12, you could take MATHEMATICAL METHODS CAS Units 3 & 4 only. OR You coped well with Year 11 Mathematics and wish to continue with Mathematics in Year 12. You are quite capable at Mathematics but do not wish to study Maths at the highest level, you could take FURTHER MATHEMATICS Units 3 & 4 and MATHEMATICAL METHODS CAS Units 3 & 4 OR You are a capable Mathematics student and coped well with Year 11 Mathematics. You enjoy Mathematics and wish to continue with it in Year 12. You are considering a course such as Engineering, Mathematics or just want to keep your options open. You could take SPECIALIST MATHEMATICS Units 3 & 4 and MATHEMATICAL METHODS CAS Units 3 & 4 |

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

The VCAA has made changes to the credit arrangements for Mathematics; these started in 2007. In line with these changes we are now offering to some students the option of doing Further Mathematics Units 3 & 4 in Year 11.
Year 10 Core Mathematics
Mathematics is a core subject at Huntingtower from Years 7 to 10.

This course focusses in Semester One on the difference between rational and irrational numbers, the meaning of rationalising denominators, the relationship between factorising and expanding. In Semester Two the focus is on the relationship between graphs, gradients and intercepts and learning how to manipulate and solve simultaneous equations as well as total surface area and volume of 3D shapes, probability and how to use it.

Assessment  60% tests coursework including: tests, assignments and projects and 40% exams

Year 10 Basic Mathematics
This course looks at practical applications of mathematics in the areas of trigonometry, financial arithmetic and taxation. Statistics and probability are introduced in preparation for General Mathematics Further in Year 11.

Assessment 60% tests coursework including: tests, assignments and projects and 40% exams

Further Mathematics

General Mathematics (Further) 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 displaying, sampling and interpretation of data. A study of financial arithmetic, sequences and series and number systems is undertaken. Linear modelling, sketching and interpretation of graphs, linear and non-linear relations and their equations are also studied. Shape and measurement, coordinate geometry and the use of trigonometric ratios are used to solve practical problems.

Assessment 50% tests / project and 50% exams

Further Mathematics Units 3 & 4
This course consists of a compulsory core area of study, ‘Data analysis’, after which students select three modules from a group of six. 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 trigonometry, matrices and number systems.

Assessment 34 % SACs and 66% exams

Mathematical Methods

Mathematical Methods Units 1 & 2
Mathematical Methods ½ is a pre requisite to study Mathematical Methods ¾. This unit focusses on using mathematics in practical contexts, particularly algebra and calculus, graphical representation of polynomials up to degree four, solutions of equations and the use of solution techniques. In calculus,
the rates of change through numerical and graphical methods are studied and simple and compound events are explored in the study of probability.

Assessment 50% tests and 50% exams

Mathematical Methods Units 3 & 4
This unit focusses on functions and graphs, algebra, logarithms, exponentials and calculus. Students define and explain key terms and concepts as specified in the content of the areas of study and apply a range of related mathematical routines and procedures. They apply processes in non-routine contexts and analyse and discuss these applications. Students also select and use technology appropriately to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques.

Assessment 34 % SACs and 66% exams

Specialist Mathematics

General Mathematics (Specialist) Units 1 & 2
General Mathematics Specialist can only be studied in conjunction with Mathematical Methods ½ and is a pre requisite for Specialist Mathematics units 3 & 4. 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 and vectors. The course content highlights mathematical structure in all areas and formal proofs applied to trigonometric identities and vectors.

Assessment 50% tests and 50% exams

Specialist Mathematics Units 3 & 4
Specialist Mathematics can only be studied in conjunction with Mathematical Methods ¾. The course for Specialist Mathematics includes content from Functions, relations and graphs and a selection of material from the areas of study of Calculus and Vectors. Advanced techniques in Calculus include working out the volume of a solid of revolution and solutions of differential equations applied to growth and decay models. Other areas of study are Complex Numbers and Mechanics.

Assessment 34 % SACs and 66% exams
Contemporary society is media-saturated. It is said that the distinction between reality and media-reality is blurred. Everywhere we turn the Media is representing their interpenetrations of events. Media offers students the opportunity to look at the role the media plays in their own lives on a daily basis and whatever career they choose, they will be better equipped to navigate it. 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 realize every media product is constructed in a specific way. Increased access to digital media offers us 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, in addition to developing 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, as well as to engage creatively, imaginatively and aesthetically. At Huntingtower we use the latest software and our Mac environment reflects industry standards.

Year 10 Media 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. The students will look at how the media represents various groups in the media and how close to reality these representations are.

Texts studied: TV Advertising on Australian Television, Magazines, Police Drama, Hospital Drama, Music Videos

Narrative

The study of narratives involves an intensive investigation in film techniques, such as lighting, sound and editing, as well as the function of story elements in fictional media narratives. Students study Run Lola Run. Students create their own short film using the style and structure of Run Lola Run.

Media Production:

Students will learn basic skills in operation of video cameras and editing programs. Students complete their camera licence and make a cooking segment with the Food Technology students.

Their major production of the unit involved making a circular narrative inspired for their film text studied for narrative.

Assessment
2014 Huntingtower Subject Selection Information

- 60% Theory
- 40% Practical

Year 11 Media Unit 1
Technology

The study of technology include analyzing the influences of new technologies. The students are asked to consider the implications, both good and bad, that technology has brought with it, such as the use of camera devices to film people that are unaware.

Our main study is done looking at the modern phenomenon of Exergaming. Students undertake a study that compares the new exergaming software to traditional forms of exercise.

Texts studied: PS3 motion games, Wii Fit and games used with the fit board

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. The students will look at how the media represents the events of 911 in a range of forms - factual and fictional. Texts include 911 Fahrenheit, 911 Firefighters, Loose Change, World Trade Centre, The Falling Man.

Students develop practical and analytical skills, including development and understanding of the contribution of codes and conventions to the creation of meaning in media products and the role and significance of selection processes in the construction of such products. Texts studied includes Windsor Smith Print Campaigns and Airline Commercials.

Media Production:

Students construct a mashed trailer on a film of their choice. They use editing programs to extract clips from a fictional text and their knowledge of conventions of genres to change the film’s genre in the form of a trailer.

Animation:

Students are introduced to stop motion animation. Texts studied include Morph, Creature Features as well as Lego animation. They construct a short animation using iStopmotion that can be used to promote HT Media.

Assessment
- 50% Theory, 50% Practical

Year 11 Media Unit 2
Documentary Study
2014 Huntingtower Subject Selection Information

Students spend the term studying intensively contemporary documentaries. These include The Greatest Movie Ever Sold, SicKo, Catfish, Murderball, Such is Life.

Key features of documentaries that are studied are observation, mise en scene, dramatization, interview and expositions.

Production

Students work independently or in pairs to create a documentary on a topic for which they are passionate about. They must incorporate the features of documentaries and research.

Australian Film Industry

Students are introduced to the Australian Film Industry from the first feature length film – The Kelly Gang, through to contemporary texts. Students look at the issues effecting the industry and success of films over time.

Students study Australian films and link to contextual theories that suggest all films can be assessed under the following four headings Larrikin, Australian Identity, Satirical or Dramatic Incisive.

Media Productions and Roles

This area of study focuses on students producing a media product within a collaborative context and explaining the process undertaken. Production is undertaken in stages of pre-production, production and postproduction, with segments of the various stages undertaken by specialist individuals or teams.

Students study media roles being carried out on both a high budget Hollywood firm- King Kong and a low budget Australian filmmaker Stephen Elliot. They then apply for a media role and carry out that role in the making of a television segment for Australian viewers.

Assessment

- 50% Theory
- 50% Practical

Year 12 Media Unit 3

Narrative

This area of study focuses on an analysis of the narrative organisation of fictional texts. The narrative organisation in two or more media texts is analysed. Students study The Sixth Sense (M Night Shyamalan 1999) and Dead Calm (Noyce, 1989).

Narrative is a key element in the construction of meaning in media products. Narrative theory is the focus for the term and is broken into Production, Story and Audience Elements.

Media Production Skills
2014 Huntingtower Subject Selection Information

Students undertake self-contained production exercises in design plan specification areas appropriate to film to develop skills appropriate to the technical equipment, applications and media processes available to them. Documentation outlining the focus of the practical or production exercises as well as evaluating the effectiveness of the exercises is also prepared. In the completion of such exercises students develop an understanding of the possibilities and limitations of the production equipment and applications, acquire skills to enable the competent use of specific media technologies and explore aesthetic and structural qualities and characteristics of media products in media forms.

Media Production Design Plan

This area of study focuses on the preparation of a media production design plan. The design plan reflects the development, research, experimentation, testing and feedback in creating a concept. These concepts and ideas are further developed for production with storyboards and a script. The PDP also focuses on the design process, incorporating and describing all the necessary specifications (for example, lighting, sound effects and buttons) and are used as a means of communicating the idea and concept of the production.

Assessment

- 80% Theory
- 20% Practical

Year 12 Media Unit 4
Media process – Creation of a Media Product

Students create their media product based on their media production design plan.

Each product requires the integration of a variety of skills and degrees of collaboration to move from a written planning document (for example, script or treatment) and supporting visual representations (for example, rough, storyboard or navigation plan) to a completed media product.

The transition from production design to product completion requires management and organisation. The management and organisational skills applied will vary depending on the nature of the product. The product will involve the application of conventions and stylistic considerations appropriate to the selected medium and for specific audience(s).

Social values

This area of study focuses on an analysis of social values represented in media texts and the relationship between social values, media texts and society. One media text is analysed in detail during the analysis of the ways in which media texts in general are shaped by social values. Students study a range of texts such as Leave It To Beaver, My Name is Earl, Will and Grace, before a intensive study of American Beauty is undertaken.
Media influence

This area of study focuses on an analysis of media influence and debates in assessing this influence. Media texts in more than one form are analyzed. These include video games, TV advertising, films and websites.

Five communication theories are studied in detail and applied to examples. These include The Bullet Theory, The Agenda Setting Function Theory, The Post Modern Theory, The Reinforcement Theory and The Users and Gratification Theory.

Students assess influence of different texts by applying theories and evaluating the evidence. Research methods are also scrutinized and discussed.

Regulation and classification of content is also a key area researched and discussed. Students learn the processes available and in place for the Australian Media Industry and evaluate the strengths and weaknesses of the laws and guidelines.

Assessment
- 80% Theory
- 20% Practical
Music

Music is a subject which integrates perfectly with mathematics eg. Modes, keys, harmonies, rhythmic division all match perfectly with the mathematical concepts of the Ancient Greeks and other ancient civilisation), science (eg. The harmonic series is a wonderful example not only of the relationship between length, diameter, texture of material and pitch but also of the nodal points of various sound waves producing corresponding harmonics – the relationship between science and mathematics is endless!), language and literature (musicians develop a high level of awareness of the subtle intonation of various languages enabling them to understand and speak various languages with greater ease), history, politics, geography, economics (these all form an integral part of the study of socio-cultural influences on various styles of music and enables the contextual background of a specific composer or work to be explored.)

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

In 2014 there will be two different Music subjects offered in Year 10.

1. **Music Units 1 and 2** – Two semesters
   Recommended to the following:
   a. Students who learn an instrument or voice and are interested in the overall study of a variety of musical styles, composition, performing and conducting. Students can be at any standard of performance and may choose to take Unit 1 or Unit 2 or Units 1 and 2.
   b. Students who are considering the possibility of studying VCE Performance Units 3 and 4 in Year 11. These students are advised to enrol in Units 1 and 2 but exceptions can be made after discussions with the Director of Music.

2. **Music Technology (a new subject in 2014)** – One semester
   Recommended to students who have an interest in creating original music in a range of styles using digital technology.

**Year 10 Music Unit 1**
Students will understand research, analytical skills (listening and score reading), melodic and rhythmic transcription, recognition and writing of intervals, chords, scales, rhythms, creative composition and performance. These skills are all integrated into the study of the Baroque Period, Impressionism and Musical Theatre.

**Year 10 Music Unit 2**
Students will understand research, analytical skills (listening and score reading), melodic and rhythmic transcription, recognition and writing of intervals, chords, scales, rhythms, creative
composition and performance. These skills are all integrated into the study of Expressionism, Film Music, Nationalism and Conducting.

**Assessment:**

Classwork
Assignments
Composition
Practical Work
Exam

**Year 10 Music Technology (one semester)**
Using the digital audio workstation software, *Mixcraft 6*, students will undertake creative tasks including loop based composition, MIDI sequencing, remixing, song writing, composition in response to an artwork and film/animation soundtrack scoring. A study of the concepts of music as well as the practice of keyboard techniques will develop listening skills and ensure that students have a deeper understanding of how rhythm, melody, chordal structure, texture, timbre, dynamics and structure can affect the overall sound and meaning of a musical composition. Students will have the opportunity to explore and compose in a wide range of musical styles of their own choosing.

**Assessment:**

Composition Folio
Listening Diary
Keyboard exercises and other class work

**Music Performance Unit 3 (offered in Year 11 or 12)**
Students select a program of solo or group works for performance representing a range of styles and diversity of character. They develop instrumental/vocal techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis.

**Music Performance Unit 4 (offered in Year 11 or 12)**
As for Unit 4 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 Outcome 1
  Performance of solo/group works (not assessed)
2014 Huntingtower Subject Selection Information

- Unit 3 Outcome 2
  Performance of technical work and exercises relevant to the performance program.
  Performance of sight reading
  2 written assignments

- Unit 3 Outcome 3
  Aural. Theory and analysis test (including aural, practical and written components.)

- Unit 4 Outcome 1
  Performance of solo/group works (not assessed)

- Unit 4 Outcome 2
  Performance of technical work and exercises relevant to the performance program.
  Performance of sight reading
  2 written assignments

- Unit 4 Outcome 3
  Series of aural, theory and analysis tests and practice exams (not assessed)
  a. End of year solo/group Performance Exam – 50%
  b. End of year Aural and Written Exam – 20%

Music Investigation Unit 3 and Unit 4 (offered in Year 11 or 12)
Students select a work as a basis for an investigation of a focus area which they explore through investigation, composition and performance. Investigation involves research into background contextual issues relevant to performance practice, critical listening to recordings of performances and examination of texts and scores. Composition involves applying these research findings to create a folio which demonstrates understanding of the characteristics of the Focus Area. Students plan, rehearse and perform a program of works that are representative of the focus area. These areas of study require students to apply extensive skills in performance, aural awareness, transcription, music theory and analysis.

Assessment

Unit 3 Outcome 1 (Investigation)
  a. Preparation of a comprehensive written research report on 3 works relevant to the Focus Area.
  b. Presentation of the report as a commentary to support the performance. Audio/DVD excerpts or multimedia may be used when applicable.
  c. Performance

Unit 3 Outcome 2 (Composition – not assessed)
Study of compositional techniques which may be relevant to the Focus Area, composing a variety if several small works and writing an analysis of the works.

Unit 3 Outcome 3 (Performance)
  a. Writing and preparation of technical work and technical exercises relating to the program demonstrating various criteria of performance technique and expression.
b. Performance of the technical work/exercises with the presentation of both a written and oral explanation of the relevance to the interpretation and performance of the program.

Unit 4 Outcome 1 and Outcome 3 (Performance)
   a. Presentation to the audience of printed program notes.
   b. Explanation of various technical work and exercises which were devised to help in the preparation of the performance program.
   c. Performance with a brief spoken introduction of each work based on the program notes.

Unit 4 Outcome 2 (Composition)
   a. Create an original composition demonstrating characteristics of the Focus Area.
   b. An explanation of how the work is representative of the Focus Area.
   c. Presentation of a journal which documents the creative process of the composition.
   d. Performance of the composition.

End of year performance exam – 50%
Outdoor Education

Year 10 Outdoor Education
This semester long elective focuses on both the theoretical and practical elements of the Natural Environment. Students will be introduced to rock climbing, sailing, caving, abseiling, canoeing and kayaking. These practical sessions will lead towards a three day climbing camp, which will qualify for those completing their Silver Duke of Edinburgh Award. Theory will involve understanding types and characteristics of selected natural environments, risk assessments and safe participation in the outdoors and the role of technology in mediating human relationships with these environments.

Understanding Nature

Contemporary Australians are beginning to understand that they must look after nature in order to have a sustainable future. We continue to seek a wilderness experience that is increasingly difficult to find. In this course, students will develop a sense of the range of outdoor activities available in numerous natural environments.

Risk

As an adventurer becomes more confident their perceived risk becomes more closely aligned with the real risk of the activity. Students will learn to reduce unnecessary risks, take the time to accurately assess the difficulty of the activity and the competence of the individual.

In understanding outdoor experiences, students will look at various perceptions of risk in relation to outdoor activities. Students will gain a personal understanding of their own responses to ‘risk’ and how this may be controlled or limited. In minimizing risk, there are a number of aspects to look into. These include adequate planning and preparation, as well safe participation in the outdoors through informed choices when selecting gear, through to planning what food to pack.

Equipment and Technology

To further relate to safety and selection of appropriate gear, students will investigate the influence that technology has on outdoor experiences. Advances in equipment have made experiences in the outdoors extremely different. Students will explore a specific item of equipment and trace its history, uses and technological advances.

Weather

Students will learn the skills to read and predict weather patterns and to assess the affect these will have on their outdoor experience.
Assessment

- Practical skills
- Trip planning and preparation
- Case Studies
- Exams
Politics

Why study Australian and Global Politics?

Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain and evaluate national and global political issues, problems and events, the forces that shape these events and responses to them.

The study of global politics centres around four key questions:

1. What does it mean to be an engaged national and global citizen?
2. How is power gained and exercised by key national and global political actors?
3. In what ways does an increasingly globalized world challenge the existing political system?
4. How effective has the response been from key political actors to issues and crises facing the global community?

Year 12 Global Politics Unit 3

In this unit students investigate the key global actors in twenty-first century global politics. They use contemporary evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interest and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives. The unit is concerned with contemporary issues and events. While these may have antecedents in issues and events before the twenty-first century, the focus is on the twenty-first century when choosing particular examples and case studies.

Year 12 Global Politics Unit 4

In this unit students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises, and consider the varying effectiveness of responses and challenges to solving them.

Assessment

- Global Actors short-answer test and essay 12.5%
- Power in the Asia-Pacific region short-answer test and essay 12.5%
- Global issues short-answer test and essay 12.5%
- Global Crises short-answer test and essay 12.5%
- End-of-year examination 50%
Physics

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

Year 11 Physics Unit 1
Unit 1 consists of two prescribed areas of study: Nuclear physics and radioactivity; and Electricity; and a third area of study to be chosen from one of six detailed studies (chosen by the teacher).

Nuclear physics and radioactivity
On completion of this unit the student should be able to explain and model relevant physics ideas to describe the sources and uses of nuclear reactions and radioactivity and their effects on living things, the environment and in industry.

Electricity
On completion of this unit the student should be able to investigate and apply a basic DC circuit model to simple battery operated devices, car and household (AC) electrical systems, and describe the safe and effective use of electricity by individuals and the community.

Year 11 Physics Unit 2
Unit 2 consists of two prescribed areas of study: Motion and Wave-like properties of light; and a third area of study to be chosen from one of six detailed studies (chosen by the teacher).

Motion
On completion of this unit the student should be able to investigate, analyse and mathematically model motion of particles and bodies in terms of Aristotelian, Galilean and Newtonian theories.

Wave-like properties of light
On completion of this unit the student should be able to describe and explain the wave model of light, compare it with the particle model of light and apply it to observed light phenomena in practical investigations.

Assessment Units 1 and 2
- SACs
- Examinations

Year 12 Physics Unit 3
Unit 3 consists of two prescribed areas of study: Motion in one and two dimensions; and Electronics and photonics. A detailed study is to be chosen in either Unit 3 or Unit 4 from one of six detailed studies (chosen by the teacher).

Motion in one and two dimensions
2014 Huntingtower Subject Selection Information

On completion of this unit the student should be able to investigate motion and related energy transformations experimentally, and use the Newtonian model in one and two dimensions to analyse motion in the context of transport and related aspects of safety, and motion in space.

Electronics and photonics
On completion of this unit the student should be able to investigate, describe, compare and explain the operation of electronic and photonic devices, and analyse their use in domestic and industrial systems.

Year 12 Physics Unit 4
Unit 4 consists of two prescribed areas of study: Electric power and Interactions of light and matter. A detailed study is to be chosen in either Unit 3 or Unit 4 from one of six detailed studies (chosen by the teacher).

Electric power
On completion of this unit the student should be able to investigate and explain the operation of electric motors, generators and alternators, and the generation, transmission, distribution and use of electric power.

Interactions of light and matter
On completion of this unit the student should be able to use wave and photon models to analyse, interpret and explain interactions of light and matter and the quantised energy levels of atoms.

Assessment Units 3 and 4
- SACs
- Examination
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.

Year 11 Physical Education
Unit 1: Bodies in motion

Body systems and human movement

In this area of study students examine the systems of the human body and how they translate into movement. Through practical activities they explore the major components of the musculoskeletal, cardiovascular and respiratory systems and their contributions and interactions during physical activity. Anaerobic and aerobic pathways are introduced and linked to the types of activities that utilise each of the pathways.

Biomechanical movement principles

In this area of study students examine biomechanical principles underpinning physical activity and sport. Through their involvement in practical activities, students investigate and analyse movements in a variety of activities to develop an understanding of how the correct application of biomechanical principles leads to improved performance.

Two detailed studies are available in Unit 1. One detailed study is to be selected from:
• Technological advancements from a biomechanical perspective
• Injury prevention and rehabilitation.

Year 11 Unit 2: Sports Coaching and Physically Active Lifestyles.
Effective coaching practices

In this area of study students focus on the roles and responsibilities of a coach as well as looking at coaching pathways and accreditation. The effectiveness of a coach may be determined by their style, skills and behaviours. A coach must have an understanding of skill learning practices and interpersonal skills if they are to develop and enhance the performance of athletes. Students apply these skills by coaching a team.
Area of study 2: Physically active lifestyles

This area of study focuses on the range of physical activity options in the community. Health benefits of participation in regular physical activity and health consequences of physical inactivity and sedentary behaviour are explored at individual and population levels. Students explore the dimensions of the National Physical Activity Guidelines and investigate the current status of physical activity and sedentary behaviour from an Australian perspective. Students investigate factors that facilitate involvement in physical activity and consider barriers to participation for various population groups. Students create and implement a program that encourages compliance with the National Physical Activity Guidelines for a given age group.

Unit 1 & 2 Assessment

- 20% tests
- 30% practical work and assignments
- 50% Exam

Year 12 Unit 3: Physical activity participation and physiological performance

Monitoring and promotion of physical activity

This area of study uses subjective and objective methods for assessing the student’s own and another cohort’s physical activity and sedentary levels. Students analyse the advantages and limitations of each of these methods to determine the most appropriate measure for a given setting. Students identify components of the social-ecological model to assist in the critique of government and non-government strategies aimed at increasing physical activity within the population.

Physiological responses to physical activity

In this area of study students explore the various systems and mechanisms associated with the 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 via the three energy systems and the associated fuels used for activities of varying intensity and duration. Students also consider the many contributing factors to fatigue as well as recovery strategies used to return to pre-exercise conditions. Through practical activities students explore the relationship between the energy systems during physical activity.

Year 12 Unit 4: Enhancing performance

Planning, implementing and evaluating a training program

This area of study focuses on the components of fitness and assessment of fitness from a physiological perspective. Students consider the manner in which fitness can be improved by the application of appropriate training principles and methods. Students conduct an activity analysis of an elite athlete to determine the fitness requirements of a selected sport. They participate in fitness testing and an individual training program and evaluate this from a theoretical perspective.
Performance enhancement and recovery practices

This area of study explores nutritional, physiological and psychological strategies used to enhance performance. Students examine legal and illegal substances and methods of performance enhancement and develop an understanding of different anti-doping codes. Students consider strategies used to promote recovery, including nutritional, physiological and psychological practices.

Unit 3 & 4 Assessment

- 50% SAC’s (6 in total)
- 50% End of year Theory Exam.
Science

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

Science is a core subject.

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

Assessment

- Theoretical and practical research tasks
- Tests
- Examination
Year 10 Sound Engineering
In First Semester, students will understand the elements of sound recording and reproduction systems. They will select and use suitable microphones and recording equipment for specific recording tasks. They will understand the importance of caring for cables and equipment for maintaining signal integrity. They will also understand how to use multi-track recording and editing software to produce stories, sound effects and soundscapes.

In Second Semester, students will gain a basic understanding of sound and acoustics and the acoustic properties of rooms with different shapes and sizes. They will extend their understanding of the use of multi-track recording and editing software. They will understand the process of constructing a low power amplifier through soldering components to a circuit board and testing it for satisfactory performance.
Visual Art

Visual Art is an integral part of our lives. It is a potent and dynamic visual language through which we are able to communicate personal experiences, ideas, cultural values and beliefs. In both the process of making and examining art, students can realise the power to inspire change through imagination, creativity and innovation. Within Visual Art, theoretical research and investigation informs artmaking. Both creativity and analytical thinking prepares students for today’s world by encouraging imagination, flexibility, adaptability and risk-taking.

Year 10 Visual Art - Drawing and Painting
Students will study form, and concentrate on looking at still life from different perspectives becoming engaged through pencil artworks as they explore composition, perspective and collage. The essential part of art is to explore and analyse artworks with reference to particular artists. Students will extend and develop their understanding of viewpoints and form through the medium, acrylic polymer paint on paper and are encouraged to articulate their thoughts using art terminology. They will look at the artworks of the Cubists and Surrealists, with the students producing a series of artworks.

Year 10 Digital Photography
Students will understand the skills and techniques of digital and dark room photography. They will focus on digital photography and apply these skills to producing a series of images that demonstrate effective thematic planning, composition, editing and analysis. Students will explore composition and use digital software manipulation techniques to present their images in a photo book and handmade book. They will look at the historic and contemporary artists and artworks, via exhibition visits and research.

Assessment
- Practical Work (Folio)
- Visual Diary
- Examination

Year 11 Art Unit 1
Student will be able to analyse and interpret a variety of artworks using the Formal Framework and the Personal Frameworks. Students will be able to present visual creative responses that demonstrate their personal interests and ideas through trialling techniques, materials and processes. In this unit, students study portraiture and in particular selected artists are explored through the artwork of Frida Kahlo, Rembrandt, Vincent Van Gogh, Yasuma Morimura, Michelangelo, and Ron Mueck. Students are then developing their own artwork based on the theme, “In my Skin”.

Year 11 Art Unit 2
Students will be able to analyse, interpret, compare and contrast artworks from different cultures using the Formal, Personal and the Cultural Framework. Students should be able to demonstrate
2014 Huntingtower Subject Selection Information

technical and artistic development in the presentation of visual responses that include one finished artwork, through the exploration of selected media, materials and techniques.

Assessment
- Folio of Artworks (Visual Art Diary)
- Body of Artwork (at least two finished artworks)
- Exam

Year 12 Art Unit 3
This unit focusses on use of the Analytical Frameworks to analyse and interpret artworks produced before and after 1970. The meanings and messages of artworks produced before 1970 are compared and contrasted with those of artworks produced since 1970. Students explore personal ideas and concepts through a conceptual and practical investigation which includes at least one finished artwork. Students reflect upon and analyse their work using selected Analytical Frameworks.

Year 12 Art Unit 4
Students are able to discuss and debate an art issue using selected artist/s works as context, and present their informed opinion with reference to artworks and with the support of selected commentaries and relevant aspects of the Analytical Frameworks. Students should have progressively communicated ideas, directions and/ or personal concepts in a body of work that includes at least one finished artwork, having used selected Analytical Frameworks to underpin reflections on their artmaking.

Assessment
- Folio of Artworks (Visual Art Diary)
- Body of Artwork (at least two finished artworks)
- SACs – Tests which include both short answer questions and an extended response
- Exam

Studio Arts (Possibly offered instead of Art in 2014 – 2015 dependent student cohort)
Why study Studio Arts?
VCE Studio Arts encourages and supports students to recognise their individual potential as art makers and presents a guided process to assist their understanding and development of artmaking. The study establishes effective art practices through the application of an individual design 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 focuses 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.
2014 Huntingtower Subject Selection Information

Year 11 Studio Arts 2014

Unit 1: Artistic inspiration and techniques

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

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

- Materials and techniques: Outcome 2
  On completion of this unit the student 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 the student 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.

Unit 2: Design exploration and concepts

This unit focuses on students establishing and using a design process to produce artworks. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks.

- Design exploration: Outcome 1
  On completion of this unit the student should be able to develop an individual design process, including visual research and inquiry, in order to produce a variety of design explorations to create a number of artworks.

- Ideas and styles in artworks: Outcome 2
  On completion of this unit the student should be able to analyse and discuss the ways in which artists from different times and cultures have created aesthetic qualities in artworks, communicated ideas and developed styles.
2014 Huntingtower Subject Selection Information

Year 12 Studio Arts 2014

Unit 3: Studio production and professional art practices

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

- Exploration proposal: Outcome 1
  On completion of this unit the student should be able to prepare an exploration proposal that formulates the content and parameters of an individual design process, and that includes a plan of how the proposal will be undertaken.

- Design process: Outcome 2
  On completion of this unit the student should be able to present an individual design process that produces a range of potential directions, which reflects the concepts and ideas documented in the exploration proposal.

- Professional art practices and styles: Outcome 3
  On completion of this unit the student should be able to discuss art practices in relation to particular artworks of at least two artists and analyse ways in which artists develop their styles.

Unit 4: Studio production and art industry contexts

This unit focuses 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.

- Folio of artworks: Outcome 1
  This area of study focuses 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.

Assessment

- Unit 3 School-assessed Task: 33 per cent
- Unit 4 School-assessed Task: 33 per cent
- End-of-year examination: 34 per cent
Visual Communication Design

Visual Communication Design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people’s choices on what they think they need or want. Visual Communication Design provides students with the opportunity to develop an informed, a critical and a discriminating approach to understanding and using visual communications, and cultivates 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, including science, business, marketing and management.

Year 10 Visual Communication Design

Semester 1

Visual Communication Design is the creative and innovative communication of information, ideas and visual messages to suit a specified need, purpose, audience and context. Students will understand the importance of developing a variety of drawing skills through practical application of observation, visualisation and presentation drawings. Students will recognize the importance of using a design process to generate and develop visual communications. Students will apply the practices of Australian and international designers in social, cultural, historical and contemporary contexts. Students will appreciate the importance of the selection and application of methods, media, materials, design elements, design principles and final presentation formats. Students will understand how to apply digital and non-digital applications to make visual communications.

Semester 2

Students will further develop their understanding of the process of visual communication design by producing a series of drawings in the area of perspective, and through practical application and observation. They will understand and demonstrate skills using both manual and digital techniques. Students will further develop their skills in freehand drawing, experimenting with media, materials and methods. This learning will be demonstrated by a folio of a series of experimental and finished drawings, using organic and inorganic subject matter, using visual references and observation skills. Their final learning experience will be in the production of concept development artwork for a client product.

Assessment

- Practical Work (Folio)
- Visual Diary
- Examination
**2014 Huntingtower Subject Selection Information**

**Year 11 Unit 1: Introduction to Visual Communication Design**
This unit focuses 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 through exploration of the relationship between design elements and design principles, students develop an understanding of how design elements and principles affect the visual message and the way information and ideas are read and perceived.

**Visual communication design in context**

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

**Assessment**

- A folio of observational, visualisation and presentation drawings created using manual and/or digital methods
- Final presentations created using manual and/or digital methods
- Written report of a case study
- Examination

**Year 11 Unit 2: Applications of Visual Communication Design**

This unit focuses 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.
2014 Huntingtower Subject Selection Information

Type and imagery

They 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 created using manual and/or digital methods
- Folio of typography and image ideas and concepts created using manual and digital methods
- Written descriptions and analysis of historical and contemporary design examples
- Folio demonstrating the design process created using manual and/or digital methods
- Final presentations of visual communications
- Examination

Year 12 Unit 3: 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 should be considered for study.
Developing a brief and generating ideas

They 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 designed for different contexts, purposes and audiences
- Two-dimensional or three-dimensional presentation drawings
- Use of digital methods
- Written report

Year 12 Unit 4: Design Development 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 of design concepts

They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience. As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused. Students refine and present two visual communications within the parameters of the 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 the target audiences.

Evaluation and explanation

They reflect on the design process and the design decisions they took in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.
2014 Huntingtower Subject Selection Information

Assessment

- The development of a pitch to present and explain to an audience and evaluate the visual communications against the brief.
- The development of two distinctly different design concepts for each need, the selection and refinement of each concept that satisfies the requirements of the brief.
- The production of two final visual communication presentations that satisfy the requirements of the brief.
2014 Huntingtower Subject Selection Information

SUBJECT SELECTION - YEAR 12 – 2014
All students in Year 12 will study five subjects in 2014, including an English subject. A set of timetable blocks will then be constructed that will attempt to satisfy student requests.

Unit 3 / 4 SUBJECTS AVAILABLE FOR YEAR 12 – 2014

<table>
<thead>
<tr>
<th>Accounting</th>
<th>English Literature</th>
<th>Mathematical Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Food Technology</td>
<td>Specialist Mathematics</td>
</tr>
<tr>
<td>Biology</td>
<td>French</td>
<td>Music</td>
</tr>
<tr>
<td>Business Management</td>
<td>Further Mathematics</td>
<td>Media</td>
</tr>
<tr>
<td>Chemistry</td>
<td>History: Revolutions</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Design &amp; Technology</td>
<td>Indonesian</td>
<td>Physics</td>
</tr>
<tr>
<td>English</td>
<td>Legal Studies</td>
<td>Visual Communication</td>
</tr>
</tbody>
</table>

Students are asked to consult class teachers, Ms Lyristis and Mr Rees to ensure that they have researched possible subject selections. Students need to complete the table below, with relevant signatures of teachers and hand this sheet in to Ms Lyristis, as well as complete the on-line selection.

<table>
<thead>
<tr>
<th>Subject Choice</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Signature</td>
<td></td>
</tr>
</tbody>
</table>

Each student is to make their selections on-line no later than Thursday, 29th August.

The choices may be reviewed after the end of year examination.

Login Details:

Username:

Password:
SUBJECT SELECTION - YEAR 11 – 2014

All students in Year 11 will study six subjects in 2014, including English. The choice of subjects that you will make needs careful consideration. These include individual ability, personal preference, course pre-requisites and employment requirements.

SUBJECTS AVAILABLE FOR YEAR 11 – 2014

<table>
<thead>
<tr>
<th>Accounting</th>
<th>English (Automatic Selection)</th>
<th>Indonesian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art/Studio Arts</td>
<td>English Literature</td>
<td>Information Technology 3/4</td>
</tr>
<tr>
<td>Biology</td>
<td>Food Technology</td>
<td>Legal Studies</td>
</tr>
<tr>
<td>Business Management</td>
<td>French</td>
<td>Mathematical Methods</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Further Mathematics 3/4</td>
<td>Media</td>
</tr>
<tr>
<td>Dance 3/4</td>
<td>General Mathematics (Further)</td>
<td>Music 1/2 or 3/4</td>
</tr>
<tr>
<td>Drama 1/2</td>
<td>General Mathematics (Specialist)</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Drama 3/4</td>
<td>Geography 3/4</td>
<td>Physics</td>
</tr>
<tr>
<td>Design &amp; Technology</td>
<td>History</td>
<td>Visual Communication</td>
</tr>
</tbody>
</table>

Students are asked to consult class teachers, Ms Lyristis and Mr Rees to ensure that they have researched possible subject selections. Students need to complete the table below, with relevant signatures of teachers and hand this sheet in to Ms Lyristis, as well as complete the on-line selection.

| Subject Choice | | |
| Teacher | Signature | |

Each student is to make their selections on-line no later than Thursday, 29th August.

The choices may be reviewed after the end of year examination.

Login Details:

Username:  
Password:
SUBJECT SELECTION - YEAR 10 - 2014

**Year 10** students study a common core of English, Mathematics, Science, History, Physical Education and Careers and are able to undertake a VCE subject Unit 1 and 2. They may also select one full year elective as well as two semester electives from the blocks below. We will attempt to satisfy all student requests.

Each student is to make their selections *on-line no later than Thursday, 29th August*. The choices may be reviewed after the end of year examination.

Login Details:

- Username:
- Password:

**VCE ELECTIVE**

Select **ONE** VCE subject from the choice below.

Generally subjects are studied as a Unit 1 & 2 sequence.

<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Management</td>
</tr>
<tr>
<td>Dance</td>
</tr>
<tr>
<td>General Maths Further</td>
</tr>
<tr>
<td>Geography</td>
</tr>
<tr>
<td>Indonesian</td>
</tr>
<tr>
<td>Information Technology</td>
</tr>
</tbody>
</table>

**FULL YEAR ELECTIVE**

Students choose **one** full-year elective.

<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commerce/ Law</td>
</tr>
<tr>
<td>Drama</td>
</tr>
<tr>
<td>Environmental Science</td>
</tr>
<tr>
<td>French</td>
</tr>
<tr>
<td>Visual Communication</td>
</tr>
</tbody>
</table>
# 2014 Huntingtower Subject Selection Information

## SEMESTER ELECTIVES

Select **ONE** subject from Semester 1 and **ONE** from Semester 2.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Art – Drawing &amp; Painting</td>
<td>Digital Photography</td>
</tr>
<tr>
<td>Design Technology (Max 20)</td>
<td>Design Technology (Max 20)</td>
</tr>
<tr>
<td>Food Technology (Max 16)</td>
<td>Music Technology (Min 5)</td>
</tr>
<tr>
<td>Media (Max 20)</td>
<td>Food Technology (Max 16)</td>
</tr>
<tr>
<td>Music Unit 1</td>
<td>Music Unit 2</td>
</tr>
<tr>
<td>Outdoor Education</td>
<td>Media (Max 20)</td>
</tr>
<tr>
<td>Sound Engineering</td>
<td>Outdoor Education</td>
</tr>
</tbody>
</table>
Subject Selection Choice for Year 9, 2014

Year 9 students study a common core of English, Mathematics, Science, History, Integrated Studies and Physical Education. They also study semester units of Drama, Music, Visual Art, Visual Communication, Design Technology, Food Technology, Information Technology, Careers and Outdoor Education. The students will also select one full year elective.

A limited number of places will be available to students to join the gifted languages program. Here, they will be given the opportunity to continue to study two languages if they are performing at a very high standard in both. These students will unfortunately be unable to study History in Year 9. They will experience some History, however, as part of the Year 9 Challenge Program.

We understand that it is early to make this choice and that your child may feel uncertain about which subject to choose. However, in order to staff the courses for 2014, the school needs an indication of the number of students who are considering each subject.

Each student is to make their selections on-line no later than Thursday, 29th August. The choices may be reviewed after the end of year examination.

Login Details:

Username:
Password:

<table>
<thead>
<tr>
<th>History &amp; French</th>
</tr>
</thead>
<tbody>
<tr>
<td>History &amp; Indonesian</td>
</tr>
<tr>
<td>History &amp; Literacy Enrichment</td>
</tr>
<tr>
<td>History &amp; Geography</td>
</tr>
<tr>
<td>French &amp; Indonesian</td>
</tr>
</tbody>
</table>
2014 Huntingtower Subject Selection Information

LOTE Choice for Year 8, 2014

Year 8 students study a common core of English, Mathematics, Science, History/Geography, Integrated Studies and Physical Education. They also study semester units of Drama, Music, Visual Art, Visual Communication, Design Technology, Food Technology, Information Technology and Careers.

In Year 8, all students have the opportunity to make a selection as to which language, French or Indonesian, they would like to pursue. We understand that it is early to make this choice and that your child may feel uncertain about which subject to choose. However, in order to staff the courses for 2014, the school needs an indication of the number of students who are considering each of the languages. Some students may undertake the Literacy Enrichment Program in place of a language study, if it is felt this is in their best interests.

A limited number of places will be available to students to join the gifted languages program. Here they will be given the opportunity to continue to study two languages if they are performing at a very high standard in both. However, due to timetable constraints, these students will be unable to study Integrated Studies in year 8, as this is when the extra language class will be taught.

Each student is to make their selections on-line no later than Thursday, 29th August. The choices may be reviewed after the end of year examination.

Login Details:

Username:

Password:

<table>
<thead>
<tr>
<th>Integrated Studies &amp; French</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Studies &amp; Indonesian</td>
</tr>
<tr>
<td>Integrated Studies &amp; Literacy Enrichment</td>
</tr>
<tr>
<td>French &amp; Indonesian</td>
</tr>
</tbody>
</table>