2015 Huntingtower Subject Selection Information

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Introduction

This subject selection guide is for students going into Years 10, 11 and 12 in 2015.

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.

Shan-Maree Christensen  Director of Curriculum  schristensen@huntingtower.vic.edu.au
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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, Information Technology, Music Performance, Further Mathematics, Physical Education, Indonesian as a Second Language or Texts and Traditions. They study a common core of English, Mathematics, Science, History, Physical Education and Careers. They may select electives from Art, Commerce, Product Design & Technology, Drama, eMusic, Food Technology, French, Indonesian, Media, Music, Visual Communication Design, Creating News and English Literature.

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

3. **Year 12** Students usually take 5 subjects, including English or EAL 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.
- 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 EAL), English Language or Literature
- 3 sequences of Units 3 and 4 studies other than one compulsory English study

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

- For each unit in a course, a student will be awarded S or N for completing tasks based on outcomes, a grade of A+ to E on performances on specified pieces of work, a semester test percentage and an effort rating.
- On satisfactory completion of a unit, ‘S’, is awarded if the student has completed all the tasks based on specified outcomes in a satisfactory manner, and if the teacher is able to attest that the work submitted is the student’s own work.
- Not satisfactorily completing the unit, ‘N’, is given if the tasks based on specified outcomes are incomplete or if they are not completed in a satisfactory manner or if the teacher is not able to attest that all the work submitted is the student’s own work.
- In 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 2014.

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

**Thursday 14th 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 21st August:** Final selections will be due. In 2014 students will complete their subject selections on-line for 2015 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 21st of August for Years 10, 11 and 12 2015
- 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

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
2015 Huntingtower Subject Selection Information

- Oral Presentations
- Exam

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 and evidence from the text to support their analysis.

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 to a set text.

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
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.
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 corporation of some type. Business Management provides students with a practical understanding of how Australian corporations work, including the various strategies and practices that are used to drive success in both small and large corporations. This dynamic subject is an effective pathway to careers in the fields of commerce and business.

Year 11 Business Management Unit 1 & 2 (Available in both Year 10 and Year 11 in 2015)
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
- Introduction to business concepts
- Marketing for small business
- Public Relations
- Effective communication in businesses
- How to run your own small business
- Legal requirements of small business
- The management of people
- Semester Exam

Year 12 Business Management Units 3 & 4 (Available 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.

Unit 4 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.
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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
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
2015 Huntingtower Subject Selection Information

Commerce/Law

Year 10

Students will investigate the history of financial transactions from bartering to banking to Bitcoin and beyond. Wealth creation strategies are compared including saving, investing, share trading and property investment. Students investigate global pricing of products, currency exchange rates, inflation, taxation and superannuation. Economic concepts are analysed such as branding, unit pricing, e-commerce, how supply and demand affect prices and the causes of the global financial crisis.

Students will learn basic accounting skills including how to classify a balance sheet using assets, liabilities and owners equity. Budgeting skills will include the use of a spreadsheet and determining the difference between revenue and expenses.

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

Assessment

- Researching reports/Case studies
- Group presentations involving multimedia creation
- Debates/Public Speaking
- Tests
Creating News

Year 10

Have you ever wanted to be a journalist? Are you interested in how news is determined? Do you think if you changed the format of its delivery, the content and meaning would change? If these questions intrigue you, Creating News will appeal to you.

Creating News will explore the changing nature of how news is delivered and consumed. The unit will ask students to consider how news is presented in newspaper, radio, television and online formats. Students will also have the opportunity to create their own news programs. Key assessment tasks will involve the production of a class newspaper, creation of a podcast, the filming of a nightly news program and the development of an online news website.

Assessment

- Analysing news – 50%
- Creating news – 50%
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.
2015 Huntingtower Subject Selection Information

- 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.
All work is individually assessed.

- Practical work: 60%
- Theory: 40%
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.
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
2015 Huntingtower Subject Selection Information

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.
2015 Huntingtower Subject Selection Information

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.
2015 Huntingtower Subject Selection Information

Assessment

- Historiography
- Research Assessments
- Source and visual analysis
- Essay writing
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Information And Communication Technology

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.

Year 10 Digital Branding and Innovation in the 21st Century
This class will cover the various applications of social media and digital tools used by companies, artists, brands, icons and everyday individuals in the digital age. It will explain and educate about the importance of media literacy, collaboration, cooperation, team building and how ideas catch fire in our world today. Drawing from practical business examples, cultural storytelling and media messaging, this course will prepare students to understand the subtle influences of advertising, online social etiquette and the best practices for launching their brands and careers in an era wide-open with unlimited possibility.

Year 10 Mobile and Web Development for the Eager Entrepreneur
Have you ever had a great idea for a mobile application, website or digital product but haven’t known where to begin? This course, open to any and all students with a heart for experimentation and no fear of failure, will take you from product concept to product launch. Rooted in the lean startup philosophy inspired by American entrepreneur Steve Blank, this course will break traditional education norms and encourage students to spread their ideas across the world through the web. Covering an array of information from innovation philosophy, coding basics, business development, sales and marketing, and venture capital and fundraising, this course aspires to turn every student into a successful entrepreneur! The only requisite is a love for progress and a willingness to try.

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.
2015 Huntingtower Subject Selection Information

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 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.
2015 Huntingtower Subject Selection Information

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%
Legal Studies

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

Year 11 Legal Studies Unit 1
This unit explores a range of topics, including the Jury System, and the process of creating laws. Additionally, students analyse methods of influencing parliament to change law, such as demonstrations and the use of social media 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 10 Literature

Year 10 Literature is designed to offer students a snapshot of what it means to study Literature at VCE level. For those uncertain of the demands of VCE Literature or just wanting to enhance their English skills, this is a good option. The course is designed to provide opportunities for students to read deeply, widely and critically. A variety of texts will be studied covering fiction, plays, poetry, songs and reviews. Students will be asked to respond to texts in both analytical and creative ways.

The focus of the unit is not only to expose students to a range of literature, but to ask students to consider the ways in which interpretations of texts vary. For this reason consideration is given to the contexts in which texts are read and produced. Time is also given to detailing the experiences readers bring to texts.

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. They examine the historical context of the texts as well as the views and values expressed by the authors.

Students 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. Students study Jane Austen’s Pride and Prejudice and Emma, Shakespeare’s play “The Taming of the Shrew” and Romantic poetry.

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
Languages Other Than English

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
2015 Huntingtower Subject Selection Information

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
2015 Huntingtower Subject Selection Information

Year 12 French Unit 3
This unit focusses on the continued development of the four macro language skills: reading, writing, speaking and listening. The topics covered include: Environment, 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 focusses 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 through such themes and gaining a working knowledge of grammar so that they are able to manipulate language effectively in spoken and written communication, as well as in the development of comprehension skills. Students will continue to practise the 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
2015 Huntingtower Subject Selection Information

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
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 unreharsed 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%

VCE Units 1& 2 (Available in Year 10 and Year 11 in 2015)
This unit focuses on the reading, listening to and production of texts of a range of styles. Specifically, students will learn to read, write and listen to sources pertaining to the first and third person. It is also aimed at increasing students' vocabulary and working knowledge of grammar so that they can establish and maintain a conversation related to a personal area of experience. Students should also be able to listen to and obtain information from spoken text and produce a personal response to a text which is focused on a real or imaginary experience.

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

Indonesian Unit 3 (Offered in Year 11 & Year 12 in 2015)
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 2015)
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 2015?</th>
<th>WHAT SHOULD YOU DO IN 2016?</th>
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<tbody>
<tr>
<td>I have found Year 10 Mathematics very difficult. My potential career options do not require Mathematics as a prerequisite.</td>
<td>OPTION 1 No Mathematics</td>
<td>No Mathematics.</td>
</tr>
<tr>
<td>I have found Year 10 Mathematics difficult.</td>
<td>OPTION 2 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>OR I am prepared to work consistently and I wish to do Mathematics in Year 11. (Many employers and courses of further education require students to have attempted a Year 11 Mathematics subject.)</td>
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<tr>
<td>OR I am currently in Year 10 Gold Mathematics.</td>
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<td></td>
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<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>OPTION 3 General Mathematics (Further) 1 &amp; 2 Or General Mathematics (Specialist) and Mathematical Methods CAS</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 OR 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 OR 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>
</tr>
</tbody>
</table>
### WHICH OF THE FOLLOWING BEST DESCRIBES YOUR FEELINGS ABOUT MATHS?

| 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) | OPTION 4 General Mathematics (Specialist) and Mathematical Methods CAS and possibly FURTHER MATHEMATICS Units 3 & 4 (note this option is only available to some students) | 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 Mathematics 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 |

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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 offer some students the option of doing Further Mathematics Units 3 & 4 in Year 11.
Year 10 Gold Mathematics
Mathematics is a core subject at Huntingtower from Years 7 to 10.

This course focuses in Semester One on the difference between rational and irrational numbers, the meaning of rationalizing 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 focuses 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 focuses 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 focuses 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 focuses 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
Media

Contemporary society is media-saturated. It is said that the distinction between reality and media-reality is blurred. Everywhere we turn the Media is representing their interpenetrations of events.

Media offers students the opportunity to look at the role the media plays in their own lives on a daily basis 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.
2015 Huntingtower Subject Selection Information

Assessment

- 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

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
2015 Huntingtower Subject Selection Information

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

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.
2015 Huntingtower Subject Selection Information

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 an 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 weakness of the laws and guidelines.

Assessment

- 80% Theory
- 20% Practical
Mental Warfare

Year 10 The Battle for your Mind in a Globalised World

Atheism. Extremism. Imperialism. Mysticism. These are just a few “isms” that could be destroying the fabric of human society in our world today. Whether one lives in Beijing, Melbourne, New York or Paris, there is a need to defend, identify and eliminate the lure of many erroneous postulates in our lives. After a brief history of human civilization from the perspective of “isms”, this course will equip students with the skills to achieve victory over the wiles of dogma and deception. Using a team-based, active research methodology, the grade in this course will, in part, be based on a final presentation on three “isms” and their correlative antidotes shared with the student body as if being presented to the United Nations. Our world is one fraught with snares and mental attacks – will you take up the sword of Truth and strike back?
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 2015 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** – 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.
2015 Huntingtower Subject Selection Information

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.
2015 Huntingtower Subject Selection Information

Assessment

- Unit 3 Outcome 1
  Performance of solo/group works (not assessed)

- 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%
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
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).
2015 Huntingtower Subject Selection Information

**Motion in one and two dimensions**
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
Physical Education

The study enables the integration of theoretical knowledge with practical application through participation in physical activities. There are opportunities for students to apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation. This VCE study is suitable for students with a wide range of aspirations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study prepares students for such fields as the health sciences, exercise science and education, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits to develop as critical practitioners and lifelong learners.

Year 10 Physical Education
This is a core subject.

Year 11 Physical Education (Available in Year 10 and Year 11 in 2015)
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
Product Design & Technology

Year 10
Semester 1: Make It

Students will have the opportunity to produce a wooden piece of furniture that includes a drawer. 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. In Term Two students will make a piece of jewellery using various techniques. They will design and produce items such as a ring, necklace or broach. A variety of metals, plastics, timbers and resins will be cut, shaped and melted to produce their items.

Semester 2: Build It

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 and working drawings in the completion 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.

Product 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.

Product 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.

Product 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.
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
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
The study of VCE Texts and Traditions enables students to come to a deeper understanding of the relationship between religious traditions and the written texts which grow from and shape these traditions. There is much to be learned about religious traditions if they are examined in relation to the texts upon which they are founded. These texts become a touchstone to the tradition as it develops and responds to changing circumstances.

Many religious traditions have a special relationship with a set of written texts, often referred to as scriptures. Through this study, students come to understand that these writings have particular authority for the tradition and may act as an important reference and foundation for the tradition’s social organisation, rituals, beliefs, values and behaviour, both historically and in the world today.

Students will study the texts in their original historical and social setting, as well as investigate the impact such texts have had throughout history and on the world today. Different methods of interpretation are taken into account throughout this study. Students will also investigate the texts as pieces of literature and consider the inspiration others have found in the interpretation of such writings.

The study of VCE Texts and Traditions encourages independent and critical thinking in students that will assist them in work and study.

**Year 10  Unit 1: Texts and Traditions**

This unit examines the place of texts and their literary forms within a religious tradition. Story-telling is one of the major literary forms in religious traditions; other forms include law, prophecy, sacred songs, reflection and instruction. This unit explores the importance of texts at the source of a tradition and how we might find and describe their meaning for the earlier and continuing tradition. The discovery of meaning in a religious text is known as exegesis. This unit introduces the student to basic methods of exegesis to bring about a deeper awareness of the meaning of texts to the religious tradition. This unit also explores how texts have been used by people both within and beyond the religious tradition as a means of bringing meaning to the text, or using the text to bring meaning to issues or ideas in a new cultural setting.

**Year 10  Unit 2: Texts in Society**

In this unit texts are studied as a means of investigating themes such as justice, racism and gender roles. Therefore, the texts selected for study should be potential sources of ideas about these or other themes in society. Some of the texts may call for change in attitudes and values; others may call for changes in social, religious and political institutions. Some texts may justify or support existing social, religious and political institutions.

For the investigation students consider the social context within which the texts were produced, the conditions under which they are currently read, the reasons for reading them, and the kinds of authority attributed to them by traditions. They also look at the ways in which the texts shape, and are shaped by, the content of the message contained in them.

In this unit, students also compare how texts from different religious traditions treat common social themes. Students continuing with Texts and Traditions Units 3 & 4 will focus on the Gospel according to John.
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 composition, perspective and form, exploring different drawing techniques and media in their artworks. They will analyse artworks with reference to particular artists and their work. Students will extend their understanding through looking at the Cubist and Surrealist periods, producing a series of paintings referencing these styles using acrylic polymer paint on paper and canvas.

Year 10 Digital Photography
Students will understand the skills and techniques of digital photography. They will focus on its history and structure and apply these skills to producing a series of images that demonstrate effective thematic planning, annotation, composition, editing and analysis. They will look at historic and contemporary artists and artworks, via exhibition visits and research. Students will explore composition and use digital software manipulation techniques to present their images in the form of a folio of photographs, two bound books, one digital photobook and handmade book.

Assessment

- Practical Work (Folio)
- Documentation
- 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”.

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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 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 Studio Arts 2015

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.

For this study, the exploration proposal supports the student to identify a direction for their design process. The design process is individually determined by the student. It records trialling, experimenting, analyzing and evaluating the extent to which their art practices successfully communicate their aims and ideas. From this process students can develop directions for the development of finished artworks in Unit 4.

The study of artists and their work practices and processes may provide inspiration for students’ own approaches to artmaking. Students investigate and analyse the response of artists to a wide range of stimuli, and examine their use of materials and techniques. They explore professional art practices in relation to particular artworks and art form/s and identify the development of styles in artworks. Throughout their study of art processes, students also consider the issues that may arise from the use of other artists’ work in the making of new artworks. Students are expected to visit at least two different exhibition spaces in their current year of study.

Assessment
- Folio of artworks (Visual Art Diary)
- Art analysis
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. These artworks should reflect the skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities.

This unit also investigates aspects of artists’ involvement in the art industry, focussing on a variety of exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of artworks. Students examine a range of environments for the presentation of artworks exhibited in contemporary settings.

Assessment
- Folio of artworks
- Art analysis (Theory), including SACs
- Examination
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
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.
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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.
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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.
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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.