



VCE Curriculum Handbook 2012



2012 VCE Curriculum Handbook

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Principal's Message

The purpose of this booklet is to help you assist your sons and daughters make their subject choices for years 11 and 12

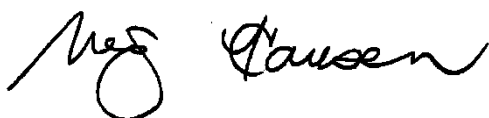
The VCE is a two-year qualification which is typically taken over the two final years of secondary education. Most Year 10 students are already studying VCE units 1 and 2 subjects. However, most of the VCE subjects are undertaken in years 11 and 12.

There are certain structural requirements which must be met over the course of the VCE which means that it is important to choose subjects for the two years at the outset. Whilst it is possible to make some changes along the way it is not always easy to do, so it is best to get it right from the start.

In addition to the issue of this booklet to all students in Year 10 a number of other things will occur as part of the subject choice process.

- The Careers Counsellor Mr. Graham Long, will introduce all students in the year level to the resources available in the careers reference centre, including data bases such as *The Job Guide*
- All students will be encouraged to obtain a copy of the VTAC 2014 supplement which appeared in the daily newspapers on July 25. This supplement lists all courses on offer through VTAC in the year 2014 and the entry requirements for those courses. Prerequisites, etc., must be taken into account when selecting subjects for years 11 and 12.
- All students in Year 10 are encouraged to undertake a week of work experience.
- All departments have made presentations to all year 10 students concerning the subjects offered in the department at the VCE years.

In choosing subjects students should be influenced by their abilities & strengths, their interests, possible career directions and likely tertiary studies. They should not be influenced by factors such as what their friends are choosing or who teaches the electives. The Heads of House and the Careers Counsellor, Mr. Graham Long, are also available to discuss subject choices with parents and students.



M.I. Hansen
Principal

Introduction

This Handbook is for Westbourne Grammar School students who will be starting or continuing their VCE studies in 2012. It gives details of all the VCE studies offered at Westbourne Grammar School in 2012. It provides information needed by students and their parents to select a VCE program that best meets the needs of the students in line with their career aspirations.

Any questions relating to the VCE curriculum and subject choices should be directed to either the student's Head of House, the Careers Counsellor or the Director of Learning,

To proceed to Year 11, a student must satisfactorily complete English and Mathematics, plus a minimum of four other Year 10 subjects. Students will not be permitted to proceed to Year 11 unless they have been able to demonstrate that they have the attitude and academic skills necessary to cope with the demands of the VCE.

Where a student does not meet these requirements, their future will be discussed at a meeting involving the Principal, Head of House, parents, the student and any other relevant parties.

Students in Year 11 must satisfactorily complete a minimum of eight units during the year and be able to make up a valid course of study before they can proceed to Year 12.

In Year 10, a student may have completed a Unit 1&2 subject and may wish to select the Unit 3&4 subject which would be a natural follow on in Year 11.

If a Year 11 student wishes to study a subject at Unit 3&4 level, he/she must demonstrate they will be able to cope with the academic demands of the subject at this accelerated level of study.

In general, a student needs to achieve a grade that demonstrates high level of achievement in their VCE Unit 1&2 study or their Foundation Enrichment study and have achieved grades of at least B+ across all other Year 10 subjects. For example, a high level of achievement is necessary in the Chemistry Unit of Science during Year 10, if you are considering studying Biology Unit 3 & 4 in Year 11.

A Year 11 student, who wishes to study a Unit 3 & 4 subject, should consult with their Head of House prior to subject selection.

VCE regulations, whilst allowing schools to set their minimum number of days absent, suggest that students must attend school sufficiently, to be able to complete the work set to a satisfactory level, including work in the classroom.

Students who are absent for more than a day, or are absent from a SAC or examination, must provide a medical certificate to the school. Westbourne Grammar reserves the right to intervene if a student is absent for sufficient time which may suggest it will be detrimental to that student's ability to complete a study to a satisfactory standard.

It is possible, and in some cases advisable, for a student to undertake the VCE over three years. In these cases this course of action would need to be agreed at a meeting involving the Principal, Heads of House, parents and the student. An appropriate course of study would be designed to achieve that end. Students wishing study a university extension study in Year 12 must have the Principal's specific approval before enrolling in the subject.

Students may not enrol in any external study without the School's knowledge and agreement.

Senior Staff Contacts

Director of Administration	Mr Bradley Olsen	9731 9413
Director of Learning	Mr Robert Marshall	9731 9469
Careers Advisor	Mr Graham Long	9731 9470
Counsellor	Ms Lisa Trovato	9731 9435
Year 12 Coordinator	Mr Chris Binney	9731 9416

Heads of House

Mr Nick Harrison	Flinders House	9731 9417
Ms Sandra Jenkins	Hudson House	9731 9482
Ms Louisa Scerri	Pascoe House	9731 9438
Ms Sharon Boxer	Molland House	9731 9418
Mr Stephen Evans	Strathmore House	9731 9415

Directors of Faculty

Ms Cate-Charles Edwards	Mathematics	9731 9445
Mr Grant Finlay	English	9731 9431
Mr Warren Pratt	LOTE	9731 9428
Mr David Lovatt	Science & Technology	9731 9288
Ms Amanda Mitchell	Visual Arts	9731 9221
Mr Geoff Hayhow	Performing Arts	9731 9462
Ms Lori Hill	Physical Education	9731 9202
Ms April Cincotta	Humanities	9731 9440
Ms Lisa Farrell	Commerce	9731 9466

Glossary of Terms

ATAR – Australian tertiary Admissions Rank

It is the overall ranking on a scale of 0-100 that is given to a candidate based on the **study scores** achieved. The ATAR is used by universities and TAFE institutes to select students for their courses.

GAT - General Achievement Test

A test that is done by all students studying a Unit 3&4 sequence. It is used by the **VCAA** to check that schools are marking **school-assessed tasks** to the same standard and as part of **statistical moderation** of coursework. It doesn't count towards VCE graduation or **ATAR**, but the **GAT** results are reported on a student's **Statement of Results**.

Outcomes

What a student must know or be able to do, by the time a study unit is finished.

SAC - School Assessed Coursework

The assessment of work, done mainly in class time, to establish how a student is performing in Units 3&4. It must conform to the Study Design. This contributes to the study score.

SAT - School Assessed Task

A task done in some studies to assess how a student is performing in Units 3&4, set and marked by teachers according to **VCAA** specifications.

Satisfactory Completion

This means that a student has successfully completed all the **outcomes** of a Unit in a particular **study** and an S has been given. If any one **outcome** of a Unit is not satisfactorily completed then an N is given for that Unit.

Statement of Results

A set of documents, which formally state the results a student has achieved in the VCE and whether the student has graduated.

Statistical Moderation

The process used to adjust each school's coursework scores for each study to match the level and spread of the combined examination and **GAT** scores for the students in that school doing that study.

Study

A subject available in the VCE and made up of a sequence of four semester Units.

Study Design

The description of the content of a study and how students' work is to be assessed. The **VCAA** publish a Study Design for each VCE study. Schools and other VCE providers must adhere to the study designs.

Study Score

A score from 0-50, which shows how a student has performed in a study, relative to all other students doing that same study. It is based on the results in school assessments and external examinations.

VCAA - Victorian Curriculum and Assessment Authority

Formally known as the Board of Studies it is the Victorian State Government authority responsible to the Minister of Education for conducting the VCE.

VET - Vocational Education and Training

This refers to an expanding range of nationally recognised vocational certificates now integrated within the VCE.

VTAC - Victorian Tertiary Admissions Centre

The organisation which administers a selection system for undergraduate courses on behalf of the Victorian universities and TAFE colleges. It is responsible for producing the ATAR scores.

Learning

At Westbourne Grammar School we believe that learning is a fulfilling and life-long process. It is enhanced and nurtured by:

- Interaction with parents
- Respect and friendship between students and teachers
- An acceptance that each student is an individual
- Opportunities for parents to contribute to the learning process
- Caring, motivated, skilled and qualified teachers
- Systematic monitoring and regular reporting of student progress
- A contribution to the community outside the academic program
- Individual attention for students
- Continuity of education from the Preparatory Grade to Year 12 within one school
- Carefully handled transition from kindergarten to primary and from primary to secondary education

At Westbourne Grammar School the teaching staff believe it is essential to have a clear understanding of **Principles of Learning and Teaching (PoLT)**

We believe students learn best when:

The learning environment is supportive and productive.

In learning environments that reflect this principle, the teacher:

- builds positive relationships through knowing and valuing each student
- promotes a culture of value and respect for individuals and their communities
- uses strategies that promote students' self-confidence and willingness to take risks with their learning
- ensures each student experiences success through structured support, the valuing of effort, and recognition of their work.

The learning environment promotes independence, interdependence and self motivation.

In learning environments that reflect this principle, the teacher:

- encourages and supports students to take responsibility for their learning
- uses strategies that build skills of productive collaboration

Students' needs, backgrounds, perspectives and interests are reflected in the learning program.

In learning environments that reflect this principle, the teacher:

- uses strategies that are flexible and responsive to the values, needs and interests of individual students
- uses a range of strategies that support the different ways of thinking and learning build on students' prior experiences, knowledge and skills
- capitalises on students' experience of a technology rich world.

Students are challenged and supported to develop deep levels of thinking and application.

In learning environments that reflect this principle, the teacher:

- plans sequences to promote sustained learning that builds over time and emphasises connections between ideas
- promotes substantive discussion of ideas
- emphasises the quality of learning with high expectations of achievement
- uses strategies that challenge and support students to question and reflect
- uses strategies to develop investigating and problem solving skills
- uses strategies to foster imagination and creativity.

Assessment practices are an integral part of teaching and learning.

In learning environments that reflect this principle, the teacher:

- designs assessment practices that reflect the full range of learning program objectives
- ensures that students receive frequent constructive feedback that supports further learning
- makes assessment criteria explicit
- uses assessment practices that encourage reflection and self assessment
- uses evidence from assessment to inform planning and teaching

Learning connects strongly with communities and practice beyond the classroom.

In learning environments that reflect this principle, the teacher:

- supports students to engage with contemporary knowledge and practice
- plans for students to interact with local and broader communities
- uses technologies in ways that reflect professional and community practices.

Adapted from <http://www.sofweb.vic.edu.au/pedagogy/index.htm>

Assessment

Senior School: Years 7 to 10

All curriculum in the senior years at Westbourne Grammar School are based on:

- Essential Understandings or knowledge
- Key Questions to drive learning towards achieving the essential understandings
- Assessment tasks which provide evidence of learning the essential understandings
- Design and implementation of learning/lessons tasks

All learners require feedback that is timely, accurate and specific. Assessment at Westbourne Grammar School is in three forms:

1. **Assessment FOR Learning**

This is done throughout a unit and occurs when teachers use inferences via feedback about student progress to inform their teaching. Students have the opportunity to improve their learning as a result of this form of assessment. Assessment is part of the process and not an end in itself. Examples of this include in class quizzes, peer assessment and feedback, group work, discussion, answering questions in class, short answer problems and homework.

2. **Assessment OF Learning**

This occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards. This can be in the form of tests, assignments, exams, presentations and projects which are usually done at the end of a unit, Semester or Year.

3. **Assessment AS learning**

This occurs when students reflect on and monitor their progress to inform their future learning goals. It is largely SELF and PEER assessment of performance against learning goals. In this way assessment is integrated with the learning. The learner is active in the process and uses learning situations which provide continuous feedback which drives learning and facilitates independent metacognition by the learner. Examples of this may include journals, log books and self directed evaluation.

Exams are conducted for most subjects each Semester and commence at Year 7 (usually of short duration and in classrooms) through to Year 12 with the formal VCAA end of year exams essential to gaining an ATAR score and achieving a place in the student's tertiary course of choice. The timetable for exams is published well in advance and made available to students and parents.

Assessment for Years 11 and 12 (VCE Units 1, 2, 3 and 4)

VCE Units 3 and 4 are assessed as laid down by the Victorian Curriculum and Assessment Authority (VCAA). VCE Units 1 and 2 are assessed by the School.

The assessment at VCE level follows much the same processes as those adopted for the earlier years but the procedures are different. Details of those procedures are available from the VCE Handbook issued to all Year 11 and 12 students and their parents.

More information can be found on the VCAA website: www.vcaa.vic.edu.au

Reporting

Two mid-semester reports

Mid-semester reports are issued at the end of Terms 1 and 3. They contain information which describes the students attainment but does not give information specifically about each learning outcome.

- The student's attainment is graded on a three point scale (High, medium, Low)
- The students efforts in their studies are graded on a five point scale (5 to 1)
- The students attitude in their studies are graded on a five point scale (5 to 1)

Two mid-semester reports

Semester reports are issued at the ends of terms 2 and 4. Semester reports contain the following information for each student that a student studies.

- The student's attainment in each of the 'assessment tasks' (these are linked to learning outcomes in each subject) is graded on an eleven point scale (A+ to F)
- The students efforts in their studies are graded on a five point scale (5 to 1)
- The students attitude in their studies are graded on a five point scale (5 to 1)
- Comments on the student's performance provided by the teacher

Percentage range for grades

The Directors of faculty have agreed upon percentage ranges for allocating grades in **non-criterion based Assessment tasks** e.g. tests, exams, content focused tasks where the raw score is directly converted to a percentage

The following were decided upon:

A+	90-100
A	80-89
B+	75-79
B	70-74
C+	65-69
C	60-64
D+	55-59
D	50-54
E+	45-49
E	40-44
F	less than 40

Descriptors for Attitude Grades

5. The student always works quietly and purposefully in the classroom and is co-operative at all times.
4. On most occasions the student works purposefully in the classroom and is usually co-operative.
3. The student frequently requires prompting to proceed with the task in hand, but usually responds in a positive manner.
2. On some occasions the student does not follow reasonable instructions from the teacher resulting in the learning process being disrupted.
1. On most occasions the student is involved in disruptive behaviour to the detriment of the learning process in the class both for themselves and others.

Descriptors for Effort Grades

5. The student attempted all the tasks set (class and homework). The work was completed to the best of the student's ability and was always completed/submitted by the due date (when this was required).
4. The student attempted all or nearly all tasks set (class and homework). The work was usually completed to the best of the student's ability and was generally completed/submitted by the due date (when this was required).
3. The student attempted all or nearly all tasks set (class and homework). The work was not always completed to the best of the student's ability and was sometimes not completed/submitted

by the due date (when this was required).

2. The student attempted little work in class or at home and work was only completed/submitted after repeated prompting by the teacher. The work that was completed/submitted was well below the student's ability and/or only after the due date (when this was required).
1. The student did not attempt a large proportion of the tasks set (class and homework) and work was only completed/submitted after rigorous attempts by Staff, including the Vice Principal. The student did not actively seek help and/or advice on how to prove from either the class teacher or the student's Head of House.

Parent/teacher Meetings

There are two parent/teacher meetings for each year level. These meetings are held during the second, third and fourth terms. Parents are encouraged to contact their Head of House at any time if they need information about their children.

Promotions Policy

In the Senior School, students must demonstrate an acceptable standard of work in order to proceed from year to year. In Years 7 to 9 most students proceed to the next year level. The main exception to this policy occurs where a student has major learning difficulties and it is felt that either repeating the year or perhaps moving to another educational setting which is better suited to the student's needs would be in the student's best interest. In such cases no decision would be made until extensive consultation has occurred between the Principal, the student's Head of House, parents and any other school support staff who are able to assist in reaching the correct decision.

Promotion to Year 10

Students will be permitted to proceed to Year 10 if they have been able to demonstrate they have the attitude and academic skills necessary to cope with the demands of Year 10.

Promotion to Year 11

Students will be permitted to proceed to Year 11 if they have been able to demonstrate they have the attitude and academic skills necessary to cope with the demands of Year 11 and be able to make up a valid course of study.

Where a student does not meet these requirements, their future will be discussed at a meeting involving the Head of Senior School, Head of House, parents, the student and any other relevant parties.

VCE Unit 3/4 Study at Year 11

In order to accelerate to a study at Unit 3/4 level in Year 11, students must:

- Achieve a strong academic grade in their Unit 1 & 2 subject or Foundation study (plus a high level of achievement in a relevant subject such as the Chemistry Unit in Science prior to studying Biology 3&4). It is considered desirable to have achieved grades of at least **B+** across other year 10 subjects.

Promotion to Year 12

Students in Year 11 must satisfactorily complete a minimum of eight units during the year and be able to make up a valid course of study before they can proceed to Year 12.

The School reserves the right to disallow a student entering Year 12 when the student's examination or assessment grades in Year 11 are considered unsatisfactory for the challenges of Year 12 study, or where grades are inferior and the effort and attitude of the student in Year 11 is considered unacceptable.

It is possible, and in some cases advisable, for a student to undertake the VCE over three years. In these cases this course of action would need to be agreed at a meeting involving the Head of

Senior School, Heads of House, parents and student. An appropriate course of study would then be designed to achieve that end.

Students may not enrol in an external VCE study without the School's knowledge and agreement.

Homework Policy

The school believes that homework serves a number of purposes including:

- Developing positive study habits and working skills
- Reinforcing and enriching work undertaken in class
- Providing parents with an insight into the work covered at school and providing valuable feedback to teachers

Year 7 and 8

15 minutes in each subject that day

Year 9 and 10

20 minutes in each subject that day

Years 11 and 12

30 minutes in each subject studied that day. (at least)

Homework is considered to be an integral part of the teaching and learning program and from the development of sound study attitudes and habits, is considered valuable for developing and individual sense of responsibility and self discipline and preparation for professional life.

Parents are asked to support this ethos and to provide good study facilities at home for their children.

Academic Review and Probation

Towards the end of each Term teachers of all classes from Years 7 through 12 and up to the end of Term 3, will be asked to grade their students in terms of the effort that they have made in their studies and their attitude (co-operative, fair or poor) in the class. The grades will be on a five point scale where five represents 'excellent' and one represents 'very poor'.

Teachers will be provided with descriptors to help them in this grading task and to provide for consistency of judgement across the secondary section of the School. It must be emphasised that these grades are not based on attainment, but solely on effort and attitude. This means that the student who achieves average or below average results for his or her work, but works hard and positively to do so, will not be part of the Academic Review and Probation process. The collated grades for each student will be passed on to their Head of House. If a student's effort or attitude grades do not satisfy the minimum standards set out by the School, the student would automatically be placed upon 'Academic Review' by his Head of House.

The student's parents would be informed and a meeting arranged involving the student's parents, Head of House and House Tutor. The purpose of the meeting would be to formulate strategies for effecting an improvement in the student's performance in either area. If by the end of the following term the student's effort or attitude grades have improved sufficiently to satisfy the minimum requirements at that assessment, he or she would be removed from Review.

Failure to effect an improvement in effort or attitude while on Academic Review leads to a student's automatic appearance before a probationary committee, consisting of a Vice Principal, School Counsellor, Head of House and Tutor. The primary purpose of this interview is to emphasise to the student the seriousness of the situation and the urgent need for improvement. The normal outcome of such an interview would be a recommendation to the Principal that the student be placed on 'Academic Probation'. In cases where there are extenuating circumstances, the Committee may decide to retain the student on Academic Review,

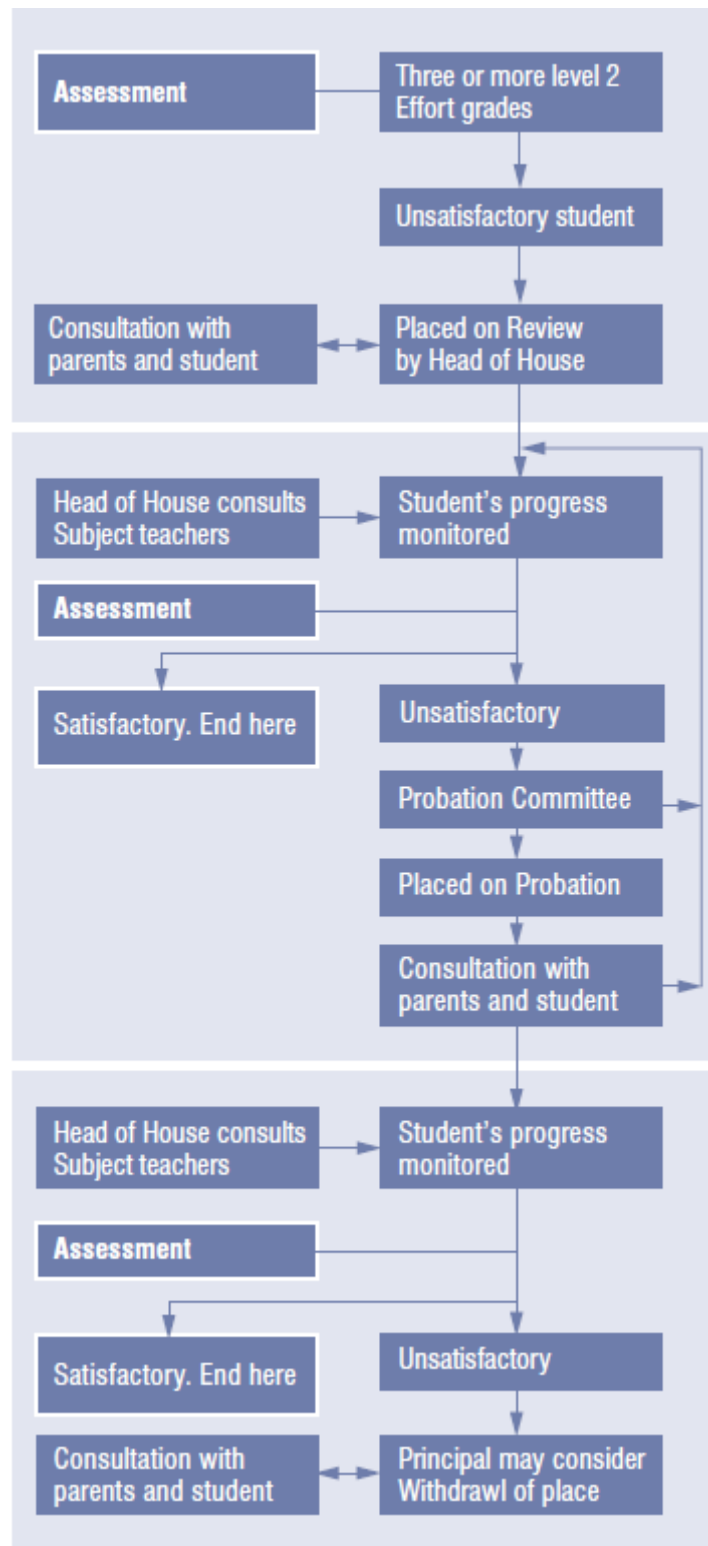
but for no longer than one more term. On receiving the recommendation, the Principal would then formally advise the Committee and the student of his decision and inform the student's parents by letter and arrange an interview as necessary.

A student on Academic Probation who fails to effect an improvement in effort or attitude by the next assessment would have registered unsatisfactory performance over a period of at least three terms. In such circumstances the question would need to be asked, "Is Westbourne the best place to meet the student's educational and social needs?" A student who effects the required improvement would be removed from the Academic Probation. The criteria for Academic Warning and Probation will be:

- Either the possession of three 'level 2' effort or attitude grades or worse
- Or the possession of two 'level 1' effort or attitude grades or worse

There is the added provision that if a student acquired level 1 or 2 grades for both effort and attitude in the same subject, then for Review and Probation purposes this would be counted as a single grade.

Academic Review and Probation process:



1 VCE Assessment and Reporting

Satisfactory Completion

Graduation in the VCE depends on the satisfactory completion of the outcomes for each of the Units that make up a student's course of study. These outcomes are specified in the Study Design, published by VCAA for each study and they describe the knowledge and skills students' should have by the time they have completed a Unit.

Each Unit of study has between two and four outcomes and VCAA publish a Study Guide for each subject, in which there are assessment tasks listed that are used to assess student progress for each of the outcomes. These assessment tasks are set and marked by the School.

Satisfactory completion of the outcomes for a Unit results in the awarding of an S. Failing to complete the work that includes key skills and knowledge required for any outcome in a Unit, will result in an N being awarded for the whole Unit.

For satisfactory completion of a VCE unit, a student must demonstrate achievement of the set of outcomes for the unit as specified in the study design. The decision about satisfactory completion of outcomes is based on the student's overall performance on assessment tasks designated for the unit. The decision to award an S for the unit is distinct from the assessment of levels of achievement.

The "S" or "N" result for all students is reported to VCAA for Units 1, 2, 3 and 4 in each subject and appears on each student's statement of results.

Levels of Achievement and School Assessment

Units 1&2 Assessment

The "S" or "N" results are the only assessment information that is passed on to VCAA. In addition to the S/N grading, Westbourne Grammar School grades work, tests and examinations for internal purposes only to inform students and parents of the academic progress being made. These grades are not reported to VCAA. However, these results do provide information to aid in subject selection for Units 3&4.

Units 3&4 Assessment

For Units 3&4 there are additional graded assessment tasks that are reported to VCAA in addition to the S or N result. Each study has three graded assessments over Units 3&4, either two school assessments and one examination or one school assessment and two examinations. Details of these are to be found in the description of each study found in this booklet.

School Assessment

There are two types of school assessment:

- **Coursework assessment** - these are assessment tasks specified in the Study Guide and are done mainly in class time so making authentication easier. These tasks can vary from school to school and are part of the regular teaching and learning program. All subjects, except Studio Arts, include coursework assessment.
- **School assessed task** - these are only found in certain subjects. At Westbourne Grammar School the subjects are Art, Food and Technology, Studio Arts and Visual Communication and Design. The task is the same for every school as set by VCAA and is initially assessed by the teachers and then independently assessed by at least two reviewers appointed by VCAA.

External Examinations

External examinations are set and marked by VCAA. Most are held in November, but Accounting, Biology, Chemistry and Physics have an additional examination in June.

General Achievement Test (GAT)

A student who is enrolled in one or more VCE Unit 3&4 sequence in any one year must sit the General Achievement Test (GAT) held in June of that year. A statement of GAT results is mailed to each student with all the other VCE results. This statement will indicate the student score, with descriptive comments about the student's performance on each component. The components are:

- Written communication
- Mathematics, science and technology
- Humanities, the arts and social sciences

The GAT is a broadly based written examination lasting 3 hours. There is no need for special preparation for the GAT, as it is based on the study of subjects already done in past years. The GAT results do not count towards VCE results, but they play an important role in checking that School assessed Tasks, Coursework and examinations have been accurately assessed.

Study Scores and ATAR

Every student undertaking a Unit 3&4 VCE study will receive from the VCAA a letter grade for each School assessed task and examinations and a VCE Study Score.

The Study Score is a score on a scale of 0 to 50 showing the student's achievement relative to that of all other students doing the same study.

The Study Scores are normalised to a mean of 30 and a standard deviation of seven.

Scores of 23 to 37 indicate that the student is in the middle range.

A score above 37 means that the student is in the top 15% of students in Victoria taking that study. A score above 40 means that the student is in the top 8% of students in Victoria taking that study.

The Australian Tertiary Entrance Rank (ATAR) is calculated by VTAC and is based on the sum of:

- The student's VCE scaled study score in English or Literature (if done in place of English) or ESL
- The student's best three other scaled study scores
- 10% of the student's next best two scaled study scores
- The aggregate scores are then ranked from the highest to the lowest in the State with each student receiving an ATAR between 0 to 99.95

In all up to six study scores may be used in calculating the ATAR after all study scores are scaled. Scaling is an adjustment of the study score to reflect differences in the strength of students taking the study compared to other studies. Because of the scaling it is not possible for students to accurately calculate their ATAR from their study scores alone. Some studies such as LOTE attract a bonus in their scaling as an incentive.

2 The Victorian Certificate of Education

The VCE at Westbourne Grammar School is a two-year course and we currently offer twenty-nine subjects or studies as they are called in the VCE. The studies are divided into three groups

Required English studies:

English, English as a Second Language and Literature.

Open choice studies:

The Performing and Visual Arts, Languages other than English, Physical Education, Humanities, Commerce, Mathematics, Science and Technology. The studies are made up of Units numbered 1, 2, 3 and 4 and each Unit lasts one semester.

Units 1&2 are designed to be taken by Year 11 students but students at either Year level can take them. They may be taken separately or in sequence. **Units 3&4** are designed to be taken by Year 12 students but students at either Year level can also take them. Units 3&4 must be taken in sequence.

Requirements for the VCE

Students must enrol in a program of studies in Years 11 and 12, which will allow them to meet the graduation requirements of the VCE. In exceptional cases it is possible to take the VCE over more than two years with the approval of the School.

To be awarded the Victorian Certificate of Education a student must satisfactorily complete:

- **A minimum of 16 Units**
- **Three Units from the English studies**
At Westbourne Grammar School these are as follows:
Year 11: English 1 and 2 or English as a Second Language 1 and 2 or Literature 1 and 2
Year 12: English 3 and 4 or English as a Second Language 3 and 4 or Literature 3 and 4
- **Three sequences of Units 3&4 studies other than the English**

English Requirements

To fulfil the requirements set by the Victorian Curriculum and Assessment Authority (VCAA) in order to successfully complete their English/ESL studies students must complete a Unit 3&4 sequence of English or ESL or Literature study. Students not completing Unit 4 of the English/ESL/Literature studies can still be awarded the VCE if they meet all the other minimum requirements, but they will not be given an ATAR score that will allow them to apply to a tertiary institution.

Number and Length of Units

At Westbourne Grammar School most students will study a total of 22 semester Units over the two-year course, by taking 12 Units in Year 11 and 10 Units in Year 12.

All semester Units are designed to take approximately 60 hours of class time plus approximately 40 hours of out of class time.

Enrolment in English as a Second Language (ESL)

A student is eligible to enrol in English as a Second Language if:

He or she has been a resident in Australia for no more than seven calendar years immediately prior to 1st January of the year in which the study is undertaken at Units 3&4.

English has been the student's major language of instruction for a total period of not more than seven years prior to the year in which the study is undertaken at Units 3&4.

However, it is inadvisable for students to do English as a Second Language unless they are an international student.

Credit toward the VCE

Students may seek to obtain credit toward the VCE if they fit into one of the following categories:

- Students with overseas qualifications (only applies to Units 1&2)
- Victorian students who have interrupted their VCE studies to participate in overseas exchange programs
- Students from interstate
- Students from within Victoria transferring into the VCE from the International Baccalaureate.

University Enhancement Studies with the VCE

At Westbourne Grammar School we offer studies for exceptionally able students in Literature, Chemistry and Music through Monash University and Mathematics through the University of Melbourne Enhancement Studies in these disciplines in Year 12. Enhancement Studies are equivalent in content and assessment to one first year university study in that discipline and will allow the successful student to proceed to second year study in that discipline at university.

Students are selected by the School to participate in one of these Enhancement Studies. To be eligible a student must:

- be judged overall as an excellent student
- be judged as having demonstrated exceptional achievement in Units 1&2 of the selected discipline
- be assessed as being likely to achieve a VCE study score greater than 40 in Units 3&4 of the selected discipline
- take Units 3&4 of the selected discipline at the same time as the university study, or in some cases in the previous year
- Demonstrate the ability to undertake the study without adversely affecting their other VCE work.

Students doing an Enhancement Study are still expected to undertake five Unit 3&4 studies. Successful completion of an Enhancement Study results in an increment being added to the student's ATAR score.

3 Selecting a VCE Course of Study for 2012

Year 11 Students 2012

When Year 10 students select a course of study for the following year there are a number of important points to consider. Students should:

- Select studies that they are interested in and have done well in. There is little point in attempting a subject they have done poorly in for the past few years.
- Be aware that the VCE is a two-year course and to plan for Year 12 subjects in 2008 by ensuring that the combination of subjects selected across the two years meets the prerequisites for a range of careers at the end of Year 12. This is important because a student's choice of career may change or entry to the preferred tertiary course may not be achieved.
- Be aware of the requirements for the award of the VCE.
- Discuss subject selection and identify prerequisites for particular tertiary courses with their parents and the Careers Counsellor.
- Be aware that the VCE timetable allows students to study a Unit 3&4 sequence at Year 11 in specific subjects, or to study Unit 1 or 2 subjects at Year 12.

VCE Units 3&4 for Year 11 Students (acceleration)

It is possible for Year 11 students at Westbourne Grammar School to **accelerate** their academic program and study one Unit 3&4 sequence either at school or as a language done externally.

Students need to take into consideration that they will be taking a total of six subjects at Year 11 and that there are a number of extra-curricular activities that they may wish to be involved in. Students undertaking a Unit 3&4 study in Year 11 will still have to study five subjects in Year 12. Before Year 11 students will be permitted to enrol into a Unit 3&4 study, they must meet the following criteria:

- Achieve a solid academic grade in their Foundation study and/or a high level of achievement in a relevant subject such as, for example, the Chemistry unit in Science prior to studying Biology 3&4, and it would be desirable to have achieved grades of at least **B+** across other year 10 subjects.
- The Foundation subjects available for Year 10 students have been; Foundation International Studies for International Studies 3 & 4, Foundation Accounting for Accounting 3 & 4.
- A single VCE Unit 3&4 subjects may be available for students to study if they have achieved the appropriate academic standard. Individual requests for a Unit 3&4 study should be directed in the first instance to the relevant Director of Faculty and the student's Head of House.
- A student wishing to undertake a Unit 3 & 4 subject will also need approval from their Head of House, the Careers Counsellor and the Director of Learning and the Head of Senior School.

Year 12 Students 2012

Most students moving from Year 11 to Year 12 will have made decisions about their Year 12 course in 2009. However, there will be some who are still unsure and others who will need to or want to change courses. It is best that all students discuss their course selection with their Head of House and the Careers Counsellor. All Year 12 students are expected to take five subjects (10 Units) regardless of how many Unit 3&4 subjects have been completed in Year 11.

VCE Study Load for Year 11 and 12 students.

Year 11

All students in Year 11 must undertake a full study load at the Westbourne Campus of at least 6 VCE studies at level 1&2.

Year 11 students may, with the approval of their Head of House, Director of the appropriate Faculty, Director of Learning and their parents, choose an approved VCE study at level 3&4 plus 5 studies at level 1&2 .

Year 12

All students in Year 12 must undertake a full study load of at least 5 studies at level 3&4.

If a Year 12 student has completed a Unit 3 & 4 study during Year 11, they must still undertake a full study load of at least 5 studies at level 3 & 4

Students in Year 12 who may elect to study a 3&4 study externally to Westbourne Grammar must undertake a full study load at the Westbourne Campus of at least 5 studies at level 3&4.

Year 12 students enrolled in enhancement studies and have completed a Unit 3 or 4 study during Year 11 may at the discretion of the Director of Learning and the Principal, have their study load varied.

2011 for 2012 Subject Selection Time Line

Term 3 2011

Week 2	Tue July 26 th	VCE Information Night for parents and Students
Week 6	Fri Aug 26 th	Online Subject Selection opens
Week 7	Tue Aug 30 th	Online Subject Selection for Year 10 students closes 12 Noon

4 VCE Study Choice and Tertiary Selection

While the formal requirements for tertiary course selection should not be the only (or even the most important) element of a student's choice of studies in Years 11&12, students will want to consider carefully the implications of their study choices for possible tertiary courses.

Choice of VCE Studies for 2011

In choosing studies for 2011, current Year 10 and 11 students should consider the following:

Personal Interest/Ability

The most important factors for any student planning VCE studies are personal interest and ability. You should think about the subjects you have enjoyed (or believe that you will enjoy) and those in which you perform well. It is likely that these will be the VCE studies that will bring not only personal satisfaction and involvement, but your best results.

Teacher Advice

Your subject teachers have a good idea of your ability and commitment in their subject and you should discuss your plans with them. Any recommendations they make should be carefully considered. You should also make sure that you consult your parents/guardian, Head of House and the Careers Counsellor. You need to be aware of all the implications of study choices.

Prerequisite Studies

These studies must be satisfactorily completed before students can be considered for a particular tertiary course. Usually these studies must be completed at Units 3&4 level, but sometimes they are required at Units 1&2 level. Prerequisites can be listed as specific studies or as a range of studies from which students can choose. Some courses require a particular level of performance to be achieved before that study can be counted as a prerequisite.

Students need to think of their VCE studies in terms of adequate preparation and presumed knowledge, for these are the important factors in the establishment of course prerequisites. This is evident in science based courses where some combination of studies in Chemistry, Physics, Biology and Mathematics is usually a prerequisite.

It may be necessary to consider adding a study to your program in order to allow access to certain desired courses. Alternatively, you may need to revise your tertiary options in the light of what you know about your ability and/or interest in certain subjects which may be prerequisites.

Year 10&11 students are advised to speak with the Careers Counsellor to ensure that their study choices take all the above factors into account. Information concerning prerequisite studies is published by the Victorian Tertiary Admissions Committee (VTAC) and published in booklet form as VICTER 2012 and VICTER 2013. These booklets describe tertiary selection requirements two years in advance of the current year and summarise all institutional entrance requirements, course prerequisites and other matter such as scoring procedures and the two stage selection model which is used for tertiary selection. The Careers Department has reference copies of this booklet for both 2012 and 2013 entry. A copy of "The Herald Sun" supplement listing all tertiary entrance requirements for 2012 is published for Year 10 students in July. Year 11 students received a similar supplement last year.

Tertiary Entrance Requirements

The minimum requirement for completing the VCE is not sufficient for tertiary selection. To be eligible for entry into a tertiary institution in 2013 and 2014 students will need to have:

- Satisfactorily completed the VCE
- Satisfactorily completed of a Unit 3&4 English sequence
- Completed enough assessment to be given an ATAR score
- Fulfilled any extra requirements such as attending entrance tests and interviews.

Throughout the whole process of selecting studies in the final two years of secondary schooling students should make as much use as possible of the extensive resources of the Careers Centre. Tertiary study is only one option open to students when they leave school. Other opportunities include part-time or full-time employment, deferment, and overseas exchange programs. The Careers Department can give students a great deal of advice and information. Heads of House and House Tutors can also offer valuable advice if students seek it. These initiatives are up to each student.

Careers Counsellor: Mr Graham Long

5 Descriptions of VCE Studies

Accounting Unit 1 & 2

Study Description

This study aims to enable students to acquire knowledge and skills to record and report financial data and information in a manner that is appropriate for the needs of the user. Students develop an understanding of the role of accounting in the management and operation of a small business. Develop skills in the use of information and communication technology in an accounting system and the capacity to identify, analyse and interpret financial data and information.

Unit 1 Establishing and operating a service business

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. The role of accounting in decision-making process using single entry recording of financial data and information for the owner of a service business.

Outcomes

- Describe the resources and explain and apply the knowledge and skills necessary to set up a small business
- Identify, record, report and explain the financial data and information to assist the decision-making by the owner of a service business, using a combination of manual and ICT methods

Unit 2 Accounting for a trading business

The focus of this Unit is on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions. Students evaluate the performance of a business using financial and non-financial information and make recommendations to the owner on how to improve the performance of the business. Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package.

Outcomes

- Record and report financial information for a sole trader
- Record and report financial data and information using a commercial accounting software package for a single activity sole trader and explain and discuss the role of ICT in the accounting process
- Select and use financial and non-financial information to evaluate a business and suggest strategies that will improve business performance

Assessment

Unit 1

- Folio of tests
- Case Study
- End of semester examination

Unit 2

- Folio of tests
- Case Study
- End of semester examination

Use of Computers

In Unit 1 & 2, students will utilise the computers for class activities and assessment tasks, including the use of the Quickbooks commercial accounting software package. Students must use ICT in at least two of the selected assessment tasks.

Accounting Unit 3 & 4

Study description

This study aims to enable students to acquire knowledge and skills to record and report financial data and information in a manner that is appropriate for the needs of the user. Students develop an understanding of the role of accounting in the management and operation of a small business. Develop skills in the use of information and communication technology in an accounting system and the capacity to identify, analyse and interpret financial data and information.

Unit 3 Recording and reporting for a trading business

The focus of this Unit is on financial accounting for a single activity trading business as operated by a sole trader and emphasis 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.

Outcomes

- Record financial data for a single activity for a sole trader using a double entry accrual-based system and discuss the function of various aspects of this accounting system.
- Record balance day adjustments and prepare and interpret accounting reports.

Unit 4 Control and analysis of business performance

The focus of this Unit is an extension of the recording and reporting processes from Unit 3 and use of financial and non-financial information in assisting management in the decision-making process. Students learn about the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, financial performance and financial position. Students evaluate information prepared and analyse the results in order to suggest strategies to the owner.

Outcomes

- Record and report financial data and information using a double entry accrual-based system for a single activity sole trader, and discuss the function of various aspects of this accounting system.
- Prepare budgets and variance reports, evaluate a business performance using financial and non-financial information and discuss strategies to improve the profitability and liquidity of the business.

Assessment

Unit 3

- Folio of tests

Unit 4

- Folio of tests

SACS are 34% of assessment. Exam is 66% of assessment

Use of Computers

In Units 3 & 4, students will utilise computers for class activities and assessment tasks. At least 30 per cent of school assessed coursework in each unit must be allocated to ICT based assessment.

Study Description

VCE Art provides the opportunity to investigate the role of art in the world through a study of historical and contemporary cultures. In Unit 1 students apply the Formal and Personal Framework to interpret the meanings and messages of artworks and document the reflection of their own ideas and art making. In their practical work, they explore the characteristics and qualities of materials and areas of personal interest to generate their own artworks. In Unit 2 students identify ways in which art expresses and reflects culture. They use the Formal and Cultural Frameworks to examine the meanings and messages of selected artworks. In their practical work, students continue to explore techniques and develop personal and creative responses in their artmaking.

Unit 1 Art and meaning/Art making and personal meaning

Outcomes

- Analyse and interpret a variety of artworks using the Formal Framework and the Personal Framework.
- Present visual creative responses that demonstrate their personal interests and ideas through trialling techniques, materials and processes

Unit 2 Art and culture/ Artmaking and cultural expression

Outcomes

- Analyse, interpret, compare and contrast artworks from different cultures using the Formal Framework and the Cultural Framework.
- Demonstrate technical development in the presentation of visual responses that include one finished artwork, through the exploration of selected media, materials and techniques.

Assessment Tasks

Unit 1

- Written presentations
- Folio
- Examination

Unit 2

- Written presentations
- Folio
- Examination

Use of Computers

In the practical component of the course, students will use software appropriate to their needs. In Art appreciation, students utilise computers for class activities, drafting and research purposes.

Study Description

In Unit 3 students, study selected artists and use all the Analytical Frameworks for interpreting and analysing the meaning of artworks. Applied together, these Analytical Frameworks help students to appreciate how an artwork may contain different aspects and layers of meaning. Students link their growing theoretical understanding of art to their own practice. Their art making is supported through investigation, exploration and application of a variety of materials and techniques. In Unit 4 students continue to develop personal points of view and informed opinions about art ideas or issues and support them with evidence. In relation to their developing artwork students continue to build upon ideas and concepts begun in Unit 3. They focus on the development of a body of work that demonstrates creativity and imagination, the evolution of ideas and the realisation of appropriate concepts, knowledge and skills.

Unit 3 **Interpreting art / Investigation and interpretation through artmaking**

Outcomes

Use of the Analytical Frameworks to analyse and interpret artworks.

Explore personal ideas and concepts through a conceptual and practical investigation, including at least one finished artwork.

Unit 4 **Discussing and debating art/Realisation and resolution**

Outcomes

Discuss and debate an art issue using selected artist/s works as context, with the support of selected commentaries and relevant aspects of the Analytical Frameworks.

Progressively communicated ideas, directions and/ or personal concepts in a body of work, having used selected Analytical Frameworks to underpin reflections on their artmaking.

Assessment Tasks

Unit 3

Written presentations
Folio

Unit 4

Folio
Written presentations
Examination

Use of Computers

In the practical component of the course students will use software appropriate to their needs. In Art Appreciation, students will utilise computers for class activities, drafting and research purposes.

Biology

Unit 1 & 2

Study Description

Biology is the study of living things from familiar, complex multicellular organisms that live in the many different habitats of our biosphere to single celled micro-organisms. It is a study of the dynamic relationships between living things, their interdependence, their interactions with the non-living environment, and the processes that maintain life and ensure its continuity. The study of Biology prepares students for continuing studies in bioscience and entry into the workforce in a wide range of careers.

Unit 1 Biology

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 survival of cells depends on their ability to maintain a dynamic balance between their internal and external environments.

Outcomes

- The student should be able to design, conduct and report on a practical investigation related to cellular structure, organisation and processes.
- The student should be able to describe and explain the relationship between features and requirements of functioning organisms and how these are used as the requirements of living things.

Unit 2 Biology

In this unit students 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.

Outcomes

- The student should be able to explain and analyse the relationship between environmental factors, and adaptations and distribution of living things.
- The student should be able to design; conduct and report on a field investigation related to the interactions between living things and their environment and explain how ecosystems change over time.

Assessment Tasks

Unit 1

- Topic tests
- Practical SACs
- Research task
- End of semester examination

Unit 2

- Topic tests
- Practical SACs
- Research task
- End of semester examination

Use of Computers

Students will utilise computers for class activities, drafting and research purposes. Students will also be encouraged to utilise the available teaching tools to enhance their understanding.

Biology

Unit 3 & 4

Study Description

Biology Unit 3 / 4 is a more in-depth study of living things from familiar, complex multicellular organisms that live in the many different habitats of our biosphere to single celled micro-organisms. It is a study of the dynamic relationships between living things, their interdependence, their interactions with the non-living environment, and the processes that maintain life and ensure its continuity. The study of Biology prepares students for continuing studies in bioscience and entry into the workforce in a wide range of careers. In considering to undertake these units of study, it is felt students need to have a good pass in Biology 1/2.

Unit 3 Biology

In this unit students consider that molecules and biochemical processes that are indicators of life. Students investigate how cells communicate at a molecular level in regulating cellular activities. Students will also consider the technological advances that have contributed to our knowledge and understanding of molecular biology; they come to understand the dynamic nature of science.

Outcomes

- The student should be able to analyse and evaluate evidence from practical investigations related to biochemical processes.
- The student should be able to describe and explain coordination and regulation of an organism's immune responses to antigens at the molecular level.

Unit 4 Biology

In this unit students investigate and examine evidence for evolution of life forms over time. Students explore hypotheses that explain how changes to species have come about. Students also examine the interrelationships between biological, cultural and technological evolution. As they consider the historical development of ideas and technological advances that have contributed to our knowledge and understanding of inheritance and evolutionary biology, students come to realise the human factors that influence developments in science.

Outcomes

- The student should be able to analyse evidence for the molecular basis of heredity, and patterns of inheritance.
- The student should be able to analyse and evaluate evidence for evolutionary change and evolutionary relationships, and describe mechanisms for change including the effect of human intervention on evolutionary processes.

Assessment Tasks

Unit 1

- School assessed coursework
- Midyear examination

Unit 2

- School assessed coursework
- End of year examination

Use of Computers

Students will utilise computers for class activities, drafting and research purposes. Students will also be encouraged to utilise the available teaching tools to enhance their understanding.

Study Description

This study aims to enable students to understand and apply business concepts, principles and terminology and to understand the purpose and significance of business within local contexts. Students develop an understanding of the complex and changing environment that businesses operate within and the nature of relationships between key stakeholders within that environment, and of the ways in which small to medium-scale businesses are managed effectively for commercial success across a range of contexts. Students develop skills to analyse effective management practices for commercial success in the context of business ethics and social responsibility.

Unit 1 Small business management

In this Unit, students examine the characteristics of a range of businesses and their internal and external environments, and develop an understanding of the nature of business in Australia. Business ethics and socially responsible management are also important considerations for businesses and will have an impact on the various stakeholders of all businesses. In investigating these business characteristics, students gain an understanding of the interrelationships that affect, and are affected by, business activity.

Outcomes

- Explain a set of generic business characteristics and apply them to a range of businesses.
- Apply decision-making and planning skills to establish and operate a small business, and evaluate the management of an ethical and socially responsible small business.
- Discuss some of the day to day operations associated with an ethical and a socially responsible small business, and apply the operations to a business situation.

Unit 2 Communication and management

This unit focuses on the importance of effective communication in achieving business objectives. Students investigate communication both internal and external to the business. They develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.

Outcomes

- Explain, apply and justify a range of effective communication methods used in business-related situations.
- Analyse effective marketing strategies and processes and apply these strategies and processes to business-related situations.
- Apply public relations strategies to business-related situations and analyse their effectiveness.

Assessment

Unit 1

- Folio of tests & research tasks
- Case Study
- Business Simulations
- End of semester examination

Unit 2

- Folio of tests & research tasks
- Presentations
- Case Study
- End of semester examination

Use of Computers

In Units 1 & 2, students will utilise computers for class activities, investigation and research purposes.

Chemistry

Unit 1 & 2

Study Description

The study aims for students to understand the major ideas of chemistry and to use theoretical models to explain chemical phenomena. It develops the practical skills necessary to undertake experimental work and the use of the language and methods of chemistry.

Unit 1 Chemistry

This unit focuses upon the evolution of the Periodic Table and its use in providing a unifying framework from which atomic structure and the major chemical bonding models are developed in an endeavour to explain the properties of common materials. Additional topics include the foundations of mole theory and introductory chemistry of polymers, surfaces and nanoparticles.

Outcomes:

Satisfactory completion of Unit 1 Chemistry is decided upon the student having achieved the outcomes for this unit; these are outlined in terms of key knowledge and key skills and relate to the student being able to:

- Explain how evidence is used to develop and refine chemical ideas and knowledge.
- Use models of structure and bonding to explain the properties and applications of materials.

Unit 2 Chemistry

This unit is centred on Environmental Chemistry with applications related to the chemistry of water, solutions and gases. Associated pollution issues are examined and additional theory aims to develop a student's understanding through data collection and evaluation using appropriate language and quantitative calculations based on mole theory.

Outcomes

The outcomes for this unit relate to a student being able to:

- Write and balance chemical equations relating to acids/bases, oxidation/reduction and the formation of precipitates and gases.
- Explain how chemical reactions and processes occurring in the atmosphere help to sustain life on earth.

Assessment Tasks

Unit 1

- Practical reports
- Class tests and assignments
- Mid-year examination

Unit 2

- Practical reports
- Class tests and assignments
- End of year examination

Use of Computers.

In Units 1&2, computers are used for accessing on-line theory, practical work and assignments. It will also be used to interface various experiments and to assist in the presentation of data. Its application as an additional research tool is invaluable in this subject. For examinations, students will also require a scientific calculator, since calculators capable of storing text are not permitted during the examination.

Study Description

Units 3 and 4 must be completed as a sequence. These units build on the theory and practice established in Units 1&2 and aim to extend student knowledge and understanding of chemical analysis, organic chemistry, energy production as well as industrial processes that depend upon the principles of chemical equilibrium. Mole theory and quantitative work are key features of all major topics.

Outcomes for Unit 3:

The outcomes for this unit are as follows; upon completion of the unit, the student should be able to:

- evaluate the suitability of techniques and instruments used in chemical analysis
- identify and explain the role of functional groups in organic reactions and construct reaction pathways involving organic molecules

Outcomes for Unit 4:

The outcomes for this unit are as follows; upon completion of the unit, the student should be able to:

- Analyse the factors that determine the optimum conditions used in the industrial production of the selected chemical
- Analyse chemical and energy transformations occurring in chemical reactions.

Assessment

In Chemistry, there are formal examinations held at mid-year [Unit 3] and final year [Unit 4] conducted on behalf of the Victorian Curriculum and Assessment Authority (VCAA). The examinations each contribute 33% of a student's assessment for the semester, with school-assessed coursework contributing the remaining 17%. In Unit 3, the assessed coursework involves experimental work – including an extended experimental investigation – and student reports on specific tasks. For Unit 4, experimental work is also a component of the assessed work, together with student reports on specific tasks. Details of the assessment tasks may be found in the VCE Chemistry Study Design and will be conveyed to students at the beginning of each semester.

Use of Computers

In Unit 3/4, students will be using computers for theory and practical work. They are used to interface various experiments that form part of the VCE course and in research and study. Students must also have a scientific (non-graphic) calculator for use in this subject since calculators able to store text are not permitted in examinations.

Study Description

The study of Drama focuses on the development of expressive skills within dramatic structures and the development and performance of imagined characters. This is achieved through the refinement of skills, techniques and processes in the creation and presentation of dramatic works and through an understanding and use of a range of content, application of stagecraft elements and the analysis of the development and performance of dramatic works.

Unit 1 Dramatic Storytelling

This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories. Students examine storytelling as well as develop an awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance style/s. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, theatrical conventions and performance styles.

Outcomes

- 1 Demonstrate the use of play-making techniques to devise and rehearse an ensemble/solo drama Work/s based on stories and/or characters.
- 2 A performance of a solo and/or ensemble devised drama work/s that features stories and Characters.
- 3 Analysis of the drama work created and performed in Outcome 1 and Outcome 2.
- 4 Analysis and evaluation of a professional performance.

Unit 2 Creating Australian Drama

This unit focuses on the use and documentation of the process involved in constructing a devised performance piece. Students create, present and analyse a performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context. Students use a range of stimulus material in creating performance and examine performance styles from a range of cultural and historical contexts. Theatrical conventions appropriate to the selected performance styles are explored. Students knowledge of how dramatic elements are enhanced or manipulated through performance is further developed in this unit.

Outcomes

- 1 Demonstrate the use of play-making techniques to devise and rehearse an ensemble/solo drama Work/s based on a person, an event, an issue, a place, an art work, a text and/or an icon from a Contemporary or historical Australian context.
- 2 A performance of a solo and/or ensemble devised drama work.
- 3 Analysis of the drama work created and performed in Outcome 1 and Outcome 2.
- 4 Analysis and evaluation of a professional performance.

Assessment Tasks

Unit 1

- Documentation of the processes used to create and develop an ensemble performance.
- Ensemble performance.
- An analysis of the ensemble performance.
- An analysis of a professional performance.

Unit 2

- Documentation of the processes used to create and develop a solo performance.
- Solo performance.
- An analysis of the solo performance.
- An analysis of a professional performance

Use of Computers

Used for research

Study Description

The study of Drama focuses on non naturalistic drama from a diverse range of performance traditions. Students use and manipulate techniques and processes in the creation and presentation of dramatic works and through an understanding and use of a range of content, application of stagecraft elements and the analysis of the development and performance of dramatic works in ensemble and solo contexts.

Unit 3 Drama – Ensemble Performance

This unit focuses on non-naturalistic drama from a diverse range of contemporary and/or cultural performance traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the creation, development and presentation of an ensemble performance.

Outcomes

- 1 Develop and present character(s) within a non naturalistic ensemble performance.
- 2 Analyse and evaluate the development and realization of the ensemble performance and its character(s) from Outcome 1.
- 3 Analyse and evaluate a non-naturalistic performance selected from the prescribed play list.

Unit 4 Dramas – Solo Performance

This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students complete two solo performances. For a short solo performance they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance. In the development of a second solo performance, they devise, rehearse and perform an extended solo performance in response to a prescribed structure published by the Victorian Curriculum and Assessment Authority.

Outcomes

- 1 Develop and perform a solo work selected from the prescribed structure.
- 2 Analyse and evaluate processes involved in the preparation and realisation of their own solo work.
- 3 Create and present a short (1-2 minutes) solo performance.

Assessment Tasks

Unit 3

- Outcome 1: Ensemble Performance
- Outcome 2: Written Report
- Outcome 3: Essay

Unit 4

- Outcome 1: Solo Performance (externally examined)
- Outcome 2: Written Report
- Outcome 3: Short solo performance and evaluation of the process

End of Year Examination on Units 3&4 (25%)

Use of Computers

Used for research.

Study Description

This study equips students with concepts, ideas and tools to apply to individual and social circumstances, and helps them to be more informed citizens, consumers, workers, voters, producers, savers and investors. Students will learn about resources and how they are used to produce goods and services. They will develop an awareness of the links between economics and the influence of political, ethical, environmental and social forces on economic decision making. Students will develop an ability to identify, collect and process data from a range of sources. They will be able to analyse data and form conclusions supported by evidence. They will investigate issues affecting the economy, society and the environment and develop an understanding of values and attitudes about these issues and the impact they have the economy, society and the environment.

Unit 1 Economics: choices and consequences

The focus of this Unit is the study of choices and consequences in relation to markets in the Australian economy, economic growth and sustainable development.

Outcomes

- Explain the role of markets in the Australian economy, how markets operate to meet the needs and wants of citizens, and apply economic decision making to current economic problems
- Describe the nature of economic growth and sustainable development and one other contemporary issue. Explain how these issues are affected by the actions of economic decision-makers, and evaluate the impact these issues have on living standards

Unit 2 Economic change: issues and challenges

The focus of this Unit is the study of issues and challenges that affect economic decision-making.

Outcomes

- Describe the factors that influence Australia's population and labour markets and analyse how changes in these areas may impact upon living standards
- Describe the nature of two contemporary global economic issues, explain how each issue is affected by the actions of economic decision-makers, and evaluate the impact of the issues on living standards

Assessment

Unit 1

- Folio of exercises
- Folio of media articles
- Investigation Report
- Examination

Unit 2

- Folio of exercises
- Folio of media articles
- Investigation Report
- Examination

Use of Computers

In Units 1 & 2, students will utilise computers for class activities, investigation and research purposes.

Study Description

This study aims to enable students to understand economic activity in Australia and the way government manages the economy through different policies. Students look at economic decisions about our resources use in producing goods and services and about the distribution of the proceeds of production. Students will develop an ability to identify, collect and process data from a range of sources. They will be able to analyse data and form conclusions supported by evidence. They will investigate issues affecting the economy, society and the environment and develop an understanding of values and attitudes about these issues and the impact they have the economy, society and the environment.

Unit 3 Economic activity

The focus of this Unit is how markets operate to allocate resources and key economic goals in Australia.

Outcomes

- Explain how markets operate to allocate scarce resources, and discuss the extent to which markets operate freely in Australia
- Explain the nature and importance of key economic goals in Australia, describe the factors that may influenced the achievement of these goals over the past four years.

Unit 4 Economic management

The focus of this Unit is government policies and how they policies are used to achieve key economic goals and improve living standards in Australia.

Outcomes

- Explain the nature and operation of government macroeconomic demand management policies, explain the relationship between budgetary and monetary policy and analyse how the policies may be used to achieve key economic goals and improve living standards in Australia
- Explain the nature and operation of government aggregate supply policies, analyse how they may be used to achieve key economic goals and improve living standards in Australia, and analyse current government policy mix

Assessment

Unit 3

- Problem solving exercises
- Written report

Unit 4

- Problem solving exercises
- Written report

SACS are 50% of assessments. End of year exam 50% of assessment.

Use of Computers

In Units 3 & 4, students will utilise computers for class activities, investigation and research purposes.

Study Description

This study aims to enable all students to develop their critical understanding and control of the English language so that they can use it in a wide range of situations. Units 1 & 2 ESL contain assessment tasks that are modified to suit students eligible for entry to this study.

Unit 1 English

The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts.

Outcomes

- Identify and discuss key aspects of a set text, and to construct a response in oral or written form.
- Create and present texts taking account of audience, purpose and context.
- Identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers.

Unit 2 English

The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts.

Outcomes

- Discuss and analyse how texts convey ways of thinking about the characters, ideas and themes, and construct a response in oral or written form.
- Create and present texts taking account of audience, purpose and context.
- Identify and analyse how language is used in a persuasive text and to present a reasoned point of view in an oral or a written form.

Assessment Tasks

Unit 1

- Text response essay
- Text based responses
- Language analysis essay
- Oral presentations
- End of semester examination

Unit 2

- Text response essay
- Text based responses
- Language analysis essay
- Oral presentations
- End of semester examination

Use of Computers

In Units 1 & 2, students will utilise computers or class activities, drafting and research purposes.

Study Description

This study aims to enable all students to develop their critical understanding and control of the English language so that they can use it in a wide range of situations. Units 1-4 ESL contain assessment tasks that are modified to suit students eligible for entry to this study.

Unit 3 English

The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors.

Outcomes

- Analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.
- Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.
- Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.

Unit 4 English

The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

Outcomes

- Develop and justify a detailed interpretation of a selected text.
- Draw on ideas and arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

Assessment Tasks

Unit 3

- Text response essay
- Text based responses
- Analysis and oral response to an issue

Unit 4

- Text response essay
- Text based responses
- End of year examination

Use of Computers

In Units 1-4, students will utilise computers for class activities, drafting and research purposes.

Study Description

Environmental Science provides the opportunity for students to understand the structure, function and diversity of natural ecosystems on this planet and evaluate the impacts of human activities on them. Students examine strategies to maintain and protect the ecological health of the environment while meeting the needs and desires of human populations. Students understand the values and attitudes that underpin environmental decisions and reflect on effective ways for modifying behaviour of individuals and groups for positive environmental outcomes. While undertaking this study, students will develop skills in practical scientific investigations, environmental fieldwork techniques, report writing, research and analysis.

Unit 1 The Environment

The Earth's structure may be classified into four major categories: hydrosphere, lithosphere, atmosphere and biosphere. Students examine the processes occurring within the spheres of the Earth and the interactions that occur in and between the ecological components of each major category. The environment is not static but undergoes continual change. It can be changed by natural or human induced factors. Students use scientific data and processes to examine environmental change.

Outcomes

- Identify and describe the components and natural processes within the environment.
- Analyse one human-induced environmental change and options for remediation.
- Able explain the flow of energy, nutrient exchange and environmental changes in ecosystems.

Unit 2 Monitoring the Environment

This unit focuses on the characteristics of environmental indicators and their use in monitoring programs. Environmental indicators are physical, chemical, biological or socioeconomic measures that best represent the key elements of a complex ecosystem or environmental issue.

Environmental indicators are critical for analysing and reporting on the quality of the environment and in managing the maintenance of ecological functioning of systems. A local environmental issue is investigated and monitored using environmental indicators. The use of environmental indicators by a variety of government agencies or corporate organisations is also investigated.

Outcomes

- Able to explain the nature of environmental indicators for pollution and ecological health of ecosystems.
- Investigate and report on a local example of environmental degradation or environmental issue, using an appropriate monitoring program.
- Analyse the scientific basis and use of standards for environmental indicators for pollution control and ecological health of ecosystems.

Assessment Tasks

A combination of the following assessment tasks for Unit 1 and Unit 2

- Fieldwork and reports;
- Oral presentations;
- Practical activities;
- Practical reports;
- Reports in multimedia and/or poster format;
- Tests.

Use of Computers

As a commitment to decreasing paper consumption Environmental Science is delivered using Moodle, Intranet and resources on the Internet. A working laptop is a compulsory part of this subject.

Use of Computers

Computers are used for report writing, data logging, experimental simulation and research.

Study Description

VCE Food and Technology focuses on the importance of food in our daily lives from both a theoretical and practical point of view. The study enables students to apply their theoretical understanding of the relationship between food and technology as they develop skills in food preparation.

Unit 1: Food safety and properties of food

In this unit students study safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning and apply these practices in the preparation of food. They consider the selection and use of tools and equipment. Students examine the links between classification of foods and their properties, examine changes in properties of food when different preparation and processing techniques are used and apply this knowledge when preparing food. They investigate quality and ethical considerations in food selection and use the design process to meet the requirements of design briefs.

Outcomes

- Explain and apply safe and hygienic work practices when handling and storing, preparing and processing food
- Analyse the physical, sensory, chemical and functional properties of key foods and select, prepare and process foods safely and hygienically to optimise these properties using the design process.

Assessment

- Written report or multimedia presentation or test
- Practical activities and records of productions
- Exam

Unit 2: Planning and preparation of food

In this unit students investigate the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. They research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimise the physical, sensory and chemical properties of food. Students work both independently and as members of a team to research and implement solutions to a design brief, taking into account nutritional considerations, social and cultural influences and resource access and availability. Students also explore environmental considerations when planning and preparing meals.

Outcomes

- Use a range of tools and equipment to demonstrate skills and implement processes in the preparation, processing, cooking and presentation of key foods to maximise their properties.
- Individually and as a member of a team, use the design process to plan, safely and hygienically prepare and evaluate meals for a range of contexts.

Assessment

- Practical activities and records of productions
- Practical activities and records of productions
- Exam

Materials

In Unit 1 and 2, students utilise computers for research and word processing of written reports. Students are required to purchase a Chef's uniform as well as the required text.

Food and Technology

Unit 3 & 4

Study Description

VCE Food and Technology focuses on the importance of food in our daily lives from a theoretical and practical point of view. The study enables students to apply their theoretical understanding of the relationship between food and technology as they develop skills in food preparation.

Entry

Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 3: 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 HACCP system. They investigate the causes of food spoilage and food poisoning and apply safe work practices while preparing food. Students also demonstrate understanding of key foods, analyse the functions of the natural components of key foods, learn about primary and secondary processes and food preservation and apply this information in the preparation of foods. Students devise a design brief from which they develop a detailed design plan, evaluation criteria and conduct research and establish an overall production timeline to complete the set of food items for implementation in Unit 4 in their SAT.

Outcomes

- Describe the roles and responsibilities of and relationship between national, state and local authorities in ensuring and maintaining food safety within Australia
- Analyse preparation and processing and preservation techniques for key foods and prepare foods safely and hygienically using these techniques
- Develop a design brief, evaluation criteria and a design plan for the development of a food product

Assessment Tasks

- Short written report or Test
- Short written report or Test
- School Assessed Task (SAT)

Unit 4: 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 also examine food product development and investigate issues underpinning the emerging trends in product development. They also investigate food packaging, packaging systems and marketing.

Outcomes

- Safely and hygienically implement the production plans for a set of 4-6 food items that comprise the product, evaluate the sensory properties of the food items, evaluate the product using the evaluation criteria and evaluate the efficiency and effectiveness of production activities.
- Analyse driving forces related to food product development, analyse new and emerging food products and explain processes involved in developing and marketing of a food product

Unit 4

- Short written report or Test
- School Assessed Task (SAT)

Materials

In Unit 3 and 4, students utilise computers for research and word processing of written reports. Students are required to purchase a Chef's uniform as well as the required text.

Study Description

Geography is the study of where geographical features are located and why they are there, what makes one place different from another and how and why these differences matter. The study of Geography attempts to explain characteristics of the Earth's human and natural environments through the use of spatial concepts such as location, distribution, region, spatial interaction and spatial change over time. The knowledge and skills developed in this study have relevance and practical application for student's everyday lives and will enhance their ability to influence decisions about the environments in which they live.

Unit 1 Natural Environments

This unit investigates the geographic characteristics of natural environments and landforms and the natural processes that shape the Earth's surface. It investigates how the interactions between natural processes and human activities can also change natural environments. The two natural environments that will be studied are river environments and forest environments.

Outcomes

- Describe the geographic characteristics of natural landscapes and explain how they are developed by natural processes, including extreme natural events.
- Analyse and explain the changes in natural environments due to natural processes and human activity.
- Sort, process and represent spatial data related to the formation of natural landscapes using GIS (Geographic Information Systems) from data collected in the field.

Unit 2 Human Environments

This unit investigates the characteristics of rural and urban environments which are developed by human activities and their interactions with natural environments. Rural and urban environments vary significantly from place to place and across a variety of scales. Rural and urban environments are significant because they are the locations where people live.

Outcomes

- Describe and explain the geographic characteristics of different types of rural and urban environments.
- Analyse and explain changes due to human activities in rural and urban environments.
- Conduct fieldwork, collect and process data that can be represented using a range of geographic techniques and media, including GIS.

Assessment Tasks

Unit 1

- Multimedia presentation
- Research report and test on a selected natural environment.
- Field Investigation,
- Data processing using GIS with associated SAC
- Examination based on class work

Unit 2

- Multimedia presentation
- Research and analysis report on a selected human environment
- Field Investigation, data processing using GIS with associated SAC
- Examination based on class work

Use of Computers

Computers will be utilised in a number of ways. Word-processing software, PowerPoint, web page creation and Geographic Information Systems will be used to develop and complete coursework tasks; Internet-based research and analysis will also be undertaken.

Geography

Unit 3 & 4

Study Description

Geography is the study of where geographical features are located and why they are there, what makes one place different from another and how and why these differences matter. The study of Geography attempts to explain characteristics of the Earth's human and natural environments through the use of spatial concepts such as location, distribution, region, spatial interaction and spatial change over time. The knowledge and skills developed in this study have relevance and practical application for student's everyday lives and will enhance their ability to influence decisions about the environments in which they live.

Unit 3 Regional Resources

This area of study focuses on water as a resource in Australia, with specific application to the region of the Murray Darling Basin. In the regional context of the Murray-Darling Basin, the study focuses on the source, availability, distribution and utilisation of water, and examines the dynamic nature of relationships and interactions between natural processes and human activities.

Outcomes

- Analyse the use and management of water within the Murray- Darling Basin region and evaluate its future sustainability.
- Describe the characteristics of a local resource and justify a policy for its future use and management using data collected in the field.

Unit 4 Global Perspectives

This unit investigates the geographic characteristics of global phenomena and responses to them. Global phenomena are major natural or human vents, 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

Outcomes

- Evaluate the relative importance of factors that affect changes in human population and one other selected global phenomenon.
- Compare and evaluate the effectiveness of responses and policies to manage a global phenomenon from a global perspective.

Assessment Tasks

Unit 3

- **School Assessed Tasks (25%)**
- Data analysis under test conditions
- Multimedia presentation
- Field Investigation Report

Unit 4

- **School Assessed Tasks (25%)**
- Data analysis under test conditions
- Multimedia presentation on population demographics
- End of year examination will account for 50% of the total grade for Unit 3 and Unit 4

Use of Computers

Computers will be utilised in a number of ways. Word-processing software, PowerPoint, web page creation and Geographic Information Systems will be used to develop and complete coursework tasks; Internet-based research and analysis will also be undertaken.

German

Unit 1 & 2

Study Description

The study of German contributes to a student's overall education, in communication skills, cross-cultural understanding, cognitive development, literacy and general knowledge. Students develop their ability to understand and use a long recognized world language of culture, music, theology, philosophy, science, medicine, economics and technology for communication in a wide range of situations. Languages attract a bonus at VCE level in calculating ENTER scores.

Unit 1 German

The focus of this unit is the reading, hearing and production of texts in a range of text-types, increasing students' vocabulary and their working knowledge of grammar in preparation for successfully achieving the following Outcomes;

Outcomes

- Establish and maintain a spoken exchange related to personal areas of experience.
- Listen to and obtain information from spoken and written texts.
- Produce a personal response to a text focusing on real or imaginary experience.

Unit 2 German

The focus of this unit is the reading, hearing and production of texts in a range of text-types, increasing students' vocabulary and their working knowledge of grammar in preparation for successfully achieving the following Outcomes;

Outcomes

- Participate in a written exchange to make arrangements and complete transactions.
- Read, extract and use information and ideas from spoken and written texts.
- Give expression to real or imaginary experience in written or spoken form.

Assessment Tasks

Unit 1

- Informal conversation
- Listen to spoken texts to obtain information to complete notes, charts or tables in English
- Written article
- Read written texts to obtain information to complete notes, charts or tables in German

Unit 2

- Listen to spoken texts and recognise information and ideas in a different text type
- Role play
- Short story
- Read written texts and reorganise information and ideas in a different text type

Use of Computers

Read written texts and reorganise information Students are encouraged to word-process much of their work. German Internet sites will be visited in some topics.

German

Unit 3 & 4

Study Description

The study of German contributes to a student's overall education, in communication skills, cross-cultural understanding, cognitive development, literacy and general knowledge. Students develop their ability to understand and use a long recognized world language of culture, music, theology, philosophy, science, medicine, economics and technology for communication in a wide range of situations. Languages attract a bonus at VCE level in calculating ENTER scores.

Unit 3 German

The focus of this unit is the reading, hearing and production of texts in a range of text-types, increasing students' vocabulary and their working knowledge of grammar in preparation for successfully achieving the following Outcomes;

Outcomes

- Express ideas through the production of original texts.
- Analyse and use information from spoken texts.
- Exchange information, opinions and experiences.

Unit 4 German

The primary focus of this unit is the detailed study. Students will read, hear and produce texts in a range of text-types relating to this subject, increasing students' vocabulary and their working knowledge of grammar in preparation for successfully achieving the following Outcomes;

Outcomes

- Analyse and use information from written texts.
- Respond critically to spoken and written texts about German language and culture.

Assessment

Unit 3

- 250 word personal or imaginative written piece
- Response to spoken texts
- 3-4 minute role play

Unit 4

- Response to written text
- 250-300 word written piece
- 3-4 minute interview

Use of Computers

Students are encouraged to word-process much of their work. German Internet sites will be visited in some topics.

Health and Human Development

Unit 1 & 2

Study Description

The central focus of this study is to examine the factors that promote wellbeing in individuals, families and communities. It aims to develop an understanding of the relationship between health and human development exploring the physical, social, emotional and intellectual aspects of development. The study recognises that health and development are influenced by lifestyle, environment, heredity and access to health services and the interaction between these factors. The possibilities for change to promote wellbeing and to improve and sustain health are explored.

Unit 1 The Health and Development of Australian Youth

This unit provides an opportunity for students to explore the physical, social, emotional and intellectual development that occur and the inherited and environmental factors that influence health and development. Students will identify a range of challenges that impact on the health and development of youth.

Outcomes

- Identify and describe the interrelationships within and between health and human development.
- Predict the possible impact of inherited and environmental factors on the individual.
- Predict the impact of the physical, social, economic and political environments on health and development outcomes for youth.
- Develop and justify actions that could be taken to optimise health and development of Australian youth.

Unit 2 Individual human development and health issues

In this unit, students explore the requirements for optimal health and development throughout childhood and adulthood, and investigate inequitable health and development outcomes that can occur as a result of social and environmental factors. Students will examine the organisation and delivery of health care in Australia and critically evaluate its effectiveness in promoting health for all Australians.

Outcomes

- Evaluate the roles of family, community agencies, and preventative health programs in promoting and optimising the health and development of all Australians.
- Describe the Australian health care system and evaluate its role in promoting the health of Australians
- Describe and explain factors affecting the health and individual human development of children and adults

Assessment Tasks

Unit 1

- Case Study
- Research activity
- Data analysis
- Exam

Unit 2

- Written report
- Test
- Research activity
- Exam

Use of Computers

In Unit 1 and 2, students will utilise computers for research activities, presentation of a data show and word processing written reports.

Study Description

Unit 3 / 4 looks at the a diversity of health outcomes evident within our population as a result of a range of determinants, including factors such as; biology, socio-economic, environment, inherited, lifestyle, behaviour, knowledge, attitudes and beliefs. This study promotes the understanding that nutrition plays a major role in influencing health. A global perspective on health and human development is explored and is consistent with the approaches taken by the World Health Organisation and the United Nations.

Unit 3 Australia's health

In this unit, students will develop an understanding of the health status of Australians by investigating the burden of disease and exploring inequalities in health status. They will consider the changes in public health and examine the roles and responsibilities of governments in addressing health needs and promoting health for all.

Outcomes

- Compare the health status of Australia's population with other developed countries.
- Analyse factors that impact on health and nutrition status and explore variations in health status of population groups.
- Analyse the roles and responsibilities of government and non-government agencies in promoting health
- Evaluate the effectiveness of diet and non-diet initiatives to optimise health
- Discuss the role of the National Health Priority Areas in improving the health status of Australians.

Unit 4 Global health and human development

Unit 4 is about global health where people's choices capabilities and freedoms influence health and development outcomes.

Outcomes

- Analyse the impact of environmental and inherited factors on variations in health status between Australia and developing countries
- Evaluate progress towards Millennium Development Goals.
- Evaluate programs implemented by international and Australian government and non-government organisations in promoting health, human development and sustainability.

Assessment Tasks

Unit 3

- Case study analysis
- Written report
- Data analysis
- Exam

Unit 4

- Written report
- Case study analysis
- Data analysis
- Exam

Use of Computers

In Unit 3 and 4, students will utilise computers for research activities,

presentation of a data show and word processing of written report

History

Unit 1 & 2

Study Description

History is the practice of understanding and creating meaning of the past. The study of history is about problem solving as well as the building of conceptual frameworks within which students can develop an understanding of their own time and place. Historical understanding is communicated through written, oral and visual forms.

Unit 1 Twentieth Century History 1900 – 1945

This unit covers crisis and conflict, social life and cultural expression in Europe, notably Hitler's Germany.

Outcomes

- Analyse and explain the development of a political crisis and conflict in the period 1900 -1945.
- Analyse and discuss patterns of social life and the factors which influenced change to social life in the first half of the Twentieth Century.
- Analyse the relationship between the historical context and cultural expression of the period from 1900 – 1945.

Unit 2 Twentieth Century History 1945 - 2000

This unit covers ideas and political power, movements of the people and issues for the millennium e.g. Anti-Apartheid, Cuban missile crisis, American Civil Rights movement, Vietnam War and the Cold War.

Outcomes

- Analyse and discuss how post-war societies use ideologies to legitimise their world view and portray competing systems.
- Evaluate the impact of challenges to established social, political and/or economic power during the second half of the Twentieth Century.
- Analyse issues faced by communities arising from political, economic and/or technological change.

Assessment Tasks

Unit 1

- Formally analyse visual and/or written documents
- Completion of an argumentative essay.
- Construct an analytical essay in response to a movie.

Weekly completion of course work for both Unit 1 and Unit 2 is compulsory (formatting needs to be fixed)

Unit 2

- Two short analytical tasks
- Biographical study identifying the role and significance of an individual or movement.
- Research essay and film analysis.

Use of Computers

In History, students will utilise computers for Word-processing software, PowerPoint and web page creation programs will be used to develop and complete coursework tasks; Internet-based research and analysis will also be undertaken. Coursework and class activities will also be distributed and submitted via email and the Intranet.

History

Unit 3 & 4

Study Description

History is the practice of understanding and creating meaning of the past. The study of history is about problem solving as well as the building of conceptual frameworks within which students can develop an understanding of their own time and place. Historical understanding is communicated through written, oral and visual forms.

Unit 3 **Revolutions: America 1763 - 1789**

This unit covers the American Revolution 1763 – 1776 (end of French and Indian War in 1763 to the Declaration of Independence in 1776). 1776- 1789: Declaration of Independence to the inauguration of George Washington

Outcomes

- Evaluate the role of ideas, leaders and movements on the development of the revolution.
- Analyse the challenges facing the emerging new order and attempts to create a new society and evaluate the nature of the new society created by the revolution.

Unit 4 **Revolutions: Russia 1905 - 1924**

This unit covers the Russian Revolution 1905 to October 1917 (Bloody Sunday to the Bolshevik Revolution). November 1917 – 1924 (Initial decrees to the death of Lenin).

Outcomes

- Evaluate the role of ideas, leaders and movements on the development of the revolution.
- Analyse the challenges facing the emerging new order and attempts to create a new society and evaluate the nature of the new society created by the revolution.

Assessment Tasks

Unit 3

- School Assessed Coursework (25%)
- Research Report
- Essay

Unit 4

- School Assessed Coursework (25%)
- Historiographical exercise
- Essay

Use of Computers

In History, students will utilise computers for Word-processing software, PowerPoint and web page creation programs will be used to develop and complete coursework tasks; Internet-based research and analysis will also be undertaken. Coursework and class activities will also be distributed and submitted via email and the Intranet.

Study Description

This study focuses on the processing of data and the management of information and information systems to meet a range of individual and societal purposes. The development of knowledge and skills will equip students to make use of ICT (information and communications technology) and make informed personal and workplace choices about future developments and directions in this exciting and challenging field.

Unit 1 IT in action

This unit focuses on how individuals and organisations use, and can be affected by, ICT in their daily lives. Students acquire and apply a range of knowledge and skills to solve information problems.

Outcomes

- Solve an information problem using spreadsheet software
- Analyse and recommend a networked information system for a specific use
- Contribute collaboratively to the creation of a website product that presents an analysis of a contemporary ICT issue and substantiates a point of view.

Unit 2 IT pathways

This unit focuses on how individuals and organisations use ICT. Students create solutions and information products that meet personal and clients' needs. They also examine how networked information systems are used within organisations.

Outcomes

- Solve an information problem by providing graphical representation of data
- Demonstrate progression in the ability to use a programming or scripting language, record the learning progress electronically, and explain possible career pathways that require the use of the software skills
- Work collaboratively to produce an information product for a client and evaluate the efficiency and effectiveness of the solution and product.

Assessment Tasks

Unit 1

- Development of a solution
- Short Test
- Group development of a presentation
- End of semester examination

Unit 2

- Data analysis task
- Folio, diary and short test
- Group development of a solution
- End of semester examination

Use of Computers

Where applicable, course content will be presented electronically. Most course work, learning activities and assessment task will utilise the students' notebook computers.

Information Technology

Unit 3 & 4

Study Description

Units 3 and 4 are designed to be taken as a sequence. It is anticipated students attempting this study will have satisfactorily completed Unit 1 / 2 IT or a high pass in Year 10 Unit 1 IT

Unit 3 focuses on the World Wide Web and how it supports the information needs of individuals, communities and organisations.

Unit 4 focuses on how ICT is used by organisations to solve ongoing information problems and in the strategies to protect the integrity of data and security of information.

Unit 3 IT applications

Students use web authoring and database management software to solve information problems

Outcomes

- Design, create and evaluate a prototype website that meets the needs of an online community, and explain the technical requirements that support the hosting of this website.
- Design and develop, using database management software, a solution to an information problem and discuss why and how data is acquired via websites.

Unit 4 IT applications

Use multimedia authoring software as well as spreadsheet software to solve information problems.

Outcomes

- Use spreadsheet software to solve an ongoing information problem, taking into account the information needs of an organisation, and evaluate the effectiveness of their problem-solving strategies.
- Evaluate the effectiveness of the strategies used by an organisation to manage the storage, communication and disposal of data and information, and recommend improvements.

Assessment Tasks

Unit 3

- Website development and short answer test
- Development of a solution

Unit 4

- Development of a solution
- Short answer test

Use of Computers

Where applicable, course content will be presented electronically. Most course work, learning activities and assessment task will utilise the students' notebook co

Australian and Global Politics

Unit 1 & 2

Study Description

In the twenty-first century, political decisions and actions taken by groups, individuals, organisations and governments are increasingly global in their impact. This study encourages students to understand and reflect on contemporary national and international political issues, perspectives, relationships and key events and forces that shape the. This study offers students the opportunity to engage with key political, social and economic issues and so become more informed citizens, voters and participants aware of the challenges facing their national and international communities.

Unit 1 Politics, politics and democracy

Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The nature of and philosophical ideas behind democracy are studied, as well as the operation of contemporary Australian representative democracy. Students examine the reasons why people seek political power, the power of successful political activists and leaders, and the political ideas that motivate them. Students also examine the role and influence of social and political movements.

Outcomes

Describe and analyse the nature and purpose of politics and power in a broad sense and in the context of contemporary Australian democracy.

Explain why people seek political power, and the major political ideologies that influence political involvement and political movements

Unit 2 The global citizen

Students examine their place within the international community through considering the debate over the existence of the 'global citizen' and the process of globalisation. Students consider the extent to which the notion of an international community exists, and investigates its ability to manage areas of global cooperation and respond to issues of global conflict and instability.

Outcomes

- Identify the ways in which the lives and citizens in the twenty-first century are interconnected globally.
- Describe and analyse the extent to which the international community is cohesive, and whether it can effectively manage cooperation, conflict and instability in relation to selected case studies.

Assessment

Unit 1 & 2

Outcomes will be assessed using one or more of the following formats.

- Case study
- Report
- Multimedia presentation
- Test
- Essay

Use of Computers

In Units 1 & 2, students will utilise the computer for class activities and research purposes.

Global Politics

Unit 3 & 4

Study Description

Global Politics provide students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical understanding of the world in which they live and contemporary global issues. In doing so students are provided with the means to meet the opportunities and challenges posed by contemporary international life and the understanding, awareness and critical thinking skills which underpin active citizenship.

Unit 3 Global Issues and Conflicts

In this area of study students examine the key actors in contemporary global politics: states, international institutions of global governance, transnational corporations (TNCs) and non-state actors. Students also examine the way in which a specific Asia-Pacific state uses its power in the region to pursue its national interests, and explore the ideas and debates that form, and have formed its national interests since 2000.

Outcomes

- Evaluate the power and influence of key global actors in the twenty first century and assess the extent to which they achieve their aims.
- Analyse and evaluate types and forms of power as used by a specific Asia-Pacific state in the region of pursuit of its national interest.

Unit 4 International Relations

Students investigate key global challenges facing the international community in the twenty-first century. Students examine and evaluate the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship. Students explore the context and causes of global crises, and consider the varying effectiveness of responses and challenges for solving them.

Outcomes

- Analyse two global political issues from a range of perspectives and evaluate the effectiveness of global actors' responses to these issues.
- Explain the characteristics of two contemporary global crisis and evaluate the effectiveness of responses to these.

Assessment Tasks

Unit 3 and Unit 4

Outcomes will be assessed using one or more of the following formats.

- A multimedia presentation
- A case study
- An essay
- A report
- A test
- Structured questions
- Short answer questions
- An extended responses

SACS contribute 50% of assessment. End of year exam contributes 50% of assessment.

Use of Computers

In Units 3 & 4, students will utilise computers for class activities and research purposes.

Japanese

Unit 1 & 2

Study Description

The study of Japanese contributes to a student's overall education, in communication skills, cross-cultural understanding, cognitive development, literacy and general knowledge. Students develop their ability to understand and use a world language of immense history, fascinating culture, and the latest technology for communication in a wide range of situations. Languages attract a bonus at VCE level in calculating ATAR scores.

Unit 1 Japanese

The focus of this unit is the reading, hearing and production of texts in a range of text-types, increasing students' vocabulary and their working knowledge of grammar in preparation for successfully achieving the following Outcomes;

Outcomes

- Establish and maintain a spoken exchange related to personal areas of experience.
- Listen to and obtain information from written and spoken texts.
- Produce a personal response to a text focusing on real or imaginary experience.

Unit 2 Japanese

The focus of this unit is the reading, hearing and production of texts in a range of text-types, increasing students' vocabulary and their working knowledge of grammar in preparation for successfully achieving the following Outcomes;

Outcomes

- Participate in a written exchange to make arrangements and complete transactions.
- Read, extract and use information and ideas from spoken and written texts.
- Give expression to real or imaginary experience in written or spoken form.

Assessment

Unit 1

- Written article
- Listen to spoken text to obtain information to complete a chart in English
- Read written text to obtain information to answer questions in Japanese
- Conversation

Unit 2

- Interview
- Listen to spoken text and reorganise info and ideas in a different text style
- Read written text and reorganise info and ideas in a different text style
- Short story

Use of Computers

Students are encouraged to word-process some of their work. Japanese Internet sites will be visited in some topics.

Study Description

The study of Japanese contributes to a student's overall education, in communication skills, cross-cultural understanding, cognitive development, literacy and general knowledge. Students develop their ability to understand and use a world language of immense history, fascinating culture, and the latest technology for communication in a wide range of situations. Languages attract a bonus at VCE level in calculating ATAR scores.

Unit 3 Japanese

The focus of this unit is the reading, hearing and production of texts in a range of text-types, increasing students' vocabulary and their working knowledge of grammar in preparation for successfully achieving the following Outcomes;

Outcomes

- Express ideas through the production of original texts.
- Analyse and use information from spoken texts.
- Exchange information, opinions and experiences.

Unit 4 Japanese

The focus of this unit is the reading, hearing and production of texts in a range of text-types, increasing students' vocabulary and their working knowledge of grammar in preparation for successfully achieving the following Outcomes;

Outcomes

- Analyse and use information from written texts.
- Respond critically to spoken and written texts about Japanese language and culture.

Assessment

Unit 3

- 500 ji personal or imaginative written piece
- Response to spoken texts
- 3-4 minute role play

Unit 4

- Response to written texts
- 600 ji written piece
- 3-4 minute interview

Use of Computers

Students are encouraged to word-process some of their work. Japanese Internet sites will be visited in some topics.

Study Description

This study explores the distinction between criminal and civil law, and the need for laws in society. Students investigate the process of making laws and changing laws and the role of parliament and subordinate authorities in law-making. Students examine the rights and responsibilities under criminal and civil law and the associated outcomes.

Unit 1 Criminal law in action

This unit focuses on the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Students learn the different types of crime and explore rights and responsibilities under criminal law. Students consider the role of parliament and subordinate authorities in law-making. Students investigate the processes and procedures followed by courts.

Outcomes

- Explain the need for effective laws and describe the main sources and types of law in society.
- Explain the key principles and types of criminal law, apply the key principles to relevant cases, and discuss the impact of criminal activity on the individual and society.
- Describe the process for the resolution of criminal cases and discuss the capacity of these processes to achieve justice.

Unit 2 Issues in civil law

This unit focuses on the rights that are protected by civil law, as well as obligations that laws impose. Students investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society. Students examine methods of dispute resolution and evaluate their effectiveness.

Outcomes

- Explain the principles of civil law, law-making by the courts, the elements of torts and apply these to relevant cases.
- Explain and evaluate the processes for the resolution of civil dispute.
- Explain one or more area/s of civil law and discuss the legal system's capacity to respond to issues and disputes related to the selected area/s of law.
- Describe an Australian case illustrating rights issues and discuss the impact of the case on the legal system and the rights of individuals.

Assessment Tasks

Unit 1

- Folio of exercises
- Investigative report
- Case Study
- Examination

Unit 2

- Folio of exercises
- Investigative report
- Case Study
- Examination

Use of Computers

In Units 1 & 2, students will utilise the computer for class activities and research purposes.

Study Description

This study aims to provide students with an understanding of the institutions that determine our laws and their law-making powers and processes. Students evaluate the effectiveness of law-making bodies and examine the need for the law to keep up with changes in society. Students investigate methods of dispute resolution that can be used as an alternative to civil litigation. Both criminal and civil trial processes are examined, including the adversary system. Students evaluate the effective operation of the Victorian legal system, including recommendations for reform.

Unit 3 Law-making

This unit explores an understanding of the institutions that determine our laws and their law-making powers and processes. Students evaluate the overall effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society.

Outcomes

- Explain the structure and role of parliament, including its processes and effectiveness as a law-making body, describe why legal change is needed and the means by which such change can be influenced.
- Explain the role of the Commonwealth Constitution in defining the law-making powers within a federal structure, analyse the means by which law-making powers may change and evaluate the effectiveness of the Commonwealth Constitution in protecting human rights.
- Describe the role and operation of courts in law-making, evaluate their effectiveness as law-making bodies and discuss their relationship with parliament.

Unit 4 Resolution and justice

This unit explores the means and processes that enable the resolution of legal disputes, including the jurisdiction of the courts, tribunals and alternative avenues of dispute resolution. Students develop an understanding of the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system. In this unit students evaluate the effective operation of the Victorian legal system and consider reforms or changes that could further improve its effective operation.

Outcomes

- Describe and evaluate the effectiveness of institutions and methods for the determination of criminal cases and the resolution of civil disputes.
- Explain the processes and procedures for the resolution of criminal cases and civil disputes, evaluate their operation and application and evaluate the effectiveness of the legal system.

Assessment Tasks

Unit 3

- Tests

Unit 4

- Tests

SACS contribute 50% of assessment. End of year exam contributes 50% of assessment.

Use of Computers

In Units 3 & 4, students will utilise computers for class activities and research purposes.

Study Description

The study of Literature develops knowledge and enjoyment of a wide range of literary texts. The study is based on the premise that meaning is derived from the interaction between the text, the context in which it was produced and the experience of life and literature that the reader brings to the text. The study provides an opportunity for students to examine and appreciate the ways in which literature represents experience and to develop their ability to respond to such representations.

Unit 1 Literature

The study is made up of four tasks designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

Outcomes

- Discuss how personal responses to literature are developed and justify their own responses to one or more texts.
- Analyse and respond both critically and creatively to the ways in which one or more texts reflect or comment on the interests and ideas of individuals and particular groups in society.
- Analyse the construction of a film, television, multimedia, or radio text and comment on the ways it represents an interpretation of ideas and experiences.

Unit 2 Literature

The study is made up of four tasks designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

Outcomes

- Analyse and respond both critically and creatively to the ways a text from a past era reflects or comments on the ideas and concerns of individuals and groups at that time.
- Produce a comparative piece of interpretative writing with a particular focus; for example, ideas and concerns, form of the text, author, time in history, social or cultural context.

Assessment Tasks

Unit 1

- Presentation of views and values in a text/poetry
- A written analysis of a film text
- Discussion of sections of a text/poetry
- A written analysis of a text

Unit 2

- A creative response to a text
- An extended comparative piece
- Discussion of sections of a text
- A written analysis of a text or review of a text

Use of Computers

Computers will be used for the drafting of notes and preparation of work leading up to the key assessment tasks. Students will also utilise technology for research purposes and the exchange of work and opinions developed during the course of the subject.

Study Description

The study of Literature develops knowledge and enjoyment of a wide range of literary texts. The study is based on the premise that meaning is derived from the interaction between the text, the context in which it was produced and the experience of life and literature that the reader brings to the text. The study provides an opportunity for students to examine and appreciate the ways in which literature represents experience and to develop their ability to respond to such representations.

Unit 3 Literature

The study is made up of three tasks designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

Outcomes

- Analyse how meaning changes when the form of a text changes.
- Analyse, interpret and evaluate the views and values of a text in terms of the ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unquestioned.
- Evaluate views of a text and make comparisons with their own interpretation.

Unit 4 Literature

The study is made up of two tasks designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

Outcomes

- Respond imaginatively to a text and comment on the connections between the text and the response.
- Analyse features of a text, relating them to an interpretation of the text as a whole.

Assessment Tasks

Unit 3

- Analytical comparison of print and film text
- Analysis of views and values of a text
- An evaluation of a review of a text.

Unit 4

- Creative response to a text with a brief reflective commentary.
- Analysis of key passages from a text.

Use of Computers

Computers will be used for the drafting of notes and preparation of work leading up to the key assessment tasks. Students will also utilise technology for research purposes and the exchange of work and opinions developed during the course of the subject.

Mathematics

Study Description

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous. Essential mathematical activities include abstracting, proving, applying, investigating, modelling and problem solving.

An Overview of the Studies Offered

Units 1 & 2

1. General Mathematics (Further) Units 1&2

This course involves skills for everyday life. It provides preparation for Further Mathematics in Year 12. Students selecting this option have only Further Mathematics Units 3&4 as an option for Year 12 Mathematics.

2. Mathematical Methods (CAS) Units 1&2

A course for students who have shown a high level of ability and an interest in mathematics. It provides preparation for Mathematical Methods (CAS) Units 3&4 in Year 12. Students selecting this subject should have taken Mathematics A in Year 10 or have achieved a solid B grade average in Mathematics B in Year 10 to be prepared for this course in Year 11.

3. General Mathematics (Specialist) Units 1&2

A course that supports the preparation for Specialist Mathematics Units 3&4 in Year 12. This subject **must** be taken together with Mathematical Methods (CAS) Units 1&2 to fully prepare for the pathway of Specialists Mathematics Units 3&4 in Year 12.

Unit 3 & 4

4. Further Mathematics Units 3&4

A course suitable for any student who has an interest in Mathematics.

5. Mathematical Methods (CAS) Units 3&4

A course for students with an interest in extending their mathematical knowledge. A satisfactory result in Mathematical Methods (CAS) Units 1&2 is required to attempt this subject. Students doing Mathematical Methods (CAS) can also select Further Mathematics Units 3&4, if interested.

6. Specialist Mathematics Units 3&4

A course for students with high mathematical ability. This course is the most challenging of the Mathematics subjects offered in Year 12. Students will need to have a very high level of mathematical ability to select this option. This subject **must** be done together with Mathematical Methods (CAS) Units 3&4.

General Mathematics (Further)

Units 1 & 2

Study Description

This course provides a study of a broad range of content areas that is focused on providing a planned pathway into Further Mathematics Units 3&4 in Year 12. There are no prerequisites for selection of General Mathematics Further, but it is advisable that students have reached a satisfactory level at Year 10. This course caters for students who require an emphasis on using mathematics in practical contexts.

The areas of study are:

- Statistics
- Functions and graphs
- Algebra
- Geometry
- Trigonometry
- Networks

Units 1&2 General Mathematics (Further)

This subject provides for the continuing mathematical development of students entering VCE who intend to undertake Further Mathematics Units 3 and 4 the following year. General Mathematics (Further) has a strong emphasis on using mathematics in practical contexts and introduces the students to each of the content areas that will be covered in the following year.

Outcomes

- Use confidently and competently mathematical skills and concepts from the areas of study.
- Apply mathematical procedures in contexts relating to familiar situations, personal work and study and be able to communicate their results.
- Select and use technology to apply mathematics to a range of practical contexts. Particular focus is the appropriate uses of the graphical calculator in the core area of Statistics.

Assessment tasks

The only component to the assessment administered by The Victorian Curriculum and Assessment Authority (VCAA) is the satisfactory completion of each Unit.

The level of achievement of the outcomes in each Unit will be demonstrated by the student's performance in the assessment tasks listed below.

The assessment tasks are graded and are reported to parents in the School Report at the end of each semester. These grades are not sent to VCAA.

Unit 1

- Assignments and tests
- Application task in Univariate Data
- Analysis tasks in content areas
- Skills and application examinations

Unit 2

- Assignments and tests
- Application task in Bivariate Data
- Analysis tasks in content areas
- Skills and application examinations

Use of Computers

The appropriate use of computer technology to support and develop the teaching and learning of mathematics is incorporated throughout the course. This will include the use of graphic calculators, spreadsheets, graphing packages, statistical analysis systems, dynamic geometry systems and access to online mathematical learning programs.

Mathematical Methods (CAS)

Units 1 & 2

Study Description

There are no prerequisites for Mathematical Methods (CAS) Units 1&2. However, it is strongly advised that students have a sound background in Algebra, Functions and Probability. This course is designed as preparation for Mathematical Methods (CAS) Units 3&4. Students are expected to be able to apply techniques, routines and processes involving arithmetic, algebraic manipulation, functions and their graphs, calculus and probability.

The areas of study are:

- Functions and Graphs
- Algebra
- Rates of change and calculus
- Probability

Units 1&2 Mathematical Methods (CAS)

This subject provides for the continuing mathematical development of students entering VCE who intend to undertake Mathematics Methods (CAS) and/or Specialists Mathematics Units 3 and 4 the following year. Mathematical Methods has a strong emphasis on developing each student's mathematical skill in a range of content areas. Particular focus is to introduce the student to the new and challenging areas of calculus and probability distributions.

Outcomes

- Use confidently and competently mathematical skills and concepts from the areas of study.
- Apply mathematical procedures in non-routine contexts and analyse these applications in mathematics using extended responses.
- Select and use the technology of the graphical calculator to produce results and carry out analysis in various situations.

Assessment Tasks

The only component to the assessment administered by The Victorian Curriculum and Assessment Authority (VCAA) is the satisfactory completion of each Unit.

The level of achievement of the outcomes in each Unit will be demonstrated by the student's performance in the assessment tasks listed below.

The assessment tasks are graded and are reported to parents in the School Report at the end of each semester. These grades are not sent to VCAA.

Unit 1

- Assignments and tests
- Application task
- Analysis tasks in content areas
- Skill based non-technology exam
- Analysis technology exam

Unit 2

- Assignments and tests
- Application task
- Analysis tasks in content areas
- Skill based non-technology exam
- Analysis technology exam

Use of Computers

The appropriate use of computer technology to support and develop the teaching and learning of mathematics is incorporated throughout the course. This will include the use of graphic calculators, spreadsheets, graphing packages, statistical analysis systems, dynamic geometry systems and access to online mathematical learning programs.

General Mathematics (Specialists)

Units 1 & 2

Study Description

There are no prerequisites for General Mathematics Specialist Units 1&2. However, it is strongly advised that students have a sound background in algebra, function and probability. This study **must** be taken in conjunction with Mathematical Methods (CAS) Units 1&2. This course caters for students intending to study Specialist Mathematics Units 3&4 at Year 12, as it provides access to a rigorous implementation of the course, which emphasises mathematical structure and justification of results through general case argument.

The areas of study are:

- Statistics
- Arithmetic
- Functions and Graphs
- Algebra
- Trigonometry
- Kinematics and Vector Geometry

Units 1&2 General Mathematics (Specialists)

This subject provides for the continuing mathematical development of students entering VCE who intend to undertake Mathematical Methods (CAS) and Specialist Mathematics Units 3 and 4 the following year. General Mathematics (Specialists) has a strong emphasis on developing each student's mathematical skill in a range of content areas. Particular focus is to introduce the student to the new and challenging areas of Kinematics, Complex Numbers and Vectors.

Outcomes

- Use confidently and competently mathematical skills and concepts from the areas of study.
- Apply mathematical procedures in non-routine contexts and analyse these applications in mathematics using extended responses.
- Select and use the technology of the graphical calculator to produce results and carry out analysis in various situations.

Assessment Tasks

The only component to the assessment administered by The Victorian Curriculum and Assessment Authority (VCAA) is the satisfactory completion of each Unit.

The level of achievement of the outcomes in each Unit will be demonstrated by the student's performance in the assessment tasks listed below.

The assessment tasks are graded and are reported to parents in the School Report at the end of each semester. These grades are not sent to VCAA.

Unit 1

- Assignments and tests
- Application task
- Analysis tasks in content areas
- Skill based non-technology exam
- Analysis technology exam

Unit 2

- Assignments and tests
- Application task
- Analysis tasks in content areas
- Skill based non-technology exam
- Analysis technology exam

Use of Computers

The appropriate use of computer technology to support and develop the teaching and learning of mathematics is incorporated throughout the course. This will include the use of graphic calculators, spreadsheets, graphing packages, statistical analysis systems, dynamic geometry systems and access to online mathematical learning programs.

Further Mathematics

Units 3 & 4

Study Description

This course consists of a compulsory core area of study 'Data analysis' and then a selection of 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 areas of study will be selected from are:

- Core area of Data analysis
- Geometry and Trigonometry
- Graphs and Relations
- Networks

Units 3&4 Further Mathematics

This subject provides for the continuing mathematical development of areas covered in the Year 11 General Mathematics (Further) course. It has a strong emphasis on using mathematics in practical contexts and prepares the students for assessment of each of the content areas of the study listed.

Outcomes

- Use confidently and competently mathematical skills and concepts from the areas of study to solve routine application problems.
- Apply mathematical procedures and skills developed in the 'Data analysis' area of study to analyse a practical and extended situation and be able to communicate their results.
- Select and use technology to apply mathematics in the various content areas that are covered.

Assessment Tasks

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on School Assessed Coursework (SACs) designated for the unit. The level of achievement in each of the outcomes, in each Unit, will be decided by the level of the student's performance in the assessment tasks listed below. The work completed by the student in SACs accounts for 34 per cent of the study score for this subject.

Unit 3

- Data analysis application task
- Analysis task in one module

Unit 4

- Analysis tasks in two modules

Examinations

- Examination 1 consists of multiple-choice questions drawn from the 'Data analysis' and the three modules. This exam will contribute 33 per cent to the study score.
- Examination 2 consists of four sets of extended-answer questions drawn from the 'Data analysis' and the three modules. This exam will contribute 33 per cent to the study score

Mathematical Methods (CAS)

Units 3 & 4

Study Description

This course consists of the following areas of study; Functions and Graphs, Calculus, Algebra and Probability. Assumed knowledge and skills are contained in Mathematical Methods (CAS) Units 1 and 2. Only students who have successfully completed Mathematical Methods (CAS) Units 1 and 2 can follow this pathway. The appropriate use of technology to support and develop the teaching and learning of mathematics is incorporated throughout the units.

The areas of study are:

- Functions and Graphs
- Algebra
- Calculus
- Probability

Units 3&4 Mathematical Methods (CAS)

This subject provides for the continuing mathematical development of areas covered in the Year 11 Mathematical Methods (CAS) course. It has a strong emphasis on using mathematics in practical contexts and prepares the students for assessment of each of the content areas of the study listed. There is a focus on students being able to arrive at solutions without the use of graphical calculators

Outcomes

- To explain and use key mathematical skills and concepts from the areas of study to solve routine application problems.
- Apply mathematical procedures and skills in non-routine contexts and to be able to communicate these results.
- Select and use technology to apply mathematics in the various content areas that are covered.

Assessment

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on School Assessed Coursework (SACs) designated for the unit. The level of achievement in each of the outcomes, in each Unit, will be decided by the level of the student's performance in the assessment tasks listed below. The work completed by the student in SACs accounts for 34 per cent of the study score for this subject.

Unit 3

- Test 1 Functions
- Test 2 Logarithms and Exponentials
- Analysis task involving Calculus

Unit 4

- Analysis task involving Integration
- Analysis task involving Probability

Examinations

- Examination 1- non technology based exam. This consists of short-answer questions and some extended-answer questions covering all areas of the study. This exam will contribute 22 per cent to the study score.
- Examination 2 consists of multiple-choice and extended-answer questions covering all areas of the study. This exam will contribute 44 per cent to the study score.

Study Description

This course consists of the following areas of study; Functions, Relations and Graphs, Algebra, Calculus, Vectors and Mechanics. Assumed knowledge and skills are contained in Mathematical Methods and the work completed in General Mathematics (Specialists) Units 1 and 2. Only students who have successfully completed Mathematical Methods Units 1 and 2 and General Mathematics (Specialists) can follow this pathway. The appropriate use of technology to support and develop the teaching and learning of mathematics is incorporated throughout the units.

The areas of study are:

- Functions, Relations and Graphs
- Algebra
- Calculus
- Vectors
- Mechanics

Units 3&4 Specialists Mathematics

This subject provides for the continuing mathematical development of areas covered in the Year 11 Mathematical Methods and General Mathematics (Specialists) courses. It has a strong emphasis on using mathematics in practical contexts and prepares the students for assessment of each of the content areas of the study listed. There is a focus on students being able to arrive at solutions without the use of graphical calculators

Outcomes

- To explain and use key mathematical skills and concepts from the areas of study to solve application problems with use of technology, as well as apply routines and procedures by hand.
- Apply mathematical procedures, with an emphasis on general cases and skills in non-routine contexts and to be able to communicate these results.
- Select and use technology to apply mathematics in the various content areas that are covered.

Assessment Tasks

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on School Assessed Coursework (SACs) designated for the unit. The level of achievement in each of the outcomes, in each Unit, will be decided by the level of the student's performance in the assessment tasks listed below. The work completed by the student in SACs accounts for 34 per cent of the study score for this subject.

Unit 3

- Item response test
- Analysis task involving calculus

Unit 4

- Application task
- Item response test 1
 - Item response test 2

Examinations

- Examination 1- non technology based exam. This consists of short-answer questions and some extended-answer questions covering all areas of the study. This exam will contribute 22 per cent to the study score.
- Examination 2 consists of multiple-choice and extended-answer questions covering all areas of the study. This exam will contribute 44 per cent to the study score. This exam will contribute 44 per cent to the study score

Music

An Overview of the Studies Offered

Music Performance Units 1,2,3 & 4

This course aims to develop students' knowledge and skills as instrumentalists and provide opportunities for group and solo performance. These units allow students to enhance their performance knowledge and skills as a member of a group or as a solo performer.

Music Investigation Units 3 & 4

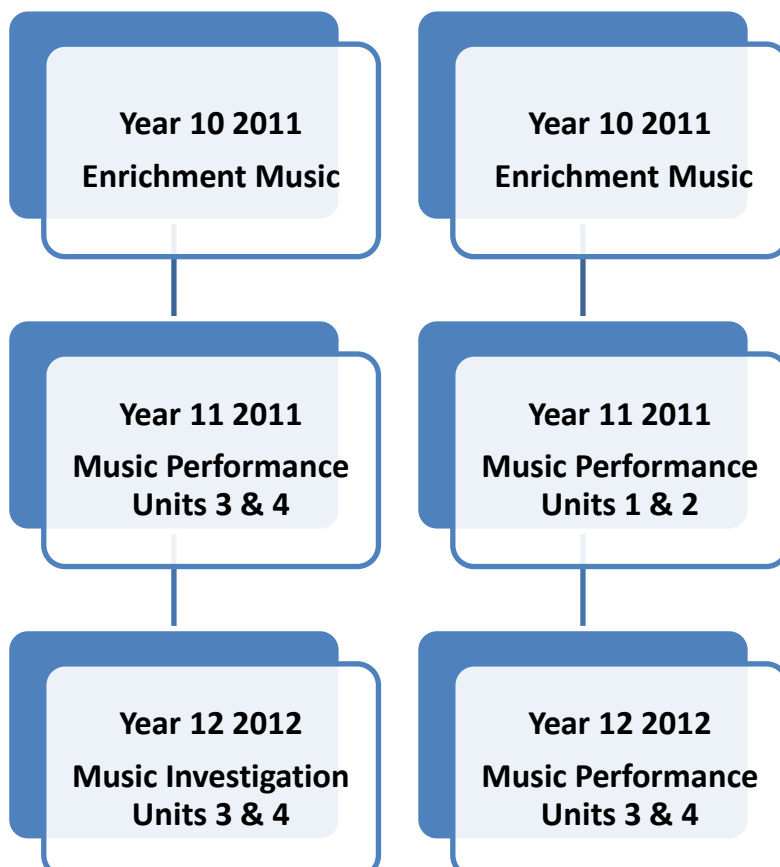
This course aims to consolidate students' learning through focus on an Area of Investigation. It is assumed that students who would undertake this course would already be accomplished musicians. These units allow students to further enhance their performance knowledge and skills as a member of a group or as a solo performer. Ideally, it is designed for students who have completed Music Performance Unit 3 & 4 studies.

Advice to current (2011) Year 10 students

1. Completing Music Performance Units 1 & 2 in Year 11 and then continuing onto Music Performance Units 3 & 4 in Year 12
2. Completing Music Performance Units 3 & 4 in Year 11 and then completing Music Investigation Units 3 & 4 in Year 12
3. Completing Music Performance Units 1 & 2 in Year 11 only
4. Completing Music Performance Units 3 & 4 in either Year 11 or Year 12 only

It would be advisable for students to consult with the Director of Music about their music subject choices and required standard of performance, prior to finalising their VCE subjects.

VCE PATHWAYS FOR CURRENT YEAR 10 MUSIC STUDENTS



Music Performance

Unit 1 & 2

Study Description

This study focuses on developing skills in practical music and performance in solo and group contexts, studying performance and performing, and developing skills in aural comprehension and organisation of sound. Students will present a solo and a group performance, demonstrate prepared technical work and perform previously unseen music.

Unit 1 Music Performance

Unit 1 focuses on achieving flexibility in music performance and includes outcomes relating to music language and music craft. Through these outcomes students develop knowledge of the structure of music language and skills in aural perception and notation.

Outcomes

- Solo technique test; solo performance; group performance and performance of technical work, exercises and unprepared material.
- A report on performance practice
- Aural and written test

Unit 2 Music Performance

Unit 2 continues the development of performance skills and focuses on analysis of music being prepared for performance. Students continue to develop knowledge of music language and skills in aural perception. They also undertake activities involving composing, arranging or improvising.

Outcomes

- Solo technique test; solo performance; group performance and performance of technical work, exercises and unprepared material.
- A report on performance practice
- Aural and written test
- Composition task

Use of Computers

Students will be encouraged to use computers in the formulation of composition exercises, and in theory and aural training.

Music Performance

Unit 3&4

Study Description

Units 3 & 4 Music Performance focus on developing students' performance skills in interpreting styles and applying a range of technical and artistic techniques to present a program of works in either a solo or an ensemble context. Students must choose either Solo or Group Performance as their main focus.

Both units aim to develop skills in aural perception and critical listening that are used by solo and ensemble performers when preparing and presenting performances of music in a range of styles. The focus for analysis is works and performances since 1910 by Australian musicians.

Unit 3

Outcomes

- Develop and refine skills in solo or ensemble performance of musical works from a range of styles.
- Analyse elements that affect ensemble performance and implement selected strategies to improve and present effective ensemble performances.
- Recognise and describe the structure and sound of selected characteristics of music.

Unit 4

Outcomes

- Continue to develop and refine skills in ensemble performance of musical works from a range of styles
- Create and analyse an arrangement for a small ensemble
- Describe and evaluate the structure and sound of selected characteristics of music.

Assessment Tasks

Unit 3

- Solo technique test; solo performance; group performance and performance of technical work, exercises and unprepared material.
- Aural, written and practical test.

Unit 4

- Solo technique test; solo performance; group performance and performance of technical work, exercises and unprepared material.
- Aural, written and practical test
- Performance examination 50%
- Aural and written examination 25%

Use of Computers

Students will be encouraged to use computers for composition and arranging exercises and for aural training.

Study Description

Music Investigation Units 3 and 4 involves both performance research in a Focus Area selected by the student and performance of works that are representative of that Focus Area. Students' research of music characteristics and performance practices representative of the Focus Area underpins the Investigation, Composition/arrangement/improvisation and Performance areas of study. Aural and theoretical musicianship skills are developed across all areas of study.

Students' interpretation of works in the performance program for these units is informed by:

- study of repertoire that is representative of the Focus Area yet diverse in character
- research into and application of performance practices relevant to the Focus Area
- investigation and analysis of characteristics of a range of works that are representative of the Focus Area
- insights from composing/improvising/arranging and performing an original work that incorporates music characteristics typical of the Focus Area

These units build on knowledge and skills developed over Music Performance Units 1 to 4. Students electing to undertake this study choose whether they will present their end-of-year performance examination program as a member of a group OR as a soloist.

Examples of Focus Areas and their associated programs are:

- **The influence of baroque keyboard works on 20th century composition**
- **Creating mood and character in music theatre**
- **Virtuosity in improvised guitar solos: 1965 to the present day**

Investigation

In this area of study, students select and describe a Focus Area and research issues relevant to performance practice in that Focus Area. They use aural comprehension, music theory and general musicianship knowledge and skills as they listen critically to recordings of performances and examine relevant texts including musical scores. Students research and analyse, aurally and visually, a sample of music works that includes works selected for performance, as well as other works that are representative of the Focus Area, to gain a broad understanding of stylistic and structural characteristics.

Outcome 1

Analysis of works and related theory and aural skills.

Outcome 2

Composition/improvisation/arrangement

On completion of this unit the student should be able to compose, improvise and/or arrange and discuss music characteristics and performance practices.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of

Outcome 3

Performance

In this area of study students plan, rehearse and perform a program of works representative of the selected Focus Area. They develop relevant instrumental and performance techniques and apply performance practices to build their expertise as performers.

Assessment

The student's level of achievement for Unit 4 will be determined by School-assessed Coursework and an end-of-year performance examination.

School-assessed Coursework**Outcome 1**

Demonstrate understanding of performance practices, context/s and influences on music works.

Outcome 3

Present a performance of music works that communicates understanding of the Focus Area. Performance of technical work and exercises relevant to the Focus Area and description of how this technical work is informing development of the performance program.

Total marks 25

*School-assessed Coursework for Unit 3 contributes 25 per cent.

Outcome 2

Compose/improvise/arrange and perform a music work and discuss the use of music characteristics, instrumental techniques, performance techniques and conventions in the work.

Present a composition, improvisation or arrangement of a music work that uses characteristics, performance techniques and other conventions relevant to the Focus Area.

And

An explanation of how the work is representative of the Focus Area.

Outcome 3

Demonstrate artistic intent and understanding of the Focus Area in a cohesive and engaging performance of music works. Demonstration of performance techniques, technical work and exercises relevant to preparing for performance of a program of works that relate to the Focus Area, and discussion of how this technical work relates to the Focus Area.

Total marks 25**End-of-year examination**

The level of achievement for Units 3 and 4 is also assessed by an end-of-year performance examination which will contribute 50 per cent.

Study Description

Physical Education examines the biological, social and cultural influences on performance and participation in physical activity. The study is both theoretical and practically based. Students will participate in physical activity which will allow them to reflect on factors that affect performance and participation in physical activity.

Unit 1: Bodies in Motion

This unit explores how the body systems work together to produce movement and analyses this motion using biomechanical principles. Through practical activities students explore the relationship between body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway.

Outcomes

- On completion of this unit the student should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems function, and how the aerobic and anaerobic pathways interact with the systems to enable human movement,
- On completion of this unit the student should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how to develop and refine movement in a variety of sporting actions through the application of biomechanical principles.

Unit 2: Sports coaching and physically active lifestyles

This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. Students are also introduced to physical activity and the role it plays in the health and wellbeing of the population. Through a series of practical activities, students gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan.

Outcomes

- On completion of this unit the student should be able to demonstrate their knowledge of, and evaluate, the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach.
- On completion of this unit students should be able to collect and analyse data related to individual and population levels of participation in physical activity, and sedentary behaviour, and create and implement strategies that promote adherence to the National Physical Activity Guidelines.

Assessment Tasks

Unit 1

Assessment tasks include: written reports, tests, structured questions, oral reports, case studies, media analysis, laboratory reports, video analysis and an end of semester examination.

Unit 2

Assessment tasks include: written reports, tests, structured questions, oral reports, case studies, media analysis, laboratory reports, video analysis and an end of semester examination.

Use of Computers

Computers are used for taking of class notes, completion of homework tasks and chapter summaries, and to undertake research and use the online resources of the various topics covered within the course.

Study Description

Physical Education examines the biological, social and cultural influences on performance and participation in physical activity. The study is both theoretical and practically based. Students will participate in physical activity which will allow them to reflect on factors that affect performance and participation in physical activity.

Unit 3: Physical activity participation and physiological performance

This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels and identify a range of strategies that are effective in promoting participation in some form of regular activity. Students also investigate the contribution of energy systems during physical activity, the causes of fatigue and the various management and recovery strategies that are available.

Outcomes

- On completion of this unit the student should be able to analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the National Physical Activity Guidelines.
- On completion of this unit the student should be able to use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies.

Unit 4: Enhancing physical performance

In this unit students undertake an activity analysis and using results from this data analysis, they investigate the required fitness components and design a training program aimed at improving or maintaining performance. Students also learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competitions.

Outcomes

- On completion of this unit the student should be able to plan, implement and evaluate training programs to enhance specific fitness components.
- On completion of this unit the student should be able to analyse and evaluate strategies designed to enhance performance or promote recovery

Assessment Tasks

Unit 3

School assessed course work (25% towards final study score) Assessment tasks include: written reports, tests, structured questions, case studies, media analysis and laboratory reports.

Unit 4

School assessed course work (25% towards final study score) Assessment tasks include: written reports, tests, structured questions, case studies, media analysis, laboratory reports and an end of year examination. The end of year examination accounts for 50% of the final study score. Use of

Computers

Computers are used for taking of class notes, completion of homework tasks and chapter summaries, and to undertake research and use the online resources of the various topics covered within the course.

Physics:

Units 1 & 2

Study Description

The study of Physics, by increasing understanding of the physical and social environment, has led to developments that have profoundly influenced and changed the world. There is an emphasis on electromagnetism and mechanics. The study has a contextual approach in order that students can better appreciate the relevance of Physics to their everyday experience.

Unit 1 Physics

The first focus of this unit is nuclear physics and radioactivity. The peaceful use of energy from the nucleus is studied in detail. The second focus in this unit is electricity, which begins a prolonged study of electronics by examining simple circuits.

Outcomes

Nuclear Physics And Radioactivity.

- Explain the structure of the atom
- Apply a model of the atom to explain stability and the sources of radiation.
- Describe the effects of ionising radiation on living things and the environment
- Describe fission and fusion, chain reactions and critical mass

Electricity.

- Apply the concepts of charge, current, electric potential and power
- Model circuits with resistors in series and parallel
- Model home electricity and discuss electrical safety in the home

Unit 2 Physics

The first focus of this unit is movement of particles as modelled by Newtonian mechanics. The second focus is the wave like nature of light. These concepts are combined for a detailed study of Astrophysics.

Outcomes

Mechanics

- Describe and explain the movement of particles in terms of Aristotelian, Galilean and Newtonian theories.
- Study gravity and weight as an example of forces
- Describe and explain the concepts of work, energy and momentum

Wave like Properties Of Light.

- Discuss transverse and longitudinal waves
- Investigate and explain reflection, refraction, dispersion and diffraction
- Compare the wave and particle models of the electromagnetic spectrum

Astrophysics.

- Describe and explain methods used to gather information about stars and relate this to models of the nature and origin of the universe.

Assessment Tasks

Unit 1

- Experimental reports
- Research project
- Unit tests
- End of semester examinations

Unit 2

- Experimental reports
- Research project
- Unit tests
- End of semester examinations

Use of Computers

Computers are used for report writing, data logging, experimental simulation and research

Physics

Units 3 & 4

Study Description

The study of Physics, by increasing understanding of the physical and social environment, has led to developments that have profoundly influenced and changed the world. The study has a contextual approach in order that students can better appreciate the relevance of Physics to their everyday experience. Because of the sequenced nature of the work students are normally required to study Units 1&2 before being allowed to enrol in Units 3&4.

Unit 3 Physics

The focus of this Unit is Newtonian motion in One and Two dimensions, Electronics and Photonics followed by a detailed study into one of the three elective areas.

Outcomes

- Motion in One and two dimensions
- Electronics and photonics
- Detailed study: Further Electronics

Unit 4 Physics

The focus of this Unit is Electrical Power, the interactions of light and matter followed by a detailed study into one of the three elective areas.

Outcomes

- Electric Power
- Interactions of light and matter
- Detailed study: Photonics

Assessment Tasks

Unit 3

- Experimental reports
- School assessed tasks SACS
- Mid-year examinations (external)

Computers are used for data logging and reports

Unit 4

- Experimental reports
- School assessed tasks SACS
- End-or-year examinations (external)

Use of Computers

Use of Computers

Computers are used for report writing, data logging, experimental simulation and research.

Use of Computers

Computers are used for report writing, data logging, experimental simulation and research.

Studio Arts

Unit 1 & 2

Study Description

VCE Studio Arts encourages and supports students to recognise their individual potential as art makers. The study establishes effective art practices through the application of an individual design process. Unit 1 focuses on using sources of inspiration and ideas as the basis for artworks and exploring a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. Unit 2 focuses on the use of materials and techniques in the production of artworks.

The theoretical component of this study is an important basis for studio practice as it offers students a model for inquiry that can support their artmaking practices.

Unit 1 Artistic inspiration and techniques

Outcomes

- Source ideas and inspiration and use a variety of methods to translate these into visual form.
- Explore and use a variety of materials and techniques to support and record the development of individual ideas to produce artworks.
- Discuss how artists from different times and locations interpret sources of inspiration and use materials and techniques.

Unit 2 Design Explorations and concepts

Outcomes

- Develop an individual design process including visual research and inquiry to produce a variety of design explorations and a number of artworks.
- Analyse and discuss the ways in which artists from different times and locations have created aesthetic qualities artworks, communicated ideas and develop styles.

Assessment Tasks

Unit 1

- Folio
- Written presentations

Unit 2

- Folio
- Written presentations
- Examination

Use of Computers

In the practical component of the course students will use software appropriate to their needs. In Art Appreciation, students will utilise computers for class activities, drafting and research purposes.

Studio Arts

Unit 3 & 4

Unit 3 focuses on the implementation of an individual design process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration and apply a design process to explore and develop their ideas. Students investigate and analyse the response of artists to a wide range of stimuli and examine their use of materials and techniques. Unit 4 focuses on the production of a cohesive folio of finished artworks. This unit also investigates aspects of artists' involvement in the art industry, focusing on a variety of exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of artworks.

Unit 3 Studio production and professional practices

Outcomes

- Prepare an exploration proposal
- Present an individual design process that produces a range of potential directions, which reflects the concepts and ideas documented in the exploration proposal.
- Discuss art practices in relation to particular artworks of at least two artists and analyse ways in which artists develop distinctive styles in their artworks.

Unit 4 Studio production and industry contexts

Outcomes

- Produce a focus statement in visual and written form
- Present a cohesive folio of finished artworks
- Analyse and discuss roles and methods involved in the presentation of art works and discuss current art industry issues.

Assessment Tasks

Unit 3

- Folio
- Written presentations

Unit 4

- Folio of finished artwork
- Written presentations
- Examination

Visual Communication & Design

Unit 1+2

Study Description

The main purpose of Unit 1 is to enable students to develop an understanding of instrumental drawing methods and freehand drawing including drawing from direct observation. Students develop practical skills in the application of appropriate drawing methods, design elements and principles, and information and communications technology. Unit 2 focuses on the development and refinement of practical skills by generating images and developing them through freehand drawing, instrumental drawing and the use of information and communications technology. In the production of visual communications, this unit enables students to develop an awareness of how the design process facilitates exploration and experimentation and how information and ideas are communicated.

Unit 1 Visual Communication

Outcomes

- Complete instrumental drawings using a range of paraline drawing systems
- Draw from direct observation, in proportion and render the drawings
- Explore and apply design elements and principles to satisfy a stated purpose
- Describe the nature of the design process in the production of visual communications

Unit 2 Communication in context

Outcomes

- Freehand and instrumental drawings to develop images that represent and communicate form.
- Freehand drawings in the development of rendered three-dimensional images.
- Apply the design process to develop a visual communication solution to a set task.
- Describe and analyse visual communications and explain how they communicate ideas, present information and reflect influences.

Assessment Tasks

The award of satisfactory completion of this unit is based on a decision that the student has demonstrated achievement of the set outcomes specified for the unit.

Unit 1

- Instrumental drawings
- Freehand drawing and rendering
- Design element & principles
- Design process
- Examination

Unit 2

- Representing and communicating form
- Developing imagery
- Developing visual communication solutions
- Visual communication in context
- Examination

Use of Computers

The use of computers, digital cameras, scanners, printers and reprographic equipment such as photocopiers and cameras are relevant in this study. Software is used to explore, manipulate and enhance student design work. Students use computer related technology to explore design alternatives throughout the production process and to produce final presentations.

Visual Communication & Design

Unit 3+4

Study Description

The main purpose of Unit 3 is to enable students to develop an understanding of visual communication production through the application of the design process to satisfy specific communication needs. Students will also investigate the production of visual communications in a professional setting and examine the nature of professional practice in the design and production of visual communications. Unit 4 focuses on students applying their knowledge of the components of the design process in the preparation of one design brief. Students apply their practical skills to the development and production of two distinct final visual communication presentations through application of the design process and based on the requirements of the brief.

Unit 3 Visual Communication Practices

Outcomes

- Apply the design process to produce a final visual communication presentation that satisfies a specified communication need.
- Analyse and evaluate the effectiveness of a range of visual communications.
- Discuss the roles and relationships involved in the design and production of visual communications in the context of professional practice.

Unit 4 Designing to a brief

Outcomes

- Prepare one brief that describes a client's communication need and specifies possible resolutions, and proposes two distinct final visual communication presentations suitable for a stated audience/s.
- Developmental work that explores design concepts relevant to the requirements of the brief developed for Outcome 1 and fulfils the requirements of that brief.
- Produce two distinct final visual communication presentations that satisfy the requirements of the brief developed for Outcome 1.

Assessment Tasks

The award of satisfactory completion of this unit is based on a decision that the student has demonstrated achievement of the set outcomes specified for the unit.

Unit 3

- Visual communication design
- Visual communication analysis
- Professional practice in visual communication

Unit 4

- The brief
- Developmental work
- Final presentations
- Examination

Use of Computers

The use of computers, digital cameras, scanners, printers and reprographic equipment such as photocopiers and cameras are relevant in this study. Software is used to explore, manipulate and enhance student design work. Students use computer related technology to explore design alternatives throughout the production process and to produce final presentations.

6 Online selection instructions

Web Preferences Access Guide.

Student – West Bourne (example only) Home Group –

Introduction.

Web Preferences is a web application that allows students to ATAR their subject preferences on-line. This Access Guide details the procedures to access and use Web Preferences.

Before you begin, make sure that you have access to a computer that has the following:

- An Internet connection.
- A web browser – Microsoft Internet Explorer 5.5 or higher or Netscape Navigator or higher or Apple Safari 1.2 or higher.
- Access to a printer.

Step One – Accessing Web Preferences.

To use Web Preferences you must open your web browser and open the following internet site.

<http://www.timetabling.com.au/webpreferences>

Or simply go to the Westbourne Intranet page and click on the following subject selection icon:



Subject Selection

When you access this page you will see a rectangle with the words “Click Here To Open Web Preferences”. Click on the rectangle to access the login page.

Step Two – Logging into Web Preferences.

You should now see a page titled “Welcome to Web Preferences”. This page contains two text boxes, one to ATAR your Student Code and one to ATAR your password.

ATAR the following **case sensitive** text in these boxes.

Student Code:	WGS00-1-000	NB: THESE ARE EXAMPLES ONLY. YOU WILL BE GIVEN INDIVIDUAL CODES.
Password:	ABC8DE	

Then click the “ATAR” button.

If there is an error in ATARing either the Student Code or password, an error message in red text will be displayed at the bottom of the page.

Step Three – Selecting Preferences.

To use or change your preferences press the “Add Preferences” button located near the top left corner of the page and the “Preference Selection” page will display. Follow the instructions on

this page to select subjects from the drop down list boxes. When you have finished, press the "Submit Preferences" button.

Step Four – Validating Preferences.

The "Preference Validation" page will display all your preferences in the order you selected them. If you are happy with your preferences then continue by pressing the "Submit Preferences" button which will open a page titled "Preference Receipt".

Step Five – Finishing Up.

You can print your "Preference Receipt" page by pressing the "Print Receipt" button. Sign the printed receipt and return it to your school. Continue by pressing the "Finish" button, which will return you to the home page. If you want to change your preferences, repeat the process by processing the "Add Preferences" button, otherwise exit by pressing the "Log Out" button.

Sample Online Selection Forms

VCE

Web Preferences – Receipt

Student Preference Receipt: **(example only)**

Receipt No: WGS00-1-000

Date: 31/05/2008 9:12:41 AM

Student: West Bourne

Choose 6 subjects and please indicate a reserve subject at preference 7. For Preference 1 choose between ENGLISH or LITERATURE or ESL only. If you wish to select both English & Literature please use another preference for Literature.

Year 12 2009 students should choose private study for preference 6

Select subjects 2-6 in preferential order

Preference List:

Preference 1: English or Literature or ESL

Preference 2: Subject 2

Preference 3: Subject 3

Preference 4: Subject 4

Preference 5: Subject 5

Preference 6: Subject 6

Preference 7: Reserve Choice

Student Signature: _____

Parent/Guardian Signature: _____

Print off this page and keep for your records

Print Receipt

Finish

Web Preferences – Receipt