

Subject Guide

Years 10 to 12
2019

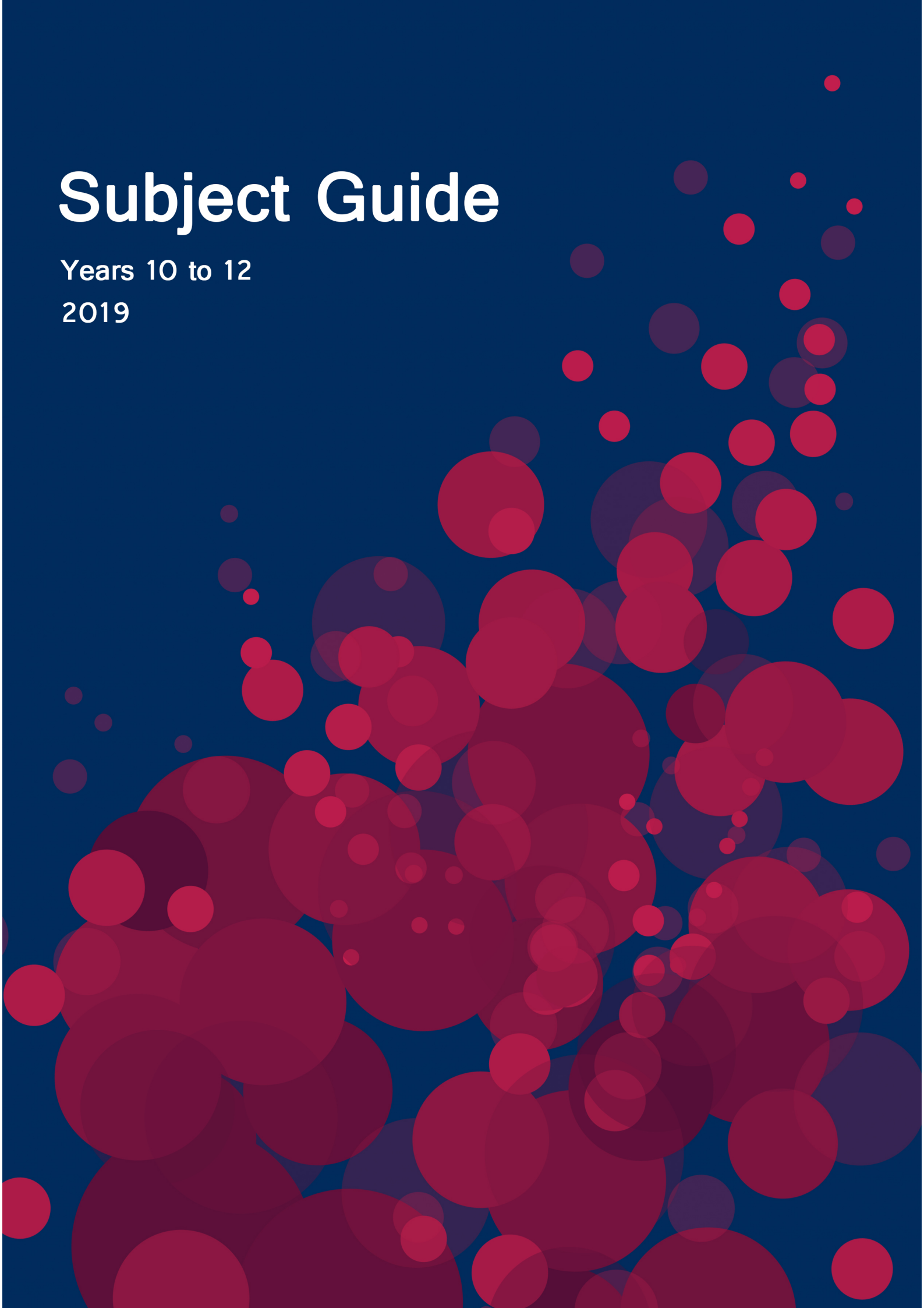


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Welcome to Year 10 and VCE

Our priority in this part of your education is to work alongside our teachers to ensure mutually beneficial learning outcomes are achieved. Brentwood is proud of the results that its students have achieved in recent years. In staying true to our personal best philosophy, our students establish their own personal goals and work towards them hand in hand with the teachers at Brentwood. The final years of schooling are not only a culmination of years of hard work and impressive results, but also about self-reflection and personal learning, as they create an identity and develop lifelong skills that better prepare them for the future learning they have ahead of them.

At Brentwood, our goals are:

- To ensure that each student achieves their **personal best**
- To **connect** students to the school and wider community
- To encourage students to become **lifelong learners** by developing habits of mind that will assist them to continue to achieve beyond school

Coupled with our goals, we make certain that:

- Students develop and maintain positive relationships and mutual respect with peers, staff and the wider school community
- Students build strategies and support networks to ensure resilience
- Students demonstrate honesty, trustworthiness and integrity
- Students take personal responsibility for their learning
- Students demonstrate understanding, tolerance and inclusion for all

We acknowledge the need to address student engagement and see the direct links this has with the learning environment we are creating. These include:

- **Behavioural Engagement** – participation in education programs that include academic, social and extracurricular activities
- **Emotional Engagement** – focusing on a student's emotional reactions in the classroom and in the school. Harnessing a sense of belonging to the school culture
- **Cognitive Engagement** – developing a student's investment in their learning, through intrinsic motivation and self-reflection

The Victorian Certificate of Education (VCE)

VCAA requirements for the satisfactory completion of the VCE.

The minimum requirement for satisfactory completion of the Victorian Certificate of Education is 16 units which must include:

- three units from the English group, including both Unit 3 and 4
- at least three sequences of Unit 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met.

Note: The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student's ATAR, satisfactory completion of both Units 3 and 4 of an English sequence is required.

Students eligible for atypical programs can have their previous studies or experience counted in the award of the VCE. These students are students with credit from interstate and overseas studies.

At Brentwood Secondary College students are required to study 12 units (six subjects) in Year 11 by either studying:

- 6 Unit 1 and 2 studies; or
- 1 Unit 3 and 4 study and 5 Unit 1 and 2 studies

In Year 12 students are required to study 10 units (five subjects)

- 5 Unit 3 and 4 studies; or
- 1 University level study and 4 Unit 3 and 4 studies

This gives students a total of 22 units towards their VCE.

Students enrolled in studies external to Brentwood Secondary College are expected to comply with these requirements. Any variation to this must be approved by the Head of Senior School. Students can apply for a reduced load based on Victorian School of Languages, Distance Education and TAFE courses when applications are put in writing to the Head of Senior School.

VCE Advanced Placement

Some students may be allowed to attempt a Unit 1 subject during the first semester of their Year 10 studies. Student performance will be monitored. If performance is unsatisfactory or the student wishes to discontinue the advanced placement during the first six weeks of term one, he/she will be withdrawn and placed in a Year 10 unit. Students who perform well in Unit 1 and wish to continue the subject may be permitted to enrol in Unit 2.

Advanced places are offered to Year 9 students in second semester, before students are allocated their course for the following year. Places are offered where there are vacancies in Unit 1 classes, after Year 11 students have been allocated to classes. First preference is given to students who have demonstrated a high level of academic achievement or who show an aptitude in a specific subject (eg Music).

University Extension Studies

Students may apply to attempt a University level subject whilst completing Year 12 studies.

Students need to be recommended for participation in these programs. The Head of Senior School as the Principal's delegate will certify that selected students meet the guidelines provided by universities, which may include specific tests. Normally, students enrolling in university studies will have demonstrated outstanding achievement across all

studies and have a VCE study score of 41 or more in the preparatory study. Applications must be submitted by the end of October.

Change of Course

Course changes are offered at key times throughout the year. These are communicated to students.

At the beginning of the year, students are given an opportunity to make changes to both Unit 1 and 3 subjects for a period of no more than 2 weeks. After this time, students are unable to change courses.

Midyear changes can be made between Unit 1 and 2 subjects only. Unit 3 or 4 subjects cannot be changed.

At the end of the school year, subject change requests can be made for the following year during the Course Confirmation appointment, prior to Headstart commencing.

Attendance

Students who do not attend regularly, will be unlikely to develop the skills necessary to achieve the measured outcomes of their Year 10 or VCE course to a satisfactory level.

There are three levels of attendance requirements, which must be met. Students should ensure that they meet all three.

- Overall school attendance.
- Attendance requirements for the satisfactory completion of the VCE.
- Youth Allowance requirements for attendance and punctuality of Youth Allowance recipients. Refer to Centrelink guidelines.

Overall School Attendance

Brentwood's attendance policy requires that:

- Students attend Home Group every morning.
- Students are not to leave the school grounds **at any time** once they have arrived.
- Any student who arrives at school after Home Group (for any reason) **MUST** report to the Senior School Office and sign in with Mrs Chanter.
- Habitual lateness to school or class will incur a detention and may result in a student failing to meet attendance requirements for a specific subject.
- Unexplained absences are a breach of the College rules and will incur sanctions.
- Students who need to leave school early **MUST** provide a parent/guardian note and see the Senior School attendance officer to log it on compass.
- Year 11 and 12 students who have no scheduled classes period 6 may sign out through the Senior School Office. If a student is not signing out, they must be in the Library or Senior Learning Centre.
- Year 12 students who have no scheduled classes for the remainder of the day, may sign out through Senior School office once their final class has finished.

IMPORTANT: Failure to sign in or out when you have study periods will result in graduated consequences which may include a withdrawal or suspension.

In the case of illness students **MUST** report to the General Office (sick bay) before leaving the school grounds.

Attendance requirements for the satisfactory completion of the VCE

All VCE students are expected to attend all timetabled classes, excursions and assemblies and be punctual at all times. Students who are consistently absent or late cannot possibly meet the requirements for satisfying the achievement of the Key Knowledge and Key Skills required under VCAA guidelines.

The Senior School will keep a record of a student's attendance so we can ensure students are attending at least the minimum number of scheduled classes in order to demonstrate satisfactory completion of a subject.

- After 3 absences – parents are contacted to express concern about attendance.
- After 5-10 absences – **students and their parents/guardians are again contacted and** are requested to attend an interview to discuss options and strategies with a Student Manager.
- After 15 absences – N result for the Unit(s). Students and parents/**guardians** are required to attend an interview. **Students** who have attended less than 80% of scheduled classes will be deemed not to have attended sufficient classes to allow teachers to verify satisfactory understanding of the outcomes. **Special provision may be granted to students with medically documented conditions at the discretion of the Head of Senior School.** Students who have been granted special provision must submit tasks as required by the subject teacher in consultation with the Head of Senior School, to enable verification of their understanding of the required concepts.

School Approved Absences

These do not contribute to the student's overall number of days absent. If a student is participating in a sports team or attending an excursion, **they are required to notify their class teacher in advance and obtain the work that they have missed.**

If a student will be absent for a SAC on the day of a school approved absence, **they are to notify their teacher in advance** and see their student manager to apply for a reschedule.

Absence due to Illness – Year 10 to 12

These absences contribute to the student's overall number of days absent. Students must supply a note from their parent or guardian to the senior school office, or a medical certificate.

If a student misses a SAC or Assessment in Senior School due to illness, they **MUST** have a medical certificate in order to complete the SAC/Assessment at a scheduled time. If they do not have a medical certificate, they will not be given the opportunity to **obtain a score for** the SAC/Assessment and therefore for VCE students, they will receive an N for the Outcome and therefore an N for the Unit, **pending satisfactory completion of a redemption task.** For Year 10 students they will receive an N for that assessment or task.

Extended Absences – Family Holidays

Holidays during school time **are not an** approved absence. Refer to Education Department Policy – *It's not OK to be away*. If you are planning a holiday, you must consult with the Head of Senior School before flights and/or accommodations are booked. Please make a time to discuss in person.

Special Provision/Rescheduling of SAC/SAT

There are two slips (Pink for VCE and Green for Year 10) that are given to teachers when a student is rescheduling a task. These must be supplied before the assessment task is completed/marked. Students must complete the application process for missed assessment.

Leaving School Grounds

No student is to leave the school grounds at all. Students are not to leave to go to Brandon Park, the Milk Bar, Home, Subway etc. If a student needs to leave during the day, they must provide a note **ON THE DAY** to the Senior School Office. They must sign out on compass. Consequence for leaving without permission is a withdrawal/suspension.

Other Absences and what is required/approved

Bereavement	Approved – copy of funeral notice
Driver's Licence Appointments	Not approved where an assessment is being held. Only approved if applied for in advance and there are no assessments being held on that day.
Employment or work shifts	Not approved – only exception – see Film and TV work

Attendance at weddings or significant family events	Approved – application to be sought at least 10 days prior to event.
National and state level sporting tournaments	Approved – letter from organisation outlining commitment and extended absence application completed.
Film and TV work	Approved – student absence learning plan to be completed.
Concerts and Festivals	Not approved.
Tutors at home	Not approved. School tutors should NOT be arranged during school hours of 8:45am and 3:05pm
University Enhancement Lectures	Approved – proof of attendance required
TAFE/VET classes	Approved – proof of enrolment required
Religious Observations	Approved – communication to student managers
Short Courses	Approved on application to Head of Senior School
Medical, Rehabilitation or Mental Health Appointments	Approved – medical certificates or letter required
Dentist/Orthodontist Appointments	Approved – medical certificate required

If there are other absences not covered above, please contact a student manager or the Head of School to discuss.

Assessment

Overview of Assessment

Satisfactory Completion of Year 10

Students need to pass English, Maths and **at least** 4 electives to be considered for VCE. Students **MUST** maintain a regular work ethic and complete all work in Year 10. Attendance requirement for Year 10 is 80% of all classes.

Satisfactory Completion of VCE Units 1 – 4

Students must complete 16 units (eight of which must be Unit 3 and 4) to satisfy their VCE.

VCAA states:

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 teacher's assessment of the student's overall performance on assessment tasks designed for the unit. This decision is distinct from the assessment of levels of performance.

The key knowledge and skills and the advice for teachers included in the study design, will assist teachers in making this judgment. The key knowledge and skills do not constitute a checklist of elements that need to be assessed separately.

In those studies, where the set of assessment tasks for School-assessed Coursework scores covers all outcomes designated for the unit, satisfactory performance on these tasks is sufficient evidence to award S for the unit.

VCE Satisfactory unit result

The student receives S for a unit when the school determines that all outcomes are achieved satisfactorily.

To achieve an outcome a student must:

- produce work that meets the required standard
- submit work on time
- submit work that is clearly his/her own
- observe the VCAA and school rules.

If a teacher judges that all outcomes are achieved, the student satisfactorily completes the unit.

VCE Not Satisfactory unit result

The student receives N for the unit when one or more of the outcomes are not achieved because:

- the work is not of the required standard
- the student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision
- the work cannot be authenticated
- there has been a substantial breach of rules including school attendance rules.

The N result should be used for students who only partly complete work or whose attendance records breach school rules.

VCE Units 1 – 4 SACs and SATs

SACs

SACs are School Assessed Coursework that is set by the subject teacher. This is assessment that is used to judge whether a student can demonstrate knowledge of the outcomes for each unit of study. This is completed during class time and can be in the form of essays, short answer questions, tests, lab reports, oral presentations, research reports or case studies.

SATs

School Assessed Tasks are set in subjects such as Studio Arts, Media, Food Technology, Visual Communication and Design. These are usually folio/practical work that is completed over a period of time and is to be submitted for assessment by the subject teacher. Students must ensure that all work is of their own creation. (See Authentication and receipting work.) Students who fail to meet these guidelines may be in breach of VCAA/Brentwood rules. (See Breach of Rules VCAA/Brentwood.)

Authentication and Receipting of Work

Authentication

VCAA states:

Principals are responsible for the administration of VCAA rules and instructions in their school. One of these rules is that a student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own.

The teacher may consider it appropriate to ask the student to demonstrate his/her understanding of the task at or about the time of submission of the work.

If any part or all of the work cannot be authenticated, then the matter must be dealt with as a breach of rules.

VCE School-assessed Coursework

Teachers must develop courses that include appropriate learning activities to enable students to demonstrate achievement of outcomes. Undue assistance should not be provided to students while undertaking assessment tasks. Students should be clearly informed of the timelines and the conditions under which assessment tasks are to be conducted, including whether any resources are permitted.

Work completed outside class

Most assessment of unit outcomes and School-assessed Coursework will be completed in class. However, this does not preclude normal teacher expectations for a student to complete research and learning activities that contribute to the student gaining the key knowledge and skills outside of class time. This will require additional work and study outside class as part of the student's regular learning program. The setting and marking of work with a formative focus provides a student with the opportunity to develop his/her knowledge and skills and for teachers to provide diagnostic feedback.

A task for the assessment of unit outcomes may require preliminary preparation and activities associated with the task, for example, gathering necessary research data. The amount of work to be completed as homework is decided by the

study teacher, taking into account the nature, scope and purpose of the task. Students should be advised just prior to beginning the task, that some information or data may be collected outside the classroom.

For School-assessed Coursework done outside class time, teachers must monitor and record each student's progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records.

School-assessed Tasks

For School-assessed Tasks, teachers must ensure that there is a sufficient range of topics within their class to enable them to distinguish between individual student's work and therefore, to assist in the authentication process.

Teachers must monitor and record in the Authentication Record for School-assessed Tasks form, each student's development of work, from planning and drafting through to completion. This requires regular sightings of the work by the teacher. Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation.

Strategies for avoiding authentication problems

To reduce the possibility of authentication problems arising, or being difficult to resolve, the following strategies are useful:

- Ensure that a significant amount of classroom time is spent on the task so that the teacher is familiar with each student's work in progress and can regularly monitor and discuss aspects of the work with the student/s.
- Ensure that students document the specific stages of the development of work, starting with an early part of the task, such as the topic choice, list of resources and/or preliminary research.
- Filing of copies of each student's written work at given stages in its development.
- Regular rotation of topics from year to year to ensure that students are unable to use other students' work from the previous year.
- Where there is more than one class of a particular study in the school, the VCAA expects the school to apply internal moderation/cross-marking procedures to ensure consistency of assessments between teachers.
- Teachers are advised to apply the same approach to authentication and record-keeping, as cross-marking sometimes reveals possible breaches of authentication. Early liaison on topics, and sharing of draft student work between teachers, enables earlier identification of possible authentication problems and the implementation of appropriate action.
- Encourage students to acknowledge tutors, if they have them, and to discuss and show the work done with tutors. Ideally, liaison between the class teacher and the tutor can provide the maximum benefit for the student and ensure that the tutor is aware of the authentication requirements. Similar advice applies if students receive regular help from a family member.

Onus of proof - Students

Students must provide evidence that the work submitted is their own and/or was completed in accordance with VCAA requirements.

In order to obtain the necessary evidence, students may be required to:

- provide evidence of the development of the work
- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
- provide samples of other work
- complete, under supervision, a supplementary assessment task related to the original task
- attend an interview or complete a test to demonstrate understanding of the work.

Receipting of Work

We recommend that for all SATs, subject teachers receipt this work.

Please Note: SAT due dates are set by VCAA and students and subject teachers MUST ensure they meet these deadlines.

Written Notification of SACs and SATs for VCE Units 1 – 4

Notification to students

Subject teachers should hand out to students a timeline that briefly estimates the setting of coursework. It is a VCAA requirement that students receive written notification one week in advance which includes the following:

Date and Time of Submission / Assessment

Students should ensure that they write all SAC dates and times in their planner.

Multiple Classes

Consistency of Preparation

Subject teachers are required to ensure they are consistent with the preparation that the students are receiving.

Where there are multiple classes, students must be given access to the same:

- Homework Tasks
- Revision sheets/notes etc
- Class Activities

- Practical Work
- Access to materials, information and supplementary notes
- Criteria for assessment
- Assessment
- Where there are multiple classes in a VCE study, all assessment must be identical. This means that test, SACs, SATs and exams are the same for all classes. Scheduling assessment after school between 3:15pm and 4:45pm in the Senior Learning Centre is strongly advised.

Equitable Assessment

Moderation - subject teachers are required to undertake a form of moderation to ensure fair and equitable assessment and feedback is being communicated to students of subjects with multiple classes.

Criteria and tasks should be clearly defined between teachers to ensure consistency in marking and assessment.

Studies with one class running should consult with another teacher and or the Head of Faculty. Alternatively, you may wish to form a connection with another teacher from another school.

Opportunities

Subject teachers who offer extra classes/sessions/lectures should ensure that all students are aware of these sessions and that the opportunity to attend is afforded to everyone. At times, particularly in Year 12 – subject teachers run Period 0 and/or 7 for students. These are optional classes and students are encouraged to attend.

Rescheduling Assessment

Missed Assessment Due to Illness

This is covered in more detail in the attendance section of this handbook. Once medical certificates have been provided, missed assessment can be rescheduled. Teachers must receive a reschedule slip prior. Rescheduled assessment must be completed **within 5 days** of returning to school from the illness. Teachers should inform student managers when students are absent from an assessment task.

Process for Rescheduling

Where possible the following needs to take place:

- Contact teacher and inform of absence prior to the assessment.
- Ask a student manager to fill out reschedule application.
- Application form is reviewed by the Head of School and if approved and reschedule slip is given to the teacher.
- The assessment is rescheduled at the discretion of the teacher within the time frames stipulated on the form.

VCE Redemption Policy

All students in every subject are given a clear outline of the **hurdle tasks** of coursework that must be completed for each area of study.

What are Hurdle Tasks?

This is in the form of work expected to be completed by the teacher. For example; Holiday homework, chapter summaries, exercises for completion for homework, reports, journals etc. Hurdle tasks are set by the teacher.

Redemptions

In the event that a student has not satisfied the criteria for assessment of an outcome, a decision about the redemption is to be made.

- If the student has satisfied the hurdle task requirements of coursework, they are offered a redemption.
- If the student has **not** completed the hurdle task requirements of coursework, they are given a provisional N for the assessment and referred to the Head of Faculty and Head of Senior School. A parent meeting may be had as soon as possible to discuss the outcome of the provisional N for assessment. If the final result of this is that the N result stands, the same applies when a student fails the redemption task.

What happens if a student fails the original task and the redemption?

Generally, if a student fails a redemption for an outcome, they will not satisfactorily complete the unit. Here are some explanations:

- If a student receives a N in Year 11, students will remain in the subject and undertake the work if they wish to complete Unit 2. If they are changing subjects for Unit 2, they can undertake private study in the class. Year 12 students will discontinue and have further study periods.
- If there is a review meeting held with parents, students and the Head of School and/or Head of Faculty and in the meeting it is deemed further work may be completed to redeem the outcome, the student will be given a minimum of five days in which to prepare for the redemption at the discretion of the class teacher. Factors that may include redemptions being offered from this meeting:
- Wellbeing concerns that have impacted performance (personal, family).
- A student identifies why they have not completed the hurdle tasks and the Head of School and Head of Faculty decide that a redemption will be offered.
- Other reasons as deemed on a case by case basis.

What does a redemption look like?

If a redemption is offered to the student, where possible they should only need to redeem the key skills and knowledge that they have not been satisfactory in attaining in the original task. For example; the question 3 that focuses on a particular topic is the area that impacted their result – only that question needs to be completed. They are not always expected to undertake the whole task again. This can be in the form of a short task, other work completed in class or a one on one discussion with the teacher (oral presentation). This is at the teacher's discretion. The teacher can ask a student to complete the whole task again under the same conditions.

The redemption needs to be done five days from the final result being communicated to parents and the student and completed by the end of the term. Where possible, redemptions should not be held over to the following term. See Reporting inc. Compass and Contacting Parents for more information about process for communication.

Please note: We are currently reviewing the redemption process at Brentwood. Changes to this process made after going to print will be communicated via COMPASS.

VCE Breach of Rules

For VCAA rules and more details of the sections below, refer to Sections 5.11 - 5.13 of the *VCE and VCAL Administrative Handbook*.

According to the handbook schools should be:

- Ensuring that there are established procedures for making school-based assessments and that these procedures are applied consistently.
- Allowing for student appeal on adverse school decisions.

For equitable and consistent penalties for breaches of school rules and VCAA rules, it is essential that:

1. Students are notified of these rules and of the dates and requirements of all assessment tasks.
2. Teachers keep accurate and accessible records of all student assessments, including submission dates and records of progress on extended tasks such as folios.
3. All rescheduling and redemption is organised through the Senior School Student Managers. Subject teachers should not arrange any Special Provision (such as time extensions or alternative dates for tests) directly with students.

Authentication

Teachers who believe that a breach of rules has occurred or that a student has behaved inappropriately, should report the incident to the Senior School Student Managers. Teachers must identify the breach or inappropriate behaviour and inform the student before the end of the allocated time period for the assessment involved.

The work should not be accepted for assessment until sufficient evidence is available to show that the work is the student's own. If a breach is believed to have occurred the original of the final version of the work is to be retained by the school. The student is to retain a copy.

Onus of proof

Students must provide evidence that the work submitted is their own and/or was completed in accordance with VCAA requirements. (See assessment section of this handbook for more detail.)

Student interviews

Prior to a decision being made by the school which results in a penalty being imposed, the student should be requested to attend an interview. The interview panel must consist of at least two and no more than three teachers (the study teacher and up to two representatives of the principal, eg the relevant Faculty Head and/or a Senior School Student Manager). All members of the panel must understand the purpose of the interview and if applicable, have sufficient knowledge of the study to allow full participation in the discussion and decisions. Students are permitted to bring a support person with them to this interview. The support person may be a member of the college wellbeing team.

Students caught cheating in a SAC

If a student is found to be cheating in an assessment, the student will automatically receive 0 for the assessment and referred to the Head of Senior School. Forms of cheating include but are not limited to:

- Having notes on your person either in the form of written notes on paper, or writing on skin or other parts of the body and/or clothing.
- The use and/or possession of an electronic device (phone, smartwatch, tablet device, laptop, two-way communicator).
- Communication during an assessment in any form.
- Students who copy or look at the work of another student.

- Students who submit any work that is the same as another student or is plagiarised from the internet or other source.

Penalties for breaches of rules

The Head of Senior School as the Principal's delegate has the power to:

1. Reprimand a student
2. If there is sufficient time, give the student the opportunity to resubmit work for satisfactory completion
3. Refuse to accept that part of the work which infringes the rules and assess the remainder of the work
4. Refuse to accept any part of the work, so that:
 - a N will be awarded for the outcome
 - a NA will be submitted for the School-assessed Coursework and/or the School-assessed Task

Notification of penalty to the student

If a decision is made to impose a penalty as described in this section, the Head of Senior School must notify the student and parents in writing within 14 days of the decision being made.

Appeal against a school decision

It is essential that the procedures and decisions regarding all penalties for breaches of rules are fully documented. Students must be informed of decisions in writing. The notification must include their right of appeal and the procedure for making an appeal. Students may appeal against a school decision or a school penalty. Refer to the *VCE and VCAL Administrative Handbook 2010*, Section 5.14.

VCE Special Provision

Special Provision allows all students to have the maximum opportunity to complete their VCE studies.

There are four types of Special Provision available to students:

- Student programs – students may apply to the Head of Senior School for variations to the number of subjects that students are expected to undertake.
- School based assessment – students may apply to the Head of Senior School for exemptions from the attendance requirements, extensions to deadlines, additional time to complete tasks or rescheduling of tasks.
- Special Examination Arrangements – students may apply to VCAA through the Head of Senior School for special arrangements during VCAA Unit 3 or Unit 4 examinations.
- Derived Examination Scores - students may apply to VCAA through the Head of Senior School for a derived examination score for VCAA examinations.

Students eligible for special provision include:

- Those disadvantaged by a disability or impairment including learning disabilities.
- Those significantly affected by illness or by factors relating to their personal environment
- Students wishing to apply for special provision will need up to date documentation from an appropriate professional e.g. doctor, psychologist. Students will need to apply in writing to the Head of Senior School.

Staff will be notified via email if a student has been granted special provision. The email will document whether or not the student is permitted additional time or is permitted to reschedule tasks. It will also include any time limit for the special provision. Students will be given a document which will confirm these arrangements. This must be submitted to the staff member along with the assessment task.

Note: VCAA requires applications for Special Examination Arrangements for existing conditions to be submitted by the end of February in the year in which a Unit 3 & 4 (year 12 subject) is studied. “Emergency applications” for new conditions or illnesses that occur can be made at any time during the year, but not later than 7 days after the student has completed their Unit 3 or Unit 4 examination as appropriate.

Examinations

Year 10 and Unit 1 and 2

All students enrolled in Year 10 and Unit 1 and 2 subjects are expected to complete the relevant exams in June and November. The exams for each unit should contribute to at least 30% of the overall grade. Exams cannot be used to assess an outcome or be used as a redemption for an outcome.

Inside the examination centre

Inside the examination centre, students must observe all the rules and other requirements set out by the VCAA.

Student Identification

All students attending an exam are required to provide personal identification. This must consist of a clear photograph of the student and his/her full name. A school ID card, public transport ID card, passport or driver's license are all suitable.

Material authorised for use in examinations

Calculators in studies other than Mathematics

For examinations in Accounting, Chemistry, Environmental Science, Software Development, Physics, Systems Engineering, VCE VET Business Administration, VCE VET Electro technology (Shared Technology), VCE VET Engineering Studies (Certificate II and Certificate III in Engineering Studies), VCE VET Financial Services, VCE VET Furnishing and VCE VET Laboratory Skills only, the use of a scientific calculator is permitted.

Graphics calculators, calculators that have graphical, symbolic or programmable capabilities, Computer Algebraic Systems (CAS) calculators or Computer Algebraic System (CAS) software are NOT allowed to be used in these examinations.

Calculators of any type are not permitted in any other examinations, including the General Achievement Test (GAT). Students who do not comply with these rules shall be in breach of examination regulations and will be subject to disciplinary action.

Calculators in Mathematics studies

Further Mathematics

- For Examinations 1 and 2:
 - An approved graphics or CAS calculator or CAS software is permitted and their full functions may be used.
 - A scientific calculator may also be used.

Mathematical Methods (CAS)

- For Examination 1:
 - NO calculators of any type are allowed.
- For Examination 2:
 - An approved CAS calculator or CAS software is permitted and their full functions may be used.
 - A scientific calculator may also be used.
 - A graphics calculator is not allowed.

Specialist Mathematics

- For Examination 1:
 - NO calculators of any type are allowed.
- For Examination 2:
 - An approved graphics or CAS calculator or CAS software is permitted and their full functions may be used.
 - A scientific calculator may also be used.

Other technology

Computers, mini-computers, pocket-organisers, laptops, palmtops, calculator models that can communicate with other calculators, notebooks, smart watches and the like are excluded from use in any examination, except under specified circumstances for which prior approval has been given by the VCAA.

Dictionaries

- Dictionaries must not contain any highlighting or annotation. Electronic dictionaries are not permitted in any examination.
- A dictionary which contains a thesaurus in the same volume is not permitted in any examination. An English and/or English–LOTE printed dictionary (but not a thesaurus) may be used by students in the English examination, the English (ESL) examination and in the GAT. In these examinations, dictionaries may be consulted during reading time and throughout the examination.
- In the written component of LOTE examinations, students may use any printed monolingual or bilingual dictionary in one or two separate volumes. Dictionaries may be consulted during reading time and throughout the examination. Dictionaries are not permitted in the oral component of any LOTE examination.
- Students are not allowed to use dictionaries in any other examination, except for those examinations where the one bound reference allowed, may be a dictionary.
- Supervisors have the right to check any student's dictionary taken into the examination room/centre.

Stationery

- Students sitting for examinations are permitted to bring basic stationery items into the examination. This includes pens, pencils, highlighters, erasers, sharpeners and rulers.
- Basic stationery does NOT include aids for curve sketching, Mathomat®, MathAids or geometrical drawing instruments such as compasses and protractors.
- Correction (white-out) liquid/tape and blank sheets of paper are NOT allowed in any examination.
- Water
- Students are permitted to bring water into the exams, however all labels must be removed.

Materials not authorised for the examination centre

- Mobile phones and other electronic devices
- Mobile phones and other unauthorised electronic devices such as organisers, iPods, MP3 players, dictionaries and computerised watches, which are capable of storing, receiving or transmitting information or electronic signals, are not permitted in an examination room under any circumstances.

Watches

Students will not be permitted to wear watches of any type during an examination. All watches must be removed and placed at the top of the student's table/desk, where they can be seen clearly and easily by supervisors.

Where there is any doubt about the functions of any watch displayed, supervisors are authorised to direct students to remove the watch from the table/desk for the duration of the examination. Smart watches are **NOT** to be brought into the room

Where to from here?

Year 11 Students - 2019

Choosing your subjects can be a very daunting task. You might say to yourself

“I don’t know what I want to do?”

“How can I predict where I am going to be in 1, 5 or 10 years’ time?”

“Should I choose subjects that get scaled up?”

“I want to do Art, but that won’t help me get a good ATAR.”

“Easy! I know exactly what I want to do.”

Senior School Subject selection can be as hard as you make it. That is why at Brentwood, we take you on quite a journey with your subject selections, in the hope that we get it right the first time. This is completed in a two stage process:

STAGE ONE: Course Counselling

You will undergo a one-on-one interview style process where you will complete your initial subject selections. These are based on some discussions about:

- Interests
- Strengths
- University Pre-Requisites
- Middle Band Selection subjects
- Once your preferences have been put into the computer, the blocking grid is created.

STAGE TWO: Course Confirmation

Students will have a second interview where they will discuss your end of year results and re look at your choices and suitability to the subjects you have been provisionally enrolled in.

IMPORTANT NOTE: If a class has low numbers and/or little interest, it is not guaranteed that it will run. It will come down to available resources. Please see the Head of School if you need more information on this.

Success in VCE comes down to:

- Hard work
- Tenacity
- Happiness
- Skill Development
- Passion
- Time Management

You need to think about what you want to achieve and the course that is right for you. Talk with everyone; parents, friends, grandparents, teachers, work colleagues – but ultimately it is your future. Open all doors and keep all options in your pocket.

Year 10 Students 2019

Students sign-up for the whole year. All Year 10 units are blocked with VCE subjects and run for 5 periods per week. This gives students a total of 12 semester length subjects in Year 10.

As a minimum, students in Year 10 will need to complete the following studies:

Subject	Semesters
English / E.A.L	Both Semesters
Math	Both Semesters
Science (any)	At least 1 semester
Humanities (any)	At least 1 semester

E.A.L = English as an Alternative Language

Students completing an Advanced Placement (a Year 11 subject in Year 10) in a faculty minimum requirement above do not need to complete a Year 10 subject in this area of study, however many elect to do so.

Year 10 Advanced Placement Program

Students will be offered the opportunity to undertake an advanced placement when they are in Year 10 if signed off by the Head of Faculty of the chosen discipline and if minimum academic performance is met. This process will be discussed at a later date. Please note: Maximum of two VCE subjects can be studied at ANY time including languages outside of school.

Elective Subject charges

Funding from the Department of Education and Training does not adequately cover the materials costs in a number of the units offered (electives and some VCE subjects with a high materials cost component). Some elective units involve purchase of expensive materials, entry fees or transport costs et cetera and therefore carry an Optional Education Item Cost that is a compulsory payment.

Families who do not pay this cost by the due date will result in the student's timetable changing and the removal of the elective or VCE subject that has an associated cost, into a subject or elective that does not have this cost. If you are having financial concerns, please contact the school to discuss options.

Being in Year 10 and VCE

Good luck with your subject selections. We highly recommend that you think about a wide range of studies in your choices. Having been exposed to a wide range of studies gives you more opportunities to make the right choices for your VCE.

Students and Parents/Guardians are reminded that courses cannot be guaranteed for students. It comes down to a range of factors including staffing, physical resources and student interest.

Can I remind you of the college values for learning?

- Creativity
- Curiosity
- Discipline
- Reflection
- Resilience

Success in senior school is underpinned by a smooth transition into VCE. It is expected that students at Brentwood work within the values for learning and remember that being a successful student requires:

- Hard work
- Tenacity
- Happiness
- Skill Development
- Passion
- Time Management
- Personal Best

YEAR 10

YEAR 10 SUBJECTS ON OFFER AT BRENTWOOD

ENGLISH LEARNING AREA

INTRODUCTION

Efficient use of language is an essential skill. It is important that the individual communicates effectively in a variety of situations. To this end, the English units offered emphasise literacy and the development of verbal and written fluency, promoting effective language use for a wide range of audiences and purposes. Students are provided with opportunities to think, speak, listen, read and write on a wide range of topics. To assist in more appropriate use of language, the basic word and language skills are revised and extended. The study of literature is included as being valuable in its own right as well as further developing language skills. Students are also given the opportunity to consider other forms of communication such as film and the media, as they are increasingly influential in our modern life.

SENIOR SCHOOL COURSE REQUIREMENTS

Each student must enrol for a sequential English unit (not an elective) every semester. Students will remain with the same teacher for both semesters. Students must follow the units in sequence. Points will be allocated each semester.

N.B.: Students wishing to extend their English skills into the performing arts area should consider the drama and media units offered in the Creative Arts cluster.

COMPULSORY ENGLISH UNITS

MAINSTREAM ENGLISH

BRIEF DESCRIPTION

The Year English 10 course has been designed to prepare students for the requirements of VCE English. Great focus is placed on developing critical thinking skills so that students are able to analyse and interpret texts and key concepts in a sophisticated manner for a variety of tasks. Students are also required to write and present orals in a range of forms and styles, adhering to the appropriate conventions and language required.

AREAS OF STUDY

- Reading – The study of written texts and film; analysis of media texts
- Writing – The study of texts to inspire various forms of writing, including creative and persuasive writing.
- Speaking & Listening – Persuasive and informative oral presentations.

TYPES OF ASSESSMENT

- Text responses (both single and comparative)
- Creative Writing
- Oral Presentations
- Analysing and presenting arguments

OTHER IMPORTANT INFORMATION: Cost etc. – nil

LEADS TO STUDIES IN: (List of VCE Studies)

- English Units 1-4
- Foundation English Units 1&2
- Literature Units 1-4
- English Language Units 1-4

YEAR 10 ENGLISH AS AN ADDITIONAL LANGUAGE (E.A.L)

AIMS:

- To develop and extend the English language skills of students from Non-English speaking backgrounds, by:
- Identifying the individual needs of students.
- Developing self-esteem and confidence.
- Focusing on and developing students' reading, writing, speaking and listening skills.
- Participating in activities aimed at enhancing their grammar and vocabulary.

CONTENT:

- Read a variety of texts both in class and at home.
- Complete comprehension activities, tasks and extension work including examining the themes and issues.
- Write in a variety of styles and develop writing skills through a drafting process.
- Speak in informal and formal situations to both small groups and the whole class presenting ideas clearly.
- Listen to and understand instructions.

ASSESSMENT:

- Writing
- Reading
- Oral activities
- Listening Activities
- Tests

ALTERNATIVE TO MAINSTREAM ENGLISH:

INTRODUCTION TO ENGLISH LANGUAGE and LITERATURE – YEAR 10

BRIEF DESCRIPTION

This course will provide students with an opportunity to study texts and undertake tasks similar to those in VCE English Language and VCE Literature. Students will be challenged to read and respond to complex texts, and will develop skills in interpreting, analysing and writing about texts. Students will also study the origin and creation of languages. This course will provide students with an opportunity to extend their capacity as students of English and is excellent preparation for both mainstream English, English Language and Literature.

AREAS OF STUDY

- Reading – Analyse, critique and reflect on a range of contemporary and classic texts; analyse language, its origins and construction.
- Writing – Write sustained and coherent responses.
- Speaking & Listening – Engage in class discussions and presentations on complex subject matter.

TYPES OF ASSESSMENT

- Text based tasks
- Extended written response
- Oral presentations
- Passage interpretation and analysis
- Tests

LEADS TO STUDIES IN: (LIST OF VCE STUDIES)

- Literature Units 1-4
- English Language Units 1-4
- English Units 1-4

MATHEMATICS LEARNING AREA

The Mathematics Units offered at Year 10 are designed to prepare students for a variety of pathways in Year 11 and 12.

Both General and Mainstream maths will now be yearlong subjects in Year 10

General Maths Stream

- For students who are not at Year 10 maths level
- Aim is to give students struggling in maths a chance to succeed and ultimately improve their Year 12 Further Maths result at the end of their pathway
- Selection/Nomination Criteria (what are the benchmarks/criteria?)
 - Year 7, 8 and 9 On Demand Test results/trends (specifically algebra)
 - Year 9 Semester 1 Maths Exam result
 - Work habits over the last two years
 - Feedback from student managers
- No teacher recommendations will be used
- The final decision will fall with the Maths Head of Faculty and an Associate Principal
- Course counselling will be critical for the students who are identified as potential candidates for General Maths in Year 10
- Students and Parents will be taken through the data and recommended to consider the General Maths stream, however if they are unsure of their pathway and may need Methods as a pre-requisite then Mainstream will be recommended
- Students will be signing up to this course for the full year. Students will only be able to move to mainstream maths if they have shown considerable growth in their mathematics, it is approved by the Head of Faculty and an Associate Principal and the change can be made with minimal impact to the students' timetable

Mainstream Maths Stream

- This will be the default subject for the majority of students in Year 10
- Students who have not shown satisfactory work habits or behaviour will be put into this stream of maths
- Students who study this stream will be studying it for the full year
- Any student changes from mainstream to general at the end of Semester 1 will only occur if they are approved by the Head of Faculty and Associate Principal and the change can be made with minimal impact to the students' timetable
 - Approval will be based on the performance of the student along with the work habits they have displayed in all of their classes

YEAR 10 MAINSTREAM MATHEMATICS (SEMESTERS 1 AND 2)

CORE OR ELECTIVE - Core

BRIEF DESCRIPTION / AREAS OF STUDY:

Students will study a selection of the following topics:

Semester 1

- Measurement
- Solving and sketching linear equations
- Solving linear inequations
- Simultaneous equations
- Presentation and interpretation of data and statistics
- Indices
- Financial Mathematics

Semester 2

- Solving quadratic equations
- Quadratic graphs
- Trigonometry
- Circular functions

- Probability

TYPES OF ASSESSMENT:

- Topic Tests
- Semester Exam
- Project or Application/Problem Solving Tasks
- Homework

LEADS TO STUDIES IN:

- Mathematical Methods (studied with or without Specialist Mathematics or General Mathematics)
- Specialist Mathematics
- General Mathematics (for Further)

YEAR 10 GENERAL MATHEMATICS (SEMESTERS 1 and 2)

Core or Elective: **Core** – offered as an alternative to Mainstream Mathematics for selected students.

BRIEF DESCRIPTION / AREAS OF STUDY:

Over the year students will study a selection of the following topics

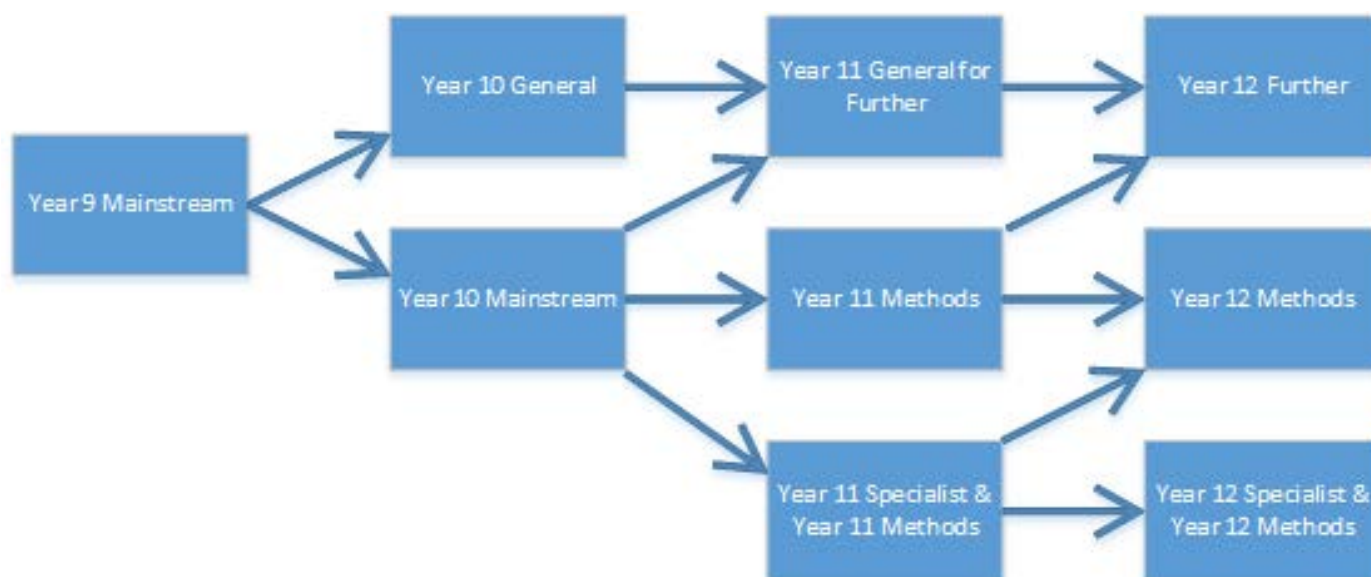
- Probability Statistics
- Trigonometry
- Applications of Linear Equations and Graphs
- Financial Mathematics
- Measurement

TYPES OF ASSESSMENT:

- Topic Tests
- Semester Exam
- Application/Problem Solving Tasks
- Homework

LEADS TO STUDIES IN: GENERAL MATHEMATICS FOR FURTHER ONLY

POSSIBLE MATHEMATICS PATHWAYS AT BRENTWOOD SECONDARY COLLEGE FOR YEAR 10 MAINSTREAM AND GENERAL STUDENTS



YEAR 10 ENRICHED MATHS (SEMESTER 1 AND 2)

Enrichment Maths in Year 10 is a yearlong subject

Enrichment Stream

- Students who study enrichment maths in Year 9 will study Enrichment Maths in Year 10
- On approval from the Head of Faculty and Associate Principal students may choose a mainstream pathway in Year 10
- Students who study enrichment maths in Year 10 will have the pathway options of General for Further, Methods and/or Specialist in Year 11

Core or Elective: Core – offered as an alternative to Mainstream Mathematics for selected students.

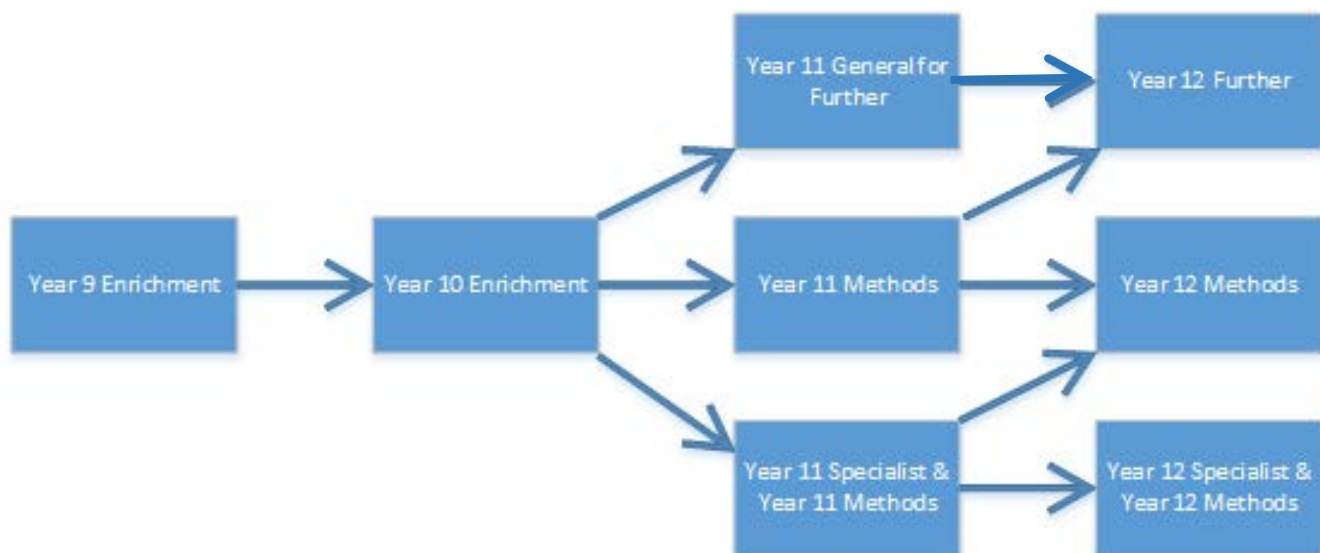
Students undertaking the enriched mathematics stream will study the same topics as the Year 10 Mainstream students. They will also explore related areas and apply mathematical concepts, skills and processes to pose and solve problems to deepen their content knowledge. Students will develop an appreciation of mathematics as a discipline – its history, ideas, problems and applications.

Prerequisite: Year 9 Mathematics, Year 9 Enriched Mathematics and Year 9 Accelerated (for those students who wish to consolidate their skills).

ASSESSMENT:

- Classwork and Homework Tasks
- Topic Tests
- Semester Exam
- Application/Problem Solving Tasks

POSSIBLE MATHEMATICS PATHWAYS AT BRENTWOOD SECONDARY COLLEGE FOR YEAR 10 ENRICHMENT



Students may undertake **more than one** Mathematics subject in Year 11 and Year 12

Note 1: Any student undertaking Specialist Mathematics **must** also study Mathematical Methods.

Note 2: Any student undertaking Mathematical Methods in Year 11 has the following options in Year 12:

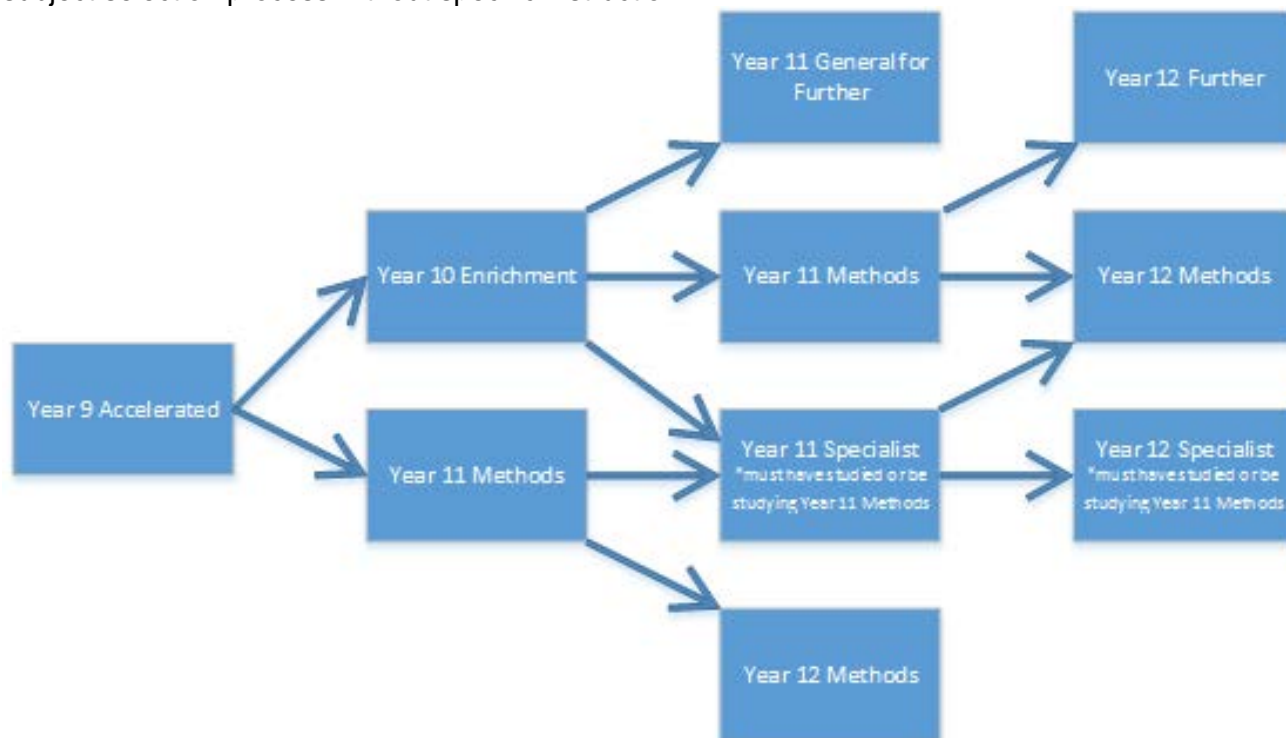
- Continuing with Methods 3&4 and taking up Further 3&4
- Continuing with Methods 3&4
- Taking up Further Mathematics 3&4 instead of continuing with Methods 3&4

Note 3: Any student studying Year 10 Enriched has the same pathway options as Year 10 Mainstream.

The Mathematics units are designed to prepare students for a variety of options in Years 11 and 12.

POSSIBLE MATHEMATICS PATHWAYS AT BRENTWOOD SECONDARY COLLEGE FOR ACCELERATED MATHS PATHWAYS

Students eligible for this will be spoken to by the Head of Mathematics. This can not be selected during the subject selection process without specific instruction.



SCIENCE LEARNING AREA

Students must choose at least 1 unit from the Science Learning Area

The science program develops knowledge, skills and attitudes in each of the following areas:

- a) **Science as knowledge:** Understanding and explanation of natural phenomena and the skills, techniques and values of scientific enquiry.
- b) **Science as technology:** The design, realisation and testing of equipment or techniques for the achievement of practical purposes, applications of science in everyday life, technological approaches to environmental problems and social issues.
- c) **Science and society:** Science as a human activity, the history and philosophy of science, and the place of science in our culture, moral issues related to scientific pursuits, who controls science, science in our everyday lives, limitations of scientific perspective of the world.
- d) **Science and personal development:** Knowledge and skills that are useful in leisure, in the work place, and in the community; knowledge and attitudes that enhance personal health and safety; opportunities for development of language, mathematics and artistic expression; ability to solve problems and use logic and evidence; skills in gathering data and using libraries; self-esteem through increased understanding and practical achievement; insights and attitudes that encourage action for social and/or environmental benefit.

What will you do in Science units?

- a) Work will involve practical work, class discussion research assignments, reading, answering questions and testing your progress. All units feature an end of semester exam which will contribute a minimum of 30% to the overall subject mark.
- b) All Year 10 students who want to study Physics, Chemistry, Biology, Psychology and Environmental Science in Year 11, will be expected to achieve a Credit 2 minimum in their relevant areas of study.

Recommended Science Units for students entering Year 11 courses:

(Minor fields of study shown in brackets in the table below)

SCIENCE UNITS	RELATED VCE STUDY
Chemistry of Life	Chemistry, Biology
Psychology	Psychology
Biology	Biology
Environmental Science	Biology, Environmental Science
Physics and Mechatronics	Physics
Year 10 Enrichment Science (Year Long)	Chemistry, Physics, Biology, Environmental Science and Psychology

CHEMISTRY OF LIFE

CORE OR ELECTIVE – Elective

BRIEF DESCRIPTION

This subject is focused on the study of biochemistry. Students will build on the fundamental principles of chemistry introduced in Year 9 core science, including atomic theory, chemical bonding, the periodic table, the mole concept and isotopes. With this knowledge, students will investigate the chemistry and molecules of life including water, proteins, carbohydrates, nucleic acids (e.g. DNA) and lipids. Applications of biotechnology, enzymes and the cellular processes of photosynthesis and cellular respiration will also be studied.

AREAS OF STUDY

Chemistry and Biology.

TYPES OF ASSESSMENT

- Semester exam
- Practical work and report writing
- Research assignments
- Regular homework activities

OTHER IMPORTANT INFORMATION:

Excursion (approx. \$30)

LEADS TO STUDIES IN: (LIST OF VCE STUDIES)

- VCE Chemistry – Unit 1 and 2
- VCE Biology – Unit 1, 2, 3 and 4

PSYCHOLOGY

CORE OR ELECTIVE - Elective

BRIEF DESCRIPTION

This unit is designed to help give Year 10 students a broad coverage of Psychology to help them understand the VCE studies available to them in Year 11 and prepare them for their chosen study in this field. Students are introduced to a range of themes within Psychology and develop skills to prepare them for future Psychology studies at VCE level. Areas of study include introductory psychology, forensic psychology, abnormal psychology and applied psychology. Students investigate specific topics such as ethics, criminal profiling, mental illness in art, sports psychology, motivation and research methods.

AREAS OF STUDY

Psychology

TYPES OF ASSESSMENT

- Tests
- Research assignments
- Experiments and activities
- Comprehension questions and evaluation of research.
- Semester examination.

OTHER IMPORTANT INFORMATION:

Excursion (approx. \$30)

LEADS TO STUDIES IN: (LIST OF VCE STUDIES)

Psychology Unit 1, 2, 3 and 4

BIOLOGY

CORE OR ELECTIVE - Elective

BRIEF DESCRIPTION

This unit is designed to help give Year 10 students a broad coverage of Biology to help them understand the VCE studies available to them in Year 11 and prepare them for their chosen study in this field. The course looks at Biomedical Science through the lens of microbiology, infectious diseases and the human immune system. Students will also explore applications of medicine through a focus on para-medicine and providing treatment as an emergency first responder. This will include completion of a nationally certified 'Apply First Aid' course. Students are also introduced to biotechnology and how an understanding of DNA and genetics enables scientist to genetically modify organisms to meet the increasing challenges brought on by changes in the environment.

AREAS OF STUDY

Biology

TYPES OF ASSESSMENT

- Tests
- Research Assignments
- Experiments and activities
- Comprehension questions and evaluation of research.
- Semester examination.

OTHER IMPORTANT INFORMATION:

First Aid Incursion (est. \$50).

LEADS TO STUDIES IN: (LIST OF VCE STUDIES)

Biology Unit 1, 2, 3 and 4

ENVIRONMENTAL SCIENCE

CORE OR ELECTIVE - Elective

BRIEF DESCRIPTION

This unit is designed to give Year 10 students a broad coverage of Biology and Environmental Science, as well as some chemical principles. This will help them understand the different VCE studies available to them in Year 11 and to prepare them for their chosen study in either of these two fields.

Students study biodiversity and climate change in the context of society's use-of and affect-on water, waste and energy. Students will develop their appreciation of the ethics and relationships between social development, economic opportunity and the requirements of the environment.

- Biosphere, ecosystems
- Biodiversity and indigenous species
- Human-induced/natural ecological change, ecological foot-print, consumerism
- Climate change; Atmosphere, Greenhouse effect, water cycle
- Water chemistry and environmental indicators
- Energy use, measuring energy usage and quantifying emissions, Home energy project
- Sustainability responses including; Alternative energy sources, Waste-management and Recycling.

TYPES OF ASSESSMENT

- Tests
- Practical experiments and activities
- Incursions, excursions
- Assignments
- Semester examination

OTHER IMPORTANT INFORMATION:

Excursion (est. \$30). Participation in an off-campus environmental forum will also be encouraged.

LEADS TO STUDIES IN: (LIST OF VCE STUDIES)

Environmental Science Unit 1 and 2

TOP GUN \$2,500**CORE OR ELECTIVE - Elective****BRIEF DESCRIPTION**

This unit is designed to challenge students to apply both theoretical and practical aspects of physics to the study of aeronautics. Students who choose this unit will be required to pass the theoretical component of the course in order to gain credit for the Unit. In addition, those participating in the Unit will be challenged with 15 practical flight instructions on a weekly basis (CASA approved). It is envisaged that students will complete this semester-based unit at the point of being ready or having just commenced “solo-flight” status. The course exclusively offered to students of BSC is overseen by a Chief Flying Instructor and taught by a Commercial Pilot with past experience as a qualified flight instructor.

- Physics -The action of forces on an object, Newton’s Laws
- Control surfaces on an airplane; design and operation to achieve stable flight
- Chemistry
- Hydrocarbon fuels, fuel-conditioning, physical parameters
- Aeronautics
- Flight Radio Procedures
- Basic Aeronautical Knowledge
- Threat and error management
- Practical instruction in aircraft operations

AREAS OF STUDY

Physics

TYPES OF ASSESSMENT

- Tests
- Assignments
- Practical Reports; flight instructor feedback
- Semester examination (flight theory)

OTHER IMPORTANT INFORMATION:

This senior Aviation unit is a, ‘hands on’ aviation course designed for serious students who may be considering a career in aviation, or for recreational purposes. It is made up of both theory (3 periods per week completed at school) and a practical component (2 periods per week as part of an extended afternoon at the airport). This unit enables students to acquire a significant amount of hours towards gaining their recreational aviation certificate.

Note: Students will be required to pay their flight instruction monies up-front prior to commencement of the Unit. This expense is to cover both the flight instruction and transport to and from the airport. These costs are approximately \$2500 per student (to be confirmed at the time of enrolment), which is a fraction of the cost of a private course of flight instruction. This is made possible by a sponsor coming forward to keep costs down for students and offering of this course is provisional upon continued sponsorship being available. A payment plan (instalments) is available from the school – students must be fully paid-up before the end of the semester preceding their course.

Students must be age 15+ to participate in this Unit.

Course numbers are strictly limited. For more information, please contact barry.chris.b@edumail.vic.gov.au, or the general office.

LEADS TO STUDIES IN: (LIST OF VCE STUDIES)

VCE Physics Unit 1 and 2

Students wishing to pursue VCE studies in physics are strongly recommended to also enrol in SC105 – Physics and Mechatronics for a more comprehensive and broad-based preparation for VCE studies.

PHYSICS and MECHATRONICS

Core or Elective - Elective

BRIEF DESCRIPTION

This unit is designed to introduce students to a range of study-areas within the physics and materials-science domains. Students will study the following:

- atomic structure, radioactivity and the structure of materials
- the nature of electricity and the construction of basic electronic circuits.
- the effects of forces on the motion of objects in the context of flight
- the construction and programming of a LEGO NXT robot

AREAS OF STUDY

Physics

TYPES OF ASSESSMENT

- Semester examination
- Test results
- Homework and Classwork
- Assignments
- Practical Reports

OTHER IMPORTANT INFORMATION:

Excursion (est. \$30).

LEADS TO STUDIES IN: (LIST OF VCE STUDIES)

VCE Physics Unit 1 and 2

ENRICHMENT SCIENCE

Entry into this year long subject is through a selection process. Students first elect to undertake Enrichment Science and are then are subject to a selection process using past school performance in science. A final class of 25 eligible students will be selected.

BRIEF DESCRIPTION

This course enables students to develop a deeper understanding of concepts in biology, chemistry and physics and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in extended scientific investigations. Students will explore concepts and conduct investigations into everyday problems and issues relating to fields of science such as:

- Biotechnology/Genetic Engineering
- Aerospace and other fields of engineering
- Analytical chemistry
- Medicinal Chemistry: pharmacology and toxicology
- Technology in Science
- Extended Experimental Investigations

The intention of this course is develop the scientific skills and conceptual understandings of students in preparation for any VCE Science. This is a course underpinned by contextualised learning in contemporary fields of science and is designed to strengthen and challenge the skills, knowledge and understanding of capable science students through an engaging course structure.

Students electing to undertake this course do so in place of undertaking other science electives across the year. However, Students undertaking an advanced placement in science or any other subject area are still eligible and encouraged to apply for entry into this subject.

AREAS OF STUDY

Biology, Chemistry and Physics

TYPES OF ASSESSMENT

- Semester examination
- Tests
- Assignments
- Practical Work

OTHER IMPORTANT INFORMATION

Students undertaking this subject will be supported in seeking work experience in a science related industry. Though encouraged, this is not compulsory and students can still elect to undertake work experience in other fields if they prefer.

This subject will expose students to excursions, incursions, guest speakers and relevant science competitions across the year. This could attract an estimated cost of \$100 -\$150 across the year.

LEADS TO STUDIES IN: (LIST OF VCE STUDIES)

- VCE Biology
- VCE Chemistry
- VCE Environmental Science
- VCE Physics
- VCE Psychology

HUMANITIES LEARNING AREA

COMMERCE

INTRODUCTION

The commerce elective unit gives students a taste of all the VCE Commerce subjects studied at Brentwood. Students learn the knowledge and skills required to successfully pass VCE Unit 1 students of Business Management, Accounting, and Economics, covering topics such as:

- Economic management and decision making
- Business Structures
- Marketing
- Accounting and decision making for a small business

The knowledge and skills acquired through commerce units will be relevant in students' future lives as well as in the VCE studies of Economics, Accounting and Business Management.

NAME OF UNITS: Economics
Business Management
Accounting

Economics – introduces students to a wide range of economic issues including supply and demand, and macroeconomics, which are relevant to the Australian economy today.

Business Management - students focus on the value of enterprising and entrepreneurial behaviour to start and run a small business.

Accounting: provides students with an understanding of personal finance and investing. This subject will expose students to a range of accounting skills including small business accounting.

AREAS OF STUDY:

Economics – An introduction to basic economic concepts (opportunity costs, scarcity, international trade, economic theories and resources).

Business Management – Students will explore a number of topics that relate directly to commercial situations in everyday life including types of business ownership, structure, franchises, developing a business plan, marketing, location factors, ABN and business name registration.

Accounting – Personal Accounting: This unit will explore the basics of small business accounting, as well as a focus on personal financial literacy and management. Different types of investing will also be a theme of the course.

TYPES OF ASSESSMENT:

- Assignments
- Tests
- Case Studies
- Interview Report
- End of Semester Examination

LEADS TO STUDIES IN:

VCE Accounting, Economics and Business Management

GEOGRAPHY

INTRODUCTION

In today's world of dwindling resources, vital issues such as the environment, conservation, population growth and recreation all need to be addressed. Geography can and does play a vital role in the

understanding of these issues. It is concerned with the location and distribution of various phenomena on the earth and the study of the interaction between people and their environment.

WHAT CAN BE EXPECTED IN GEOGRAPHY UNITS?

Work will involve a broad variety of activities including class discussions, assignment work, film or video reviews, practical work, fieldwork, computer work and testing of geographical concepts taught in class.

BRIEF DESCRIPTION:

Year 10 Geography focuses on sustainability, environmental change and management and the Geography of human well-being.

TOPICS INCLUDE:

- Changing and managing the environments including land, atmosphere and water.
- The management of coastal change.
- Spatial inequality in human populations such as health, poverty, crime, consumption, and human rights on an international and local scale.
- Impact of human activities and the natural environment on inequalities in wellbeing

TYPES OF ASSESSMENT:

- Fieldwork – investigating contrasting living conditions in Melbourne.
- Tests
- Research tasks
- Class work
- End of Semester Examination

OTHER IMPORTANT INFORMATION:

Fieldtrip to compare living conditions between Footscray and Toorak – approximate cost -\$30

LEADS TO STUDIES IN:

VCE Geography Units 1 (Hazards and Disasters) & 2 (Tourism).

Other Humanities subjects such as History, Legal Studies, Economics, Accounting

HISTORY

INTRODUCTION

In order to put ourselves and society into some perspective, we must study the past. Only by understanding the past can we come to grips with today's world and the world of the future. This area of study offers a wide range of units covering many countries and topics as well as an in-depth look at our own culture and society. Not only will students broaden their knowledge of the world and their society, but also they will develop a wide range of skills such as locating and selecting relevant information, expressing information, note taking, comprehending and evaluating different resource materials and essay writing.

THE MODERN WORLD (1918-PRESENT)

DESCRIPTION:

Year 10 History will include: The exploration of broad changes over time and the understanding of the important patterns of historical change from 1918- present, with relation to Australia and the Modern World.

AREAS OF STUDY:

Understanding the Modern World

Impact of World War II on Australia

The role of women in 20th Century Australian society

Movements for 'Rights and Freedoms' of Indigenous Australians in the 20th Century

TYPES OF ASSESSMENT:

- Extended Response
- Source Analysis

- Essay Portfolio

LEADS TO STUDIES IN:

VCE History Units 1 and 2

LAW AND POLITICS

INTRODUCTION

The Law and Politics elective equips year 10 students with an introduction to VCE Legal Studies and VCE Australian and Global Politics, whilst drawing on the year 10 Victorian Curriculum in the Civics and Citizenship Learning Area. This subject allows students to develop knowledge and understanding of Australia's political system, with particular emphasis on the key features of Australia and Victoria's legal systems. Students analyse the role of the High Court and explain how Australia's international obligations influence law and government policy. Students also evaluate a range of factors that sustain democratic societies and critically compare them to other political structures.

KEY KNOWLEDGE AND SKILLS

Students will learn key knowledge and demonstrate key skills required to successfully pass year 10 Victorian Curriculum in the Civics and Citizenship Learning Area, including some skill application in Unit 1 Legal Studies and Unit 1 Australian and Global Politics. They will learn about:

LAW

- The origins of Australia's legal system
- The operation of Australia's legal system (at the state and Commonwealth level)
- The Victorian court hierarchy and the role of the courts
- The creation of common law (precedent; binding and persuasive)
- The differences between civil and criminal law including the elements of criminal offences, the standard and onus of proof, the rule of law, and rules of evidence and procedure

POLITICS

- Australia's Westminster parliamentary system and the parliamentary features inherited from the United Kingdom
- Global actors including the emergence of the state in the global political arena
- The differences between soft and hard power as proposed by Joseph Nye
- The necessity for states to preserve their sovereignty and the methods of achieving this
- Different political systems – strengths and weaknesses

VCE PATHWAYS AND BEYOND

The key knowledge and skills acquired by studying Law and Politics in year 10 will be relevant to students' future lives and civic participation, whilst providing a clear pathway into the VCE subjects of Legal Studies and VCE Australian and Global Politics.

ASSESSMENT:

- Topic Tests
- Group project – research task
- Oral presentation
- End of Semester Examination

LANGUAGES LEARNING AREA

Learning a language is by its very nature sequential. The serious student who hopes to study a language at VCE level will need to ensure that continuity of study is maintained particularly in the latter stages of the course.

It is important to note that students choosing either German or Japanese at Year 10 will be expected to continue with their studies of this subject for the whole year.

NOTE: Year 10 German should be regarded as vital preparation for the VCE German.
Similarly, Year 10 Japanese is vital preparation for VCE Japanese.

LANGUAGE UNITS	RELATED VCE STUDY
Year 10 German	Languages: German
Year 10 Japanese	Languages: Japanese

YEAR 10 GERMAN

AIMS:

- To develop students' ability to understand contemporary German in written and spoken texts.
- To write and speak effectively in German about themselves, their world and their interests.
- To prepare students for language study at VCE level.
- To heighten awareness of German culture and lifestyle.
- To promote understanding and tolerance of other cultures.

SEMESTER 1 CONTENT:

Students will further develop their ability to communicate in German in a range of social and informational settings. They will revisit some previously studied topics but at a more sophisticated level, as well as study new topics which are related to their experiences and interests and which reflect VCE style themes. They will be required to learn set vocabulary as well as develop a personal vocabulary and to consolidate their understanding of essential grammar concepts.

SEMESTER 2 CONTENT:

Students will continue to expand their listening, speaking, reading and writing skills by studying a range of VCE style themes. They learn to apply conventions of common text types correctly and produce imaginative and informative texts with attention to detail and tone. They participate in role-plays giving explanations, exchanging information and expressing opinions about experiences. They are required to learn set vocabulary as well as develop a personal vocabulary, and to consolidate their understanding of essential grammar concepts.

PREREQUISITE:

GE090

ASSESSMENT:

- Formal grammar and vocabulary tests
- A range of in-class assessment tasks using reading, writing, listening and speaking skills in German, including extended writing tasks, rehearsed and unrehearsed role plays and discussions
- End of semester exam

YEAR 10 JAPANESE

AIMS:

To develop students' ability to understand and use Japanese within the world of their experiences and in topics related to events of general interest.

To write and speak effectively in Japanese about themselves, their world and their interests

To prepare students for language study at VCE level

To heighten awareness of Japanese culture and lifestyle

To promote understanding and tolerance of other cultures

SEMESTER 1 CONTENT:

Students will expand their listening, speaking, reading and writing skills by studying a range of VCE style themes. They learn to conjugate verbs and learn sentence patterns to include giving reasons and opinions and conjunctions. They are required to produce a range of text types such as letters, journal entries and informative pieces to consolidate their understanding of essential grammar concepts

SEMESTER 2 CONTENT:

Students will continue to expand their listening, speaking, reading and writing skills by studying a range of VCE style themes. They learn to apply conventions of common text types correctly and produce imaginative and informative texts with attention to detail and tone. They are required to produce a range of text types such as articles, messages and short stories to consolidate their understanding of essential grammar concepts. They participate in role-plays giving explanations, exchanging information and expressing opinions about experiences. They are required to learn set vocabulary as well as develop a personal vocabulary, and to consolidate their understanding of essential grammar concepts.

PREREQUISITE:

JA090

ASSESSMENT:

- Formal grammar and vocabulary extension exercises
- A range of in-class assessment tasks using reading, writing, listening and speaking skills in Japanese, including extended writing tasks, rehearsed and unrehearsed role plays and discussions
- End of semester exam

ARTS/TECHNOLOGY LEARNING AREA

VISUAL ART AND VISUAL COMMUNICATION

STUDIO ART - \$60*

INTRODUCTION:

Within modern society, there is an increasing need to understand the visual image and to be able to express ideas creatively. The Art units are designed to give students visual and creative awareness through experiences in a diversity of practical mediums and the history of art. Increasingly, digital and computer based design and production is a component of most Art units. It is important to note that many job opportunities arise directly from Art based activities and the student should consider this in the selection of Year 11 and 12 subjects in VCE.

FINANCE:

Because of the complexity and variety of materials used in the Art department, the levy available for funding only covers a small portion of the actual costs. The cost of extra materials used in courses has spiralled greatly over the last twelve months; therefore, students completing Arts courses will be required to contribute towards some of the cost by paying a subject charge. This charge will cover the cost of materials and items taken home by the students such as paints, brushes, clay for ceramic articles, paper, extended drawing media and folios, etc. Specific excursions would incur additional charges.

RECOMMENDATIONS FOR SELECTION OF ARTS UNITS:

All students should choose units in terms of their interest and their desire to develop creative skills. These skills both practical and theoretical form the basis of the Year 10 Arts units and can be used in directing a student towards Year 11, Year 12 and tertiary studies in this area.

GENERAL INFORMATION:

ASSESSMENT:

All units will be assessed on a continual basis. All work, attitudes and progress will be included. Marks will be compiled and assessed for reports. Students are also required to complete assignment work and some practical work at home. Self-appraisal will also be incorporated in many units.

FOLIOS:

Students will be required to create and build up a folio of visual images and written ideas, from each unit.

PROTECTIVE CLOTHING:

It is advisable for students to supply and wear art shirts.

AIMS:

- To enrich creative expression through the visual arts.
- To develop skills and individual interests through self-directed learning.
- To prepare students for VCE studies in Studio Art.

CONTENT:

Students will have the opportunity to create a variety of individual projects based on personal interests and structured artistic practices. Practical work, chosen by the student, will draw on a wide range of traditional and contemporary media; from painting and drawing through to digital and web based art.

Out-of-class activities and an excursion to art-based exhibition/s are envisaged to enhance an understanding of the Art industry. Analysis and reflection will be used to refine student's creative expression. Students will have the responsibility to produce and exhibit their final folio pieces.

RECOMMENDED PREPARATION:

A pass in any two Arts units.

ASSESSMENT:

Criteria based portfolio, visual diary and assignment work and the presentation of finished folio pieces. Self-evaluations will also be used as an integral part of the process. A Practical and Written Examination will prepare students for the relevant VCE component.

VISUAL COMMUNICATION DESIGN - \$60

AIMS:

- To enhance knowledge and skills in Visual Communication Design.
- To promote individual interests and self-directed learning.
- To prepare students for VCE studies in Visual Communication & Design.

CONTENT:

Students will be given the unique opportunity and freedom to explore individual interests in the extensive field of Graphic Design. They will be provided with materials, and detailed instruction and skills on how best to prepare themselves to produce high standard folio work. Students will also be given the responsibility of producing and presenting their work to their peers and the wider community. A strong emphasis will be placed on the use of technology, using Industry Standard Hardware and Software Applications. Out-of-class excursions to exhibitions and / or design studios will allow students to see Professional Designers and their work, in the real world, as a view to a possible future career path. Students will have the opportunity to create a variety of individual projects based on personal interests and structured artistic practices within the environmental, communication and industrial design fields. Practical work, chosen by the student, will draw on a wide range of traditional and contemporary media; from painting and drawing through to digital and web based art.

Out-of-class activities and an excursion to art-based exhibition/s are envisaged to enhance an understanding of the Design industry. Analysis and reflection will be used to refine student's creative expression. Students will have the responsibility to produce and exhibit their final folio pieces.

RECOMMENDED PREPARATION:

A pass in any two Visual Communication or Art units.

Assessment: Criteria Based Assessment will be used for all Folio work produced in this unit. Students will have an input in creating the relevant criteria for each assessment task. Peer and self-evaluations and assessments will also be used as an integral part of the assessment process. A Practical & Written Examination at the end of the Semester will provide an opportunity for students to experience a relevant VCE component.

YEAR 10 DRAMA/THEATRE STUDIES \$55

AIMS:

Further development of skills learned in Year 9 Drama plus an awareness of the techniques required to interpret and create a script with understanding and truth of characterisation. This unit also refines and further develops the skills required to study Theatre Studies in VCE.

CONTENT:

In addition to content of DR091:

- Development of improvisation and role play towards more polished performances
- Monologues
- Group devised productions
- Voice production
- Script and characterisation study
- Reflection
- Whole class performance and play-making

RECOMMENDED PREPARATION: DR091

- Assessment:
- Class activities
- Journal
- Performance
- Theatre review

- Group performance and production

OTHER INFORMATION:

Excursions are included and there will be an added cost of approximately \$50 - \$70. Working with VCE Theatre Studies students' productions.

YEAR 10 MEDIA - \$65 FOR MEDIA KIT

AIMS:

- To extend students' knowledge of and technical skill in Media Production
- To promote individual interests and self-directed learning
- To prepare students for VCE studies in Media
- To give students the framework to evaluate the media themselves

CONTENT:

Students produce a folio of works in the form of photography, film, page layout, digital design and media theory. Studies of composition, lighting, camera, sound and editing are undertaken. Students will exhibit their finished pieces in arts exhibitions at school.

RECOMMENDED PREPARATION:

Passes in any two Media, English or Art units. Advanced literacy skills are recommended.

ASSESSMENT:

Based on a folio of production work and theoretical assignment work. Peer and self-evaluations and assessments will also be used as an integral part of the assessment process. A Practical & Written Examination at the end of the Semester will provide an opportunity for students to experience a relevant VCE component.

INTRODUCTION TO VCE MUSIC

INTRODUCTION:

Music is widely recognised as a powerful influence throughout all cultures. It's an almost instinctive means of creative expression, and as such soothes, excites, amuses, angers and saddens. Music reaches into the fundamental areas of personal, social and cultural identification, communication, and emotional functioning. If education encourages the growth of the complete individual as an integral part of their community, then music is vital to it.

The Year 10 Music Course has been designed for students to discover and explore areas of musical interest, and also for students to prepare for VCE music. It gives the opportunity to compose and perform music, as well as to learn about a wide range of musical styles.

AIMS:

Intended to be offered to students in year 10 as a first or second semester unit. This unit of study functions as preparation for VCE Music Performance. It explores individual and group performance in detail as well as furthering music theory and analysis skills. Students are encouraged to further their skills in a style or on their chosen instrument.

CONTENT:

Students cover music theory and aural recognition techniques, are required to perform as soloists or in a group on an instrument, and create, analyse and evaluate music to a high standard.

RECOMMENDED PREVIOUS OR CONCURRENT UNITS OF STUDY:

A prior passing grade in Year 9 Music

The ability to read music and play a specific instrument.

ASSESSMENT:

- Assignment(s) (Composition and/or Research)
- Test(s) (Reading and Writing Music, and Listening)

- Classroom Performance
- Classwork (Participation and Group-work)

INSTRUMENTAL MUSIC – Group lessons \$350 per year – Private lessons \$550

Learning a musical instrument provides students with opportunities to develop skills in performing as a team member within an ensemble, and as a soloist. These skills are known to contribute significantly towards the refinement of social and self-awareness, communication, creative thinking and analysis, and the abilities to learn and achieve.

Lessons are held during class time on a weekly rotating timetable. A music levy is payable for this subject and a limited number of instruments are available for hire at a fee of \$250 per year.

FOOD STUDIES - \$70

INTRODUCTION:

In this unit of Food Technology, students will develop their skills and knowledge of Hygiene and Safety in the kitchen while covering complex processes during practical cooking sessions. The Design Process is covered in depth where students develop food items to meet particular needs. The functional properties of ingredients are studied as well as the different methods of cooking food. Students are introduced to new technology they may find in domestic kitchens and in industry. Food Technology courses enable students to undertake a diverse range of subjects and courses at Senior Levels, which lead to a broad range of challenging careers. This unit is closely linked to VCE Food and Technology Studies.

ASSESSMENT:

Students will be assessed on the following items:

- Productions
- Investigation(s)
- Design tasks
- Test(s)
- Exam

AIMS:

- To expand theoretical and practical skills gained from previous Food Technology units.
- To gain experience in the production of dishes using complex processes.
- To enable students to develop practical skills where they can work independently in a safe and hygienic manner.
- To gain experience working through the Design Process and producing food items to meet particular needs.
- To gain an understanding of the functional properties of ingredients and of the different methods of cooking food.
- To introduce students to new technology they may find in domestic kitchens and in industry.

CONTENT:

- Hygiene and safety
- The design process
- Methods of cooking
- Functional properties of ingredients
- Food preparation and presentation techniques including Complex processes.
- Exposure to a variety of modern recipes

RECOMMENDED PREPARATION:

Successful completion of any Food Technology unit.

PRODUCT DESIGN TECHNOLOGY YEAR 10 \$90

INTRODUCTION:

Product Design Technology offers Valuable experiences to complete academic studies and act as a basis for a practical vocation.

It has been found that the range of practical experience and abilities varies widely. In response to this all Practical Arts units are designed to give each student work projects which are suited to his or her particular needs and abilities. This allows each student to progress fully in each unit.

FINANCE:

Students are required to contribute on a “user pays system” to a portion of material used.

AIMS:

To expand students’ knowledge of Product Design and Production. Expose the students to the necessities of planning, patience and perseverance. Instil a desire to understand technology, confidence using tools and equipment, and safe work practices.

CONTENT:

Students develop a design brief in response to a design problem or need, undertake research relevant to their design brief produce a range of design options and develop evaluation criteria that is applied to the finished product. Students are introduced to the safe and correct use of a variety of hand and power tools that are implemented in the construction activities along with measuring and marking out components and finishing techniques.

ASSESSMENT:

Students will be assessed in accordance with AUSVels Domain Product Design and Technology with students completing tasks in each of the Dimensions.

- Investigating and designing
- Producing
- Analysing and evaluating

There will also be an examination at the end of the semester.

Cost: Minimum \$90.00*

NEW in 2019 – PERFORMING ARTS SPECIALIST SUBJECT

PERFORMING ARTS YEAR 10 – Year Long (Semester One and Two) \$100

In this year-long extended study unit, students do a range of units related to overarching performing arts skill building that incorporates; extending performing arts literacy, high level ICT skills, theoretical components related to various areas of performing arts aimed at employability.

These include;

- Performance History
- Sound and Lighting
- Design - skills in using Sketch Up, Photoshop, inDesign, video editing, sound composition and editing, Sibelius, Auto Cad
- Producing - performance grant writing
- Direction
- Theatre Technologies
- Extended Research Project - student focused research
- Voice - theatre, music, health
- Ethics and community standards
- Censorship
- Dealing with cultural, religious and moralistic content in performances
- Masterclass workshops
- Preparing for auditions

Students will also do a range of theatre/musical theatre specific practical lessons in:

- Acting (Stage)
- Dance
- Music

Students enrolled in this unit would also form part of the performing arts team and work with the Director of Performing Arts with our whole school production.

There would be a subject fee for this unit that allows us to bring in industry relevant speakers and guest teachers to help build the collective knowledge of targeted skills. Eg. Marketing professionals, Graphic Designers etc. This fee will be \$100 plus excursions.

There will also be a range of excursions to immerse students in throughout the year not included in the optional items fee mentioned above.

HEALTH AND PHYSICAL EDUCATION LEARNING AREA

YEAR 10 PHYSICAL EDUCATION

INTRODUCTION:

The aim of the Physical Education in Year 10 is to prepare students for VCE, whilst providing each student with skills, knowledge & attitudes to lead active & healthy lives.

In order to achieve this aim, students must apply themselves in both theory and practical classes. A minimum of one period per week will be dedicated to theoretical studies, while the remaining periods will require students to develop their fitness, skill acquisition and strategic application. To participate in practical lessons students must wear full Brentwood sports uniform. This uniform consists of:

- Brentwood navy polo shirt
- Brentwood navy shorts/track pants
- Brentwood jacket/rugby polo
- Brentwood navy cap

NOTE: Skins or Leggings are not part of the PE Uniform.

All items can be purchased can be ordered in one of three ways:

- 1, ONLINE: Purchase your garments online at www.psw.com.au using PSW's secure internet service. Payment is made by credit card and garments will be delivered to you anywhere in Australia. A delivery fee applies.
2. SCHOOL ORDER FORM: Print out your school order form and submit it to the school uniform shop with payment details during opening hours or alternatively hand it in at the school office. It will then be filled the next uniform day and given to your child; or
3. IN PERSON: View the range and try on the garments at the following location:

PSW Mount Waverley
314 Stephenson's Road
Mount Waverley VIC 3149
Tel: (03) 9809 5477
Shop Hours
Monday - Friday: 8:30am - 5:00pm
Saturday: 9:00am - 5:00pm

SPORTS SCIENCE

AIMS:

This unit enables students to:

- examine how the body systems work together to produce movement;
- use practical activities to underpin theoretical understanding;
- gain an insight into VCE Physical Education; and
- explore possible careers in Sports Science field and Physiotherapy/Chiropractic's.

CONTENT:

The theoretical areas of study in this unit include the:

- muscular and skeletal systems working together to produce movement in physical activity;
- cardiovascular and respiratory systems at rest and during exercise;
- an application of biomechanical principles to a variety of sporting actions.

ASSESSMENT:

- participation;

- development and application of skills and strategies;
- fitness;
- written task/s; and
- exam

COST:

There will be some sports science career related excursions/incursions for a small charge depending on the activity.

LEADS TO STUDIES IN:

VCE Physical Education, Physics and Biology

ENHANCED SPORTS PERFORMANCE

AIMS:

This unit enables students to:

- analyse and evaluate strategies designed to enhance sporting performance;
- use practical activities to underpin theoretical understanding;
- gain an insight into VCE Physical Education; and
- explore a possible career in the fitness industry (Personal Trainer, Group Fitness instructor, Boot Camp instructor, Yoga/Pilates instructor).

CONTENT:

The theoretical areas of study in this unit include:

- the components of fitness;
- assessment of fitness;
- fitness training principles;
- fitness training methods; and
- a range of strategies used to enhance performance (nutritional strategies, hydration techniques and recovery strategies).

ASSESSMENT:

- participation;
- development and application of skills and strategies;
- fitness testing;
- learning tasks-tests; and
- end of semester exam.

COST:

There may be some fitness industry related excursions/incursions for a small charge depending on the activity and availability of industry professionals.

LEADS TO STUDIES IN:

VCE Physical Education, VCE/VET Sport and Recreation

HEALTH & HUMAN DEVELOPMENT

INTRODUCTION:

The aim of Health and Human Development in Year 10 is to prepare students for VCE, whilst providing each student with skills, knowledge & attitudes towards the health and development of individuals and community members.

INTRODUCTION TO HEALTH & HUMAN DEVELOPMENT

AIMS:

This unit enables students to:

- develop an understanding of the physical, mental, emotional, spiritual and social dimensions of health and wellbeing.
- develop an understanding that variations in health and human development are influenced by a range of factors including biological, physical and social environments;
- identify, develop and evaluate behaviours and strategies that promote health and wellbeing
- understand how we measure health status and how those statistics can be used to identify groups at risk.
- gain an insight into VCE Health and Human Development; and
- learn about pregnancy, parenting and respectful relationships
- develop the key skills required in VCE Health and Human Development

CONTENT:

The areas of study in this unit include:

- Dimensions of health and wellbeing
- Biological, physical and social factors that influence health and wellbeing and health status;
- Variations in the health status of population groups within Australia;
- Measurements of health status, including the analysis of health data and statistics Elements of; and
- Parenting and pregnancy.

ASSESSMENT:

Students will be assessed on the following items:

- classroom engagement;
- oral presentation (s);
- learning tasks- including written task (s) and test (s); and
- end of semester Exam.

LEADS TO STUDIES IN:

VCE Health and Human Development

DIGITAL TECHNOLOGIES LEARNING AREA

INTRODUCTION:

The increasing emphasis on information and communication technology in today's world means that all students need to be aware of this technology and how it is used. Therefore, there is a need for students to learn computer related skills which they can use both as a tool in their further education and as a skill when they join the workforce.

CYBER FORENSICS

DESCRIPTION:

Cyber forensics is the application of computer investigation and analysis techniques to gather evidence suitable for presentation if required a court of law. The goal of computer forensics is to perform a structured investigation while maintaining a documented chain of evidence to find out exactly what happened on a computer and who was responsible for it.

AREAS OF STUDY

As a forensic investigator students examine cybercrime. They create their own criminal database and store data such as fingerprints for identification purposes. Students investigate computer hacking and societal issues that arise because of technology. Students will analyse problems and develop solutions to information problems, both individually and in collaborative teams. Students produce the following:

- Create and store criminal records in a database
- Use spreadsheets to visualise data of criminal activity
- Investigate how computer crime is committed
- Investigate and report on Cyber criminals and various modern day issues

TYPES OF ASSESSMENT

- Assignments
- Folio
- Oral Presentation
- Projects
- Tests & examination

LEADS TO STUDIES IN:

VCE I.T. Computing

THE APP INVENTOR \$30

DESCRIPTION:

Students will analyse problems and develop solutions to information problems, both individually and as a team member. Students will learn how to apply advanced looping techniques, conditional statements and validation rules. They will use arrays and other techniques to access and generate reports.

AREA OF STUDY

Students learn how to write software and create Apps for mobile phones (Android) which introduces programming concepts and theory. Students use building blocks and design algorithms in preparation for the start of programming. They are introduced to an Object Oriented Programming (OOP) language that allows them to create and manipulate objects to construct programs for a variety of applications. They will learn about macros, IF statements and Conditional formatting when utilising Microsoft Excel.

- excel
- Python
- App Inventor

TYPES OF ASSESSMENT

- Assignments
- Folio
- Projects
- Tests & examination

LEADS TO STUDIES IN:

Software Development

VET

NEW VET SUBJECTS OFFERED AT BRENTWOOD

Brentwood will be offering four internal VET subjects in 2019.

Aviation

Diploma of Aviation Commercial Pilot licence (Partial)

Tristar Aviation

This program provides opportunities to students who wish to develop their skills and knowledge in the aviation industry. The course provides students with flying training for the Recreational Pilot Licence (RPL) which is the first step and part of the Private Pilot Licence (PPL) and Commercial Pilot Licence (CPL) Syllabus. Students will receive an approximate of 25 hours flying time for each of the 1st and 2nd years. The cost of this program will be administered externally to Brentwood.

Business

Certificate II: an entry level qualification which provides students with the knowledge and skills to enhance their employment prospects in a business or office environment. The certificate provides an understanding of business fundamentals within the Australian context.

Certificate III: provides students with the opportunity to develop a broad range of skills and knowledge to work in a variety of work contexts using discretion, judgement and relevant theoretical knowledge.

Furnishing

Certificate II: includes units such as sustainability and furnishing industry careers, upholstery, making timber joints, basic design, hand and power tools, furniture assembly and a furniture making project. Materials Cost: \$185 for Brentwood students

Sport & Recreation

Certificate II: provides students with the skills and knowledge that will enhance their employment prospects in the sport and recreation industries. Students can choose from a range of electives, maintaining sport and recreation industry knowledge, developing knowledge of coaching or officiating.

Certificate III: provides students with the skills and knowledge to work in the Sport and Recreation industry. Units 3 and 4 offers scored assessment and includes core units such as conduct basic warm-up and cool-down programs, plan and conduct programs, risk assessment, and control and knowledge of coaching practices. Materials Cost: \$135 for Brentwood students.

VCE

VCE SUBJECTS OFFERED AT BRENTWOOD

ACCOUNTING UNIT 1

SCOPE OF STUDY

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT). Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners. In business decision-making, financial as well as ethical considerations (incorporating social and environmental aspects) should be taken into account.

RATIONALE

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses. VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.

UNIT 1: The role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors. They also take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental.

ASSESSMENT Chosen from;

- Tests
- An assignment including use of ICT
- Case study including use of ICT
- Classroom presentation including use of ICT
- Feasibility investigation of a business venture including use of ICT.

AREA OF STUDY 1

The role of accounting

AREA OF STUDY 2

Recording financial data and reporting accounting information for a service business

ACCOUNTING UNIT 2

UNIT 2: Accounting and decision-making for a trading business

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

ASSESSMENT

- Examination (units 1 & 2) 40%
- Tests (including ICT) 60%

AREA OF STUDY 1

Accounting for inventory

AREA OF STUDY 2

Accounting for and managing accounts receivable and accounts payable

AREA OF STUDY 3

Accounting for and managing non-current assets

UNIT 3: Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

ASSESSMENT

UNIT 3 - Tests 100% (60% AOS1, 40% AOS2)

UNIT 4 - Tests 100% (50% AOS1, 50% AOS2)

School Assessed Coursework contributes 50% of the final grade (25% from each Unit).

The end of year exam contributes 50%.

AREA OF STUDY 1

Recording and analysing financial data

AREA OF STUDY 2

Preparing and interpreting accounting reports

UNIT 4: Recording, reporting, budgeting and decision-making

Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance. Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework and financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

AREA OF STUDY 1

Extension of recording and reporting

AREA OF STUDY 2

Budgeting and decision making

For details on VCE Accounting Study Design, visit

https://www.vcaa.vic.edu.au/Documents/vce/account/AccountingSD_2019.pdf

AUSTRALIAN AND GLOBAL POLITICS: Unit 1

UNIT 1: IDEAS, ACTORS AND POWER

UNIT OUTLINE

In this unit students gain an understanding of the different types of power and how they are exercised through a range of political systems. While there is a focus on liberalism, they consider this by comparing the Australian political system to ones used in Iran, Cuba or North Korea. To further understand these key ideas, students must gain an understanding of key political actors in Australia (such as political parties, interest groups and the media) and how they can all influence the political agenda.

AREA OF STUDY 1:

Power and ideas

AREA OF STUDY 2:

Political actors and power

ASSESSMENT:

- 2 x SACs and Hurdle Tasks could range from:
 - Short-answer tests
 - Research report
 - Oral presentation
 - Case Studies
- Unit 1 Examination

AUSTRALIAN AND GLOBAL POLITICS: Unit 2

UNIT 2: POLITICAL ACTORS AND POWER

UNIT OUTLINE

In Unit 2 students must gain a deeper understanding of the global political sphere. To accomplish this they must investigate how the process of globalisation has affected interconnectedness around the globe. They are also given the opportunity to study a global issue of conflict and instability of their choice to explore how has the global community responded to it.

AREA OF STUDY 1:

Global links

AREA OF STUDY 2:

Global cooperation and conflict

ASSESSMENT

- 2 x SACs and Hurdle Tasks could range from:
 - Short-answer tests
 - Research report
 - Debates
 - Essay
- End of year examination

GLOBAL POLITICS 3 – Not offered in 2019

UNIT 3: GLOBAL ACTORS

UNIT OUTLINE

In this unit students investigate a range of global actors in contemporary global politics. They use a range of evidence to analyse their aims, roles and power. They must also undertake an in-depth examination of the concepts of national interests and power as they relate to the state, with a particular focus on ONE Asia-Pacific state. Students will demonstrate this knowledge through a range of skills and also have the opportunity for student choice to optimise their engagement in this study.

ASSESSMENT

UNIT 3 – SACs x 2 (25%)

AREA OF STUDY ONE: Global actors

SAC3.1 Structured answers

AREA OF STUDY TWO: Power in the Asia-Pacific

SAC3.2A Multimedia presentation

SAC3.2B Essay

GLOBAL POLITICS 4 – not offered in 2019

UNIT 4: GLOBAL CHALLENGES

UNIT OUTLINE

This unit focuses on the students investigating some key global challenges that face the international community. They will examine and analyse TWO ethical issues through discussion, investigation and debate. Students must then evaluate how effective the responses to these issues have been. For the second Area of Study, students are then given the opportunity to explore the context and causes of global crises and consider the varying effectiveness of the responses and challenges in resolving them.

ASSESSMENT

UNIT 4 – SACs x 2 (25%)

AREA OF STUDY ONE: Ethical issues and debates

SAC4.1A Debate

SAC4.1B Structured answers

AREA OF STUDY TWO: Global crises

SAC4.2 Structured answers

EXTERNAL EXAM (50%)

UNIT OUTLINE

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

ASSESSMENT

- Progressive topic tests
- Practical work
- Area of Study SAC's
- Classwork/Revision exercises

VCAA DESCRIPTION

AREA OF STUDY 1

How do organisms function?

AREA OF STUDY 2

How do living systems sustain life?

AREA OF STUDY 3

Practical investigation

BIOLOGY 2

UNIT OUTLINE

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

ASSESSMENT

- Progressive topic tests
- Practical work
- Area of Study SAC's
- Classwork/Revision exercises

VCAA DESCRIPTION

AREA OF STUDY 1

How does reproduction maintain the continuity of life?

AREA OF STUDY 2

How is inheritance explained?

AREA OF STUDY 3

Investigation of an issue

BIOLOGY 3/4

UNIT 3 OUTLINE

In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signalling molecules. Students consider the types of signals, the transduction of information within

the cell and cellular responses. At this molecular level, students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

AREA OF STUDY 1

How do cellular processes work?

AREA OF STUDY 2

How do cells communicate?

UNIT 4 OUTLINE

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

AREA OF STUDY 1

How are species related?

AREA OF STUDY 2

How do humans impact on biological processes?

AREA OF STUDY 3

Practical investigation

ASSESSMENT

- School Assessed Coursework – Unit 3 16%
- School Assessed Coursework – Unit 4 24%
- End of Year External Exam 60%

For details on VCE Biology Study Design, visit <http://www.vcaa.vic.edu.au/vce/studies/index.html>

BUSINESS MANAGEMENT 1

UNIT OUTLINE

PLANNING A BUSINESS

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

VCAA DESCRIPTION

AREA OF STUDY 1:

The business idea

AREA OF STUDY 2:

External environment

AREA OF STUDY 3:

Internal environment

ASSESSMENT

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All assessments in Unit 1 are school-based.

ASSESSMENT OUTCOMES

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment will be selected from the following:

- A case study analysis
- A business research report
- Development of a business plan and/or feasibility study
- An interview and a report on contact with business, a school-based, short-term business activity
- A business simulation exercise
- An essay
- A business survey and analysis
- A media analysis

For details on the VCE Business Management Study Design, visit:

<http://www.vcaa.vic.edu.au/Documents/vce/busmngmnt/BusinessManagementSD-2017.pdf>

BUSINESS MANAGEMENT 2

UNIT OUTLINE

ESTABLISHING A BUSINESS

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

VCAA DESCRIPTION

AREA OF STUDY 1:

Legal requirements and financial considerations

AREA OF STUDY 2:

Marketing a business

AREA OF STUDY 3:

Staffing a business

ASSESSMENT

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All assessments in Unit 2 are school-based.

ASSESSMENT OUTCOMES

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment will be selected from the following:

- A case study analysis
- A business research report

- Development of a business plan and/or feasibility study
- An interview and a report on contact with business, a school-based, short-term business activity
- A business simulation exercise
- An essay
- A business survey and analysis
- A media analysis

For details on the VCE Business Management Study Design, visit:

<http://www.vcaa.vic.edu.au/Documents/vce/busmngmnt/BusinessManagementSD-2017.pdf>

BUSINESS MANAGEMENT 3/4

UNIT 3 OUTLINE

MANAGING A BUSINESS

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

VCAA DESCRIPTION

AREA OF STUDY 1:

Business foundations

AREA OF STUDY 2:

Managing employees

AREA OF STUDY 3:

Operations management

SCHOOL-BASED ASSESSMENT:

SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

ASSESSMENT OF LEVELS OF ACHIEVEMENT

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework.

CONTRIBUTION TO FINAL ASSESSMENT

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

For details on the VCE Business Management Study Design, visit:

<http://www.vcaa.vic.edu.au/Documents/vce/busmngmnt/BusinessManagementSD-2017.pdf>

UNIT 4 OUTLINE

TRANSFORMING A BUSINESS

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

VCAA DESCRIPTION

AREA OF STUDY 1:

Reviewing performance – the need for change

AREA OF STUDY 2:

Implementing change

SCHOOL-BASED ASSESSMENT:

SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

ASSESSMENT OF LEVELS OF ACHIEVEMENT

The student's level of achievement in Unit 4 will be determined by School-assessed Coursework.

CONTRIBUTION TO FINAL ASSESSMENT

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

For details on the VCE Business Management Study Design, visit:

<http://www.vcaa.vic.edu.au/Documents/vce/busmngmnt/BusinessManagementSD-2017.pdf>

EXTERNAL ASSESSMENT – UNITS 3 AND 4

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

CONTRIBUTION TO FINAL ASSESSMENT:

The examination will contribute 50 per cent.

END-OF-YEAR EXAMINATION:

The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

CONDITIONS

The examination will be completed under the following conditions:

- Duration: two hours.
- Date: end-of-year, on a date to be published annually by the VCAA.
- VCAA examination rules will apply. Details of these rules are published annually in the VCE and VCAL Administrative Handbook.

The examination will be marked by assessors appointed by the VCAA

CHEMISTRY 1

UNIT OUTLINE

In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances

VCAA DESCRIPTION

AREA OF STUDY 1

How can knowledge of elements explain the properties of matter?

AREA OF STUDY 2

How can the versatility of non-metals be explained?

AREA OF STUDY 3

Research investigation

ASSESSMENT

- Topic tests
- Practical work
- Area of Study SACs
- Classwork/Revision exercise
- Written Examination on Unit 1/2

CHEMISTRY 2

UNIT OUTLINE

Students examine the polar nature of a water molecule and the intermolecular forces between water molecules.

They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

VCAA DESCRIPTION

AREA OF STUDY 1

How do substances interact with water?

AREA OF STUDY 2

How are substances in water measured and analysed?

AREA OF STUDY 3

Practical investigation

ASSESSMENT

- Topic tests
- Practical work
- Area of Study SACs
- Classwork/Revision exercises
- Written Examination on Unit 1/2
- Other Requirements
- Attend one class excursion – Cost approx \$30

CHEMISTRY 3/4

UNIT 3 OUTLINE

In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions.

AREA OF STUDY 1

What are the options for energy production?

AREA OF STUDY 2

How can the yield of a chemical product be optimised?

UNIT 4 OUTLINE

In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

AREA OF STUDY 1

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

AREA OF STUDY 2

What is the chemistry of food?

AREA OF STUDY 3

Practical investigation

ASSESSMENT

- | | |
|---------------------------------------|-----|
| • School Assessed Coursework – Unit 3 | 16% |
| • School Assessed Coursework – Unit 4 | 24% |
| • End of Semester External Exam | 60% |

For details on VCE Chemistry Study Design, visit <http://www.vcaa.vic.edu.au/vce/studies/index.html>

ECONOMICS

SCOPE OF STUDY

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision making. Studying Economics as a social science enables students to gain valuable insight into the economic problems that they may face on an individual basis and collectively as a society to meet the needs and wants of citizens, and may therefore assist them in making more informed and responsible decisions.

RATIONALE

Economics examines the role of consumers, businesses, governments and other organisations in the decision making about the allocation of resources, the production of goods and services and the affect that these decisions may have on material and non-material living standards. Developing students' understanding of economics will enable them to appreciate the reasons behind these decisions and the intended and unintended consequences.

Through studying economics students develop a range of skills including the ability to gather, organise, analyse and synthesise a wide selection of economic information. They undertake independent inquiry, think critically and work collaboratively with their peers to develop viable solutions to contemporary economic issues. They utilise the economic models and tools of economists effectively to analyse and evaluate the decisions made by key economic agents and, in the process, appreciate the different viewpoints about the issues that may affect a modern economy.

Further study in the field of Economics can lead to a broad range of career opportunities such as stockbroking, insurance, business analysis, banking and finance, journalism and public policy.

ECONOMICS 1

UNIT OUTLINE – THINKING LIKE AN ECONOMIST

UNIT 1 AOS1: THE BEHAVIOUR OF CONSUMERS AND BUSINESS

AOS2: DECISION MAKING IN MARKETS

Economics is a dynamic and constantly evolving field. As a social science, Economics is interested in the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action.

Students explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour. They examine how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economic concepts.

Students examine a simple microeconomic model to explain changes in prices and quantities traded. Through close examination of one or more key markets they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

ASSESSMENT

- SAC 1 – The Market System
- SAC 2 – Economic Issue 1 – Economic Growth and Sustainable Development
- SAC 3 – Economic Issues 2 - Inflation

The three SAC's are worth 100% of the global grade. Each are weighted evenly.

ECONOMICS 2

UNIT OUTLINE

UNIT 2: CONTEMPORARY ECONOMIC ISSUES

As a social science, economics often looks at contemporary issues where there are wide differences of opinion and constant debate. In most instances the decisions made by consumers, businesses and governments may benefit some stakeholders but not others. Trade-offs, where the achievement of one economic or public policy goal may come at the expense of another, are the subject of much debate in economic circles.

Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources. Students examine whether the goals of economic growth and environmental sustainability can be compatible and discuss the effect of different policies on the achievement of these important goals.

Economic growth is generally associated with improvements in living standards as real incomes grow over time. Students explore how the benefits of economic growth are shared in an economy and begin to appreciate that efforts to increase economic efficiency might lead to a more inequitable distribution of income. They evaluate the role of government intervention in markets and discuss whether achieving greater equality causes a decline in economic growth and average living standards. Through the analysis of specific policy measures, students analyse and question the nature of this key trade-off and evaluate whether there is a degree of compatibility between equity and efficiency.

Students consider the influence on the world's living standards of the decisions made and the actions taken in the global economy by investigating one or more contemporary global issues and the trade-offs involved. Through an examination of the issue, students gain a greater appreciation of additional factors that can affect living standards in both Australia and in other nations. They consider the perspectives of relevant stakeholders and evaluate the validity of individual and collective responses to global issues.

ASSESSMENT

- SAC 1 – Growth, Prosperity and environmental sustainability
- SAC 2 – Economic efficiency and equity
- SAC 3 – Global Economic Issues

The three SAC's are worth 100% of the global grade. Each are weighted evenly.

OTHER REQUIREMENTS

Students need to be prepared to develop their English vocabulary through wide reading, in addition to developing their subject specific vocabulary.

VCAA DESCRIPTION

AREA OF STUDY 1

Population, employment and change

AREA OF STUDY 2

Global economic crisis

ECONOMICS 3/4

ASSESSMENT

Unit 3 contributes 25% to the study score

- Outcome 1 40 marks
- Outcome 2 30 marks

- Outcome 3 30 marks

Unit 4 contributes 25% to the study score

-Outcome 1 60 marks

-Outcome 2 40 marks

UNIT OUTLINE

UNIT 3: AUSTRALIA'S ECONOMIC PROSPERITY

The Australian economy is constantly evolving. The main instrument for allocating resources is the market but the Australian Government also plays a significant role in this regard. In this unit students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. They develop an understanding of the key measures of efficiency and how market systems can result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market.

In this unit students develop an understanding of the macro economy. They investigate the factors that influence the level of aggregate demand and aggregate supply in the economy and use models and theories to explain how changes in these variables might influence the achievement of the Australian Government's domestic macroeconomic goals and affect living standards.

Australia's economic prosperity depends, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships in terms of their influence on Australia's living standards. They analyse how international transactions are recorded, predict how economic events might affect the value of the exchange rate and evaluate the effect of trade liberalisation.

AOS 1: An introduction to microeconomics: the market system, resource allocation and government intervention

AOS 2: Domestic macroeconomic goals

AOS 3: Australia and the world economy

UNIT 4: MANAGING THE ECONOMY

The ability of the Australian Government to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. The Australian Government can utilise a wide range of policy instruments to influence these goals and to positively affect living standards. Students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals. Area of Study 1 focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the Australian Government's domestic macroeconomic goals. Students examine the role of the Reserve Bank of Australia (RBA) with a focus on its responsibility to alter the cost and availability of credit in the economy. Students consider each of the transmission mechanisms through which changes to interest rates can affect the level of aggregate demand in the economy and how these changes might affect the achievement of the Australian Government's domestic macroeconomic goals. Students examine and analyse the effects of the last two Australian Government budgets, and how particular initiatives have helped to stabilise the level of aggregate demand and influenced the achievement of domestic macroeconomic goals.

In Area of Study 2 students consider how the Australian Government utilises aggregate supply policies to manage the Australian economy. If the productive capacity of the economy is expanding, growth in aggregate demand can be met and economic growth can be maintained both now and into the future. Students investigate the role of both market-based and interventionist approaches to managing the supply side of the economy. They evaluate these policy responses in terms of their effect on incentives and consider how they increase competition and efficiency in the economy. Students assess the role of microeconomic reform in terms of its effect on economic prosperity and the achievement of the Australian Government's domestic macroeconomic goals.

AOS 1: Aggregate demand policies and domestic economic stability

AOS 2: Aggregate supply policies

For details on VCE Economics Study Design, visit

<https://www.vcaa.vic.edu.au/Documents/vce/economics/EconomicsSD-2017.pdf>

ENGLISH (EAL) 1

UNIT OUTLINE

In this unit, students read and respond to texts analytically and creatively. They analyse arguments **and** the use of persuasive language in texts and create their own texts intended to position audiences. In addition students develop and refine their listening skills. Students develop their skills in creating written, spoken and multimodal texts.

ASSESSMENT

Possible assessment tasks in this unit may include:

- an analytical response to a set text
- a creative response to a set text such as a monologue, script, short story, illustrated narrative, short film or graphic text
- an analysis of the use of argument and persuasive language in text/s
- a text intended to position an audience
- a demonstration of students' understanding of spoken text.

Assessment tasks for Outcome 1 must include at least one analytical and one creative response to a set text. One assessment task, but no more than one task, in Unit 1 must be in oral or multimodal form.

OTHER REQUIREMENTS

It is essential that all set texts are read over the Christmas break and that the Holiday Homework is completed by the first week of Term One. It is also expected that students will have purchased all of the texts on the Year 11 EAL Booklist, including a dictionary. Students are also encouraged to purchase a bi-lingual dictionary. Students must submit all assessment tasks in order to achieve an 'S' for the Outcome. EAL students must read and study at least one set text for Unit One.

VCAA DESCRIPTION

AREA OF STUDY 1

Reading and creating texts

AREA OF STUDY 2

Analysing and presenting argument

ENGLISH (EAL) 2

UNIT OUTLINE

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts

ASSESSMENT

Possible assessment tasks in this unit may include:

- a comparative analytical response to set texts
- a persuasive text that presents an argument or viewpoint

- an analysis of the use of argument and persuasive language in text/s.
- a demonstration of their understanding of spoken text.

OTHER REQUIREMENTS

Students must submit all assessment tasks in order to achieve an 'S' for the Outcome. EAL Students must read and study at least 2 set texts for Unit Two.

VCAA DESCRIPTION

AREA OF STUDY 1

Reading and comparing texts

AREA OF STUDY 2

Analysing and presenting argument

ENGLISH (EAL) 3/4

UNIT OUTLINE

This study aims to develop students' critical understanding and control of the English language, therefore enabling them to display competence in a wide variety of situations, and to read and respond to texts analytically and creatively. Students are required to read a variety of styles, for varied audience and purposes and analyse a range of text types. In addition, students develop and refine their listening skills to demonstrate comprehension of a spoken text. Students are encouraged to develop a level of ability necessary for the demands of post-school employment and further education.

ASSESSMENT

UNIT 3

Analytical or creative response to a selected text	40%
Demonstrate understanding of texts that present a point of view	10%
Written analysis of persuasive language and visual	30%
Comprehension of a spoken text	20%

UNIT 4

Written comparison of two select text	60%
Written statement of intention for oral point of view	10%
Point of view presented in oral form	30%

OTHER REQUIREMENTS

Texts should be read over the holidays. It is expected that students will have purchased all of the texts on the Year 12 EAL Booklist, including a paper English dictionary. It is recommended that students also purchase a bi-lingual paper dictionary.

VCAA DESCRIPTION

UNIT 3

AREA OF STUDY 1

Reading and creating texts

AREA OF STUDY 2

Analysing argument

AREA OF STUDY 3

Listening to texts

UNIT 4

AREA OF STUDY 1

Reading and comparing texts

AREA OF STUDY 2

Presenting argument

For details on VCE English (EAL) Study Design, visit <http://www.vcaa.vic.edu.au/vce/studies/index.html>

ENGLISH 1

UNIT OUTLINE

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

ASSESSMENT

Possible assessment tasks in this unit may include:

- an analytical response to a set text
- a creative response to a set text such as a monologue, script, short story, illustrated narrative, short film or graphic text
- an analysis of the use of argument and persuasive language in text/s a text intended to position an audience

Assessment tasks for Outcome 1 must include at least one analytical and one creative response to set texts. One assessment task, but no more than one task, in Unit 1 must be in oral or multimodal form

OTHER REQUIREMENTS

It is essential that all set texts are read over the Christmas break and that the Holiday Homework is completed by the first week of Term One. It is also expected that students will have purchased all of the texts on the Year 11 English Booklist, including a dictionary. Students must submit all assessment tasks in order to achieve an 'S' for the Outcome.

Students must read and study at least two set texts for this unit.

VCAA DESCRIPTION

AREA OF STUDY 1

Reading and creating texts

AREA OF STUDY 2

Analysing and presenting argument

ENGLISH 2

UNIT OUTLINE

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts

ASSESSMENT

Possible assessment tasks in this unit may include:

- a comparative analytical response to set texts
- a persuasive text that presents an argument or viewpoint
- an analysis of the use of argument and persuasive language in text/s.

Assessments tasks for Outcomes 1 and 2 must be in written form.

OTHER REQUIREMENTS

Students must submit all assessment tasks in order to achieve an 'S' for the Outcome. Students must read and study at least 2 set texts for this unit.

VCAA DESCRIPTION

AREA OF STUDY 1

Reading and Comparing Texts

AREA OF STUDY 2

Analysing and Presenting Argument

ENGLISH 3/4

UNIT OUTLINE

This study aims to develop students' critical understanding and control of the English language, therefore enabling them to display competence in a wide variety of situations, ranging from personal and informative to more public occasions. Students are required to write in a variety of styles, for varied audience and purposes and analyse a range of text types. Students are encouraged to develop a level of ability necessary for the demands of post-school employment and further education.

ASSESSMENT

UNIT 3

Reading and Creating Texts

- Analytical interpretation 30%
- Creative response 30%

Analysing Argument

- Written analysis and comparison 40%

UNIT 4

Reading and Comparing Texts

- Detailed comparison of two texts 60%

Presenting Argument

- Written statement of intention 10%
- Oral presentation – Persuasive speech 30%

OTHER REQUIREMENTS

It is essential that all set texts are read over the Christmas break and that the Holiday Homework is completed for the first day back of term 1, term 2 and term 3. It is also expected that students will have purchased all of the texts on the Year 12 English Booklist, including a dictionary. All internal coursework must achieve an 'S' standard. Failure to complete coursework to a satisfactory standard, may result in your child not being offered a redemption for any area of study.

VCAA DESCRIPTION

UNIT 3

AREA OF STUDY 1

Reading and Creating Texts

AREA OF STUDY 2

Analysing Argument

UNIT 4

AREA OF STUDY 1

Reading and Comparing texts

AREA OF STUDY 2

Presenting Argument

For details on VCE English Study Design, visit <http://www.vcaa.vic.edu.au/vce/studies/index.html>

ENGLISH LANGUAGE 1

UNIT OUTLINE

The focus of this unit is language and its use in communication. This unit focuses on the nature and functions of language and the way language is organised so that it provides its users with the means by which they can make sense of their experience and to interact with others. Students explore the informational and expressive functions of language and the nature of language as an elaborate system of signs. The relationship between speech and writing as the dominant modes of use and the impact of situational and cultural contexts on language choice are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

ASSESSMENT

Outcome 1

- | | |
|---------------------|-----|
| • Subsystems test | 5% |
| • Short Answer test | 25% |
| • Essay | 20% |

Outcome 2

- | | |
|--|-----|
| • Short Answer SAC | 30% |
| • Analysis of Child Language Acquisition | 20% |

OTHER REQUIREMENTS

Completion of Holiday Homework tasks

VCAA DESCRIPTION

UNIT 1: LANGUAGE AND COMMUNICATION

AREA OF STUDY 1

The nature and functions of language

AREA OF STUDY 2

Language acquisition

ENGLISH LANGUAGE 2

UNIT OUTLINE

The focus of this unit is language change. Languages are dynamic and change is an inevitable and continual process. Engaging with texts from the past can show us how all subsystems of the language system are affected, how English has altered over the centuries and how it continues to evolve today. This unit explores the concepts of change and attitudes to language change, especially within Australian English, and aims to give students insight into the what, how and why of these changes. Students also explore the possibilities for the future of English and the diversification of and global spread of English as well as the impact of the spread of English on indigenous languages.

ASSESSMENT

Outcome 1

- | | |
|------------------------------------|-----|
| • Etymology Oral Presentation | 10% |
| • Short Answer SAC | 20% |
| • Analysis of Language Development | 20% |

Outcome 2

- | | |
|---------------------------------------|-----|
| • Short Answer SAC | 25% |
| • Essay on the development of English | 25% |

OTHER REQUIREMENTS

Completion of Holiday Homework Tasks

VCAA DESCRIPTION

UNIT 2: LANGUAGE CHANGE

AREA OF STUDY 1

English across time

AREA OF STUDY 2

Englishes in contact

ENGLISH LANGUAGE 3/4

UNIT OUTLINE

The focus of these units is language in the Australian social setting. Unit 3 examines language along a continuum of informal and formal register and explores how language can communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the use of informal and formal language looking in particular at the stylistic features of language, language as a means of societal interaction and how texts are influenced by the situational and cultural context in which they occur. Unit 4 explores how language choice establishes and challenges different identities. National, regional, cultural and social varieties of English exist in Australia and they all contribute to a national identity. Language use establishes an individual as unique and it also serves as a marker of membership to particular groups.

ASSESSMENT

UNIT 3

Outcome 1

Short answer responses and analysis of informal language	50%
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Outcome 2

Short answer responses and analysis of formal language	50%
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UNIT 4

Outcome 1

Essay regarding varieties of Australian English and attitudes towards them	50%
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Outcome 2

Essay regarding construction of identity through language choice	50%
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OTHER REQUIREMENTS

Purchase of Unit 3 & 4 Text Book (approx \$50) and Insight Study Guide (approx \$25)

VCAA DESCRIPTION

UNIT 3: LANGUAGE IN SOCIETY

AREA OF STUDY 1

Informal Language

AREA OF STUDY 2

Formal language

UNIT 4: TEXTS IN THEIR AUSTRALIAN CONTEXTS

AREA OF STUDY 1

AREA OF STUDY 2

Individual and group identities

For details on VCE English Language Study Design, visit <http://www.vcaa.vic.edu.au/vce/studies/index.html>

ENGLISH: FOUNDATION ENGLISH 1

UNIT OUTLINE

This study aims to enable students who need additional support and assistance to strengthen and refine their literacy skills. This study will focus on enhancing the students' knowledge about the structures and functions of oral and written language and to improve their skills in comprehending and responding to texts.

ASSESSMENT

- A Text Response Essay S/N
- A piece of narrative writing S/N
- Formal Oral On an Issue S/N
- Text Comprehension Task S/N
- Persuasive Language Analysis S/N

OTHER REQUIREMENTS

Enrolment in this subject dependant on offer from Head of English Faculty

VCAA DESCRIPTION

AREA OF STUDY 1: ESSENTIALS OF ENGLISH

This area of study focuses on developing learning strategies and literacy skills. It describes the fundamental understandings and processes students need in order to read and write effectively and identifies learning strategies designed to enhance achievement in English.

This facet of the Essentials of English area of study focuses on the structures and features of written language.

- Reading
- Writing

This area of study includes an examination of how purpose, audience and context influence the structure and language of texts. It focuses on the conventions of spelling, punctuation, syntax, paragraphing and text structure. Emphasis is placed on the processes of planning, drafting, revising and editing written work for clarity, coherence and style.

ENGLISH: FOUNDATION ENGLISH 2

UNIT OUTLINE

This study aims to enable students who need additional support and assistance to strengthen and refine their literacy skills. Students will focus on enhancing their knowledge about the structures and functions of oral and written language. The study of texts, as preparation for VCE Units 3 and 4, will also be a major focus.

ASSESSMENT

- Summary Skills S/N
- A Text Response Essay S/N
- Formal Oral S/N
- Persuasive Language Analysis S/N
- Text Comparison Activity S/N

VCAA DESCRIPTION

AREA OF STUDY 1: ESSENTIALS OF ENGLISH

This area of study focuses on developing learning strategies and literacy skills. It describes the fundamental understandings and processes students need in order to read and write effectively and identifies learning strategies designed to enhance achievement in English.

Reading

This facet of the Essentials of English area of study includes the reading of texts for enjoyment, information and critical interpretation. This area of study includes the examination of the generic conventions of different texts to enable students to identify and discuss their purposes and intended audiences. Techniques for identifying and discussing the themes, issues, ideas, characters and arguments in texts are explored as well as strategies for developing well supported written responses to fictional, factual, media and computer generated texts.

Writing

This facet of the Essentials of English area of study focuses on writing for different purposes and audiences and in a variety of forms.

This area of study includes the exploration of how purpose, audience and context influence the structure and language of texts which entertain, explain, instruct, inform and persuade. It focuses on techniques that use the appropriate language, tone and style to construct coherent, fluent and effective written texts for different purposes and audiences. Students examine strategies for planning, drafting, editing and proofreading to achieve intended purposes. The conventions of Standard Australian English are emphasised.

For details on VCE English Study Design, visit <http://www.vcaa.vic.edu.au/vce/studies/index.html>

ENVIRONMENTAL SCIENCE 1

In this unit students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured.

VCAA DESCRIPTION

AREA OF STUDY 1

How is life sustained on Earth?

AREA OF STUDY 2

How is Earth a dynamic system?

AREA OF STUDY 3

Practical investigation

ASSESSMENT

- Topic tests
- Practical work
- Area of Study SACs
- Classwork/Revision exercises
- Written Examination on Unit 1/2

ENVIRONMENTAL SCIENCE 2

In this unit students explore the concept of pollution and associated impacts on Earth's four systems through global, national and local perspectives. They distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management of pollution. They analyse the effects of pollutants on the health of humans and the environment over time. Students consider the rules for use, treatment and disposal of pollutants and evaluate the different perspectives of those who are affected by pollutants. They explore the significance of technology, government initiatives, communities and individuals in redressing the effects of pollutants, and consider how values, beliefs and evidence affect environmental decision making.

VCAA DESCRIPTION

AREA OF STUDY 1

When does pollution become a hazard?

AREA OF STUDY 2

What makes pollution management so complex?

AREA OF STUDY 3

Case study

ASSESSMENT

- Topic tests
- Practical work
- Area of Study SACs
- Classwork/Revision exercises
- Written Examination on Unit 1/2

ENVIRONMENTAL SCIENCE 3/4

UNIT 3: ECOLOGICAL ISSUES: ENERGY AND BIODIVERSITY

In this unit students focus on environmental management through the examination and application of sustainability principles. They explore the value and management of the biosphere by examining the concept of biodiversity and the services provided to all living things. They analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species. Students use a selected environmental science case study with reference to the principles of sustainability and environmental management to explore management at an Earth systems scale, including impact on the atmosphere, biosphere, hydrosphere and lithosphere.

AREA OF STUDY 1

Is maintaining biodiversity worth a sustained effort?

AREA OF STUDY 2

Is development sustainable?

UNIT 4: ECOLOGICAL SUSTAINABILITY

In this unit students analyse the social and environmental impacts of energy production and use on society and the environment. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long-term consequences of energy production and use. Students examine scientific concepts and principles associated with energy, compare efficiencies of the use of renewable and non-renewable energy resources, and consider how science can be used to reduce the impacts of energy production and use.

They distinguish between natural and enhanced greenhouse effects and discuss their impacts on living things and the environment, including climate change.

AREA OF STUDY 1

What is a sustainable mix of energy sources?

AREA OF STUDY 2

Is climate predictable?

AREA OF STUDY 3

Practical investigation

ASSESSMENT

- | | |
|---------------------------------------|-----|
| • School Assessed Coursework – Unit 3 | 20% |
| • School Assessed Coursework – Unit 4 | 30% |
| • End of Year External Exam | 50% |

For details on VCE Environmental Studies Study Design, visit <http://www.vcaa.vic.edu.au/vce/studies/index.html>

FOOD STUDIES 1 – Cost \$120 for Food Studies Unit 1 & 2

UNIT OUTLINE - FOOD ORIGINS

AREA OF STUDY 1

FOOD AROUND THE WORLD

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

ASSESSMENT:

- Practical tasks accompanied by written notes
- Written report

AREA OF STUDY 2

Food in Australia

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

ASSESSMENT:

- Practical tasks accompanied by written notes
- Oral presentation

FOOD STUDIES 2

UNIT OUTLINE - FOOD MAKERS

AREA OF STUDY 1

Food industries

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

ASSESSMENT:

Design and develop a practical food solution in response to an opportunity or a need in the food industry or school community.

AREA OF STUDY 2

Food in the home

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

ASSESSMENT:

Design and develop a practical food solution in response to an opportunity or a need in a domestic or small-scale setting

FOOD STUDIES 3 / 4 Cost for Food Studies 3 / 4 \$120

UNIT OUTLINE - 3

AREA OF STUDY 1

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

AREA OF STUDY 2

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

ASSESSMENT

- School Assessed Coursework for Unit 3 30%

- End of year exam

40%

UNIT OUTLINE - 4

AREA OF STUDY 1

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

AREA OF STUDY 2

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

ASSESSMENT

- | | |
|---|-----|
| • School Assessed Coursework for Unit 4 | 30% |
| • End of Year Examination | 40% |

For details on VCE Food Technology Study Design, visit <http://www.vcaa.vic.edu.au/vce/studies/index.html>

GEOGRAPHY 1

UNIT OUTLINE

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Students may investigate a wide variety of geological hazards such as volcanoes, meteorological hazards such as storms, droughts and bushfires, biological hazards such as HIV Aids and malaria, and technological hazards such as air pollution.

ASSESSMENT

- | | |
|-------------|-----|
| • Tests | 35% |
| • Fieldwork | 40% |
| • Classwork | 25% |

VCAA DESCRIPTION

UNIT 1: HAZARDS AND DISASTERS

AREA OF STUDY 1

Characteristics of hazards

AREA OF STUDY 2

Response to hazards and disasters

GEOGRAPHY 2

UNIT OUTLINE

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

ASSESSMENT

• Tests	25%
• Fieldwork	30%
• Classwork	20%
• Semester Examination	25%

VCAA DESCRIPTION

UNIT 2: TOURISM

AREAS OF STUDY 1

Characteristics of tourism

AREA OF STUDY 2

Impact of tourism

GEOGRAPHY 3/4

UNIT OUTLINE – 3

This unit focuses on investigations of geographical change; change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands as well as land covered by ice and water. Students will investigate the distribution, causes and impacts of humans in areas of deforestation, desertification, melting glaciers and ice sheets.

ASSESSMENT

- 50% Internal 50% Final Examination

Internal Score Breakdown

• Unit 3 SAC 1- Fieldwork and Test: Land use change and assessment of impacts	25%
• Unit 3 SAC 2- Test: Processes that result in land cover change and responses	25%

VCAA DESCRIPTION

UNIT 3: CHANGING THE LAND

AREA OF STUDY 1

Land use change

AREA OF STUDY 2

Land cover change

UNIT OUTLINE – 4

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

ASSESSMENT

50% Internal 50% Final Examination

Unit 4 SAC 1- Test: Analyse, describe and explain population data on a global scale 20%

Unit 4 SAC 2- Test: Analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses 30%

VCAA DESCRIPTION

UNIT 4: HUMAN POPULATION – TRENDS AND ISSUES

AREA OF STUDY 1

Population dynamics

AREA OF STUDY 2

Population issues and challenges.

For details on VCE Geography Study Design, visit <http://www.vcaa.vic.edu.au/vce/studies/index.html>

HEALTH & HUMAN DEVELOPMENT 1

UNIT OUTLINE

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

through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

AREA OF STUDY 1

This area of study takes a broad, multidimensional approach to health and wellbeing. Such an approach acknowledges that defining and measuring these concepts is complicated by a diversity of social and cultural contexts. Students consider the influence of age, culture, religion, gender and socioeconomic status on perceptions of and priorities relating to health and wellbeing. They look at measurable indicators of population health, and at data reflecting the health status of Australians. With a focus on youth, students enquire into

reasons for variations and inequalities in health status, including sociocultural factors that contribute to variations in health behaviours.

AREA OF STUDY 2

This area of study explores food and nutrition as foundations for good health and wellbeing. Students investigate the roles and sources of major nutrients and the use of food selection models and other tools to promote healthy eating. They look at the health and wellbeing consequences of dietary imbalance, especially for youth, and consider the social, cultural and political factors that influence the food practices of and food choices made by youth. They develop strategies for building health literacy and evaluating nutrition information from

various sources, including advertisements and social media.

AREA OF STUDY 2

In this area of study students focus on the health and wellbeing of Australia's youth, and conduct independent research into a selected area of interest. Students identify major health inequalities among Australia's youth and reflect on the causes. They apply research skills to find out what young people are

most focused on and concerned about with regard to health and wellbeing. Students inquire into how governments and organisations develop and implement youth health programs, and consider the use of health data and the influence of community values and expectations. Students select a particular focus area and conduct research, interpret data and draw conclusions on how the health and wellbeing of Australia's youth can be promoted and improved.

ASSESSMENT

Tasks for this unit are selected from the following:

- A case study analysis
- Data analysis activities
- A visual presentation
- Short answer test
- Written response (e.g. research assignment)

AREA OF STUDY 1

Assessment tasks are worth 33% of the overall mark

AREA OF STUDY 2

Assessment tasks are worth 33% of the overall mark

AREA OF STUDY 3

Assessment tasks are worth 33% of the overall mark

HEALTH & HUMAN DEVELOPMENT 2

UNIT OUTLINE

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

AREA OF STUDY 1

This area of study examines the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours. Students consider perceptions of what it means to be a youth and an adult and investigate the expected physical and social changes. They inquire into factors that influence both the transition from youth to adulthood and later health status. They consider the characteristics of respectful, healthy relationships. Students examine parenthood as a potential transition in life. With a focus on the influence of parents/carers and families, students investigate factors that contribute to development, health and wellbeing during the prenatal, infancy and early childhood stages of the lifespan. Health and wellbeing is considered as an intergenerational concept (that is, the health and wellbeing of one generation affects the next).

AREA OF STUDY 2

This area of study investigates the health system in Australia. Students examine the functions of various entities that play a role in our health system. They inquire into equity of access to health services, as well as the rights and responsibilities of individuals receiving care. Students research the range of health services in their communities and suggest how to improve health and wellbeing outcomes and health literacy in Australia. They explore a range of issues associated with the use of new and emerging health procedures and technologies such as reproductive technologies, artificial intelligence, robotics, nanotechnology, three-dimensional printing of body parts and use of stem cells.

ASSESSMENT

Assessment Tasks for this unit are selected from the following:

- A case study analysis
- Data analysis activities
- A visual presentation
- Short answer test
- Written response (e.g. research assignment)
- Each Assessment Task is worth 20% of the overall mark
- An end of semester Examination on both units 1 and 2 is worth 25% of the overall mark

HEALTH AND HUMAN DEVELOPMENT 3/4

UNIT OUTLINE - 3

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

(WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context

AREA OF STUDY 1

This area of study explores health and wellbeing and illness as complex, dynamic and subjective concepts. While the major focus is on the health of Australians, this area of study also emphasises that Australia's health is not isolated from the rest of the world. Students inquire into the WHO's prerequisites for health and wellbeing and reflect on both the universality of public health goals and the increasing influence of global conditions

on Australians. Students develop their understanding of the indicators used to measure and evaluate health status, and the factors that contribute to variations between population groups in Australia

AREA OF STUDY 2

This area of study looks at different approaches to public health over time, with an emphasis on changes and strategies that have succeeded in improving health and wellbeing. Students examine the progression of public health in Australia since 1900, noting global changes and influences such as the Ottawa Charter for Health Promotion and the general transition of focus from the health and wellbeing of individuals to that of populations. Students investigate the Australian health system and its role in promoting health and wellbeing. They conduct

a detailed study on a successful health promotion campaign or program, and inquire into priorities for health improvements in Australia.

ASSESSMENT TASKS

- | | |
|---------|-------|
| • SAC 1 | (25%) |
| • SAC 2 | (25%) |
| • SAC 3 | (50%) |

OTHER REQUIREMENTS:

- SAC's afterschool until 4.30pm

- Completion of hurdle tasks

UNIT OUTLINE – 4

Students analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nations' Millennium Development Goals and describe the interrelationships between health, human development and sustainability. Students consider strategies designed to promote health and sustainable human development globally, as well as Australia's contribution to international health programs through AusAid and contributions to non-government organisations.

AREA OF STUDY 1

Students explore global health, human development and sustainability and their interdependencies. The role of the United Nations Millennium Development Goals is investigated in relation to achieving sustainable improvements in health status and human development.

AREA OF STUDY 2

Students explore the role of international organisations in achieving sustainable improvements in health and human development. Students consider strategies designed to promote health and sustainable human development globally, as well as Australia's contribution to international health programs through DFAT and contributions to non-government organisations.

ASSESSMENT TASKS

Data Analysis on variations in health status between Australia and Developing Countries (30%)
Written Response on the contribution of the Millennium Development Goals to global health (30%)
Written Response evaluating programs to promote health, development and sustainability (40%)

OTHER REQUIREMENTS:

- SAC's afterschool until 4.30pm
- Revision sessions to be attended outside of school hours
- Excursion (\$)
- Completion of hurdle tasks

For details on VCE Health and Human Development Study Design, visit
<http://www.vcaa.vic.edu.au/vce/studies/index.html>

HISTORY: 20TH CENTURY (1900-1945) Unit 1

UNIT OUTLINE

The first half of the twentieth century was a period marked by significant change. In the nineteenth century there still remained a sense of certain and natural order of society. This order was challenged and overturned in the first half of the twentieth century. Throughout the period new forms of economic and political organisation and cultural expression reflecting different responses to these changes emerged. This unit considers the way in which society responded to these changes, how they affected people's lives, and the development of domestic and international crises.

ASSESSMENT

- | | |
|--|-----|
| • SAC 1- Historical Inquiry (Rise of Ideologies) | 50% |
| • SAC 2- Source Analysis (Social Life) | 50% |
| • Mid-Year Exam | |

VCAA DESCRIPTION

UNIT 1: TWENTIETH CENTURY HISTORY 1918–1939

AREA OF STUDY 1

Ideology and conflict

AREA OF STUDY 2

Social life

AREA OF STUDY 3

Cultural expression

HISTORY: 20TH CENTURY (1945-2000) Unit 2

UNIT OUTLINE

A constant theme of world history since 1945 has been the increasing interplay between the domestic and regional events and international developments. This period has also been dominated by post war reconstruction and, until recently, significant growth in living standards. In this unit we explore political ideologies, social movements and the growth of Internationalism by examining events of the Cold War era, the Movements of the people and the rise of the Taliban in Afghanistan.

ASSESSMENT

- | | |
|--|-----|
| • SAC 1- Analysis of historical interpretations (Cold War) | 25% |
| • SAC 2- Essay (Civil rights Movement) | 50% |
| • SAC 3- Exam | 25% |

VCAA DESCRIPTION

UNIT 2: TWENTIETH CENTURY HISTORY

1945–2000

AREA OF STUDY 1

Competing Ideologies

AREA OF STUDY 2

Challenge and Change

HISTORY: REVOLUTIONS 3/4

UNIT OUTLINE

This unit investigates the American Revolution. Was it social tensions and ideological conflict, an inability of the British to maintain control or economic issues that drove the colonials to revolt? The role played by revolutionary leaders, ideas and movements is also emphasised. Finally, the students study the new society created in America (1775 to 1787) - the changes that the revolution brought in the power structure and organisation of economic activity and the continuities that still existed with the old regime.

ASSESSMENT

- Assessment Tasks include:
- Research report
- Analysis of visual and/or written documents
- Historiographical Exercise
- Essay

- | | |
|-----------------|-----|
| • Unit 3: SAC 1 | 25% |
| • Unit 3: SAC 2 | 25% |
| • Unit 4: SAC 1 | 25% |

- Unit 4: SAC 2
- 50% internal and 50% end of year exam

25%

VCAA DESCRIPTION

AREA OF STUDY 1

Revolutionary ideas, leaders, movements and events

The periods for this area of study are:

- American Revolution 1763 to 1776 (end of French and Indian War in 1763 to the Declaration of Independence in 1776)
- French Revolution 1781 to 4 August 1789 (Necker's Compte Rendu to the 4 August 1789)
- Russian Revolution 1905 to October 1917 (Bloody Sunday to the Bolshevik Revolution)
- Chinese Revolution 1898 to 1949 (100 Days Reform to the Triumph of Mao)

AREA OF STUDY 2

Creating a new society

The periods for this area of study are:

- American Revolution 1776 to 1789 (Declaration of Independence to the inauguration of George Washington);
- French Revolution 5 August 1789 to Year 111 (1795) (Declaration of the Rights of Man and Citizen to the dissolution of the Convention Year 111);
- Russian Revolution November 1917 to 1924 (Initial decrees to the death of Lenin);
- Chinese Revolution 1949 to 1976 (Communist Revolution to the death of Mao).

For details on VCE History Study Design, visit <http://www.vcaa.vic.edu.au/vce/studies/index.html>

COMPUTING: COMPUTING UNIT 1

UNIT OUTLINE

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. In Area of Study 1, students collect data and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of networks, which include: wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. In Area of Study 3 students create a website to present different viewpoints on a contemporary issue.

ASSESSMENT

- Outcome 1 Creation of a graphic solution
- Outcome 2 Design a network
- Outcome 3 Design and Web Development of a contemporary issue

OTHER REQUIREMENTS

Attendance after school for oral presentations when required.

4GB USB Flash Drive

VCAA DESCRIPTION

UNIT 1: Computing

AREA OF STUDY 1

Data and graphic solutions

AREA OF STUDY 2

Networks

AREA OF STUDY 3

Collaboration and communication

For more information on the VCE study design, visit:

<http://www.vcaa.vic.edu.au/Documents/vce/computing/ComputingSD-2016.pdf>

COMPUTING: COMPUTING UNIT 2

UNIT OUTLINE

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In Area of Study 1 students develop programming or scripting language skills to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data and manipulate it to create visualisations that are clear, usable and attractive. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

ASSESSMENT

- Outcome 1 Programming utilising visual basic.net (VB.net)
- Outcome 2 Application of the PSM and creation of data visualisations
- Outcome 3 Database development with Microsoft Access

OTHER REQUIREMENTS

Attendance after school for oral presentations when required.

4GB USB Flash Drive

VCAA DESCRIPTION

UNIT 2: Computing

AREA OF STUDY 1

Programming

AREA OF STUDY 2

Data analysis and visualisation

AREA OF STUDY 3

Data management

For more information on the VCE study design, visit:

<http://www.vcaa.vic.edu.au/Documents/vce/computing/ComputingSD-2016.pdf>

COMPUTING: INFORMATICS UNITS 3/4

UNIT OUTLINE

In Informatics Units 3 and 4 students focus on data, information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. In Area of Study 1 students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions.

They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution. In Area of Study 2 students complete the first part of a project. They frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project. The second part of the project is completed in Unit 4. Students will be assessed using School Assessed Coursework (SAC), School Assessed Task (SAT) and an end of Year examination.

ASSESSMENT

UNIT 3: INFORMATICS

Unit 3 School Assessed Coursework – One Outcome (Outcome 1 – 10%)

UNIT 3 & 4

Unit 3 & 4 School-Assessed Task – A combination of Outcome 2 of Unit 3 & Outcome 1 of Unit 4 (30%)

UNIT 4: INFORMATICS

Unit 4 School Assessed Coursework – One Outcome (Outcome 2 – 10%)

End of Year Examination – (50% of study score)

VCAA DESCRIPTION

UNIT 3

AREA OF STUDY 1

Organisations and data management

AREA OF STUDY 2

Data analytics: drawing conclusions

UNIT 4

AREA OF STUDY 1

Data analytics: presenting the findings

AREA OF STUDY 2

Information Management

For more information on the VCE study design, visit:

<http://www.vcaa.vic.edu.au/Documents/vce/computing/ComputingSD-2016.pdf>

COMPUTING: SOFTWARE DEVELOPMENT 3/4

UNIT OUTLINE

In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules. In Area of Study 1 students respond to given software designs and develop a set of working modules through the use of a programming language. Students examine a range of software design representations and interpret these when applying specific functions of a programming language to create working modules. In Area of Study 2 students analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills. This forms the first part of a project that is completed in Unit 4.

In Unit 4 students continue to study the programming language used in Unit 3. In Area of Study 1 students further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. In Area of Study 2 students apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the

systems. Students will be assessed using: School Assessed Coursework (SAC), a School Assessed Task (SAT) and an end of Year examination.

ASSESSMENT

UNIT 3

School Assessed Coursework (SAC) – Outcome 1 (10%)

UNIT 3 & 4

School-assessed Task (SAT) – A combination of Unit 3: Outcome 2 & Unit 4: Outcome 1 (30%)

(U3) Outcome 2 – Analysis that defines the requirements, Folio of design ideas and a project plan

(U4) Outcome 1 – Solution that meets requirements for usability test, project plan that monitors project in a written report and annotated visual plan.

UNIT 4

School Assessed Coursework (SAC) – Outcome 2 (10%)

Case study response as either: a written report or annotated visual report.

End of Year Examination – (50% of study score)

OTHER REQUIREMENTS

Some programming experience would be beneficial

4 GB USB Flash Drive

VCAA DESCRIPTION

UNIT 3: SOFTWARE DEVELOPMENT

AREA OF STUDY 1

Programming practice

AREA OF STUDY 2

Analysis and design

UNIT 4: SOFTWARE DEVELOPMENT

AREA OF STUDY 1

Software solution

AREA OF STUDY 2

Interactions and impact

For more information on the VCE study design, visit:

<http://www.vcaa.vic.edu.au/Documents/vce/computing/ComputingSD-2016.pdf>

LEGAL STUDIES 1

UNIT OUTLINE

Guilt and liability

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system.

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation.

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

ASSESSMENT

- | | |
|------------------------------------|-----|
| • Legal foundations SAC | 20% |
| • The presumption of innocence SAC | 25% |
| • Civil liability SAC | 25% |
| • Unit 1 Examination | 30% |

OTHER REQUIREMENTS

- Attend two excursions during the semester. These excursions are usually to Loddon Prison and the County and Supreme Courts (cost involved)
- Keeping up to date with legal issues via newspapers on-line, austlii and other media sources.

VCAA DESCRIPTION

UNIT 1: GUILT AND LIABILITY

AREA OF STUDY 1

Legal foundations

AREA OF STUDY 2

The presumption of innocence

AREA OF STUDY 3

Civil liability

ASSESSMENT TASKS MAY INCLUDE:

- Structured questions under test SAC conditions
- Classroom presentation
- A debate
- A report

Tasks can be presented orally, in writing or using presentation technology.

LEGAL STUDIES 2

UNIT OUTLINE

Sanctions, remedies and rights

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

ASSESSMENT

- | | |
|----------------------|-----|
| • Sanctions SAC | 20% |
| • Remedies SAC | 25% |
| • Rights SAC | 25% |
| • Unit 2 Examination | 30% |

VCAA DESCRIPTION

UNIT 2: Sanctions, remedies and rights

AREA OF STUDY 1

Sanctions

AREA OF STUDY 2

Remedies

AREA OF STUDY 3

Rights

ASSESSMENT TASKS MAY INCLUDE:

- Structured questions under test SAC conditions
- Classroom presentation
- A debate
- A report

Tasks can be presented orally, in writing or using presentation technology.

For details on VCE Legal Studies Study Design, visit: <http://www.vcaa.vic.edu.au/vce/studies/index.html>

LEGAL STUDIES 3/4

UNIT OUTLINE

Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

ASSESSMENT

The Victorian criminal justice system SAC	50%
The Victorian civil justice system SAC	50%

VCAA DESCRIPTION

UNIT 3: Rights and justice

AREA OF STUDY 1

The Victorian criminal justice system

AREA OF STUDY 2

The Victorian civil justice system

ASSESSMENT TASKS MAY INCLUDE:

- Structured questions SAC under test conditions (short answer, extended response and scenario-based questions on actual and/or hypothetical scenarios)

UNIT 4 OUTLINE

The people and the law

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

ASSESSMENT

- | | |
|--|-----|
| • The people and the Australian Constitution SAC | 40% |
| • The people, the parliament and the courts SAC | 60% |

VCAA DESCRIPTION

UNIT 4: The people and the law

AREA OF STUDY 1

The people and the Australian Constitution

AREA OF STUDY 2

The people, the parliament and the courts

ASSESSMENT TASKS MAY INCLUDE:

- Structured questions (short answer, extended response and scenario-based questions on actual scenarios)

STUDY SCORE:

- | | |
|-----------------------------|-----|
| • Unit 3 Coursework (SACs): | 25% |
| • Unit 4 Coursework (SACs): | 25% |
| • End of Year Examination: | 50% |

For details on VCE Legal Studies Study Design, visit: <http://www.vcaa.vic.edu.au/vce/studies/index.html>

LITERATURE 1

UNIT OUTLINE

Unit 1 approaches to literature

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

ASSESSMENT

May include:

- an essay (comparative, interpretive, analytical or discursive)
- a debate
- a reading journal
- a close analysis of selected passages

- an original piece of writing responding to a text/s studied
- an oral or a written review • a multimedia presentation
- participation in an online discussion
- performance and commentary.

At least one of the assessment tasks in Unit 1 must be in oral form. Demonstration of achievement of Unit 1 Outcomes 1 and 2 must be based on at least two complete texts and at least one additional text or excerpts.

VCAA DESCRIPTION

AREA OF STUDY 1

Reading Practices

AREA OF STUDY 2

Ideas and concerns in texts

LITERATURE 2

UNIT OUTLINE - Unit 2 Context & Connection

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

ASSESSMENT

May include:

- an essay (comparative, interpretive, analytical or discursive)
- a debate
- journal entries
- a close analysis of selected passages
- an original piece of writing responding to a text(s) studied
- an oral or a written review
- a multimedia presentation
- participation in an online discussion
- performance and commentary.

Demonstration of achievement of Unit 2 Outcome 1 must be based on one complete text.

Demonstration of achievement of Unit 2 Outcome 2 must be based on at least one complete text and an additional complete text or excerpt/s. Students must produce an extended written response of approximately 1000–1500 words for this outcome.

VCAA DESCRIPTION

AREA OF STUDY 1

The text, the reader and their contexts

AREA OF STUDY 2

Exploring connections between texts

LITERATURE 3/4

UNIT OUTLINE

This study aims to encourage students to identify the features of texts, the effects of language on developing interpretations and the implied attitudes and values which comment on the writers' social contexts. Students are encouraged to develop analytical skills, read closely and critically and discuss various ways of interpreting and evaluating texts.

ASSESSMENT

UNIT 3

AREA OF STUDY 1 – Adaptations and Transformations

A written essay response of between 800-1000 words contrasting and analysing the original and adapted form of a text.

- 40 marks (10% of total study score)

AREA OF STUDY 2 – Views, Values and Contexts

A written essay response of between 800-1000 words analysing the context in which a text was constructed, and how this relates to the views and values expressed in the text.

- 40 marks (10% of total study score)

AREA OF STUDY 3 – Considering Alternative Viewpoints

A written essay response of between 600-800 words comparing alternate perspectives /critical viewpoints on a text.

- 20 marks (5% of total study score)

UNIT 4

AREA OF STUDY 1 – Creative Responses to Texts

An independent creative composition of at least 1000 words based on the set text reflecting the author's narrative style, character development and language use. A 400-500-word reflective piece discussing the initial purpose and concept development as well as reflecting on the writing and drafting process.

- 60 marks (15% of total study score)

AREA OF STUDY 2 – Close Analysis

A detailed written analysis of specific passages from selected texts; including a close reflection on aspects of language use, imagery and construction, with relation to the wider text as a whole.

- 40 marks (10% of total study score)

Assessment from Units 3 & 4 contributes to 50% of the total study score.

END OF YEAR EXAM

Students are required to complete two analyses of two texts of two different forms (prose, poetry, short stories, drama,). Based on three selected passages from each text, students construct a written analysis including a close reflection on aspects of language use, imagery and construction, with relation to the wider text as a whole.

The exam result contributes to 50% of the total study score

OTHER REQUIREMENTS

Set texts as per the current requirements of the VCAA Literature text list.

Insight: Literature for Senior Students textbook.

Students should have access to a good quality dictionary and thesaurus.

Students will be required to attend two holiday study sessions: one in the Term 2-3 holidays and one in the Term 3-4 holidays.

VCAA DESCRIPTION

UNIT 3

AREA OF STUDY 1

Adaptations and transformations

AREA OF STUDY 2

Views, values and contexts

AREA OF STUDY 3

Considering alternative viewpoints

Unit 4

AREA OF STUDY 1

Creative responses to texts

AREA OF STUDY 2

Close analysis

For details on VCE Literature Study Design, visit <http://www.vcaa.vic.edu.au/vce/studies/index.html>

LANGUAGES: GERMAN 1

UNIT OUTLINE

This unit enables students to further develop their ability to communicate in German via the study of a range of prescribed themes and topics as well as essential grammar, vocabulary, text types and kinds of writing. Areas of study are selected to provide the opportunity for students to build on what is familiar, to develop knowledge and skills in new and more challenging areas, and to demonstrate successful achievement of the prescribed outcomes.

ASSESSMENT

Semester Examination	25%
Informal conversation based on a topic of interest (3 to 4 minutes per person)	25%
Obtaining information from written and spoken texts (2 tasks)	25%
Written response to real or imaginary experience (250 words approx)	25%

OTHER REQUIREMENTS

- Purchase of a bi-lingual dictionary
- Attendance at conversation classes as requested
- A concerted effort to use German in the classroom as this has a positive impact on all areas of communication in German.

VCAA DESCRIPTION

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

Outcome 2

On completion of this unit the student should be able to listen to, read and obtain information from spoken and written texts.

Outcome 3

On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

LANGUAGES: GERMAN 2

UNIT OUTLINE

This unit enables students to develop their ability to communicate via study of the following themes: the Individual, the German-speaking Communities, and the Changing World. Students' knowledge of essential grammar, vocabulary, text types and kinds of writing is also developed.

ASSESSMENT

Semester Examination	25%
Role-play focussing on making arrangements	25%
Reorganise information from written and spoken texts in a different text type (2 tasks)	25%
Personal / Imaginative Writing (approx. 250 words)	25%

OTHER REQUIREMENTS

Purchase of a bi-lingual dictionary

Attendance at conversation classes as requested

A concerted effort to use German in the classroom as this has a positive impact on all areas of communication in German.

VCAA DESCRIPTION

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

Outcome 2

On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

Outcome 3

On completion of this unit the student should be able to give expression to real or imaginary experience in spoken or written form.

LANGUAGES: GERMAN 3/4

UNIT OUTLINE

This unit enables students to further develop their ability to communicate in German via the study of a range of prescribed themes and topics as well as essential grammar, vocabulary, text types and kinds of writing. Areas of study are selected to provide the opportunity for students to build on what is familiar, to develop knowledge and skills in new and more challenging areas, and to demonstrate successful achievement of the prescribed outcomes.

ASSESSMENT

UNIT 3

SAC 1 A personal or imaginative piece of writing (250 to 300 words)	/20
SAC 2 A written response to specific questions, messages or instructions, extracting and using information from a spoken text.	/10
SAC 3 Participation in a 3-4 minute role-play, focussing on the resolution of an issue	/20
TOTAL:	/50

UNIT 4

SAC 1 A written response to specific questions, messages or instructions (e.g. short answers, summary, etc.) extracting and using information from written texts.	/10
SAC 2A An informative, evaluative or persuasive writing task based on the Detailed Study topic (300 words)	/20
SAC 2B An interview focusing 2 or 3 texts which have been prepared for the Detailed Study (3 to 4 minutes)	/20
TOTAL:	/50

OTHER REQUIREMENTS

- Purchase of a bi-lingual dictionary
- Attendance at conversation classes as requested
- A concerted effort to use German in the classroom as this has a positive impact on all areas of communication in German

VCAA DESCRIPTION

OUTCOMES

UNIT 3

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

Outcome 3

On completion of this unit the student should be able to exchange information, opinions and experiences.

UNIT 4

OUTCOMES

For this unit the student is required to demonstrate achievement of two outcomes.

Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of German-speaking communities.

For details on VCE Languages Study Design, visit <http://www.vcaa.vic.edu.au/vce/studies/index.html>

LANGUAGES: JAPANESE SECOND LANGUAGE 1

UNIT OUTLINE

This unit enables students to further develop their ability to communicate in Japanese via the study of a range of prescribed themes and topics as well as essential grammar, vocabulary, text types and kinds of writing. Areas of study are selected to provide the opportunity for students to build on what is familiar, to develop knowledge and skills in new and more challenging areas, and to demonstrate successful achievement of the prescribed outcomes.

ASSESSMENT

• Semester Examination	25%
• Oral Presentation	25%
• Obtaining information from written and spoken texts (2 tasks)	25%
• Written response to real or imaginary experience (500 characters)	25%

OTHER REQUIREMENTS

- Purchase of a bi-lingual dictionary
- Attendance at conversation classes as requested
- A concerted effort to use Japanese in the classroom as this has a positive impact on all areas of communication in Japanese.

VCAA DESCRIPTION

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

Outcome 2

On completion of this unit the student should be able to listen to, read and obtain information from spoken and written texts.

Outcome 3

On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience

LANGUAGES: JAPANESE SECOND LANGUAGE 2

UNIT OUTLINE

This unit enables students to further develop their ability to communicate in Japanese via the study of a range of topics drawn from the prescribed themes: The Individual, the Japanese-speaking Communities, and the Changing World. Students' knowledge of essential grammar, vocabulary, text types and kinds of writing is also developed.

ASSESSMENT

Semester Examination	25%
Role-play focussing on making arrangements	25%
Reorganise information from written and spoken texts in a different text type (2 tasks)	25%
Personal / Imaginative Writing (500 characters)	25%

OTHER REQUIREMENTS

- Purchase of a bi-lingual dictionary
- Attendance at conversation classes as requested

- A concerted effort to use Japanese in the classroom as this has a positive impact on all areas of communication in Japanese.

VCAA DESCRIPTION

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

Outcome 2

On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

Outcome 3

On completion of this unit the student should be able to give expression to real or imaginary experience in spoken or written form.

LANGUAGES: JAPANESE SECOND LANGUAGE 3/4

UNIT OUTLINE

This unit enables students to further develop their ability to communicate in Japanese via the study of a range of prescribed themes and topics as well as essential grammar, vocabulary including a prescribed list of Kanji, text types and kinds of writing. Areas of study are selected to provide the opportunity for students to build on what is familiar, to develop knowledge and skills in new and more challenging areas, and to demonstrate successful achievement of the prescribed outcomes.

ASSESSMENT

UNIT 3

SAC 1 A personal or imaginative piece of writing (500 characters) /20

SAC 2 A written response to specific questions, messages or instructions
extracting and using information from a spoken text /10

SAC 3 Participation in a 3-4 minute role-play, focussing on the resolution of an issue /20

TOTAL: /50

UNIT 4

SAC 1 A written response to specific questions. Messages or instructions (e.g. short answers, summary, etc.) extracting and using information from written texts. /10

SAC 2A An informative, evaluative or persuasive writing task based on the Detailed Study topic (500 characters) /20

SAC 2B An interview focusing on 2 or 3 texts which have been prepared for the Detailed Study (3 to 4 Minutes) /20

TOTAL: /50

OTHER REQUIREMENTS

- Purchase of a bi-lingual dictionary
- Attendance at conversation classes as requested

- A concerted effort to use Japanese in the classroom as this has a positive impact on all areas of communication in Japanese.

VCAA DESCRIPTION

UNIT 3

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

Outcome 3

On completion of this unit the student should be able to exchange information, opinions and experiences.

UNIT 4

OUTCOMES

For this unit the student is required to demonstrate achievement of two outcomes.

Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Japanese-speaking communities.

For details on VCE Languages Study Design, visit <http://www.vcaa.vic.edu.au/vce/studies/index.html>

STRUCTURE OF VCE MATHEMATICS AT BRENTWOOD SECONDARY COLLEGE

The VCE Mathematics subjects offered at Brentwood are:

YEAR 11	YEAR 12
MGF11 - General Mathematics for Further 1 & 2	MFM12 – Further Mathematics 3 & 4
MMM11 - Mathematical Methods 1 & 2	MMM12 – Mathematical Methods 3 & 4
MSM11 - Specialist Mathematics 1 & 2	MSM12 – Specialist Mathematics 3 & 4

A brief overview of each of these streams is below. A more detailed description of each course can be found in the following pages, including summarised excerpts of the VCAA descriptions.

Year 10 students and their families who would like more specific advice regarding which Unit 1 and 2 course of Mathematics would be most suitable for them should speak to the Head of Mathematics or a relevant teacher from the College.

GENERAL & FURTHER MATHEMATICS

The topics studied may include Linear Relations and Equations, Linear Graphs and Modelling, Univariate and Bivariate Data, Variation, Measurement, Trigonometry, Recursion and Financial Modelling. General Mathematics for Further serves as preparation for Units 3 and 4 of Further Mathematics. Further Mathematics may be studied as a stand-alone course of Mathematics, or in conjunction with Mathematical Methods.

MATHEMATICAL METHODS

The topics studied include Algebra, Functions and Graphs, Rates of Change and Calculus, Circular Functions, Exponentials and Logarithms, Probability and Statistics. Mathematical Methods can be studied either a stand-alone course, in conjunction with Further Mathematics, or in conjunction with Specialist Mathematics.

SPECIALIST MATHEMATICS

This unit involves studies in the following areas: Logic and Proof, Number Systems and Recursion, Geometry and Proof, Complex Numbers, Statistics and Sampling Distributions, Vectors, Graphs of Non-Linear Relations, Differential Equations and Mechanics. Students studying Specialist Mathematics **must** also study Mathematical Methods.

Specialist Maths Units 1 & 2 is recommended for

- Students intending to study Units 3 and 4 Specialist Mathematics
- Strong Year 10 Mathematics students who are intending to study two Maths in Year 12, but are not sure which two (either Methods and Specialist, or Methods and Further)
- Students who are planning to continue studying Mathematical Methods into Year 12, do not necessarily intend on studying an extra Maths in Year 12, but would like to have the best possible preparation for Year 12 Methods
- Students who have already completed Mathematical Methods Units 1 & 2 in the Accelerated Program, but who would like to wait until they are in Year 12 to complete Mathematical Methods Units 3 & 4.

****Note** that it is possible for students to study three Mathematics subjects in VCE (Further, Methods, and Specialist). However only two of these subjects may count towards the “top four” subjects, when calculating the student’s ATAR. The third Mathematics subject can count as a fifth or sixth subject and contributes 10%.

GENERAL MATHEMATICS FOR FURTHER 1, 2

UNIT OUTLINE

This unit involves studies in the following areas: Linear Relations and Equations; Linear Graphs and Modelling; Statistics - Univariate Data, Summary Statistics and Analysis; Bivariate Data, Scatter Diagrams, Correlation and Regression; Shape and Measurement; Trigonometry; Recursion and Financial Modelling; Matrices.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should be familiar with relevant mental and by-hand approaches to estimation and computation.

ASSESSMENT

Topic Tests/Investigations/Problem Solving Tasks	50%
Semester Examination	50%

OTHER REQUIREMENTS

- Ti-Nspire CAS Calculator

VCAA DESCRIPTION (summarised)

Algebra and Structure

Linear Relations and Equations

This area of study includes linear and non-linear relations and equations and algebra and logic.

1. Arithmetic and Number

- Computational and practical arithmetic
- Financial Arithmetic
- Integer and Rational Number Systems
- Sequences and Series
- Discrete Mathematics
- Matrices
- Number patterns and recursion

2. Geometry, measurement and trigonometry

- Shape and measurement
- Trigonometric ratios and their applications

3. Graphs of linear and non-linear relations

- Linear graphs and modelling
- Inequalities and linear programming

4. Statistics

- Univariate data
- Bivariate data

SPECIALIST MATHEMATICS 1, 2

UNIT OUTLINE

Specialist Mathematics units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. These units involve studies in the following areas: Logic and Proof, Number Systems and Recursion, Geometry and Proof, Complex

Numbers, Statistics and Sampling Distributions, Vectors, Graphs of Non-Linear Relations, Kinematics, Transformations, Trigonometry and Matrices.

ASSESSMENT

Topic Tests/ Investigations/Problem solving	60%
Semester Examination	40%

OTHER REQUIREMENTS

- Ti-Nspire CAS Calculator
- Students may be required to complete assessment tasks at designated times after school.

VCAA DESCRIPTION (summarised)

1. Algebra and Structure

- Logic, Algebra and Proof.
- Transformations, Trigonometry and Matrices.

2. Arithmetic and Number

- Integer and Rational Number Systems.
- Real and complex number systems.
- Sequences and series.

3. Discrete Mathematics

- Graph Theory.

4. Geometry in two and three dimensions.

- Geometric proofs.
- Vectors in two dimensions.
-

5. Graphs of linear and non-linear relations

- Graphs in cartesian, polar and parametric forms.
- Kinematics.

6. Statistics

- Simulation.
- Sampling distributions.

For details on the VCE Mathematics Study Designs, visit:

<http://www.vcaa.vic.edu.au/Documents/vce/mathematics/MathematicsSD-2016.pdf>

MATHEMATICAL METHODS (CAS) 1, 2

UNIT OUTLINE

These units involve studies in the following areas: Introduction to Computer Algebra Systems (CAS); Quadratic Functions; Cubic and Quartic Functions; Relations and Functions; Circular Functions; Calculus: Differentiation, Anti-differentiation and their applications; Exponential and Logarithmic Functions. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology. Students should be familiar with relevant mental and by hand approaches to estimation and computation.

ASSESSMENT

Topic Tests/ Investigations/Problem Solving Tasks	60%
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OTHER REQUIREMENTS

- Ti-Nspire CAS Calculator
- Students may be required to complete assessment tasks at designated times after school.

VCAA Description (summarised)**AREAS OF STUDY****1. Functions and graphs**

- Quadratic, cubic and other polynomial functions.
- Non-linear functions including hyperbola, truncus, square root.
- Circular functions (sine, cosine, tangent).
- Exponential and logarithmic functions.

2. Algebra

- Factorising quadratics and completing the square.
- Simultaneous equations, use of the discriminant for quadratic equations.
- Solving polynomials and other functions, both algebraically and using CAS.
- Solving trigonometric equations.
- Factor theorem, remainder theorem, rational root theorem.

3. Rates of change and calculus

- Average rates of change.
- Differentiation by first principles and by rule.
- Finding tangents.
- Applications of calculus to maximum and minimum problems.
-

4. Probability and Statistics

- Random experiments, sample spaces, outcomes, elementary and compound events.
- Simulation and the display and interpretation of results, including informal consideration of proportions in samples.
- Probability of elementary and compound events and their representation.
- Probability Rules.
- Conditional probability.

For details on the VCE Mathematics Study Designs, visit:

<http://www.vcaa.vic.edu.au/Documents/vce/mathematics/MathematicsSD-2016.pdf>

FURTHER MATHEMATICS (CAS) 3/4**UNIT OUTLINE**

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises Univariate and Bivariate Data, Linear Regression and Regression Analysis, Time Series, Recursion and Financial Modelling. The Applications comprises of the following two modules: Matrices; Graphs and Relations. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs with and without the use of technology. Students should be familiar with relevant mental and by-hand approaches to estimation and computation.

ASSESSMENT

SACs (Application task and Modelling/Problem Solving tasks)	34%
Exam 1 – Multiple Choice	33%

OTHER REQUIREMENTS

- Ti-Nspire CAS Calculator
- Students may be required to complete assessment tasks at designated times after school.

VCAA DESCRIPTION (summarised)

There are two areas of study:

CORE MATERIAL

- Data analysis
- Recursion and Financial Modelling

APPLICATIONS – MODULE MATERIAL:

- Module 1: Matrices
- Module 4: Graphs and relations

1. Core MaterialData analysis

- Displaying, summarising and describing univariate data
- Displaying, summarising and describing relationships in bivariate data
- Introduction to regression and regression analysis
- Displaying, summarising and describing time series data.

Recursion and Financial Modelling

- Depreciation of assets
- Compound interest investments and loans
- Reducing balance loans
- Annuities and perpetuities
- Compound interest investments with periodic, equal additions to the principal

2. Applications – Module materialModule 1: Matrices

- Matrix arithmetic
- Binary and permutation matrices
- Communication and dominance matrices
- Use of matrices to solve systems of linear equations
- Transition matrices, state matrices and the equilibrium state matrix
- Matrix recurrence relations to model populations that include culling and restocking

Module 4: Graphs and relations

- Straight line graphs, line segment graphs, step graphs and related applications
- Simultaneous linear equations and break-even analysis
- Linearisation of relations in the form $y = kx^n$ for $x \geq 0$, where $n \in \{-2, -1, 1, 2, 3\}$
- Graphs of systems of linear inequalities
- Linear programming, including optimisation of an objective function

MATHEMATICAL METHODS (CAS) 3/4**UNIT OUTLINE**

These units involve studies in the following areas: Functions and Graphs, Algebra, Calculus, Probability and Statistics.

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with

and without the use of technology, computer algebra system (CAS), as applicable. Students should be familiar with relevant mental and by hand approaches in simple cases. Computer algebra technology will be used to assist in the development of mathematical ideas and concepts, the application of specific techniques and processes to produce required results and as a tool for systematic analysis in investigative, problem-solving and modelling work.

ASSESSMENT

SACs Application Task and Modelling/Problem Solving Tasks	34%
Exam 1 (No calculator or reference material)	22%
Exam 2 (Calculator and reference material allowed)	44%

OTHER REQUIREMENTS

Ti-Nspire Graphical Calculator

Students may be required to complete assessment tasks at designated times after school.

VCAA DESCRIPTION (summarised)

AREAS OF STUDY

There are four areas of study:

1. Functions and Graphs
2. Algebra
3. Calculus
4. Probability and Statistics

A summary of the content is provided below.

1. Functions and Graphs

- graphs and identification of key features of graphs of the following functions:
 - o power functions, $y = x^n$;
 - o exponential functions, $y = a^x$;
 - o logarithmic functions, $y = \log_e(x)$ and $y = \log_{10}(x)$
 - o circular functions, $y = \sin(x)$, $y = \cos(x)$ and $y = \tan(x)$
- transformation from $y = f(x)$ to $y = Af(n(x + b)) + c$
- inverse functions
- the relation between the graph of an original function and the graph of a corresponding transformed function
- graphs of sum, difference, product and composite functions and hybrid graphs
- use of graphs to model practical situations

2. Algebra

- review of algebra of polynomials and solution of polynomial equations
- properties of functions including periodicity and symmetry
- algebraic equivalence
- the exponent and logarithm laws
- functions and their inverses
- composite functions
- solution of equations of the form by graphical, numerical and algebraic methods, as applicable
- solution of literal equations and general solution of equations
- solution of simple systems of simultaneous linear equations

3. Calculus

- review of average and instantaneous rates of change, tangents to the graph of a given function and the derivative function
- deducing the graph of the derivative function from the graph of a given function and deducing the graph of an anti-derivative function from the graph of a given function
- derivatives of functions

- chain rule, product rule and quotient rule
- application of differentiation to graph sketching
- anti-derivatives of functions
- use of the definite integral to find the area under a curve and applications to practical situations
- anti-differentiation by recognition
- the fundamental theorem of calculus,
- properties of anti-derivatives and definite integrals
- application of integration to problems

4. Probability and Statistics

- random variables
- discrete random variables:
 - graphs, tables and probability mass functions
 - mean (μ) median, mode, variance (σ^2) and standard deviation
 - the binomial distribution, $Bi(n, p)$
 - the effect of variation in the value(s) of defining parameters on the graph of a given probability function
 - probabilities for specific values and intervals of a random variable, including conditional probability
- continuous random variables:
 - probability density functions
 - mean (μ) median, mode, variance (σ^2) and standard deviation
 - standard normal distribution, $N(0, 1)$, and transformed normal distributions, $N(\mu, \sigma^2)$
 - the effect of variation in the value(s) of defining parameters on the graph of a given probability density function
 - probabilities for intervals defined in terms of a random variable, including conditional
- statistical inference, including definition and distribution of sample proportions, simulations and confidence intervals:
 - population parameters and sample statistics
 - the sample proportion
 - approximate normality of the distribution of for large samples
 - simulation of random sampling to illustrate the distribution of
 - determination of, from a large sample, an approximate confidence interval for a population proportion, in particular the 95% confidence interval

For details on the VCE Mathematics Study Designs, visit:

<http://www.vcaa.vic.edu.au/Documents/vce/mathematics/MathematicsSD-2016.pdf>

SPECIALIST MATHEMATICS 3/4

UNIT OUTLINE

This unit involves studies in the following areas: Complex Numbers; Circular Functions; Coordinate Geometry; Vectors; Differential Calculus; Integral Calculus, Mechanics and Probability and Statistics. The focus of the course is on mathematical structure and proof.

Students are expected to be able to apply techniques, routines and processes, involving rational, real and complex arithmetic, algebraic manipulation, diagrams and geometric constructions, solving equations, graph sketching, differentiation and integration related to the areas of study, as applicable, both with and without the use of technology. Students are encouraged to use CAS calculators and other technologies both in the learning of new material and the application of this material in a variety of contexts.

ASSESSMENT

SACs Applications Task and Modelling/Problem Solving Tasks	34%
Exam 1 (No calculator or reference material)	22%
Exam 2 (Calculator and reference material allowed)	44%

OTHER REQUIREMENTS

- Ti-Nspire CAS Calculator
- Students may be required to complete assessment tasks at designated times after school.

VCAA DESCRIPTION (summarised)

There are six areas of study:

1. Functions and Graphs
2. Algebra
3. Calculus
4. Vectors
5. Mechanics
6. Probability and Statistics

A summary of the content is provided below.

AREAS OF STUDY

1. Functions and graphs

- graphs of rational functions
- absolute value function and its graph
- graphs of the reciprocal circular functions cosecant, secant and cotangent, and simple transformations of these
- compound and double angle formulas for sine, cosine and tangent and trigonometric identities
- inverse functions \sin^{-1} , \cos^{-1} and \tan^{-1}
- graphs of simple quotient functions.

2. Algebra

- expressing rational functions as partial fractions.
- C , the set of complex numbers z of the form $z = x + yi$ where x, y are real numbers and $i^2 = -1$
- use of an argand diagram to represent points, lines, rays and circles in the complex plane
- arithmetic of complex numbers
- multiplication and division in polar form, including their geometric representation and interpretation
- De Moivre's theorem,
- powers and roots of complex numbers in polar form, and their geometric representation and interpretation
- factors over C of polynomials with integer coefficients
- informal introduction to the fundamental theorem of algebra
- factorisation of polynomial functions of a single variable over C
- solution over C of corresponding polynomial equations by completing the square, factorisation and the conjugate root theorem.

3. Calculus

Differential and integral calculus, including:

- derivatives of inverse circular functions
- second derivatives and their application to the analysis of graphs of functions, including points of inflection and concavity
- applications of chain rule to related rates of change and implicit differentiation
- techniques of anti-differentiation and for the evaluation of definite integrals
- relationship between the graph of a function and the graphs of its anti-derivative functions
- numeric and symbolic integration using technology
- application of integration, arc lengths of curves, areas of regions bounded by curves and volumes of solids of revolution of a region about either coordinate axis.

Differential equations, including:

- formulation of differential equations and applications
- verification of solutions of differential equations and their representation using direction (slope) fields

- solution of simple differential equations
- Euler's method (first order approximation).

Kinematics: rectilinear motion, including:

- application of differentiation, anti-differentiation and solution of differential equations to rectilinear motion of a single particle, including the different derivative forms for acceleration
- use of velocity–time graphs to describe and analyse rectilinear motion.

4. Vectors

- addition and subtraction of vectors and their multiplication by a scalar
- linear dependence and independence of a set of vectors and geometric interpretation;
- magnitude of a vector, unit vector, the resolution of a vector into rectangular components;
- scalar (dot) product of two vectors, scalar and vector resolutes;
- parallel and perpendicular vectors;
- vector proofs of simple geometric results

Vector calculus, including:

- position vector as a function of time $r(t)$; deriving the cartesian equation of a path given $r(t)$ and sketching the path
- differentiation and anti-differentiation of a vector function with respect to time
- application of vector calculus to motion in a plane

5. Mechanics

- inertial mass, momentum, force, resultant force, weight, action and reaction;
- equations of motion using absolute units
- motion of a body, regarded as a particle under the action of concurrent coplanar forces

6. Probability and statistics

Linear combinations of random variables, including:

- the expected value and variance of linear combinations of random variables
- random variables with normal distributions

Sample means, including:

- concept of the sample mean as a random variable whose value varies between samples where X is a random variable with mean μ and standard deviation σ
- simulation of repeated random sampling, from a variety of distributions and a range of sample sizes, to illustrate
- properties of the distribution of across samples of a fixed size n and its approximate normality if n is large.

Confidence intervals for means, including:

- determination of confidence intervals for means and the use of simulation to illustrate variations in confidence intervals between samples and to show that most but not all confidence intervals contain μ
- construction of an approximate confidence interval.

MEDIA 1

UNIT OUTLINE

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media

creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

ASSESSMENT

- Outcome 1 Media Representations - Written task
- Outcome 2 Media Forms in Production - Practical and Written task (SAT)
- Outcome 3 Australian Stories – Oral or Written task
- Semester Examination

OTHER REQUIREMENTS

- A compulsory materials charge is payable for this unit is \$100.
- No further material cost is charged for Unit 2.

VCAA DESCRIPTION

Unit 1: Media Forms, Representations and Australian Stories

AREA OF STUDY 1

Media Representations

AREA OF STUDY 2

Media Forms in Production

AREA OF STUDY 3

Australian Stories

MEDIA 2

UNIT OUTLINE

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

ASSESSMENT

- Outcome 1 Narrative, Style and Genre - Written task
- Outcome 2 Narratives in Production - School Assessed Task
- Outcome 3 Media and Change - Written task
- Semester Examination

OTHER REQUIREMENTS

See Unit 1 'Other Requirements' regarding compulsory materials charge

VCAA DESCRIPTION

Unit 2: Narrative Across Media Forms

AREA OF STUDY 1

Narrative, Style and Genre

AREA OF STUDY 2

Narratives in Production

AREA OF STUDY 3

Media and Change

MEDIA 3/4

UNIT OUTLINE

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

ASSESSMENT

Unit 3 & 4 Course work is 20%

School Assessed Task is 40%

External Examination is 40%

OTHER REQUIREMENTS

Students must purchase

- 2 x A4 plastic pocket display folders
- 1 x A3 visual diary - white pages

A compulsory materials charge is payable for this subject for \$100.

On payment of subject fee students will receive a USB drive, display folio with removable plastic pockets, SD card and mount board for presentation of work at the end of the year.

VCAA DESCRIPTION

UNIT 3: Narrative and media production design

AREA OF STUDY 1

Narrative and Ideology

AREA OF STUDY 2

Media production development

AREA OF STUDY 3

Media production design

UNIT 4: Media production and issues in the Media.

AREA OF STUDY 1

Media production

AREA OF STUDY 2

Agency and Control in and of the Media

AREA OF STUDY 3

Media influence

For details on VCE Media Study Design, visit <http://www.vcaa.vic.edu.au/vce/studies/index.html>

MUSIC PERFORMANCE 1

UNIT OUTLINE

This unit focuses on performance in solo and group contexts, studying approaches to performance and performing, and developing skills in aural comprehension. Students present solo and group performances, demonstrate prepared technical work and gain musicianship skills.

ASSESSMENT

- Outcome 1: Performance
- Outcome 2: Performance Planning Presentation
- Outcome 3: Music Language – Written and Practical Tasks

OTHER REQUIREMENTS

- Students should have been enrolled in Instrumental Lessons at school or with a private teacher for at least four years.
- Students must be currently enrolled in Instrumental lessons with a private teacher or at school and intend to continue this enrolment throughout their VCE. NB The instrumental teacher prepares the student's performance and technical program for their assessment and liaises with the classroom teacher.
- Students should have some background in Music Theory (this can be through their Instrumental Lessons, by formal study of Music Theory or through having taken Middle School Music classes).
- Pianists should be of AMEB Grade 7 standard (or equivalent) or above.
- Other Instrumentalists should be of AMEB Grade 5 standard (or equivalent) or above.
- There is an Ensemble component of this course so students will need to take part in regular Ensemble rehearsals at or outside school.

VCAA DESCRIPTION

UNIT 1: Music Performance

AREA OF STUDY 1

Performance

AREA OF STUDY 2

Preparing for Performance

AREA OF STUDY 3

Music Language

MUSIC PERFORMANCE 2

UNIT OUTLINE

This unit further develops skills in practical music and performance. Students present a prepared program of works and develop skills in aural comprehension. Selected works are analysed to enhance performance interpretation and to understand their context, influences, characteristics and styles. This unit also focuses on music language that is relevant to performance and used to analyse, compose or improvise music.

ASSESSMENT

Outcome 1: Performance

Outcome 2: Preparing for Performance - Presentation

Outcome 3: Music Language – Written and Practical Tasks
Outcome 4: Creative Organisation of Sound (Composition)

OTHER REQUIREMENTS

- Students should have been enrolled in Instrumental Lessons at school or with a private teacher for at least four years.
- Students must be currently enrolled in Instrumental lessons with a private teacher or at school and intend to continue this enrolment throughout their VCE. NB The instrumental teacher prepares the student's performance and technical program for their assessment and liaises with the classroom teacher.
- Students should have some background in Music Theory (this can be through their Instrumental Lessons, by formal study of Music Theory or through having taken Middle School Music classes).
- Pianists should be of AMEB Grade 7 standard (or equivalent) or above.
- Other Instrumentalists should be of AMEB Grade 5 standard (or equivalent) or above.
- There is an Ensemble component of this course so students will need to take part in regular Ensemble rehearsals at or outside school.

VCAA DESCRIPTION

UNIT 2: Music Performance

AREA OF STUDY 1

Performance

AREA OF STUDY 2

Preparing for Performance

AREA OF STUDY 3

Music Language

AREA OF STUDY 4

Organisation of Sound

MUSIC SOLO PERFORMANCE 3/4

UNIT OUTLINE

This unit focuses on the preparation and presentation of solo works. Students use performance techniques to develop understanding of interpretation of a range of styles. Music performance skills are broadened by ensemble performance, solo technical work and unprepared performance. Music language knowledge, aural comprehension skills and understanding of the structure and characteristics of an ensemble work are also developed.

ASSESSMENT

UNIT 3

Outcome 1 - Performance (S or N)

Outcome 2 – Preparing for Performance

Outcome 3 – Music Language

UNIT 4

End-of -Year Performance Exam – 50%

End-of -Year Written Exam – 20%

SAC: Performance Technique Presentation

OTHER REQUIREMENTS

- Students should have been enrolled in Instrumental Lessons at school or with a private teacher for at least four years.
- Students must be currently enrolled in Instrumental lessons with a private teacher or at school and intend to continue this enrolment throughout their VCE. NB The instrumental teacher prepares the

student's performance and technical program for their assessment and liaises with the classroom teacher.

- Students should have some background in Music Theory (this can be through their Instrumental Lessons, by formal study of Music Theory or through having taken Middle School Music classes).
- Pianists should be of AMEB Grade 7 standard (or equivalent) or above.
- Other Instrumentalists should be of AMEB Grade 5 standard (or equivalent) or above.
- There is an Ensemble component of this course so students will need to take part in regular Ensemble rehearsals at or outside school.

VCAA DESCRIPTION

UNIT 3: Music Solo performance

AREA OF STUDY 1

Performance

AREA OF STUDY 2

Preparing for Performance

AREA OF STUDY 3

Music Language

Unit 4: Music Solo performance

AREA OF STUDY 1

Performance

AREA OF STUDY 2

Preparing for Performance

AREA OF STUDY 3

Music Language

For details on VCE Music Study Design, visit <http://www.vcaa.vic.edu.au/vce/studies/index.html>

PHILOSOPHY 1

PHILOSOPHY UNIT 1: EXISTENCE, KNOWLEDGE AND REASONING

UNIT OUTLINE

In this unit students are exposed to some of the foundational philosophical questions that have challenged humanity for millennia and underpin ongoing endeavours in diverse areas such as science, justice and the arts. What is the nature of reality? How can we acquire absolute knowledge? This unit engages students through active, guided investigation and critical discussion of two key areas of Philosophy: Epistemology and Metaphysics. The emphasis of this unit is 'doing philosophy' and this study will also ask students to study and practice techniques of logic that are central to the study of Philosophy. Appropriate example of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance student's thinking about central concepts and problems.

ASSESSMENT

- Essay
- Written analysis
- Short-answer responses
- Tests
- Written reflections
- Written exercises
- Presentations (oral, multimedia)
- Dialogue (oral, written)

VCAA DESCRIPTION

AREA OF STUDY 1: Metaphysics

AREA OF STUDY 2: Epistemology

AREA OF STUDY 3: Introduction to logic and reasoning

For details on VCE Philosophy Study Design, visit

PHILOSOPHY 2

PHILOSOPHY UNIT 2: QUESTIONS OF VALUE

UNIT OUTLINE

This unit invites students to explore questions in relation to different categories of value judgement within the realms of morality, politics, social philosophies and aesthetics. This unit asks students to draw on their own personal knowledge as well as their knowledge of the wider world to ask questions regarding the accepted values and beliefs of societies around the world and throughout time. In this unit, students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.

ASSESSMENT

- Essay
- Written analysis
- Short-answer responses
- Tests
- Written reflections
- Written exercises
- Presentations (oral, multimedia)
- Dialogue (oral, written)

VCAA DESCRIPTION

AREA OF STUDY 1: Ethics and Moral Philosophy

AREA OF STUDY 2: Further problems in Value Theory

AREA OF STUDY 3: Techniques of Reasoning

For details on VCE Philosophy Study Design, visit

<http://www.vcaa.vic.edu.au/documents/vce/philosophy/philosophysd-2014.pdf>

PHYSICAL EDUCATION 1

UNIT OUTLINE

This unit explores how the body systems work together to produce movement and analyse this motion using biomechanical principles. Students will also investigate sports injury prevention strategies and rehabilitation techniques.

AREA OF STUDY 1

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

AREA OF STUDY 2

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

AREA OF STUDY 3

This detailed study focuses on sports injury risk management strategies used to reduce the risk of injury to the participant/athlete, and the rehabilitation practices and processes an individual/athlete may use to ready them for a return to sport and physical activity. Students analyse and demonstrate a range of different strategies that may be implemented at a club, an administration, a coaching or an individual level.

ASSESSMENT

Outcome 1:	Test 1 - Muscular/Skeletal System.	(20%)
	Test 2 - Energy Systems, Respiratory and Circulatory Systems	(20%)
Outcome 2:	Report 1- Biomechanics Laboratory. (20%)	
	Test 3- Biomechanics	(20%)
	Presentation-- Sports Injuries	(20%)

OTHER REQUIREMENTS

- Full Brentwood Secondary PE Uniform
- High level of commitment to attend all practical classes
- Phillip Island Surfing Excursion \$40

PHYSICAL EDUCATION 2

UNIT OUTLINE

This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. Finally explore the promotion of physical activity in a variety of environments.

AREA OF STUDY 1

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

AREA OF STUDY 2

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

ASSESSMENT

AREA OF STUDY 3

This detailed study introduces students to an understanding of games and sport, including how they are categorised. Through a series of practical activities, and for a specific scenario, students analyse and interpret different strategies and tactics used within game situations, and approaches to coaching that develop a player's ability to implement an appropriate strategic decision.

ASSESSMENT

- SAC 1 – Coaching Case study (20%)
- SAC 2 – Decision Making in Sport Presentation (20%)

OTHER REQUIREMENTS

Full Brentwood Secondary PE Uniform

High level of commitment to attend all practical classes

Trees Adventure Excursion \$40

PHYSICAL EDUCATION 3/4

UNIT OUTLINE

UNIT 3

This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students analyse data in relation to adherence to the National Physical Activity Guidelines. Students investigate the contribution of energy systems to performance in physical activity. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity.

AREA OF STUDY 1

This area of study uses subjective and objective methods for assessing the student's own and another cohort's physical activity and sedentary levels. Students identify components of the social-ecological model to assist in the critique of government and non-government strategies aimed at increasing physical activity within the population.

AREA OF STUDY 2

In this area of study students explore the various systems and mechanisms associated with the energy required for human movement. They examine the way in which energy for activity is produced via the three energy systems and the associated fuels used for activities of varying intensity and duration.

ASSESSMENT TASKS

Analysis of strategies aimed at increasing physical activity levels (40%)

Written response focusing on the acute effects that physical activity has on the cardiovascular, respiratory and muscular systems of the body (20%)

Laboratory report analysing the relative contribution of the energy systems and associated fatigue mechanisms and recovery strategies used in various activities (40%)

OTHER REQUIREMENTS:

- Full Brentwood Secondary College PE Uniform
- High level of commitment to all practical classes
- Exercise Research Australia (ERA) Excursion (\$50)
- SAC's afterschool until 4.30pm

UNIT 4

Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Students 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 competition.

AREA OF STUDY 1

This area of study focuses on the components of fitness and assessment of fitness from a physiological perspective. Students consider the manner in which fitness can be improved by the application of appropriate training principles and methods. They participate in fitness testing and an individual training program and evaluate this from a theoretical perspective.

AREA OF STUDY 2

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

ASSESSMENT TASKS

Written report that includes a plan and evaluation of a six-week training program with reference to an activity analysis, fitness testing and a training diary, designed to enhance specific fitness components (40%)

A SAC which links chronic adaptations of the cardiovascular, respiratory and muscular systems to training methods and improved performance (20%)

A SAC that identifies and evaluates various strategies and practices that are used to enhance performance (40%)

OTHER REQUIREMENTS:

Full Brentwood Secondary College PE Uniform
High level of commitment to all practical classes
SAC's afterschool until 4.30pm
Attend all revision sessions

For details on VCE Physical Education Study Design, visit <http://www.vcaa.vic.edu.au/vce/studies/index.html>

PHYSICS 1

UNIT OUTLINE

In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

ASSESSMENT

- Progressive topic tests
- Practical work
- Area of Study SAC's
- Classwork/Revision exercises

VCAA DESCRIPTION

AREA OF STUDY 1

How can thermal effects be explained?

AREA OF STUDY 2

How do electric circuits work?

AREA OF STUDY 3

What is matter and how is it formed?

PHYSICS 2

UNIT OUTLINE

In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrophysics, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear

physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question. Assessment

ASSESSMENT

- Topic tests
- Practical work
- Area of Study SACs
- Classwork/Revision exercises
- Written Examination on Unit 1/2

VCAA DESCRIPTION

AREA OF STUDY 1

How can motion be described and explained?

AREA OF STUDY 2

Detailed study

AREA OF STUDY 3

Practical investigation

PHYSICS 3/4

UNIT 3 OUTLINE

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

AREA OF STUDY 1

How do things move without contact?

AREA OF STUDY 2

How are fields used to move electrical energy?

AREA OF STUDY 3

How fast can things go?

UNIT 4 OUTLINE

In this unit, students explore the use of wave and particle theories to model the properties of light and matter.

They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

AREA OF STUDY 1

How can waves explain the behaviour of light?

AREA OF STUDY 2

How are light and matter similar?

AREA OF STUDY 3

Practical investigation

ASSESSMENT

School Assessed Coursework – Unit 3	21%
School Assessed Coursework – Unit 4	19%
End of Year External Exam	60%

For details on VCE Physics Study Design, visit <http://www.vcaa.vic.edu.au/vce/studies/index.html>

PRODUCT DESIGN AND TECHNOLOGY – WOOD 1/2

UNIT ONE OUTLINE

Students re-design an existing product using suitable material with the intention of improving aspects of the product's aesthetics, functionality or quality, including consideration of sustainability. Students use and evaluate materials, tools, equipment and processes to make the re-designed product they then compare the finished product with the original design.

ASSESSMENT

UNIT 1

- Design folio of re designed product including; design brief, research, designs, production plan and materials list
- Produced product and evaluation and comparison to existing product
- End of semester exam

OTHER REQUIREMENTS

- Exercise book.
- A3 Folio
- Compulsory unit charge of \$150
- Purchase USB drive with minimum 4GB
- A3 Visual Diary
- Nelson Product Design And Technology VCE Units 1-4 – Text

VCAA DESCRIPTION

UNIT 1: Product re-design and Sustainability

AREA OF STUDY 1

Product re-design for improvement

AREA OF STUDY 2

Producing and evaluating a re-designed product

UNIT TWO OUTLINE

Students work collaboratively to create a brief for a product or product range to suit a common theme. Students work individually to design the product suitable for the brief and justify the preferred option. Students develop an understanding of human centred design factors and research materials and processes to make the product. Students individually create the designed product using appropriate and safe production processes the product. They then collaboratively and individually evaluate the processes and materials used, and the suitability of a product to meet the design brief.

ASSESSMENT

UNIT 2

Design folio of collaborative product or range of products including; design brief, research designs, production plans and materials list
Produced product and collaborative evaluation
End of semester exam

OTHER REQUIREMENTS

- Exercise book.
- A3 Folio
- Compulsory unit charge of \$150
- Purchase USB drive with minimum 4GB
- A3 Visual Diary
- **Nelson Product Design and Technology VCE Units 1-4 – Text**

VCAA DESCRIPTION

UNIT 2: Collaborative design

AREA OF STUDY 1

Designing within a team

AREA OF STUDY 2

Producing and evaluating a collaboratively designed product

PRODUCT DESIGN AND TECHNOLOGY – WOOD 3/4

UNIT 3 OUTLINE

Students focus on working as a designer and applying the Product design process to meet the needs and requirements of a client and/or an end-user. Students identify specific needs of the client and/or an end-user by referring to the Product design factors and conducting research. Students prepare a design brief that governs their work. They examine appropriate techniques for recording and communicating data, information, visualisation of ideas, design options and working drawings and obtaining client and/or end-user feedback. They appropriately acknowledge resources and IP of others. Students use creative and critical design thinking techniques throughout the Product design process.

ASSESSMENT

UNIT 3

Outcome 1, School Assessed Coursework

The students explain the roles of the designer, client and/or end- user/s, the product design process and its initial stages, including investigating and defining a design problem, and explain how the design process leads to product design development.

Outcome 2 School Assessed Coursework

The student explains and analyses influences on the design, development and manufacture of products within industrial settings.

Outcome 3 School Assessed Task

Students present a folio that documents the product design process used while working as a designer to meet the needs of a client and/or an end-user, and commence production of the designed product.

OTHER REQUIREMENTS

- Text book: Nelson Product Design And Technology VCE Units 1-4
- A3 Folio
- Compulsory unit charge of \$100
- Purchase USB drive with minimum 4GB
- A3 Visual Diary
- Nelson Product Design and Technology VCE Units 1-4 – Text

VCAA DESCRIPTION

UNIT 3: Applying the product design process

AREA OF STUDY 1: The designer, client and/or end-user in product development

AREA OF STUDY 2: Product development in industry

AREA OF STUDY 3: Designing for others

UNIT 4 OUTLINE

In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user.

Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the Product design factors.

Students continue to develop and safely manufacture the product designed in Unit 3, using materials, tools, equipment and machines, and record and monitor the production processes and modifications to the production plan and product.

ASSESSMENT

UNIT 4

Outcome 1, School Assessed Coursework

Compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.

Outcome 2 School Assessed Task

Safely apply a range of production skills and processes to make the product designed in Unit 3, and manage time and resources effectively and efficiently.

Outcome 3 School Assessed Task

Evaluate the outcomes of the design, planning and production activities, explain the product's design features to the client and/or an end-user and outline its care requirements.

VCAA DESCRIPTION

Unit: Product Development and Evaluation

AREA OF STUDY 1: Product analysis and comparison

AREA OF STUDY 2: Product manufacture

AREA OF STUDY 3: Product evaluation

For details on VCE Product Design and Technology - Wood, visit <http://www.vcaa.vic.edu.au/vce/studies/index.html>

PSYCHOLOGY 1

UNIT OUTLINE

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

ASSESSMENT

Progressive topic tests
Practical work
Area of Study SAC's
Classwork/Revision exercises

VCAA DESCRIPTION

AREA OF STUDY 1

How does the brain function?

AREA OF STUDY 2

What influences psychological development?

AREA OF STUDY 3

Student-directed research investigation

OTHER REQUIREMENTS

Excursion to Melbourne NGV & Museum - Cost approx \$30

PSYCHOLOGY 2

UNIT OUTLINE

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

ASSESSMENT

- Progressive topic tests
- Practical work
- Area of Study SAC's
- Classwork/Revision exercises
- Written Examination on Unit 1/2

VCAA DESCRIPTION

AREA OF STUDY 1

What influences a person's perception of the world?

AREA OF STUDY 2

How are people influenced to behave in particular ways?

AREA OF STUDY 3

Student-directed practical investigation

OTHER REQUIREMENTS

Excursion to Cunningham-Dax Museum - Cost approx \$20

PSYCHOLOGY 3/4

UNIT 3 OUTLINE

In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

VCAA DESCRIPTION

AREA OF STUDY

How does the nervous system enable psychological functioning?

AREA OF STUDY 2

How do people learn and remember?

OTHER REQUIREMENTS

Excursion to Imax (Unit 3) - \$30 approx.

Revision Lecture (Units 3 & 4) - \$10 approx

UNIT 4 OUTLINE

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

VCAA DESCRIPTION

AREA OF STUDY 1

How do levels of consciousness affect mental processes and behaviour?

AREA OF STUDY 2

What influences mental wellbeing?

AREA OF STUDY 3

Practical investigation

ASSESSMENT

- | | |
|---------------------------------------|-----|
| • School Assessed Coursework – Unit 3 | 16% |
| • School Assessed Coursework – Unit 4 | 24% |

For details on VCE Psychology Study Design, visit <http://www.vcaa.vic.edu.au/vce/studies/index.html>

STUDIO ARTS 1

UNIT OUTLINE

This study looks at sources of inspiration which generate creative activity using a wide range of materials and techniques as the tools for translating ideas and observations into visual form. Students develop an understanding of different materials and techniques across a range of media and examine methods of expression. Sources of artistic inspiration were developed from personal themes and applied in producing a folio of works.

ASSESSMENT

- | | |
|------------------------|-----|
| • Folio | 50% |
| • Research task/s | 20% |
| • Semester Examination | 30% |

OTHER REQUIREMENTS

A compulsory materials charge is payable for this unit of \$100. Students are also required to purchase a Dean's Art Kit.

VCAA DESCRIPTION

UNIT 1: Artistic inspiration and techniques

AREA OF STUDY 1

Developing art ideas

AREA OF STUDY 2

Materials and techniques

AREA OF STUDY 3

Interpretation of art ideas and use of materials and techniques

STUDIO ARTS 2

UNIT OUTLINE

This study looks at sources of inspiration, which generate creative activity using a range of materials and techniques as the tools for translating ideas and observations into visual form. Students defined and documented an area of exploration and through investigation and refinement of appropriate materials and techniques produced a visual folio. Students developed an understanding of aesthetics and artistic influences, which lead to distinctive styles and approaches to subject matter. There is a focus on making informed choices based on reflection, analysis and evaluation.

ASSESSMENT

- | | |
|------------------------|-----|
| • Folio | 50% |
| • Research task/s | 20% |
| • Semester Examination | 30% |

OTHER REQUIREMENTS

See Unit 1 'Other Requirements' regarding compulsory materials charge

VCAA DESCRIPTION

UNIT 2: Design exploration and concepts

AREA OF STUDY 1

Design exploration

AREA OF STUDY 2

Ideas and styles in artworks

STUDIO ARTS 3/4

UNIT OUTLINE

This study aims to enable students to implement a design process and creatively explore and produce a range of responses in a selected studio form. Students define and document an area of exploration and through investigation and refinement of appropriate materials and techniques produce a range of studio works. Students develop an understanding of aesthetics and artistic influences which lead to distinctive styles and approaches to subject matter. There is a focus on making informed choices based on reflection, analysis, evaluation and selection.

ASSESSMENT

Exploration proposal

Folio of works based on the exploration proposal.

Written tasks based on Gallery visits and artist research.

OTHER REQUIREMENTS

- A compulsory unit charge of \$100 and the purchase of a Dean's Art Kit.
- 16GB USB Device

VCAA DESCRIPTION

UNIT 3: Studio production and professional art practices

AREA OF STUDY 1

Exploration proposal

AREA OF STUDY 2

Design process

AREA OF STUDY 3

Professional art practices and styles

UNIT 4: Studio production and art industry contexts

AREA OF STUDY 1

Focus statement

AREA OF STUDY 2

Folio

AREA OF STUDY 3

Art industry contexts

For details on VCE Studio Arts Study Design, visit <http://www.vcaa.vic.edu.au/vce/studies/index.html>

THEATRE STUDIES 1

UNIT OUTLINE

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge

to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. Theatre styles from the pre-modern era of theatre include Ancient Greek, Ancient Roman, Liturgical drama such as morality/miracle/mystery plays, Commedia dell'Arte, Elizabethan, Restoration comedies and dramas, Neo-classical, Naturalism/Realism, Beijing Opera, Noh, Bunraku and Kabuki and other traditional indigenous theatre forms.

ASSESSMENT

- Practical Interpretation of pre-modern playscripts (Practical)
- Written Analysis Pre Modern Styles (Written Test)
- Play Review (Short Answer Questions)
- Performance Examination (Monologue/Practical)

OTHER REQUIREMENTS

- Attend two theatre performances with the possibility of other workshop/theatre studies related incursions.
- Purchase of plays studied and performed (various costs)
- Attendance at rehearsals/workshops when required (Lunchtimes, After School, Weekends)

VCAA DESCRIPTION

UNIT 1: THEATRICAL STYLES OF THE PRE-MODERN ERA

AREA OF STUDY 1

Pre-modern theatre

AREA OF STUDY 2

Interpreting playscripts

For Area of Study 2, students must work in at least two production roles. The production roles for Area of Study 2 are:

- actor
- director
- designer – any one or more of costume, make-up, props, set, lighting, sound.

AREA OF STUDY 3

Analysing a play in performance

THEATRE STUDIES 2

UNIT OUTLINE

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

Theatre styles from the modern era of theatre include Epic theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre, Experimental theatre, Musical theatre, Physical theatre, Verbatim theatre, Theatre-in-education, and Immersive/Interactive theatre.

ASSESSMENT

- Practical Application of contribution to Production (Practical)
- Modern Theatre Styles Test (Multiple Choice)
- Written Examination (Short Answer - Theatre Analysis, Stagecraft Analysis)

- Theatrical Review(s) (Short Answer)

OTHER REQUIREMENTS

- Attend two theatre performances with the possibility of other workshop/theatre studies related incursions.
- Purchase of plays studied and performed (various costs)
- Attendance at rehearsals/workshops when required (Lunchtimes, After School, Weekends)
- Compulsory charge of \$100

VCAA DESCRIPTION

UNIT 2: THEATRICAL STYLES OF THE MODERN ERA

AREA OF STUDY 1

Modern theatre

AREA OF STUDY 2

Interpretation through stagecraft

AREA OF STUDY 3

Analysing a play in performance

THEATRE STUDIES 3/4

UNIT OUTLINE

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

Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance. The Playlist is published annually on the VCAA website.

Across Unit 3 students engage with at least three scripts. For Area of Study 1, schools select a script for interpretation in a performance to an audience, and for Area of Study 2 excerpts from a previously unstudied script are selected for analysis. For Area of Study 3, students must read and study the script for the production they attend and then analyse it.

The production for Area of Study 3 must be selected from the VCE Theatre Studies Unit 3 Playlist published annually by the VCAA.

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

Students' work for Areas of Study 1 and 2 is supported through analysis of a performance they attend. The performance must be selected from the VCE Theatre Studies Unit 4 Playlist. The Playlist is published annually on the VCAA website. Students analyse acting, direction and design and the use of theatre technologies, as appropriate to the production.

In conducting their work in Areas of Study 1 and 2, students develop knowledge in and apply safe and ethical theatre practices.

ASSESSMENT

UNIT 3 Assessment

- Production Process
- Creative Interpretation

45% Practical 15% Other
15%

- Production Analysis 25%

UNIT 4 Assessment

- Theatrical Brief for Monologue and Scene Work (Folio) 20% Report 10% Oral
- Theatre Review and Analysis (Short Answer, Essay) 20%

Total contribution to study score for Unit 3 and 4 45%

External Examinations

- Performance Exam (Monologue)
Contribution to study score 25%
- Written Examination (Unit 3 and 4 Key Skills and Knowledge).
Contribution to study score 30%

OTHER REQUIREMENTS

- Attend two theatre performances (approx \$65) with the possibility of other workshop/theatre studies related incursions.
- Purchase of plays studied and performed (various costs)
- Attendance at rehearsals/workshops when required (Lunchtimes, After School, Weekends)
- Compulsory charge of \$100

VCAA DESCRIPTION

UNIT 3: PRODUCTION DEVELOPMENT

AREA OF STUDY 1

Production process

For Area of Study 1 students select two production roles from the following list:

- actor
- director
- designer – any one or two of costume, make-up, props, set, lighting, sound.

For Area of Study 1 more than one student may specialise in each production role, and schools may decide to focus only on specific production roles. These decisions will be influenced by the script selected for interpretation and/or the size of the class and/or the available resources.

AREA OF STUDY 2

Stagecraft influence

AREA OF STUDY 3

Production analysis

UNIT 4: PERFORMANCE INTERPRETATION

AREA OF STUDY 1

Monologue interpretation

AREA OF STUDY 2

Scene interpretation

AREA OF STUDY 3

Performance analysis

In Unit 4, Areas of Study 1 and 2, the production roles are:

- actor and director: students must work in both roles
- OR
- designer – any two of costume, make-up, props, set, lighting, sound.

VISUAL COMMUNICATION & DESIGN 1

UNIT OUTLINE

The main purpose of this unit is to enable students to develop an understanding of instrumental drawing methods and freehand drawing including drawing from direct observation. The unit involves the study of a range of drawing methods, including relevant Australian Standards conventions. Students develop practical skills in the application of appropriate drawing methods, design elements and principles, and information and communication technology. The unit also introduces students to the diversity of visual communication in a historical context.

ASSESSMENT

- | | |
|--|-----|
| • Folio of Drawings to satisfy a stated purpose (Outcomes 1 - 2) | 50% |
| • Analysis and evaluation | 20% |
| • Semester Examination | 30% |

OTHER REQUIREMENTS

- A compulsory materials charge is payable for this unit
- Purchase of a Dean's Art Kit.
- Exercise book.
- USB drive - 16GB minimum
- A3 Visual Diary

VCAA DESCRIPTION

Unit 1: Introduction to Visual Communication Design

AREA OF STUDY 1

Drawing as a means of communication.

AREA OF STUDY 2

Design elements and principles

AREA OF STUDY 3

Design in context

VISUAL COMMUNICATION & DESIGN 2

UNIT OUTLINE

The main purpose of this unit is to enable students to develop and refine practical skills by generating images and developing them through freehand drawing, instrumental drawing and the use of information and communication technology. In the development 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.

ASSESSMENT

- | | |
|--|-----|
| • Folio of drawings to satisfy a stated purpose (Outcomes 1 - 3) | 70% |
| • Semester Examination | 30% |

OTHER REQUIREMENTS

- Exercise book.
- USB drive - 16GB minimum
- A3 Visual Diary

- (All required materials are carried over from Unit 1)
- Compulsory charge for Unit 1 and 2 is \$100

VCAA DESCRIPTION

Unit 2: Application of visual communication design.

AREA OF STUDY 1

Technical drawing in context.

AREA OF STUDY 2

Type and Imagery

AREA OF STUDY 3

Applying the design process.

VISUAL COMMUNICATION AND DESIGN 3/4

UNIT ONE OUTLINE

The main purpose of this unit is to enable students to develop an understanding of visual communication production through the application of the design process to satisfy specific communication needs. Within the units, students consider existing visual communication and analyse and evaluate examples. 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 a range of visual communications in the environmental, industrial and communication fields.

ASSESSMENT

UNIT 3

Outcome 1 Analysis and Practice in Context (SAC 1)

Outcome 2 Design Industry Practices (SAC 2)

Outcome 3 Developing a Brief and Generating Ideas (SAT Folio)

UNIT 4

Outcome 1 – Development, Refinement and Evaluation (SAT Folio)

Outcome 2 – Final Presentations (SAT Folio)

SAC – 25%

SAT – 40 %

Exam – 35%

OTHER REQUIREMENTS

- Exercise book.
- Purchase a Dean's Art Kit.
- Compulsory subject charge of \$100 to cover supplies and materials
- Purchase USB drive with minimum 16GB
- A3 Ringed folder and plastic slips

VCAA DESCRIPTION

Unit 3: Design thinking and practice

AREA OF STUDY 1

Analysis and practice in context

AREA OF STUDY 2

Design industry practice

AREA OF STUDY 3

Developing a brief and generating ideas.

UNIT 4: Design development, evaluation and presentation**AREA OF STUDY 1**

Development, refinement and evaluation of design concepts

AREA OF STUDY 2

Final presentations

For details on VCE Visual Communication and Design Study Design, visit

<http://www.vcaa.vic.edu.au/vce/studies/index.html>