HUNTINGTOWER

Early Learning to Year 12 Co-Educational School

Huntingtower

Years 10-12 Subject Selection

2024 Handbook

Table of Contents

Introduction

About This Guide

As you select subjects, you need to think about your VCE program over either two or three years. Look at what is available in Units 3 and 4 and check prerequisites for courses you are currently interested in studying at tertiary level.

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

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Change of Subject Forms

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

Bring Your Own Laptop

In Years 10–12, a Bring Your Own Laptop (BYOL) policy is in place. Students are encouraged to speak with their subject teachers in order to determine the specifications needed in any computer that is purchased.

Please be aware that unlike the Middle School Surface program, the school's ICT Department will not be in a position to provide technical support for the laptop students elect to use.

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

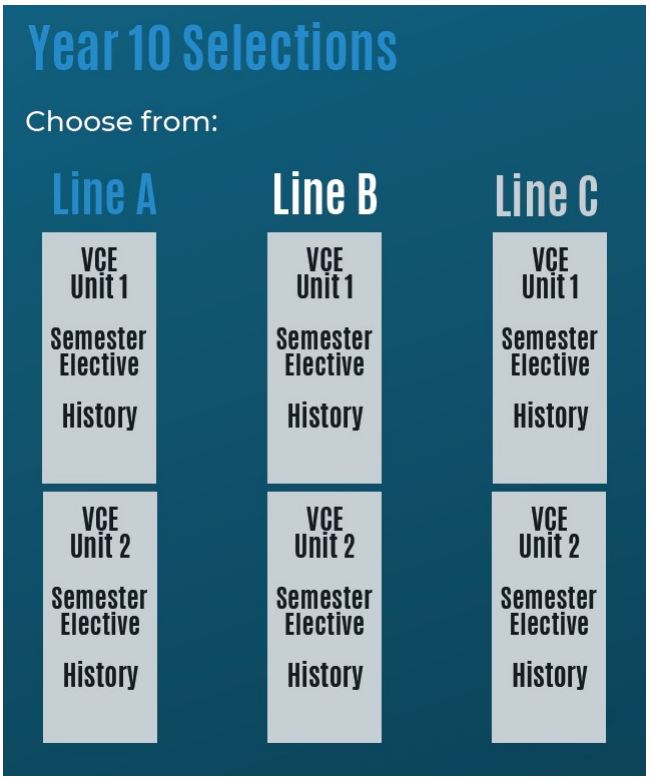
For more information on the BYOL Program as well as the as the student and parent agreements see the Bring Your Own Laptop Student Handbook.

The Victorian Certificate of Education (VCE) at Huntingtower

The Curriculum

- **Year 10**
  Students in Year 10 study a common core of subjects that include English, Mathematics, Science, History, Health, Physical Education and Futures.
- Students are able to undertake one VCE Unit 1 & 2 subject from a pre-selected list.
- Students are also invited to choose three subjects from a range of semester electives. Details of these are included on Firefly.
- All students must study one semester of History.

A visual of what this might look like is below:



Year 11

- Students will choose 6 subjects, one of which must be English or EAL
- Students who have completed Units 1 & 2 of a VCE study in Year 10 to a satisfactory standard may take Units 3 & 4 in that subject.
- An overview of VCE options available at Huntingtower are detailed in this document.
- Students may also pick up a Unit 3/4 Subjects for the first time if they have been granted permission to do so.

Year 12

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

The Structure of the VCE Curriculum

- The Victorian Curriculum and Assessment Authority (VCAA) is responsible for the curriculum, programs of study and assessment.
- Each course is in semester units. Units 1 & 2 will be undertaken in Year 10 or Year 11, Units 3 & 4 in Year 11 but usually in Year 12. Students would normally undertake both Units 1 & 2 in a study.
- It may be possible for a student to change from Unit 1 in one course to Unit 2 in another. A change of subject form (available on Firefly) must be completed before such a request can be actioned.
- Units 3 & 4 must be taken together. Students cannot make course changes at the end of Unit 3.

Requirements for VCE eligibility

Students must satisfactorily complete no fewer than 16 units. These need to be made up of:

- 4 units of English (or EAL), English Language or Literature.
- 3 sequences of Units 3 & 4 studies other than one compulsory English study.

Assessment and Reporting: Year 11 (Units 1 & 2)

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

VICTORIAN CERTIFICATE OF EDUCATION

Snapshot of Key VCE Terms

ATAR

Australian Tertiary Admission Rank (ATAR). An ATAR is the overall percentile rank indicating a student's level of achievement compared to all other students undertaking the VCE at that year. It allows universities to rank students who have undertaken a variety of pathways to achieve their VCE. It is calculated by VTAC solely for use by institutions for admission into the tertiary courses they offer.

The ATAR is reported as a number between 0.00 and 99.95. A student who achieves an ATAR of 80.00 has achieved VCE results above 80% of the VCE cohort.

Qualifying for an ATAR

To qualify for an ATAR through VTAC a student must:

- Qualify for the VCE
- Achieve study scores in at least four Unit 3 and 4 VCE studies. One of these must be drawn from the English group (EAL, English Language, English or Literature)

VCE Study Score

This score, ranging from 0-50, indicates performance relative to other students doing the same study. It is based on school results and external examinations.

VTAC Scaled Study Score

This score, ranging from 0-55, is determined by VTAC and reflects performance in a study relative to all students doing all studies. It is based on the study score, but also uses the performance of the entire cohort across all studies.

Aggregate

Before producing an ATAR, VTAC first calculates an aggregate. The aggregate is calculated as a sum of four primary studies and a maximum of two available increments. Up to six studies can be used in calculating an aggregate. These may include:

- VCE Unit 3 & 4 sequences.
- VET programs with Unit 3 & 4 sequences.
- One approved higher education study.

NB: Only some of these studies can be used in your final four, some may only qualify as increments.

Primary 4

The four studies that are counted first in the calculation of an aggregate. They consist of:

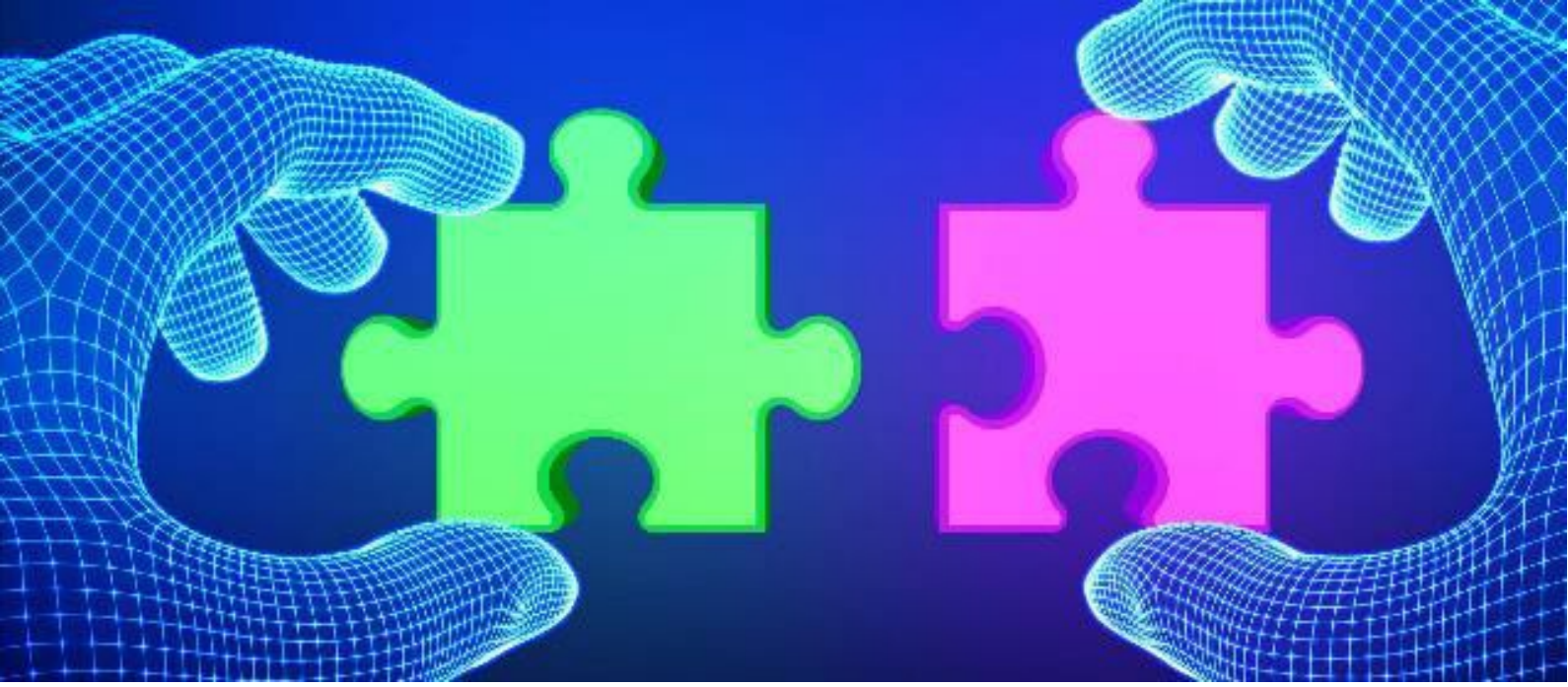
- Highest VTAC scaled score from the English grouping (EAL, English Language, English or Literature).
- The remaining three highest VTAC scores.

NB: At most, two results from the same study area can be included in the calculation of the primary four.

Increments

A maximum of two increments can be added to the primary four when calculating an aggregate. Increments could take the form of:

- 10% of a fifth or sixth scaled score (eligible VCE/VET Unit 3 & 4).
- A permissible unscored VCE VET (10% of your 4th subject).
- A permissible higher education study.
- Year 12 credit studies completed interstate.



VCE VET Studies

A VCE VET program is constructed around a nationally recognised qualification, usually of Australian Qualifications Framework (AQF) Level II or III.

Higher Education Studies

The VCAA provides for very able students to undertake an approved higher education study as part of the VCE. The successful completion of a higher education study may be included as an increment in the calculation of an aggregate.

Aggregate to ATAR

The aggregate is the total of all permissible scaled study scores. It will appear on your ATAR statement. Once aggregates are calculated, they are placed in percentile order and converted into an ATAR.

ATAR Rules and Restrictions

Study Area Groupings

- A maximum of two results from the same study area grouping can be included in the calculation of the primary four.
- A maximum of three results from the same study area can contribute to your overall aggregate.

Study Area Groupings

- English studies
- Entertainment
- History studies
- Hospitality
- Information Technology studies
- Languages (other than English)
- Mathematic studies
- Music studies

Useful Resources to Consider

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

VTAC Year 11 and 12 Guide: Researching courses and applying
http://www.vtac.edu.au/files/pdf/publications/2019_year_11_12_guide.pdf

VTAC Prerequisite and Course Explorer
http://vtac.edu.au/files/pdf/publications/prerequisites-2022.pdf

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

Subject Selection Process

The Process Explained

In 2023 students will complete their subject selections online for 2024 subjects.

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

Thursday 22 June - Student Briefing

All students are briefed on the subject selection process and timeline. Links to Firefly overviews and the VCE Handbook go live.

Wednesday 19th July – Future Pathways VCAA + Subject Sessions

Students in Years 9 to 12 are invited to attend and learn about subjects offered in VCE at Huntingtower in 2024 as well as future pathways. During this time, various Huntingtower staff will provide information on a range of topics, including, how a VCE is obtained, how the application for Universities and TAFEs works and also how to complete subject selections for VCE. Staff will also be available to discuss specific subject areas with parents.

Each student will receive a personalised guide with an access code and password instructing them how to access the Student Portal and submit their preferences.

Every effort will be made to place students in their subjects of choice, though timetabling constraints may restrict this.

Please note:

- If a subject is important for you, then select it before any less important subjects.
- The number of classes to be run in a subject will depend upon the number of students who select that subject in their preferences. If there are not enough students to run a class, then a combined class may be offered so as to make the subject possible.
- If the school decides not to run a subject that you have selected, then it may be replaced by one of your reserve subjects.

Please lodge your elective subjects from Preference 1 in order of importance. Preference 1 should be your highest priority and Reserve 2 your lowest.

Key Dates

Year Level	Process Stage	Event	Date
Year 10	VCE and Semester Electives	Round 1 Open	9am 17th July
Year 10	VCE and Semester Electives	Round 1 Close	9am 24th July
Year 10	Final Selections	Round 2 Open	9am 15th August
Year 11 &12	VCE Subject Selections	Open	9am 19th July
Year 10	Final Selections	Round 2 Close	9am 22nd August
Year 11 &12	VCE Subject Selections	Open	9am 19th July
Year 11 &12	VCE Subject Selections	Close	9am 2nd August

English

English is a core subject at Huntingtower from Years 10 – 12.

Year 10

Students will understand how ideas can be explored in a variety of genres including novels, poetry, persuasive and film texts.

They will study how an idea can be developed across a range of texts and how the form and content of a text changes based on its intended audience, purpose, and context. They will draw on this knowledge to create their own texts.

Students will understand how the style of a text influences its reading and will learn how to trace character development and relationships. Students will prepare analytical responses in relation to the texts in order to understand a rich array of concepts through the study of this range of text types.

They will also complete the analysis of persuasive argument and how media texts are used to persuade an audience. They will explore contemporary issues that are being debated in the media and analyse how different authors have sought to influence their audience.

Year 11 English/EAL: Unit 1

Reading and Exploring Texts

In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss the ideas and values presented by authors through their use of character, setting and plot, and through investigations of the point of view presented within the text.

Students develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways. They express their understanding through the creation of formal analytical text responses.

Crafting Texts

In this area of study, students engage with and develop an understanding of effective and cohesive writing. They apply, extend, and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

Students read and engage imaginatively and critically with mentor texts that model effective writing. Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts. Students then employ and experiment with the qualities of effective writing to create a writing folio of their own and provide a reflective commentary that explain and justify their authorial choices.

Assessment

- Text Response Essay
- Writing Folio
- Reflective Commentary
- Examination

Year 11 English/EAL: Unit 2

Reading and Exploring Texts

In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1.

Students read or view a text, engaging with the ideas, concerns, and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Through discussions about representations in a text, they examine the ways readers understand text considering its historical context, and social and cultural values.

Exploring Argument

Students consider the way arguments are delivered in many forms of media. Through looking at a contemporary local or national issue, students read, view, and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, arguments, use of evidence and persuasive strategies. They closely examine the language and the visuals employed and offer analysis of the intended effect on the audience through formal analytical written responses.

Students also apply their knowledge of argument to create an oral presentation where they seek to convince an audience to adopt a point of view on a specific issue.

Assessment

- Text Response Essay
- Argument Analysis Essay
- Persuasive Oral Presentation
- Examination

Year 12 English/EAL: Unit 3

Reading and Responding to Texts

Students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas.

Students are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways. They present their analysis of these texts through formal essay responses.

Creating Texts

Through reading and engaging imaginatively and critically with mentor texts, students will explore how effective and cohesive writing is created when responding to a specified idea.

Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts. They further consider mentor texts through their understanding of the ways that purpose, context, and audience influence and shape writing. They will draw upon this understanding to construct a writing folio of their own and produce reflective commentaries that explain their authorial choices.

Assessment

- Text Response Essay
- Writing Folio
- Reflective Commentary

Year 12 English/EAL: Unit 4

Reading and Responding to Texts

Through the study of a new text, students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

Students apply reading and viewing strategies to engage with a text and discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features. They engage with the dynamics of a text and explore the explicit and implicit ideas and values presented in a text. They present their understanding of a text through analytical essay responses.

Analysing Argument

In this area of study, students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. Students consider the purpose, audience and context of each text, the arguments, and the ways language and visuals are employed for effect. Students must also explore and analyse audio or audio-visual texts and consider the unique structures and features that enhance argument in these context. They will demonstrate this understanding through the creation of formal analytical written responses.

Students also apply their knowledge of argument to create an oral presentation where they seek to convince an audience to adopt a point of view on a specific issue.

Assessment

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

Accounting

Introduction

While an accounting background is very useful in the administration of clubs and small businesses, the main reason for selecting the subject is vocational.

An accounting qualification from an Australian university is recognised throughout the world. That qualification enables access to a host of professions including taxation, small business accounting, corporate accounting, public service, auditing, and management.

Year 11 Accounting

Unit 1

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

Unit 2

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

Assessment

- Chapter tests enable regular assessment and the opportunity to identify and remedy any weaknesses.
- A practical project every semester which shows how the whole course fits together.
- Case studies in interpreting financial information which require the student to make recommendations to management on improving business performance.
- Semester exams using a format similar to the Year12 exam.

Year 12 Accounting

Unit 3

This unit focusses on financial accounting for a single activity trading business as operated by a sole trader. It emphasises the role of accounting as an information system.

Students are introduced to the double entry system of recording using the accrual basis of accounting. The perpetual method of stock recording with the 'First In, First Out' (FIFO) method is used. Where appropriate, the accounting procedures developed in each Area of Study incorporate the application of accounting assumptions and the qualitative characteristics of accounting information.

Unit 4

This course is a continuation and elaboration of Year 11 Accounting. While it is advantageous for students to have completed the Year 11 course, that is not mandated by VCAA.

The course seeks to provide students with a basic understanding of accounting practices and of the underlying assumptions. These practices and assumptions are illustrated by using one-owner trading firms as the sole business type. The course covers a range of processes from data collection, double entry recording, reporting, budgeting, and analysis.

Assessment

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

Applied Computing / Data Analytics

Introduction

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

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

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

Applied Computing: Unit 1

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

Data Analysis

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

Programming

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

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

Assessment

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

Applied Computing: Unit 2

In this unit, students focus on developing innovative solutions to needs or opportunities that they have identified and propose strategies for reducing security risks to data and information in a networked environment.

Innovative Solutions

In this area of study, students work collaboratively and select a topic for further study to create an innovative solution. They apply all stages of the problem-solving methodology to investigate the use of digital devices and emerging technologies and their applications.

Network Security

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

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

Assessment

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

Data Analytics: Unit 3

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

Data Analytics

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

Data Analytics: analysis and design

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

Data Analytics: Unit 4

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

Data Analytics: development and evaluation

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

Cybersecurity: data and information security

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

Assessment for Units 3 & 4

- Unit 3 SAC = 10%
- SATs = 30%

Unit 4 SAC = 10%

End of Year Exam = 50%

Art Making and Exhibiting

Introduction

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited.

Students use inquiry learning to explore, develop and refine the use of materials, techniques, and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists.

Visiting and viewing exhibitions and displays of artwork is a necessary part of this study. It helps students understand how artworks are displayed and exhibitions are curated. It also has an influence on the students' own practice and encourages them to broaden and develop their own ideas and thinking around their own art making.

A strong focus on the way we respond to artworks in galleries, museums, other exhibition spaces and site-specific spaces is integral to study and research in VCE Art Making and Exhibiting. The way institutions design exhibitions and present artworks, and how they conserve and promote exhibitions, are key aspects of the study.

Art Making and Exhibiting: Unit 1

Explore, expand and investigate

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use.

Students explore the different ways artists use materials, techniques and processes. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation are documented in both visual and written form in a Visual Arts journal.

Explore Materials, techniques and art forms: Outcome 1

On completion of this unit the student should be able to explore the characteristics and properties of materials and demonstrate how they can be manipulated to develop subject matter and represent ideas in art making.

Expand, make, present and reflect: Outcome 2

On completion of this unit the student should be able to make and present at least one finished artwork and document their art making in a Visual Arts journal.

Investigate, research and present: Outcome 3

On completion of this unit the student should be able to research Australian artists and present information about them in a format appropriate for a proposed exhibition.

Assessment

- Visual Arts Journal:
- Finished Artworks:
- Information for an exhibition

Art Making and Exhibiting: Unit 2

Understand, develop and resolve

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

Students investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. Working in their Visual Arts journal they begin to discover and understand how each of the art elements and art principles can be combined to convey different emotions and expression in their own and others' artworks. They also explore how art elements and art principles create visual language in artworks.

Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces. This offers students the opportunity to engage with exhibitions, whether they are in galleries, museums, other exhibition spaces or site-specific spaces.

Understand ideas, artworks and exhibition: Outcome 1

On completion of this unit the student should be able to select a range of artworks from an exhibition and other sources to design their own thematic exhibition.

Develop, theme, aesthetic qualities, and style: Outcome 2

On completion of this unit the student should be able to explore and progressively document the use of art elements, art principles and aesthetic qualities to make experimental artworks in response to a selected theme.

Resolve ideas, subject matter and style: Outcome 3

On completion of this unit the student should be able to progressively document art making to develop and resolve subject matter and ideas in at least one finished artwork.

Assessment

- Thematic exhibition design
- Experimental artworks and documentation, Visual arts journal:
- Finished artworks:
  Unit 3 & 4 SACs = 10%
  Unit 3 & 4 SATs = 60%
  End of Year Exam = 30%

Art Making and Exhibiting: Unit 3

Collect, extend, and connect

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and also document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched. The Visual Arts journal demonstrates the students' exploration of contexts, ideas and subject matter and their understanding of visual language. They also document their exploration of and experimentation with materials, techniques and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. These artworks may be made at any stage during this unit, reflecting the students' own ideas and their developing style.

In order to receive constructive feedback on the progress of their art making, and to develop and extend their ideas, students present a critique of their artworks to their peer group. Students show a selection of their developmental work and artworks from their Visual Arts journal in their presentation. After the critique students evaluate their work and revise, refine and resolve their artworks.

Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space. They must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make.

Students must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4. Students research the exhibition of artworks in these exhibition spaces and the role a curator has in planning and writing information about an exhibition.

Collect inspirations, influences, and images: Outcome 1

On completion of this unit the student should be able to collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making.

Extend make, critique and reflect: Outcome 2

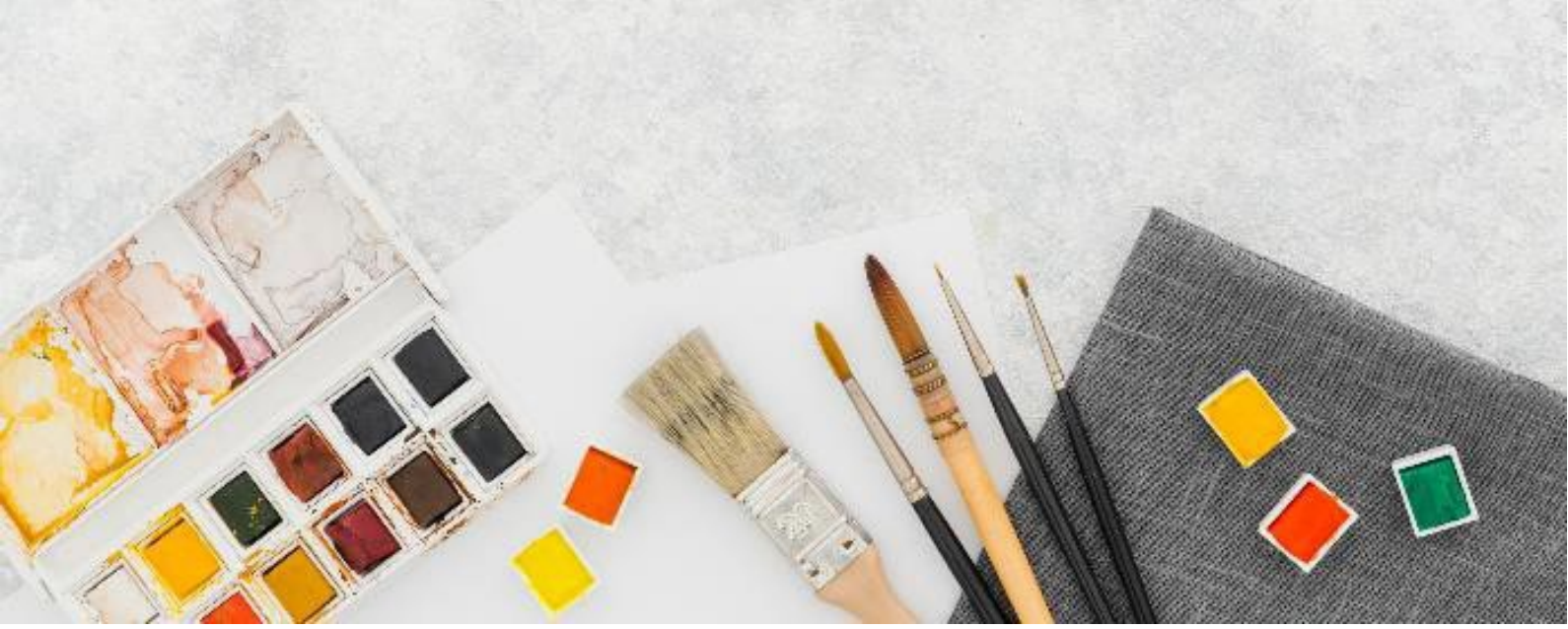
On completion of this unit the student should be able to make artworks in specific art forms, prepare and present a critique, and reflect on feedback.

Connect curate, design and propose: Outcome 3

On completion of this unit the student should be able to research and plan an exhibition of the artworks of three artists.

Assessment

- School assessed coursework. SAC
- school assessed task SAT
- Development of ideas and inspiration in specific artforms
- Make and Critique of artworks
- Curate design and plan exhibitions



Making and Exhibiting: Unit 4

Consolidate, present and conserve:

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

The progress of individual student artworks is an important element of Unit 4, and throughout the unit students demonstrate their ability to communicate to others about their artworks. They articulate the development of subject matter, ideas, visual language, their choice of materials, their understanding of the inherent characteristics and properties of the material, their use of techniques and processes, and aesthetic qualities. Acting on their critique from Unit 3, students further develop their ideas and broaden their thinking to make new artworks.

Students organise the presentation of their finished artworks. They make decisions on how their artworks will be displayed, the lighting they may use, and any other considerations they may need to present their artworks. Students also present a critique of their artworks and receive and reflect on feedback.

Students continue to engage with galleries, museums, other exhibition spaces and site-specific spaces and examine a variety of exhibitions. They review the methods used and considerations involved in the presentation, conservation, and care of artworks, including the conservation and care of their own artworks. Students must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. Students must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4.

Students document the investigation and review of artworks and exhibitions in their Visual Arts journal.

Consolidate refine and resolve: Outcome 1

On completion of this unit the student should be able to refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in art making.

Present, plan and critique: Outcome 2

On completion of this unit the student should be able to plan and display at least one finished artwork in a specific art form and present a critique.

Conserve present and care: Outcome 3

On completion of this unit the student should understand the presentation, conservation and care of artworks, including the conservation and care of their own artworks.

Assessment

- Written School assessed coursework. Understand the presentation, conservation, and care of artworks, including the conservation and care of their own artworks.
- Written Evaluation of final artworks
- Written school assessed task

Assessment Requirements

- Unit 3 & 4 SACs = 10%
- Unit 3 & 4 SATs = 60%
- End of Year Exam = 30%

Biology

Biology Unit 1 & 2

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

Unit 1 – How do organisms regulate their functions?

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

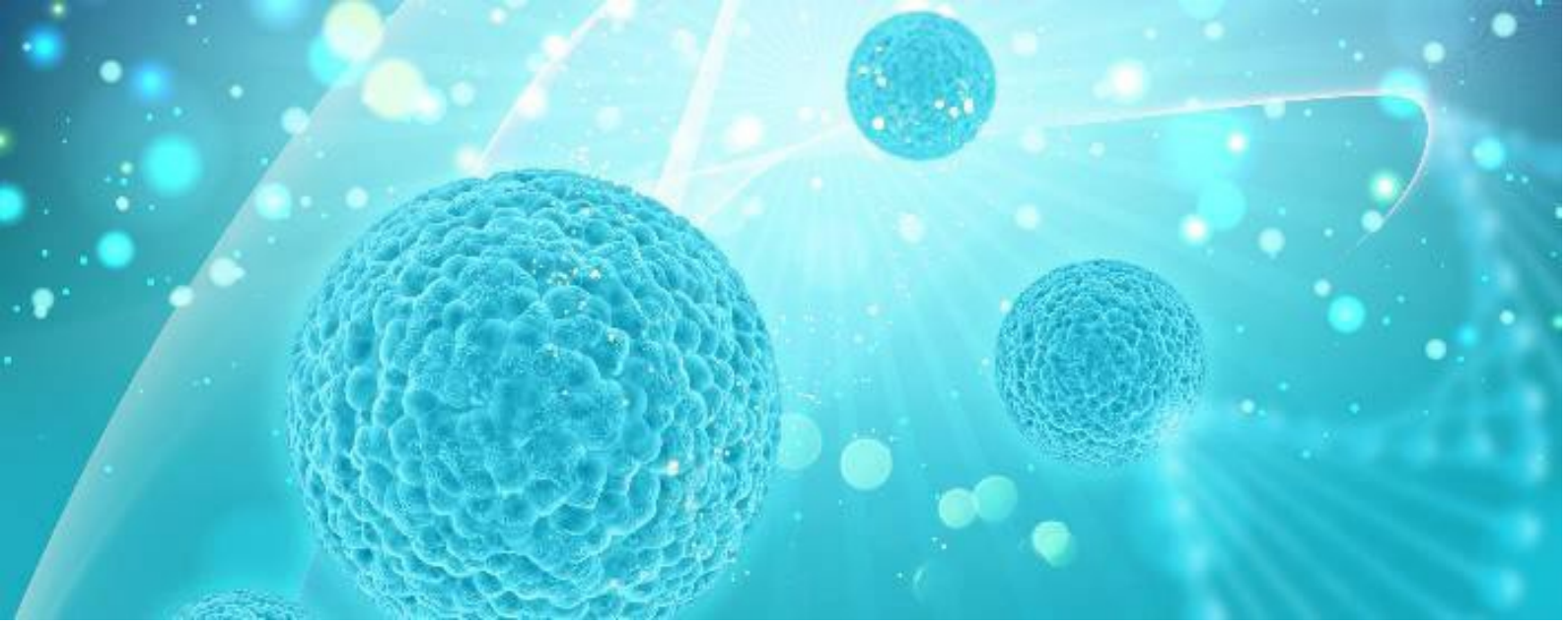
Unit 2 – How does inheritance impact on diversity?

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

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

Assessment for Units 1 & 2

- School Assessed Outcomes
- Examinations



Biology Unit 3 & 4

Unit 3 – How do cells maintain life?

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

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

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue. Examples of investigation topics include, but are not limited to:

- Discovery and development of the model of the structure of DNA.
- Proteomic research applications, transgenic organism use in agriculture.
- Use, research and regulation of gene technologies, including CRISPR- Cas9.
- Outcomes and unexpected consequences of the use of enzyme inhibitors such as pesticides and drugs.
- Research into increasing efficiency of photosynthesis or cellular respiration or impact of poisons on the cellular respiration pathway.

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

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

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

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

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

Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue. Examples of investigation topics include, but are not limited to:

- Deviant cell behaviour and links to disease.
- Autoimmune diseases.
- Allergic reactions.
- Development of immunotherapy strategies.
- Use and application of bacteriophage therapy.
- Prevention and eradication of disease.
- Vaccinations.
- Bioprospecting for new medical treatments.
- Trends, patterns and evidence for evolutionary relationships.
- Population and species changes over time in non-animal communities such as forests and microbiota.
- Monitoring of gene pools for conservation planning.
- Role of selective breeding programs in conservation of endangered species.
- The impact of new technologies on the study of evolutionary biology.

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

Assessment

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

Business Management

Introduction

The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager or executive manager.

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers, and investors.

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

Business Management: Units 1 & 2

In this subject, students start off by analysing the business idea and then look at the internal followed by the external environment of a business.

Students begin by considering how people would come up with a business idea followed by how they would start a business.

Students will have the opportunity to apply their skills and run a business management market day. This will allow them to work as a team and reflect on their own experiences.

Assessment

- The Business Idea
- External Environment
- Internal Environment
- Legal Requirements and Financial Considerations
- Marketing a Business
- Staffing a Business
- Mid-Year and End-of-Year Examinations

Business Management: Units 3 & 4

Unit 3

In Unit 3, students explore the foundations of a business followed by human resource management and operations management. They will consider corporate culture, management styles and skills.

Students will develop their understanding through applying concepts to simulated business situations and practical examples. Topics will include Business Foundations, where students will investigate potential conflicts between a range of business stakeholders.

Similarly, in the topic, Managing Employees, students will analyse theories of motivation and gain an understanding of performance management, the different roles required in a workplace and dispute resolution processes.

In conclusion, Operations Management will be studied, with a focus on being able to think like a producer. Students can then apply this thinking to problem solve.

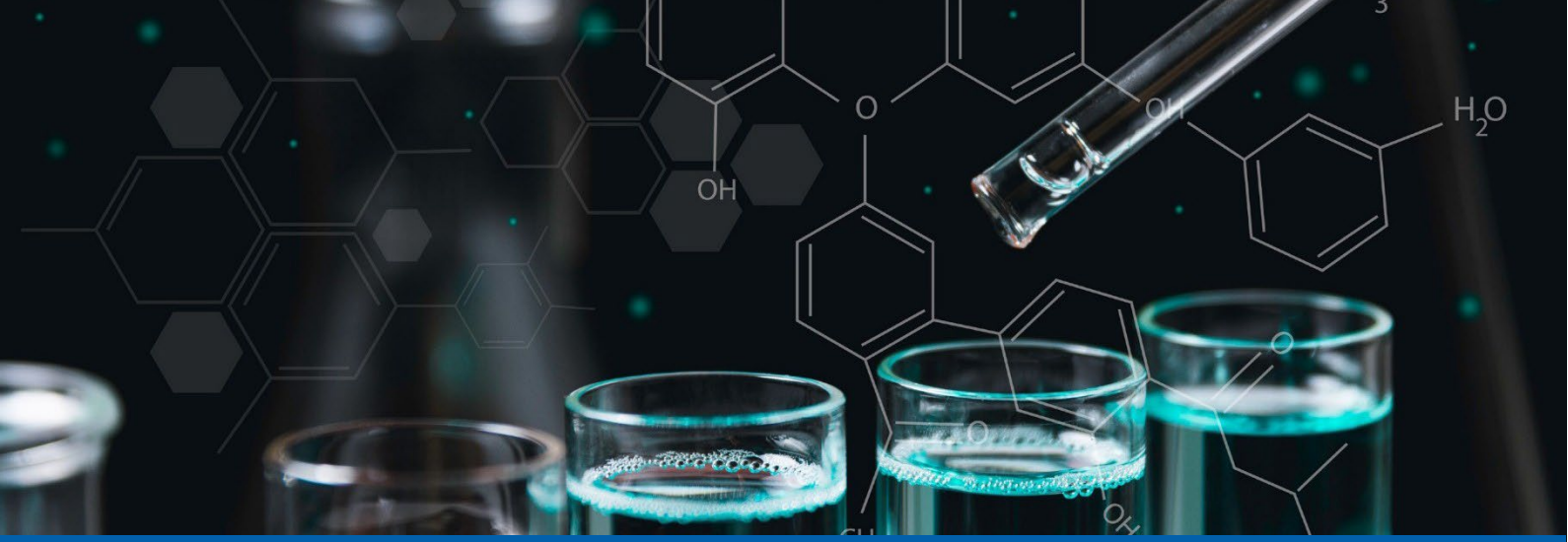
Unit 4

In Unit 4, students study the transformation process that businesses must adapt to in the 21st century to continue to meet their objectives. The importance of key performance indicators and change management techniques are examined, along with the important role of leadership in times of uncertainty.

Students once again evaluate practise against theory by looking at case studies from the past four years. There is a focus on strategic direction and the element of risk when implementing change management.

Assessment

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



Chemistry

Introduction

As with all Sciences, Chemistry seeks to explain the world around us. From how a pencil works to how to make a Styrofoam cup. Knowledge of Chemistry will equip students to become informed and discerning citizens of this technological society.

Year 11 Chemistry: Units 1 & 2

(Cannot be accelerated)

Unit 1 – How do the chemical structures of materials explain their properties and reactions?

In this area of study students focus on elements as the building blocks of useful materials. They investigate the structures, properties and reactions of carbon compounds, metals and ionic compounds. They use metal recycling as a context to explore the transition in manufacturing processes from a linear to a circular economy.

How are materials quantified and classified?

In this area of study students focus on the measurement of quantities in chemistry and the structures and properties of organic compounds, including polymers.

Unit 2 – How do chemical reactions shape the natural world?

How do chemicals interact with water?

In this area of study students focus on understanding the properties of water and investigating acid-base and redox reactions. They explore water's properties, including its density, specific heat capacity and latent heat of vaporisation. They write equations for acid-base and redox reactions, and apply concepts including pH as a measure of acidity. They explore applications of acid-base reactions and redox reactions in society.

How are chemicals measured and analysed?

In this area students focus on the analysis and quantification of chemical reactions involving acids, bases salts and gases. They measure the solubility of substances in water, explore the relationships between solubility and temperature using solubility curves, and learn to predict when a solute will dissolve or crystallise out of solution. They quantify amounts in chemistry using volumetric analysis, application of the ideal gas equation, stoichiometry and calibration curves.

Assessment Units 1 & 2

- School Assessed Outcomes (practical reports and written tasks)
- Tests
- Examinations

Year 12 Chemistry: Units 3 & 4
(Cannot be accelerated)

Unit 3 – How can and innovation help to optimise chemical processes?

What are the current and future options for supplying energy?
In this area of study students focus on analysing and comparing a range of fossil fuels and biofuels as energy sources for society, and carbohydrates, proteins and lipids as fuel sources for the body. They write balanced thermochemical equations for the combustion of various fuels. The amounts of energy and gases produced in combustion reactions are quantified using stoichiometry. They explore how energy can be sustainably produced from chemicals to meet the needs of society while minimising negative impacts on the environment.

How can the rate and yield of chemical reactions be optimised?
In this area of study students explore the factors that affect the rate and yield of equilibrium and electrolytic reactions involved in producing important materials for society. Reactants and products in chemical reactions are treated qualitatively through the application of Le Chatelier's principle and quantified using equilibrium expressions, reaction quotients and Faraday's Laws. Students explore the sustainability of different options for producing useful materials for society.

Unit 4 – How are carbon-based compounds designed for purpose?

How are organic compounds categorised and synthesised?
In this area of study students focus on the structure, naming, properties and reactions of organic compounds, including the chemical reactions associated with the metabolism of food. They explore how synthetic organic compounds can be produced more sustainably for use in society.

How are organic compounds analysed and used?
In this area of study students focus on laboratory and instrumental analyses of organic compounds, and the function of some organic compounds as medicines. They use distillation to separate mixtures, use volumetric analysis to calculate redox quantities, and explore how instrumental analysis is used to ensure the quality of consumer products. Students explain how some medicines that bind to the active sites of enzymes function by inhibiting the enzymes' mode of action.

Assessment Units 3 & 4
- SACs (practical reports and written tasks) 50%
- Examination 50%

Economics

Introduction

The study of Economics provides excellent preparation for students considering completing university degrees in in a range of disciplines such as a Bachelor of Commerce, Arts or Health Science. The focus of the course will be on resource allocation in society, examining the decision making behind this, and subsequent consequences. Students will gain an understanding of these concepts on an individual, business and government level.

The course will provide valuable insight into Australian society and enable students to harness skills in critical thinking, problem-solving and collaboration with peers. In studying VCE Economics, students therefore develop knowledge and skills that enhance their ability to think logically, make decisions and weigh up the pros and cons of various scenarios.

Economics: Units 1 & 2

In Unit 1 of Economics, students learn to think like an economist. In Unit 2 of Economics, the focus will be on whether living standards are improving in Australia.

Topics will include

Decisions: students will need to consider how human beings respond to incentives and punishment. For example, do sporting stars always move to the team willing to pay them the highest amount of money?

Factors affecting the productive capacity of a country: how does a country increase their productive capacity?

Environmental sustainability: what can be done to encourage individuals, businesses, and the government to operate in an environmentally sustainable manner?

Population growth: advantages and disadvantages of Australia's population declining in 2020 and rate of growth slowing since then.

The Australian housing market: why did house prices increase 22.4% in 2021? Why are prices fluctuating? What is the impact of changing prices and solutions to housing affordability?

Quality of life: what makes the difference to the quality of our lives? How do we improve people's quality of life?

Incentives: Why do they exist and what would happen if they did not exist?

Assessment

- Case studies of a markets: students
- Topic tests
- Examinations
- Oral Presentation

Economics: Units 3 & 4

Unit 3

Unit 3 continues with living standards. How can we measure Australia's living standards and what can be done to improve the quality of our life?

Area of Study 1 offers an introduction to microeconomics: the market system, resource allocation and government intervention. In Area of Study 2, domestic macro economical goals are considered. These include the market system, resource allocation and government intervention. Area of Study 3 focuses on international trade.

Unit 4

The final semester focusses on solving problems facing society and improving living standards. This semester is about managing the economy and finding solutions to contemporary economic problems.

Topics will include

Factors affecting the productive capacity of a country: resource allocation

Population growth: impact on participation rate, immigration, budgetary policy stem from this.

The Australian housing market: students will analyse the factors which are affecting Australia's housing market, movements vs shifts, elasticity, substitutes, complements and unintended consequences.

ACCC: Market power and competition, market failure.

Economic growth: What is meant by strong and sustainable growth? Problems with not achieving this, business cycles and measurement.

Full employment: what is the natural rate of unemployment? Causes, solution, and impact on living standards.

Low Inflation: measurements, problems with prolonged low inflation, IC, purchasing power, demand and supply factors affecting low inflation.

Australia and the World Economy: $AUD, net foreign debt, current account deficit, trade liberalisation, terms of trade, international competitiveness, and the trade weighted index.

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

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

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

Assessment

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

Food Studies

Introduction

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills, and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices.

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems, and the many physical and social functions and roles of food. Students research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food, and critically evaluate information, marketing messages and new trends.

Practical activities are integral to Food Studies and include comparative food testing, cooking, creating, and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments, and sensory analysis.

Food Studies

Unit 1: Food origins

In this unit students focus on food from historical and cultural perspectives and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one particular food-producing region of the world.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. Students consider the influence of innovations, technologies, and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Units 1 & 2 Assessment:

- Production Work
- Theory/Research
- Tests
- Examination

Food Studies: Units 3 & 4

Unit 3

Area of Study 1: The Science of Food

In this area of study students focus on the science of food, underpinned by practical activities. They investigate the science of food appreciation, physiology of digestion, absorption, and utilisation of macronutrients: carbohydrates, including dietary fibre, fats, and proteins. Students develop their capacity to analyse advice on food choices through investigating food allergies and intolerances, and the science behind the nutritional rationale and evidence-based recommendations of the Australian Dietary Guidelines.

They apply this knowledge in the exploration of diets, which cater for a diverse range of needs, and in the analysis of practical activities. They explain the influence of diet on gut microbiota and how gut health contributes to overall health and wellbeing.

Area of Study 2: Food Choice, Health and Wellbeing

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 choices, 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 politics and media as influences on the formation of food habits, beliefs, and food sovereignty. Students investigate the principles of encouraging healthy food patterns in children and undertake practical activities to develop a repertoire of healthy meals suitable for children and families.

Unit 4

Area of Study 1: Navigating food information

In this area of study students focus on food information and misinformation and the development of food knowledge, skills, and habits. Students learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends, and diets. They reflect on a selected food fad, trend or diet and assess its credibility and the reliability of its claims, taking into consideration the principles of evidence-based research and healthy eating recommendations that support the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Students practise and improve their food selection skills by interpreting the claims of food labels and interrogating the marketing terms on food packaging. Practical activities provide opportunities for students to extend their understandings about food selections and repertoires that reflect the healthy eating recommendations of Australian Dietary Guidelines.

Area of Study 2: Environment and ethics

In this area of study students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, innovations and technologies, food access, food safety, and the use of agricultural resources.

Students explore a range of debates through identifying issues, 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.

Assessment

- Unit 3 SACs = 30%
- Unit 4 SACs = 30%
- End of Year Exam = 40%

Geography

Introduction

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

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

Professor Louise Johnson
School of Humanities and Social Science
Deakin University

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

Geography: Units 1 & 2

Unit 1

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease.

Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural

Students undertake fieldwork to Kinglake and produce a report that examines:

- The factors leading to Black Saturday
- The impacts of the fires
- The amazing resilience of community and the environment.

Unit 2

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

The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism.

Students undertake fieldwork at the Formula One Grand Prix and produce a report that examines:

- The economic viability of the Grand Prix
- The impacts of the race on Melbourne and Victoria's economy, culture and environment.

Assessment

- SACs
- Fieldwork reports
- Tests

Geography: Units 3 & 4

Unit 3

This unit focusses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication and recreation.

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

- Deforestation
- Melting glaciers and ice sheets

Students investigate the distribution and causes of these two processes. They select one location for each of the two processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales.

At a local scale students investigate land use change that is currently underway at the old Brickworks site in Burwood East using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report.

Unit 4

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

In this unit, students study population dynamics (birth and death rates, fertility rates, ageing and youthful populations) before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions. Many factors influence population change, including the impact of government policies, economic conditions, wars and revolution, political boundary changes and hazard events.

Assessment

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

Health & Human Development

Health & Human Development Units 1 & 2

Unit 1

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

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

Areas of Study include:

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

Unit 2

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

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

Areas of Study include:

- Development transitions
- Health care in Australia.

Assessment

- SACs
- Research Report

Health Units 3 & 4

Unit 3

In Area of Study 1 students explore health and wellbeing and illness as complex, dynamic and subjective concepts. 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. In Area of Study 2 students look 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 study successful health promotion campaigns and inquire into priorities for health improvements in Australia.

Areas of Study include:

- Understanding health and wellbeing
- Promoting health and wellbeing

Unit 4

In Area of Study 1 students look at similarities and differences in major burdens of disease in low-, middle- and high-income countries, including Australia. Students investigate a range of factors that contribute to health inequalities and study the concepts of sustainability, human development, and the Human Development Index. Students consider the global reach of product marketing and inquire into the effects of global trends on health and wellbeing. In Area of Study 2 students look at action for promoting health globally. It looks at the rationale, objectives, and interdependencies of the UN's SDGs, focussing on their promotion of health and wellbeing and human development. Students investigate the priorities and work of the WHO and evaluate Australia's aid program and the role of non-government organisations, selecting one aid program for detailed research and analysis.

Areas of Study include:

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

Assessment

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

History

Introduction

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

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

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

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

Victorian Curriculum Assessment Authority, 2021

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

Year 10 History

(A semester of History must be chosen at Year 10)

Students will complete three case studies: WWII, Civil Rights and Migration. Students will investigate how Australia emerged from the war and the key social issues that shaped modern Australia. Students will gain an appreciation for the Aboriginal Civil Rights movement during the 1960s and 1970s and how these were shaped by events in the United States of America. They will examine the changes to Australia's immigration laws since 1900.

Assessment

- Research Assessments
- Source and Visual Analysis
- Essay writing

History Units 1 & 2

Year 11 Ancient History Unit 1

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

Ancient History Unit 2

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

Modern History Unit 1 – Conflict and Change

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

Modern History Unit 2 – The Changing Modern World

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

Assessment

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

History Units 3 & 4

Year 12 History Unit 3

This unit covers the French Revolution. Students evaluate the role of the Enlightenment ideas, the inept leadership of the Monarchy and the difficulties France faced which led to the development of the revolution. They also analyse the challenges faced by the emerging new order in its attempts to create a new society. Students then evaluate the nature of the society created by the revolution.

Year 12 History Unit 4

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

Assessment

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

Assessment tasks:

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

Information Technology (Certificate III)

Introduction

The VCE VET Information Technology program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training in various sectors of the information and communications technology industries.

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

Students can select both Applied Computing and Certificate III in Information Technology subjects. This provides students with an opportunity to study from a theoretical and a practical application of Information Technology skills

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

The course structure for 2024 addresses the following 7 units:

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

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

Students receive a Certificate of Attainment for units completed.

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

The Year 2 structure addresses the following 5 units of competency.

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

Students undertaking Year 2 of the program are eligible for two VCE VET units at Unit 3 and 4 level.

Students receive a Certificate of Attainment for units completed.

Scored option

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

Using these two sources of information (coursework and examination), a study score will be calculated by procedures similar to those in use for other VCE studies, including the same statistical moderation procedures. The study score will be reported as a single number out of 50.

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

Legal Studies

Introduction

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

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

Legal Studies: Units 1 & 2

Unit 1: Guilt and liability

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

Unit 2: Sanctions, remedies and rights

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

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

Assessment

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

An example of such tasks includes:

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

Legal Studies Units 3 & 4

Unit 3: Rights and justice

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

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

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

Unit 4: The people and the law

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

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

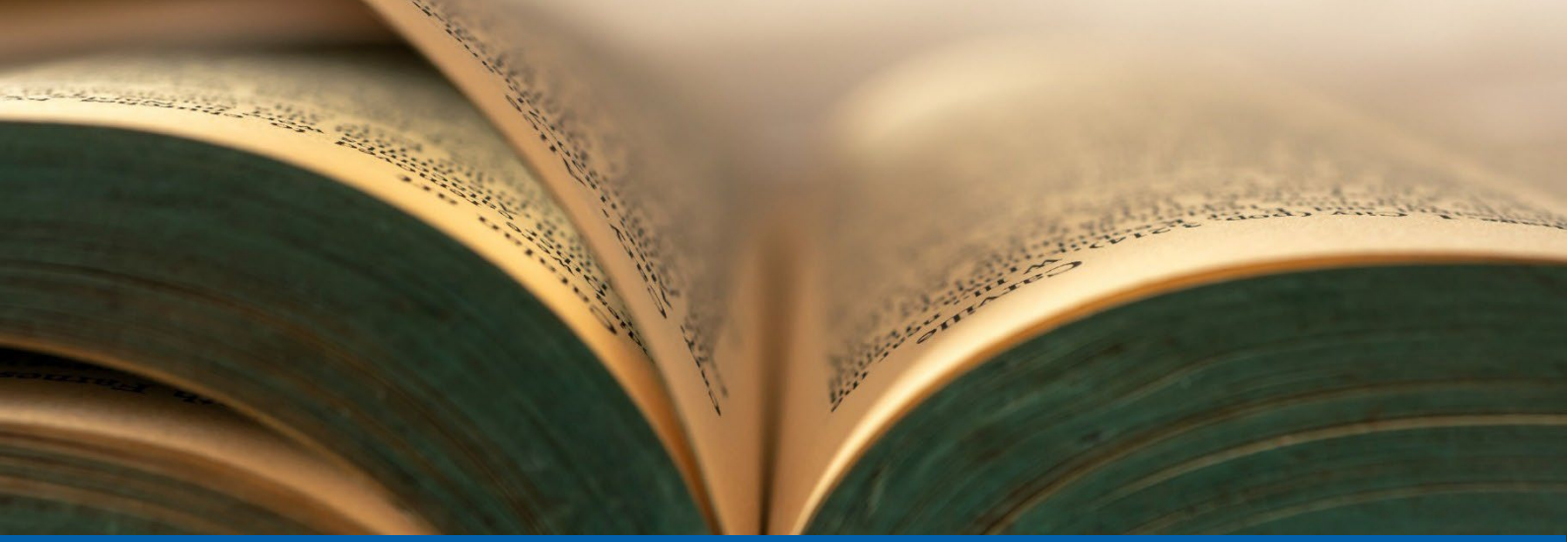
Assessment

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

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

Assessment

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



Literature

Introduction

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

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

Literature: Unit 1

This unit focusses on the ways literary texts represent the complexities of human experience. Consequently, there is considerable class discussion devoted to concepts like relationships, sexuality, character development, gender roles, moral choices, oppression and so on. Students examine the historical context of the texts as well as the views and values expressed by the authors.

The students' own experiences that they bring to the interpretation of texts are highly valued. They respond to a range of texts in both analytical and creative ways.

Literature: Unit 2

The focus of this unit is on extending students' critical and creative responses by examining texts from past eras. They deepen their understanding of literary features such as the style and structure of narrative, characters and language.

Students explore the ways their own culture can influence the interpretation they develop of the cultures represented in the texts. They explore the points of view and assumptions of the authors and what values are endorsed or criticised. They study how style, form, voice, structure and central concerns of the texts affect their understanding of the texts.

There is an emphasis on how texts "talk" to each other as students make relevant connections between them. The new course has an emphasis on how to compare and contrast the features of some texts. Students are introduced to critical literary theory in order to be informed for Units 3 and 4.

In Year 11 Literature, students examine the features of different genres like short stories, plays, novels and poems. There is scope for dramatic expression as texts are brought to life in class. The emphasis is on the students' close engagement with language through passage analyses. Unlike in English, there is no analysis of media issues.

Literature: Unit 3

The revised study design for Literature makes clearer divisions between areas of study and makes more explicit the manner in which Literary Criticism fits in with the study of texts.

In Unit 3, students explore how the form of a text contributes to creating meaning. They look at the features and conventions of particular forms of texts and analyse how and why meaning is altered when a text is adapted into a different form. Students will then build on this knowledge in order to respond creatively to a text.

In their response students will apply their understanding of how an author creates meaning through form, characterisation, linguistic choices and other literary conventions.

Assessment

- Adaptations and Transformations Response
- Creative Response

Literature: Unit 4

In Unit 4 of the revised study design, students focus on the interpretation of texts. They are exposed to a range of Literary Criticism pertaining to the texts of study and they compare and analyse differing readings of the same text.

Students hone their close analysis skills, considering how all the elements that contribute to the construction of a text help to create meaning. Students are encouraged to justify valid and authentic interpretations of texts through close reading.

Assessment

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

Languages Other Than English: French

Introduction

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

The study of French contributes to the development of important educational life skills in the areas of communication, cross-cultural understanding, thinking, literacy and general knowledge.

It promotes the understanding of different attitudes and values within the wider French-speaking communities. It develops the students' ability to understand and use a language of international significance. Furthermore, it provides students with enhanced vocational opportunities in many fields, including banking, international finance, commerce, diplomacy, translating and interpreting.

Year 11 French: Unit 1 & 2

(Cannot be accelerated)

Unit 1

This unit focusses on the continued development of the four macro language skills: reading, writing, speaking and listening, including a newer fifth macro skill from the updated Study Design: viewing. The topics include Youth, Relationships, Family and The World of Work.

The course is aimed at increasing student vocabulary and gaining a working knowledge of grammar so that they are able to manipulate language effectively in spoken and written communication. They will also work on the development of comprehension skills. Students will learn about the main writing genres, a range of text-types and the specific conventions associated with each.

They will explore ways of expressing information by summarising, explaining, comparing and contrasting experiences, opinions, ideas, feelings and reactions. They will continue to strengthen their dictionary skills and use of reference materials.

Assessment

- Interpersonal communication: students will establish and maintain an informal, personal, spoken interaction in French on a selected subtopic.
- Interpretive communication: students will interpret information from two texts on the same subtopic presented in French and respond in writing in French and in English.
- Students will present information, concepts and ideas in writing in French on the selected subtopic and for a specific audience and purpose.

Unit 2

This unit focusses on the continued development of the four macro language skills: reading, writing, speaking and listening. The topics covered include Future Prospects, Societal Issues and Immigration.

The course is aimed at increasing vocabulary through such themes and gaining a working knowledge of grammar so that they are able to manipulate language effectively in spoken and written communication. There is also a focus on the development of comprehension skills. Students will continue to practise the main writing genres, producing a range of text-types and specific conventions associated with each.

Students will explore ways of expressing information by suggesting, explaining, agreeing and disagreeing, initiating and maintaining exchanges, negotiating and persuading. They will learn to respond appropriately in a given context and for a proposed audience. They will continue to strengthen their dictionary skills and use of reference materials.

Assessment

- Students will respond in writing in French to spoken, written or visual texts presented in French.
- Students will analyse and use information from written, spoken or visual texts to produce an extended written response in French.
- Students will explain information, ideas and concepts orally in French to a specific audience about an aspect of culture within communities where French is spoken.

Year 12 French: Units 3 & 4
(Cannot be accelerated)

Unit 3

This unit focusses on the continued development of the four macro language skills: reading, writing, speaking and listening, including a newer fifth macro skill from the updated Study Design: viewing. The topics covered include: Environment, Arts and Entertainment, Travel and Tourism and Exam Preparation.

The course is aimed at increasing vocabulary through such themes and gaining a working knowledge of grammar so that they are able to manipulate language effectively in spoken and written communication. There is also a focus on the development of comprehension skills. Students will practise the main writing genres, producing a range of text-types and specific conventions associated with each. They will explore ways of expressing information by using knowledge of first and third person in writing perspectives, simplifying or paraphrasing complex expressions, and refining techniques of delivery in speaking tasks.

They will learn to respond appropriately in a given context and for a proposed audience. They will continue to strengthen their dictionary skills and their understanding of French phonics for enhanced performance in aural comprehension.

Unit 4

This unit focusses on the continued development of the four macro language skills: reading, writing, speaking and listening, including a newer fifth macro skill from the updated Study Design: viewing. The topics covered include: continuation of Travel and Tourism, Historical Perspectives and Exam Preparation. The course is aimed at increasing vocabulary through such themes and gaining a working knowledge of grammar so that they are able to manipulate language effectively in spoken and written communication. There is also a focus on the development of comprehension skills.

Students will continue to practise the main writing genres. They will produce a range of text-types and consider the specific conventions associated with each. They will explore ways of expressing information by summarising, interpreting, evaluating, comparing, contrasting and appreciating cultural aspects critical to understanding.

Students are encouraged to identify similarities and differences between texts and find evidence to support particular views. They will learn how to use different types of language to show awareness of different social contexts. Students will learn to respond appropriately in a given context and for a proposed audience. Moreover, they will be required to complete numerous practice exams in order to refine exam techniques, gain a deeper understanding of assessment criteria and enhance the development of the macro skills.

Assessment

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

Languages Other Than English: Indonesian

Introduction

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

Indonesian is the language of our closest neighbour. It is a standardised form of Malay, a phonetic language, and is spoken throughout Indonesia, Timor-Leste, some parts of Malaysia, Singapore, Brunei-Darussalam and Thailand. More than 270 million people speak Indonesian as their first and second languages.

Year 10: Indonesian Units 1 & 2

Units 1 and 2 focus on reading, listening and production of texts. Specifically, students will learn to comprehend various texts, write essays using a variety of styles and listen to sources pertaining to the first and third person.

Students will also build on their vocabulary and working knowledge of grammar in order to establish and maintain a conversation related to a personal area of experience. Students will be able to listen to and obtain information from spoken texts and produce a personal response to a text.

Assessment

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

Year 11: Indonesian Units 3 & 4

(Units 1 & 2 are prerequisites for this course)

Unit 3

This unit focusses on grammar text types, vocabulary and different kinds of writing. Students undertake a detailed study on the themes of the individual, Indonesian-speaking communities and the changing world. Students express ideas through the production of original texts. They analyse and use information from spoken or written texts, and exchange information, opinions and experiences.

Unit 4

This unit requires students to study two specific Indonesia-related topics as they prepare for their written, oral and aural examinations. Topics cover environment and natural conservation, social- related issues, as well as traditional ceremonies and celebrations. This unit will also prepare students for their oral and written examination.

Assessment

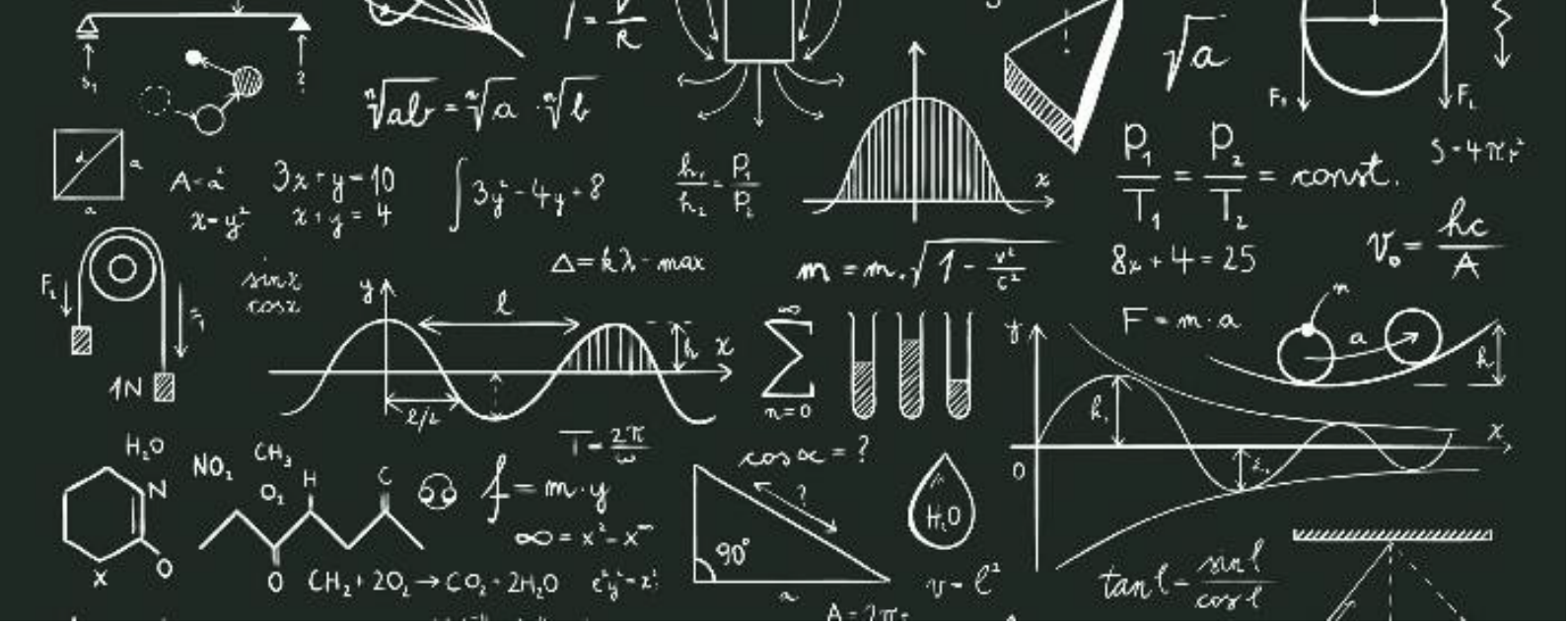
- Unit 3 SACs = 25%
- Unit 4 SACs = 25%
- End of Year Exam = 50%

Mathematics

Which VCE Course Do I Choose?

Which of the following best describes my Year 10 Maths:	Recommended Options For Year 11	Recommended Options For Year 12
I completed Year 10 Mathematics Extension and did exceptionally well.	Specialist Maths Units 1 & 2 AND Mathematical Methods Units 3 & 4	Specialist Maths Units 3 & 4 OR Specialist Maths Units 3 & 4 AND University Maths (assuming a study score of 38 in Mathematical Methods Units 3 & 4)
I completed Year 10 Mathematics Extension and did a good job. I was competent, but there was room to improve.	Specialist Maths Units 1 & 2 AND Mathematical Methods Units 1 & 2 OR Mathematical Methods Units 1 & 2 OR Mathematical Methods Units 1 & 2 AND General Mathematics Units 3 & 4	Specialist Maths Units 3 & 4 AND Mathematical Methods Units 3 & 4 OR Mathematical Methods Units 3 & 4
I completed Year 10 Maths Pre-Mathematical Methods and did exceptionally well.	Specialist Maths Units 1 & 2 AND Mathematical Methods Units 1 & 2 OR Mathematical Methods Units 1 & 2 OR Mathematical Methods Units 1 & 2 AND General Mathematics Units 3 & 4	Specialist Maths Units 3 & 4 AND Mathematical Methods Units 3 & 4 OR Mathematical Methods Units 3 & 4 OR Mathematical Methods Units 3 & 4AND General Mathematics Units 3 & 4
I completed Year 10 Mathematics Extension and did a good job. I was competent, but there was room to improve.	Mathematical Methods Units 1 & 2 OR Mathematical Methods Units 1 & 2 AND General Mathematics Units 3 & 4	Mathematical Methods Units 3 & 4 OR Mathematical Methods Units 3 & 4AND General Mathematics Units 3 & 4 OR General Mathematics Units 3 & 4
I completed Year 10 Maths Pre-General Mathematics	General Mathematics Units 1 & 2 OR No Maths	General Mathematics Units 3 & 4 OR No Maths
I completed Year 10 Further Mathematics	General Mathematics Units 1 & 2 OR No Maths	General Mathematics Units 3 & 4 OR No Maths

Students are advised to check tertiary prerequisites before deciding on their Mathematics course.



General Mathematics Units 1 & 2

This unit focusses on using mathematics in practical contexts, particularly when using statistical information. Other components include business-related arithmetic and practical trigonometry.

Statistics and Probability are studied, involving the analysis of data and interpretation of results. Further areas of study are financial arithmetic, shape and measurement, linear and non-linear relations, and trigonometry.

Assessment

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

General Mathematics Units 3 & 4

This course consists of the compulsory core areas of study, Data Analysis and Recursion and Financial Modelling, after which students study two other modules from a group of four.

The appropriate use of technology to support and develop the teaching and learning of Mathematics is incorporated throughout the units. The additional areas of study are Geometry and Measurement, Matrices, Graphs, Relations and Networks, and Decision Mathematics.

Assessment

- SACs: 40%
- Examinations: 60%

Year 11 Mathematical Methods Units 1 & 2

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

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

Assessment

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

Year 12 Mathematical Methods Units 3 & 4

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

Assessment

- SACs: 40%
- Examinations: 60%

Year 11 Specialist Mathematics Unit 1 & 2

(Cannot be accelerated)

This unit focusses on developing each student's mathematical skill in a range of content areas, focuses on more abstract, new and challenging areas of Mathematics as well as more advanced algebraic techniques. Topics include, Sequences and Series, Matrices, Logic and Proof, Counting Techniques, Graph Theory, Complex numbers, Vectors, Statistics and more advanced Trigonometry and Graphing techniques.

Assessment

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

Year 12 Specialist Mathematics Units 3 & 4

(Cannot be accelerated)

The course for Specialist Mathematics includes content from Functions, Relations and graphs and a selection of material from the areas of study of Functions and Graphs, Calculus, Probability and Statistics, Mechanics and Vectors.

Content from both Specialist Mathematics Units 1 and 2 and from Mathematical Methods Units 1 – 4 is assumed when undertaking Specialist Mathematics Units 3 and 4. Students generally study Mathematical Methods Units 3 and 4 concurrently with the study of Specialist Mathematics Units 3 and 4.

Assessment

- SACs: 40%
- Examinations: 60%

Media

Introduction

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

Media offers students the opportunity to look at the role the media plays in their own lives on a daily basis. Future young Australians will need a variety of new literacy skills to fully explore and enjoy the dynamic range of media texts now in circulation. They need to learn how to use the media to their advantage and realise every media product is constructed in a specific way.

Increased access to digital media offers new and alternative technological opportunities for creativity and self-expression. Through a variety of approaches, including production tasks, students develop their enjoyment of media texts as well as establish a framework for critical analysis of their meanings and contexts.

Production work is an important component of this subject. It allows students to put theory into practice, by demonstrating knowledge and understanding of technical skills in their own media production. It also enables students to engage creatively, imaginatively and aesthetically in the construction of their piece. At Huntingtower we use the latest software, and our Mac environment reflects industry standards.

Media: Unit 1

Representations

The main purpose of this unit is to enable students to develop an understanding of the relationship between the media and the representations present in media forms. Students study contemporary television texts, such as sitcoms and dramas. E.g. *Here Come the Habibs*.

In addition, students will study the codes and conventions used in the news and current affair genre. They will deconstruct the techniques utilised and develop an understanding of how the conventions are used to persuade their audiences. Students develop practical and analytical skills, including the development and understanding of the contribution of codes and conventions to the creation of meaning in media products.

Australian Stories

Stories have always been a pivotal part of culture. Australian media is built on fictional and non-fictional stories that reflect our local, national and global cultural histories. Media creators and producers develop an individual style through the use and crafting of narrative and structures that engage different audiences and their interests.

Audience readings of meaning are mediated through a shared understanding of the media codes and conventions used to construct narratives in media products. Students study a range of narratives in two or more media forms, exploring the context and features of their construction and how they are consumed and read by audiences. Texts for study include news products such as *The Project* and fictional Australian texts such as *Wentworth* and *Animal Kingdom.*

Media Production

Students will re-construct the opening titles sequence of a chosen television show. They will learn how to use lighting equipment, DSLR cameras and use green screen technology in post-production.

Students will also create a project for the International Youth Silent Film Festival.

Assessment

- Theory: 50%
- Practical: 50%

Media: Unit 2

Non-Fictional Texts / Documentary Study

Students spend time intensively studying contemporary documentaries. These could include *2040, Fahrenheit 119, Where to Invade Next, Comic Con* and *The Australian Dream*. Key features of documentaries that are studied include: observation, mise-en-scene, dramatisation, interview and expositions. Students work independently to create a documentary on a topic they are passionate about. They must incorporate the features of documentaries and research.

Narratives in Production

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

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

Media and Change

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

Assessment

- Theory: 50%
- Practical: 50%

Media: Unit 3

Narratives and Ideology

This Area of Study focusses on an analysis of two fictional texts. Media narratives are the product of creative and institutional practices that represent ideas through media codes and conventions. The use of media codes and conventions influences audience engagement, consumption and reading of narratives.

Other influential factors include the social, cultural, ideological and institutional contexts relating to the period of time and location in which the media narrative was produced, the purpose of the media narrative, the genre, style, content, particulars of distribution, consumption and reception.

Media Production Development

Students conduct an investigation of aspects of the media form in which they will work, developing knowledge of narrative, genre, style, media codes and conventions as well as aspects of the works of media practitioners relevant to their proposed production. Students develop production skills that inform the production, design and development of a media product. They record their learning in documented research, annotated production activities, experiments, exercises and reflections.

Media Production Design

Informed by their experimentation and research, students use industry specific design and planning, both in written and visual documentation, to complete a media production design. The design incorporates a clear fictional and/or non-fictional narrative for a specified audience in a selected media form as outlined below.

Students take into account the relevant media codes and conventions of the selected media form. The production design is developed for one of the following media forms:

- a film, music video or documentary 3- 10 minutes in length
- an animation up to 10 minutes in length

Assessment

- Theory: 80%
- Practical: 20%

Media: Unit 4

Media Production

Students create their media product based on their media production design. The production, post-production and distribution stages of a media product are a natural progression from the pre-production stage of the media production process. Students move from production into post-production where the manipulation, arrangement or layering of the ideas and material generated in pre-production and production leads to the realisation of their production design.

Agency and Control in and of the Media

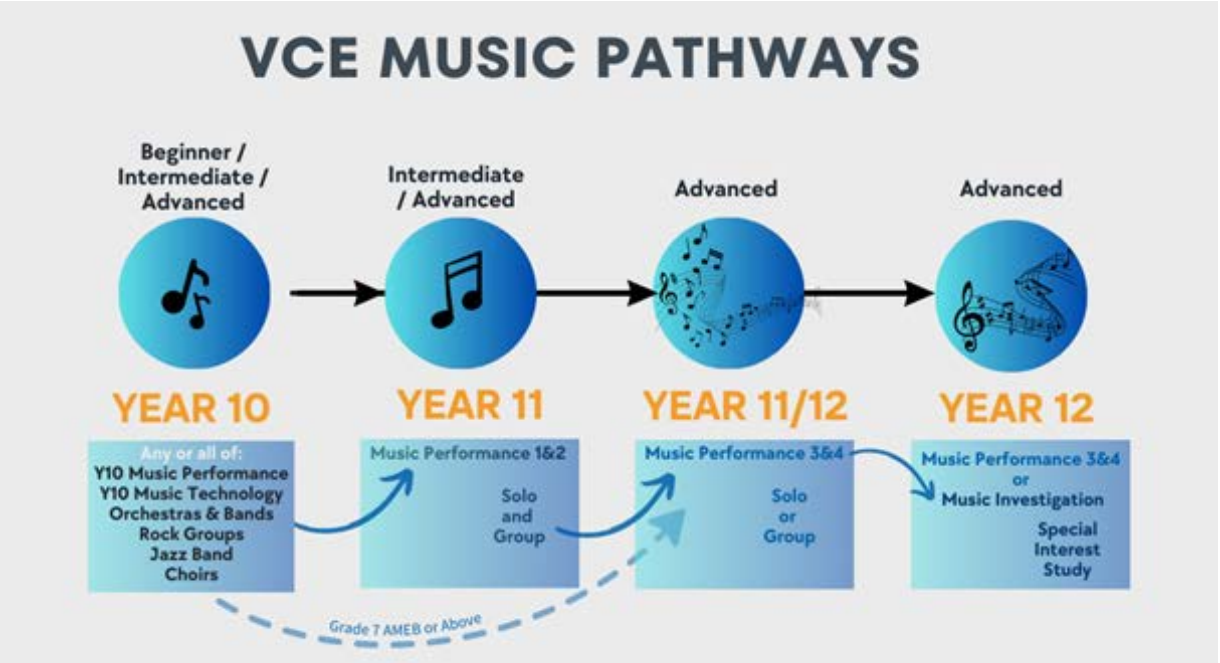
The relationship between the media and audiences has never been more complex. The contemporary media landscape poses issues and challenges for the way that academics and commentators have traditionally theorised the nature of communication. The media has always been considered to have the capacity to influence, but now the balance of power is shifting and arguments around who influences who have become highly contested. The media and its audiences are now both thought to exercise agency; the capacity to act and exert power.

Laws and policies of the Australian Government and self-regulation by media institutions define and maintain standards through regulatory bodies and codes of conduct, but individual interaction with other media users, as in social networks, is not subject to these constraints. As the media increasingly crosses national borders, governments struggle to maintain control over the laws and policies created for their jurisdictions. These issues pose challenges for managing and regulating the use of the media by globalised media institutions, governments and the individual.

Students will study a range of texts and look at how they are deemed to influence audiences and the regulation of such texts that take place. These will include TV advertisements, social media campaigns, films, TV series and reality TV.

Assessment

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



Music

VCE Music

Introduction

This subject is for students who wish to develop their music performance skills as a part of their VCE program. This unit prepares students to present convincing performances of group and solo works. Students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in aural perception and comprehension, transcription, music theory and analysis.

VCE Music Units 1 & 2 can be taken in Year 11. It caters for the intermediate level of musical skills with the view to provide the experiences to develop the confidence to perform at a higher level.

VCE Music Performance Repertoire Units 3 & 4 can be taken in either Year 11 or Year 12. To ensure that the course is suitable, students in Year 11 doing Units 3&4 would normally expect to be at least grade seven AMEB in standard. It is also possible to undertake

Music Performance Contemporary Units 3 & 4 where the source material is less reliant on music notation and allows for musical development using methods other than reading notation.

In summary, 80% of VCE Music assessment is on performance. This comprises a 20-minute recital in October, (worth 50% of the final score) and two school assessed course work presentations (SACs – worth a total of 30% of the final score). The SACs are based on technical work and aural and theory studies. In November, a written examination includes an aural section and an analysis section.

Music Units 1 & 2 (Year 11)

In Unit 1 & 2 students actively engage in all aspects of music as listeners, performers, creators and music makers. Students build their performance and musicianship skills as they present formal and informal performances. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They study strategies for developing technical and expressive performance skills. Students also devise an original composition or improvisation.

Assessment

- Preparing for Performance Tasks
- Performances (Solo and Group)
- Music Language Test

Music Units 3 & 4 (Year 11 or 12)

Entry Point

Satisfactory completion of Music Performance Units 1 & 2 during Year 11, OR suitably advanced level on your instrument/voice during Year 10 (approx. Grade 7 AMEB or above).

Units 3 and 4 - Music Repertoire Performance

Students may present on any instrument for which there is an established repertoire of notated works. The works selected for assessment must have sufficient range of techniques and character. Music styles in this study may include, (but are not limited to) early music, baroque, classical, romantic, 20th and 21st century art music styles, musical theatre, and classical musics outside the Western tradition.

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Units 3 & 4: Music Repertoire Performance

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Performing: Students perform a final recital of up to 20 minutes duration, demonstrating a diverse range of techniques and expressive qualities reflecting and understanding of a range of music styles and performance conventions.

Analysing for Performance: Students demonstrate and discuss techniques relevant to the performance and development of a personal interpretation of works selected for performance.

Responding: Students discuss the interpretation of expressive elements of music.

Assessment

- Unit 3 SACS - 20%
- Unit 4 SACS - 10%
- Performance Exam - 50%
- Aural/Written Exam - 20%

VCE Music Inquiry Units 3 & 4

Music Inquiry is an updated and more accessible version of the former 'Music Investigation'. It is the most logical progression from Music Units 1&2 and offers a pathway for students whose main interest is in a combination of performing, composing/arranging, and investigating music through music making. Please note, it is not a prerequisite to have done VCE Music 1&2 to undertake Music Inquiry 3&4, but it is certainly an advantage. Students will compose, arrange, interpret, re-imagine, improve, re-create, perform, and critique music to continue developing their musical knowledge and practical skills.

Unit 3 is designed to foster the skills to uncover musical influence, and in Unit 4, students use these skills to undertake a Project that incorporates performing, composing, and examining music of their own choosing. A breadth of styles from classical to contemporary will be used as source material.

The Project in Unit 4 is largely self-directed so it will suit the self-motivated and passionate musician who is willing to explore a chosen area of music deeply.
The Project will be assessed externally by the VCAA, and that means creative work needs to follow specific guidelines. There is a great amount of freedom in the selection of styles, works and approaches. Reading music is a distinct advantage, as is some music theory knowledge.

Unit 3: Influence in music, is designed to help students focus on connections between music created in different times and/or places, and the influences that may exist between one another. Students will study set works designated by the teacher to expand their musical knowledge and experiences. Students will learn to perform and create musical works based on these set works.

Unit 4: Project, builds on the experiences of Unit 3 and allows students to select their own area of musical interest for investigation. Students complete a range of tasks, including performance/creative elements, to submit as an Externally Assessed Task

Assessment:

- Performance
- Explanation of Influences (Multimedia Report)
- Original composition
- Comparative Analysis
- Investigation Proposal
- Analysis SAC
- Folio - Externally Assessed (50%)
- End of Year Exam (15%)

Philosophy

Introduction

VCE Philosophy contains a broad introduction to western philosophy and its methods of inquiry. It explores themes and debates within metaphysics, epistemology (philosphy of knowledge) and value theory, as well as techniques of reasoning and argument drwan from formal and informal logic. It investigates human nature through questions about the relationship between body and mind, and personal identity, leading to an examination of the good life. Prescribed texts by significant philosophers are used to develop a critical appreciation of key questions and contemporary debates. Where religious concepts and traditions of thought are discussed, they are considered from a philosophical rather than theological point of view.

Philosophy Unit 1 & 2

Unit 1: Existence, knowledge and reasoning

What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – 'doing philosophy', for example through formulation of questions and philosophical exchanges with others. Hence the study and practice of techniques of reasoning are central to this unit. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central concepts and problems.

Unit 2: Questions of value

What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised? This unit enables students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates. They study at least one primary philosophical text, using the complete text or an extract, and develop a range of skills including formulating philosophical questions and informed responses. For the purposes of this study a primary text is defined as offering a positive argument or viewpoint rather than mere critique.

Assessment

- School Assessed Outcomes
- Exam

Physics

Introduction

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

Year 11 Physics: Units 1 & 2

(Cannot be accelerated)

Unit 1: How is energy useful to society?

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

How are light and heat explained?

In this area of study, students study light using the wave model and thermal energy using a particle model forming an understanding of the fundamental physics ideas of reflection, refraction, and dispersion. They use these to understand observations made of the world such as mirages and rainbows. They investigate energy transfers and explore how light and thermal energy relate to one another. They apply light ideas to explain how light is used through optical fibres in communication, and how physics is used to inform global warming and climate change.

How is energy from the nucleus utilised?

In this area of study, students build on their understanding of energy to explore energy that derives from the nuclei of atoms. They learn about the properties of the radiation from the nucleus and the effects of this radiation on human cells and tissues and apply this understanding to the use of radioisotopes in medical therapy.

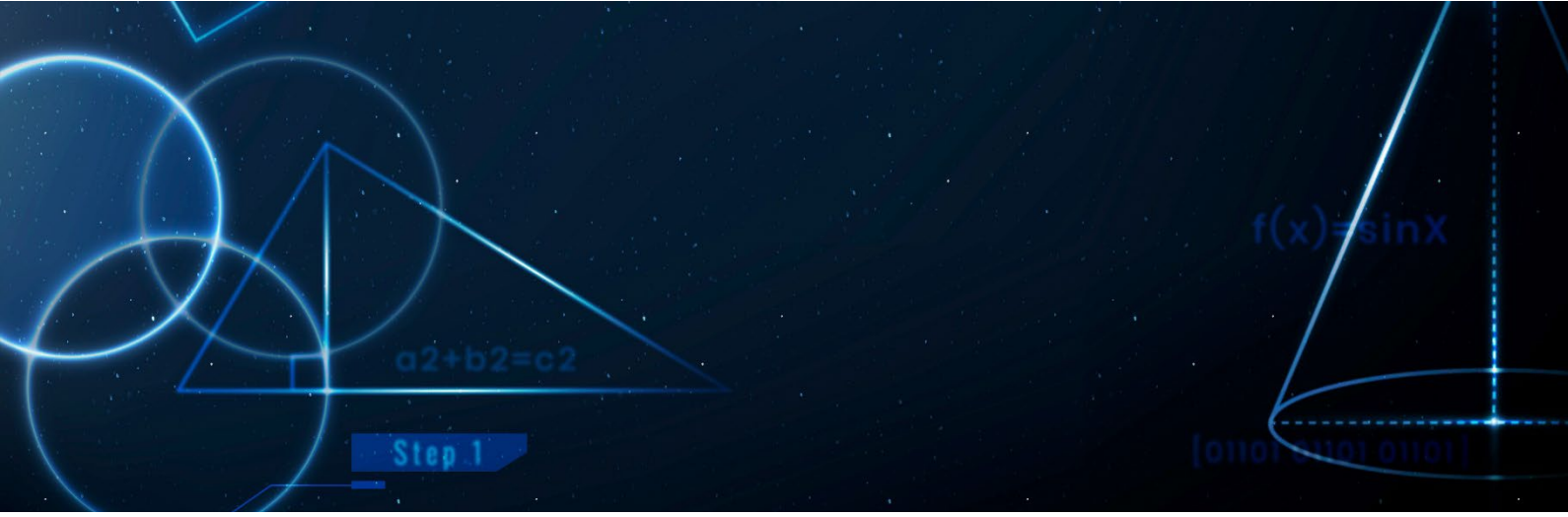
Students explore the transfer of energy from the nucleus through the processes of fission and fusion and apply these ideas to evaluate the viability of nuclear energy as an energy source for Australia.

How can electricity be used to transfer energy?

Modelling is a useful tool in developing concepts that explain physical phenomena that cannot be directly observed. In this area of study, students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Concepts of electrical safety are developed through the study of safety mechanisms and the effect of currents on humans. Students apply and critically assess mathematical models during experimental investigations of DC circuits. They explore electrical safety and the use of transducers to transfer energy in common devices.

Unit 2: How does physics help us to understand the world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.



In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

In Area of Study 2, students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional physics, cosmology, and local physics research. The selection of an option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

How is motion understood?

In this area of study, students describe and analyse graphically, numerically and algebraically the energy and motion of an object, using specific physics terminology and conventions. They consider the effects of balanced and unbalanced forces on motion and investigate the translational and rotational forces on static structures. Students apply mathematical models during experimental investigations of motion and apply their understanding of motion and force through a case study.

Options: How does physics inform contemporary issues and applications in society?

In this area of study, students develop a deeper understanding of an area of interest within diverse areas of physics. They select from eighteen options, explore the related physics, and use this physics to form a stance, opinion or solution to a contemporary societal issue or application. In their explorations, a range of investigation methodologies may be used by students.

How do physicists investigate questions?

Systematic experimentation is an important aspect of physics inquiry. In this area of study, students adapt or design and then conduct a scientific investigation to generate appropriate primary qualitative and/or quantitative data, organise and interpret the data, and reach and evaluate a conclusion in response to the research question.

Research questions may relate to different scientific methodologies that involve the generation of primary data, controlled experiments, fieldwork, correlational studies, classification and identification, modelling, and the development of a product, process or system. Students may extend their knowledge and skills related to understanding motion by designing and undertaking investigations such as, ‘What are the energy transformations during a theme park ride?’, ‘What are the forces experienced by a netballer’s ankle?’, ‘Is momentum conserved in a football tackle?’ and ‘What is the optimal design of the lightest capsule that is able to prevent an egg breaking during a drop?' Video analysis can be used to investigate questions such as, ‘Is kinetic energy conserved in a pole vault?’. Questions may be used as a starting point for the investigation, such as ‘Does the shape of the cornea or the material of the lens have a greater effect on refraction?’, ‘How do the structures of winged seeds affect their dispersal?’ and ‘How do buttresses affect the stability of a church?’. Further questions may be posed that have arisen from the options in Unit 2, Area of Study 2.

Assessment

- School Assessed Outcomes
- Examinations

Year 12 Physics: Units 3 & 4

(Cannot be accelerated)

Unit 3: How do fields explain motion and electricity?

Unit 3 consists of three prescribed areas of study:

- How do things move without contact?
- How are fields used in electricity generation?
- How do physicists explain motion in two dimensions?

How do Physicists explain motion in two dimensions?

In this area of study, students use Newton's laws of motion to analyse linear, circular and projectile motion. Newton's laws of motion give important insights into a range of motion both on Earth and beyond through the investigations of objects on land and in orbit. They explore the motion of objects under the influence of a gravitational field on the surface of Earth, close to Earth and above Earth. They explore the relationships between force, energy and mass.

How do things move without contact?

Field models are used to explain the behaviour of objects when there is no apparent contact. In this area of study, students examine the similarities and differences between three fields: gravitational, electric and magnetic. Students explore how positions in fields determine the potential energy of, and the force on, an object. They investigate how concepts related to field models can be applied to construct motors, maintain satellite orbits and to accelerate particles including in a synchrotron.

How are fields used in electricity generation?

The production, distribution and use of electricity has had a major impact on the way that humans live. In this area of study, students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes. They explore the transformer as critical to the performance of electrical distribution systems in minimising power loss.

Unit 4: How have creative ideas and investigation revolutionised thinking in physics?

Unit 4 consists of two prescribed areas of study:

- How has understanding about the physical work changed?
- How is scientific inquiry used to investigate field, motion or light?

How has understanding about the physical world changed?

In this area of study, students learn how understanding of light, matter and motion have changed over time. They explore how major experiments led to the development of theories to describe these fundamental aspects of the physical world.

Students consider the limitations of classical mechanics as they explore Einstein's view of the Universe. They consider postulates as distinct from theories and explore ideas related to objects moving at speeds approaching the speed of light. They use special relativity to explore length contraction and time dilation as observations are made in different frames of reference.

How is scientific inquiry used to investigate fields, motion or light?

Students undertake a student-designed scientific investigation in either Unit 3 or Unit 4, or across both Units 3 & 4. The investigation involves the generation of primary data relating to fields, motion or light. The investigation draws on knowledge and related key science skills developed across Units 3 & 4 and is undertaken by students in the laboratory and/or in the field. They are expected to design and undertake an investigation involving one continuous independent variable.

Assessment Units 3 & 4

- SACs 50%
- Examination 50%

Physical Education

Introduction

The study enables the integration of theoretical knowledge with practical application through participation in physical activities. There are opportunities for students to apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation.

This VCE study is suitable for students with a wide range of aspirations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings.

The study prepares students for such fields as the health sciences, exercise science and education, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits to develop as critical practitioners and lifelong learners.

Year 10 Physical Education

This is a core subject.

Semester 1

Students will understand the skills and concepts involved in swimming, athletics, fitness testing, netball and touch football. Students will build on and improve their skills in each of these areas.

Semester 2

Students will understand the skills and concepts involved in European handball, soccer, volleyball and fitness. Students will build on and improve their skills in each of these areas.

Physical Education: Units 1 & 2

Unit 1

The Human Body in Motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity.

Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Area of Study 1

How does the musculoskeletal system work to produce movement?

In this Area of Study students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement. Through practical activities they explore the major components of the musculoskeletal system and their contributions and interactions during physical activity, sport and exercise. Students evaluate the social, cultural and environmental influences on movement, and how the capacity and functioning of the muscular and skeletal systems may act as an enabler or barrier to participation in physical activity.

Sedentary behaviour, overtraining and participation at the elite and recreational level are investigated as possible causes of illness and injury to the musculoskeletal system. Students consider a variety of legal and illegal practices and substances used to enhance performance from an ethical and a biophysical perspective.

Area of Study 2

How does the cardiorespiratory system function at rest and during physical activity?
In this Area of Study students examine the cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity. Through practical activities students explore the structure and function of the cardiorespiratory system and their contributions and interactions during physical activity, sport and exercise.

Enablers and barriers to the capacity and functioning of the cardiovascular and respiratory systems are investigated from a sociocultural, environmental and physical perspective. Students explore the ethical and performance considerations of the use of a variety of legal and illegal practices and substances specific to each system.

Unit 2

Physical Activity, Sport and Society
This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan.

They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts.

Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the Social-Ecological Model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

Area of Study 1

What are the relationships between physical activity, sport, health and society?
In this Area of Study students focus on the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan. Students explore the social, cultural and historical influences on participation in various forms of physical activity including sport.

They investigate at the individual and population levels the physical, social, mental and emotional benefits of participation in regular physical activity and the potential negative physical, social, mental and emotional consequences of physical inactivity and sedentary behaviour, including hypokinetic diseases such as Type 2 diabetes and obesity.

Students investigate sociocultural factors that influence physical activity and consider opportunities and barriers to participation for various population groups and settings. They develop an understanding of the use of subjective and objective methods for assessing physical activity and sedentary behaviour at the individual and population level and compare these to physical activity and sedentary behaviour guidelines.

Students identify and describe the components of a social-ecological model and/or the Youth Physical Activity Promotion Model to assist in the critique and creation of strategies aimed at increasing physical activity and/or reducing sedentary behaviour within a given population. Students create and implement an individual activity plan that meets the physical activity and sedentary behaviour guidelines.

Area of Study 2

What are the contemporary issues associated with physical activity and sport?
In this Area of Study students focus on a range of contemporary issues associated with physical activity and/or sport at the local, national and global level. They investigate in detail one issue relevant to physical activity and/or sport.

Possible issues suitable for investigation include:

- Declining levels of physical activity across the lifespan, active transport
- Gender equity in physical activity and sport
- Cultural diversity and inclusion in physical activity
- Risk management and safety in physical activity and sport
- Children and competitive sport
- The community and recreation
- Access to physical activity for population groups such as children, rural and remote communities
- Cultural groups, Aboriginal and Torres Strait Islanders and people with disabilities.

Students select and explore one issue from a social-ecological perspective to evaluate the affect of individual, social, policy and physical environmental factors on participation in physical activity.

Students develop an understanding of the historical and current perspectives of the issue and forecast future trends. They form conclusions in relation to the impact these factors have on physical activity and sport in society.

Assessment

- Tests: 60%
- Examination: 40%

Physical Education: Units 3 & 4

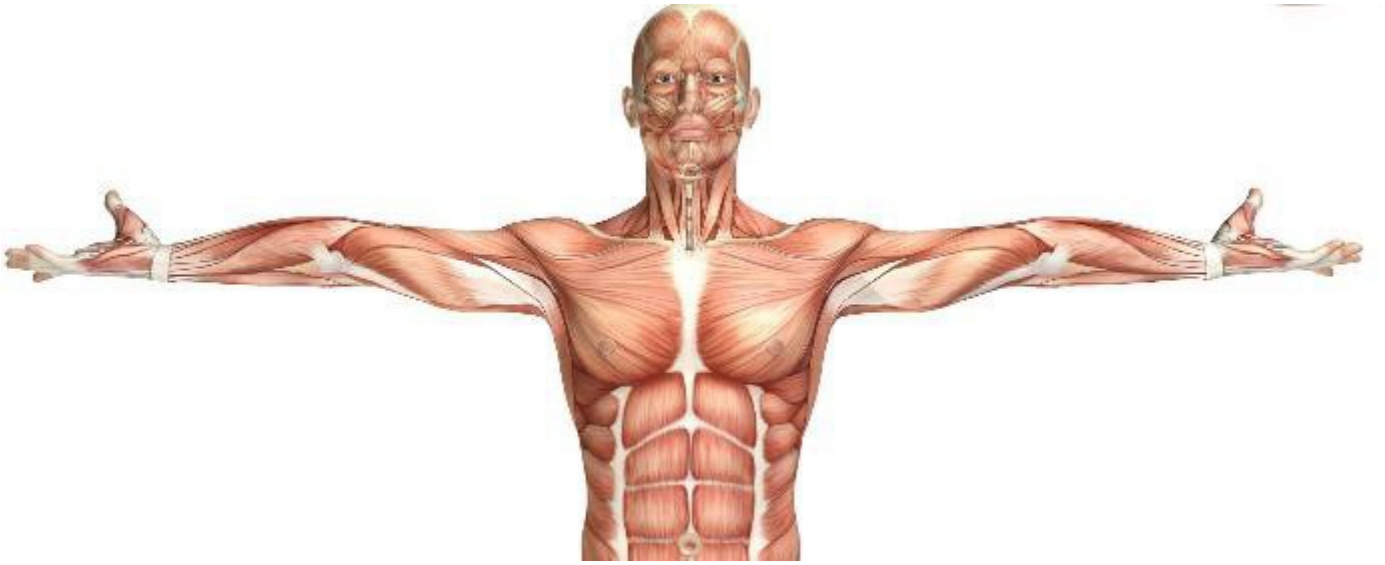
Unit 3

Movement Skills and Energy for Physical Activity
This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective.

Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Area of Study 1: How are movement skills improved?
In this Area of Study students examine the biomechanical and skill acquisition principles that can be applied when analysing and improving movement skills used in physical activity and sport. Through coaching and involvement in a variety of practical activities, students investigate and analyse movements to develop an understanding of how the correct application of biomechanical and skill acquisition principles leads to greater efficiency and accuracy in movement skills.



Area of Study 2: How does the body produce energy?
In this Area of Study students explore the various systems and mechanisms associated with the production of energy required for human movement.

They consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They examine the way in which energy for activity is produced by the three energy systems and the associated fuels used for activities of varying intensity and duration.

Students also consider the many factors contributing to fatigue as well as recovery strategies used to return to pre-exercise conditions. Through practical activities, students explore the interplay of the energy systems during physical activity.

Unit 4

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level.

Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity.

Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.

Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual. They and evaluate the chronic adaptations to training from a theoretical perspective.

Area of Study 1: What are the foundations of an effective training program?
In this Area of Study students focus on the information required to form the foundation of an effective training program. They use data from an activity analysis and determine the fitness requirements of a selected physical activity. They also use data collected from participating in a series of fitness tests to inform the design of the training program. Students determine the relevant factors that affect each of the fitness components and conduct a series of fitness tests that demonstrate correct and ethical implementation of testing protocols and procedures.

Area of Study 2: How is training implemented effectively to improve fitness?
In this Area of Study students focus on the implementation and evaluation of training principles and methods from a practical and theoretical perspective. They consider the manner in which fitness can be improved through the application of appropriate training principles and methods. Students identify and consider components of an exercise training session, they monitor, record and adjust training. Students explain the chronic adaptations to the cardiovascular, respiratory and muscular systems.

Assessment Units 3 and 4

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

Product Design and Technologies

Introduction

Product Design Technologies is a hands-on course where students will be gaining important skills across the entire design process. Students will start by conceiving their own unique ideas, then produce working prototypes using technology such as 3D printing, laser cutting and traditional timber craft techniques.

Product Design Technologies opens doors to various design fields, from industrial design to engineering. The purpose of the course is to provide vocational insights into the design process which can be applied to real world settings.

Product Design Technologies fosters a combination of creativity and critical thinking to produce ideas and designs which are both innovative and well considered.

Product Design & Technology: Units 1 & 2

Unit 1

This unit focusses on the broader implications of Product Design Technologies. Students will look at how designers may use collaborative and evidence-based approaches to define, develop and conceptualise their own innovative ideas.

Students will develop a deeper understanding of the drawing systems used within the industry to visualise their ideas and document the specifications of their design in a manner which manufacturers can understand and execute.

Students will be introduced to production methods such as 3D printing and laser cutting. They will be provided with the opportunity to make their own products using both processes.

Unit 2

This Unit expands on the local and global implications of design by delving into the specialised needs of a modern contemporary audience as well as those of the planet when designing. Students will look at the role of sustainability in design in addition to cultural considerations of the audience.

This Unit will also involve the design and manufacture of their own unique product, using various processes such as 3D printing, laser cutting and traditional timber working methods to produce a highly polished and well resolved prototype.

Psychology

Introduction

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act.

There are many different approaches to the study of psychology. VCE Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Within this approach, different perspectives, models and theories are considered. Each of these has strengths and weaknesses, yet considered together they allow students to develop their understanding of human behaviour and mental processes and the interrelated nature of biological, psychological and social factors. Biological perspectives focus on how physiology influences individuals through exploring concepts such as hereditary and environmental factors, nervous system functioning and the role of internal biological mechanisms. Psychological perspectives consider the diverse range of cognitions, emotions and behaviours that influence individuals. Within the social perspective, factors such as cultural considerations, environmental influences, social support and socioeconomic status are explored. The biopsychosocial approach can be applied to understand a variety of mental processes and behaviours.

Psychology Unit 1: How are Behaviour and Mental Processes Shaped?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour. They explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

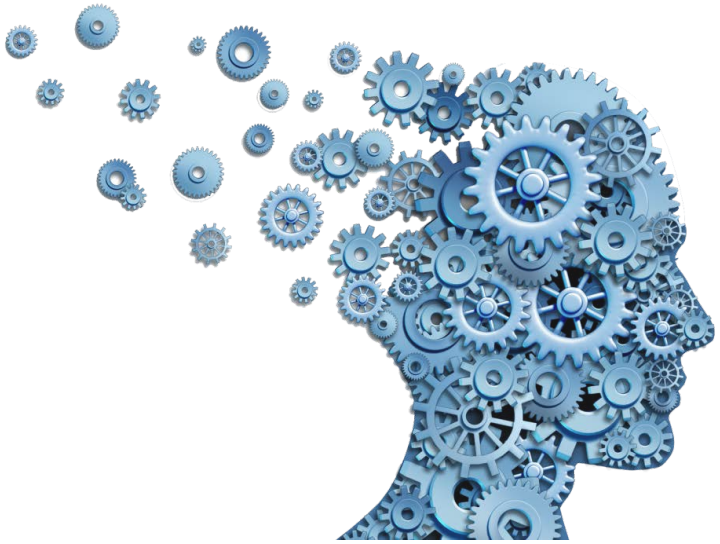
Psychology Unit 2: How do External Factors Influence Behaviour and Mental Processes?

In this unit students 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 individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. 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.

Assessments

- School Assessed Outcomes
- Examinations



Psychology: Units 3 & 4

Unit 3: How does Experience Affect Behaviour and Mental Processes?

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students investigate 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 stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

Unit 4: How is Wellbeing Developed and Maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

Assessment

- Unit 3 20%
- Unit 4 30%
- Exam 50%

Science

Introduction

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

Science is a core subject.

Year 10 Science

Science is a core subject at Year 10.

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

Assessment

- Theoretical and Practical Research Tasks
- Tests
- Examination

Sport & Recreation: Cert III (VCE VET SIS30115)

Introduction

The VCE VET Sport and Recreation program aims to provide participants with the knowledge, skills, and competency that will enhance their employment prospects in the sport and recreation industries.

The VCE VET Sport and Recreation program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training in related industries.

These qualifications provide students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken in the selected program.

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

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

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

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

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

Assessment Plan: Units 3 and 4 VCE VET

Assessors are to assess student performance on three assessment tasks. These are to be selected from the tasks listed below:

A minimum of two of the following task types must be used:

- Work Performance
- Work Project
- Product
- Portfolio
- End of year Exam

The study score will be calculated using assessments of the student's levels of performance. Judgments about each student's levels of performance are based on evidence from two sources:

1. Coursework: a set of three tasks students undertake during their training program, assessed by assessors approved by the relevant RTO.

2. Examination: a task taken under examination conditions and assessed by a panel of assessors appointed by the VCAA. A coursework score will be calculated using the assessments recorded for the three coursework tasks. The coursework score will contribute 66% and the examination score will contribute 34% to the student's final study score. These scores will be reported on the student's Statement of Results as a letter grade.

Using these two sources of information, a study score will be calculated by procedures similar to those in use for other VCE studies, including the same statistical moderation procedures. The study score will be reported as a single number out of 50.

Theatre Studies

Introduction

Theatre Studies explores theatre-making. Throughout the study, students work individually and collaboratively in various production roles (such as acting, costume design, set design, sound and lighting, directing, etc.) to creatively and imaginatively interpret scripts and to plan, develop and present productions. They experiment with different possibilities for interpreting scripts and apply ideas and concepts in performance. Students produce a theatrical production for a live audience as part of their course.

Theatre Studies teaches key skills in communication, collaboration, problem-solving, writing, acting, direction and design.

Theatre Studies: Unit 1

Pre-modern Theatre Styles and Conventions

This unit focusses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s.

Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focussing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works.

Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development, and performance to an audience and apply this to their work.

Assessment

All work is individually assessed, and may include:

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

Theatre Studies: Unit 2

Modern Theatre Styles and Conventions

This unit focusses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present.

Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focussing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works.

Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development, and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance.

Assessment

All work is individually assessed and may include:

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

Theatre Studies: Unit 3

Producing Theatre

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development, and presentation.

Students specialise in two production roles, working collaboratively, creatively, and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied.

Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre. Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance.

Assessment

- All work is individually assessed.
- Presentation, documentation, and analysis of practical work in oral, written and visual forms
- Responses to structured questions

Theatre Studies: Unit 4

Presenting an Interpretation

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process.

Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer.

Assessment

- Unit 3 & 4 SACs = 45%
- End of Year Monologue Exam = 25%
- End of Year Exam (Written) = 30%

Visual Communication Design

Introduction

Visual Communication Design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices.

Visual Communication Design provides students with the opportunity to develop an informed, critical, and reflective approach to understanding and using visual communications. It nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical, and reflective techniques, processes and dispositions, supports skill development in areas beyond design.

Visual Communication Design: Unit 1

Introduction to Visual Communication Design

This unit focusses on using visual language to communicate messages, ideas, and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas, and concepts visible and tangible.

Drawing as a Means of Communication

Students practice their ability to draw what they observe and use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Design Elements and Design Principles

Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how design elements and principles affect the visual message, and the way information and ideas are read and perceived.

Visual Communication Design in Context

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

Assessment

- A Folio of observational, visualisation and presentation drawings created using manual and digital methods. Final presentations created using manual and digital methods: 50%
- Written report of a case study: 15%
- Examination: 35%

Visual Communication Design: Unit 2

Applications of Visual Communication Design

This unit focusses on the application of visual communication design knowledge, design thinking skills and drawing methods, to create visual communications to meet specific purposes in designated design fields.

Technical Drawing in Context

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design.

Type and Imagery

Students investigate how typography and imagery are used in visual communication design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field.

Applying the Design Process

Students develop an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

Assessment

- Folio of technical drawings: 40%
- Folio demonstrating the design process: 25%
- Examination: 35%

Visual Communication Design: Unit 3

Visual Communication Design Thinking and Practice

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers, and specialists.

They investigate and experiment with the use of manual and digital methods, media, and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Analysis and Practice in Context

Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes.

Students use their research and analysis of visual communication designers to support the development of their own work.

Design Industry Practice

Students investigate how the design process is applied in industry to create visual communications. Students develop an understanding of the processes and practices used to support collaboration between clients, designers and specialists when designing and producing these visual communications. Contemporary Australian and international designers from the communication, environmental and industrial design fields will be considered for study.

Developing a Brief and Generating Ideas

Students establish a brief and apply design thinking skills through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context, and constraints relevant to each need.

Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and investigation work underpin the developmental and refinement work undertaken in Unit 4.

Assessment

- Folio of three visual communications
- Two-dimensional or three-dimensional presentation drawings
- Use of digital methods
- Written report

Visual Communication Design: Unit 4

Visual Communication Design Development, Evaluation and Presentation

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief.

Development, Refinement and Evaluation

Students focus on the design process stages of the development of concepts and refinement. Using separate design processes, students develop and refine design concepts that satisfy each of the communication needs of the brief established in Unit 3.

Students apply design thinking and use mock-ups to test and evaluate the suitability of each design concept. They evaluate their refined concepts and devise a pitch to communicate their design thinking and decision making to an audience.

They consider responses to their pitch and further refine each selected concept in preparation for the final presentation. They draw on their annotations and reflections assembled during the design process to evaluate the effectiveness of their potential solutions in accordance with their brief.

Final Presentations

Students produce two final visual communication presentations, which are the refinements of the concepts developed in Outcome 1. Students explore ways of presenting their final visual communications that attract and engage their target audiences.

Assessment

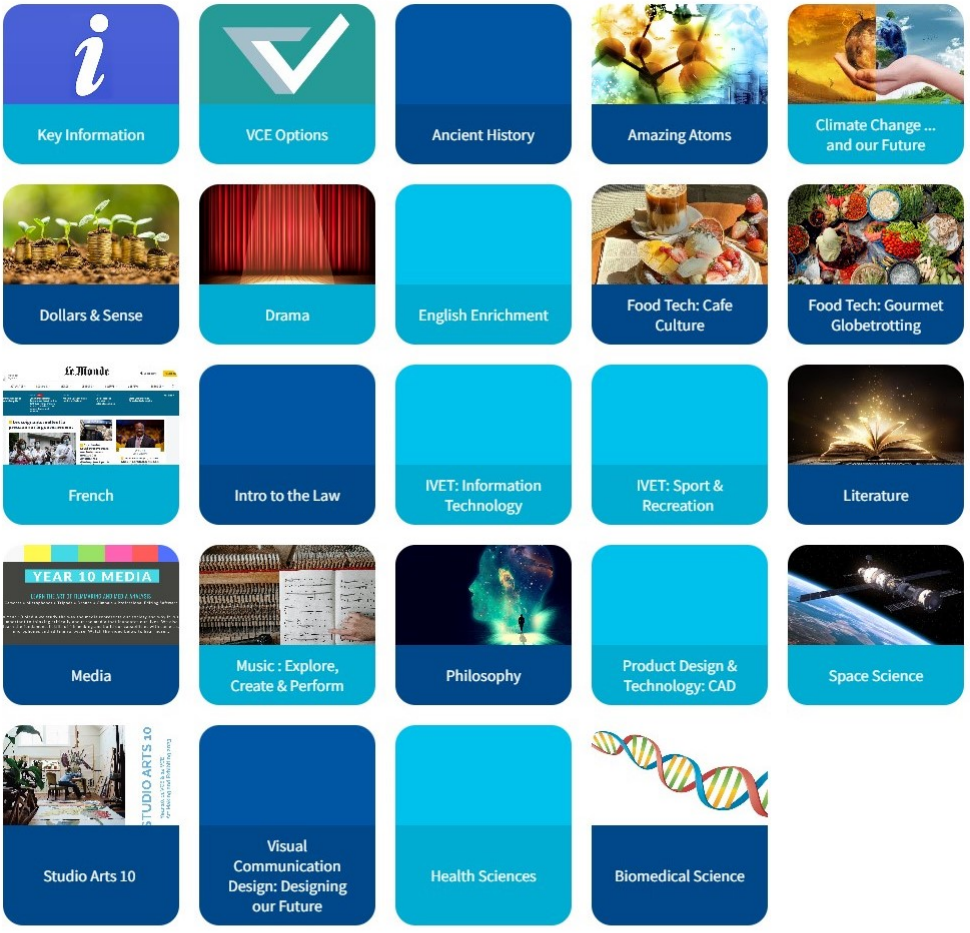
- Unit 3 SACs = 25%
- Unit 3 and 4 SATs = 40%End of Year Exam = 35%

Year 10 Subject Electives

Subject Information

Information about Year 10 Subject Electives can be found HERE

2024 Year 10 Elective Options



Available Subjects

Full-year subjects = two semester elective options

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Victoria, Australia

Telephone: +61 3 9807 8888
Email: admin@huntingtower.vic.edu.au
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Business Details
ABN 23 004 231 654 Registered School
No. 1267 CRICOS Provider No. 00145E