

Bayside P-12 College

Year 11 & 12

Course outlines

Year Level: 11

SUBJECT: English

VCE UNITS: 1 & 2

UNIT 1 CONTENT:

In semester 1 students will read a wide range of texts; in particular narrative and persuasive pieces of writing. Students will be expected to analyse how texts are written and interpreted. As part of this students will investigate characters, events and themes within the texts. Students will write in a variety of forms and construct text response essays.

UNIT 2 CONTENT:

In semester 2 students will write in persuasive, expository and imaginative forms. These will be based on a variety of written and visual texts. Also, students will investigate how writers use language to persuade. They will deliver an oral presentation on an issue of their choice in order to persuade their audience to a particular point of view. Text response essay will focus film as text.

ASSESSMENT:

Typically in Year 11 we use the following assessments:

- Text response essays
- Language analysis writing
- Imaginative, expository and persuasive written pieces
- Oral presentation
- Exams

Year Level: 12

SUBJECT: English

VCE UNITS: 3 & 4

UNIT 3 CONTENT:

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

UNIT 4 CONTENT:

This unit focuses on reading and responding in writing to a range of texts in order to analyse how they are written and provide an interpretation. Students create written work which is developed by their reading and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

ASSESSMENT:

- Essay writing: Analytical/Expository/Persuasive
- Creative writing
- Presenting a Point of View: Oral presentation
- Contextual writing

Year Level: 11

SUBJECT: English Language

VCE UNITS: 1 & 2

UNIT 1 CONTENT:

Language is an essential aspect of human behaviour and it is the means by which individuals relate to the world, to each other, and to the communities of which they are members. In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as a highly elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language, and the stages of language acquisition across a range of subsystems.

UNIT 2 CONTENT:

In this unit, students focus on language change. Languages are dynamic and change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past, and contemporary texts, considering how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse and semantics. Attitudes to language change vary considerably and these are also considered. In addition to developing an understanding of how English has been transformed over the centuries, students explore the various possibilities for the future of English. They consider how the global spread of English has led to a diversification of the language, and to English now being used by more people as an additional or a foreign language than as a first language. Contact between English and other languages has led to the development of geographical and ethnic varieties, but has also hastened the decline of indigenous languages. Students consider the cultural repercussions of the spread of English.

ASSESSMENT:

- Essay
- Written report of an investigation
- Analysis of one or more texts
- Folio
- Short-answer tests
- Oral presentation
- Multi-media presentation
- Exam

Year Level: 12

SUBJECT: English Language

VCE UNITS: 3 & 4

UNIT 3 CONTENT:

In this unit students investigate English language in the Australian social setting, along a continuum of informal and formal registers. They consider language as a means of societal interaction, understanding that through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the stylistic features of formal and informal language in both spoken and written modes: the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the purpose in conveying a message; and the particular context in which a message is conveyed. Students learn how to describe the interrelationship between words, sentences and text as a means of exploring how texts construct message and meaning.

Students consider how texts are influenced by the situational and cultural contexts in which they occur. They examine how function, field, mode, setting and the relationships between participants all contribute to a person's language choices, as do the values, attitudes and beliefs held by participants and the wider community. Students learn how speakers and writers select features from within particular stylistic variants, or registers, and this in turn establishes the degree of formality within a discourse. They learn how language can be indicative of relationships, power structures and purpose – through the choice of a particular variety of language, and through the ways in which language varieties are used in processes of inclusion and exclusion.

UNIT 4 CONTENT:

In this unit students focus on the role of language in establishing and challenging different identities. Many varieties of English exist in contemporary Australian society, including national, regional, cultural and social variations. Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity. However, non-Standard varieties also play a role in constructing users' social and cultural identities. Students examine both print and digital texts to consider the ways different identities are constructed. Such historical and contemporary texts include, but should not be limited to, extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents.

Students explore how our sense of who we are is constantly evolving and responding to the situations in which we find ourselves and is determined not only by how we see ourselves, but by how others see us. Through our language we establish how we are unique as individuals, as well as signalling our membership of particular groups. Students explore how language can distinguish between 'us' and 'them', thus reinforcing the degree of social distance and/or solidarity.

ASSESSMENT:

- Essays
- Written report of an investigation
- Analysis of one or more texts
- Folio
- Multiple choice and short-answer tests
- Exam

Year Level: 11

SUBJECT: Literature

VCE UNITS: 1 & 2

UNIT 1 CONTENT:

Students develop informed responses to texts by exploring the relationship between their own responses and the ways texts represent human experience. They respond personally, critically and creatively to a variety of text types; a play, novel, lyrics, poetry and a film.

Students also consider how texts reflect or comment on the interests of individuals and particular groups in society and how texts may support or question particular aspects of society. They develop their own interpretations through close reading of the language of writers, an understanding of the conventions of genres and considering the social and cultural context in which a text is created.

UNIT 2 CONTENT:

Students deepen their understanding of the style of narrative, the characters, the language and structure of different texts such as a play, short stories, novel and poetry. They make comparisons between texts in developing their response to the representation of social and cultural concerns and values of a text from a past era.

Students also show how style, form, voice, structure and central concerns of the texts affect their interpretation. They consider the assumptions made in texts, responding both critically and creatively.

ASSESSMENT:

- Analytical responses
- Interpretative responses
- Personal responses
- Creative responses
- End of semester exams

Year Level: 12

SUBJECT: Literature

VCE UNITS: 3 & 4

UNIT 3 CONTENT:

Students focus on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and comments on human experience.

Students understand the typical features of a particular form of text and how the conventions associated with it are used. They use these understandings to reflect upon the way meaning changes when the form of the text is changed such as when a novel is adapted to a film.

Students also consider the views and values in texts and the ways in which these are expressed to create particular perspectives of the world. They consider the issues, ideas and contexts writers choose to explore and the way these are represented in the text. They also engage with the viewpoints of others in reviews and critical essays. Students develop their own interpretations of texts through close attention to ideas, incidents, characters and images.

UNIT 4 CONTENT:

Students develop their creative and critical responses to texts, focussing on the imaginative techniques used for creating and re-creating a literary work. In composing their own creative piece they show how writers develop images of people and places, as well as an understanding of language, voice, form and structure.

Students also focus on detailed scrutiny of the style, concerns and construction of a text to develop their own interpretations. They closely analyse the features of texts such as structure, context, genre, imagery, rhythm, irony, voice, setting, stage directions, dialogue, characterisation and mood.

ASSESSMENT:

- Creative responses
- Analytical responses
- Interpretative responses
- End of year exam

Year Level: 11

SUBJECT: English as an Additional Language (EAL)

VCE UNITS: 1 & 2

CONTENT:

EAL is open to eligible students with less than seven (7) years instruction in English, in Australia or overseas.

Across the Unit 1 and 2 sequences, EAL students must read and study at least three set texts. At least one set text in each unit should be an imaginative print text such as a novel, a play or a collection of short stories or poetry; no more than one of the set texts may be a film text. At least one of the set texts must be by an Australian or about Australians.

In Area of Study One, “Reading and Responding” students examine the ways in which readers construct meaning from texts through, for example, an awareness of context and purpose, and their knowledge of other texts. In Area of Study Two, “Creating and Presenting” the students’ writing is informed by their reading of a range of texts relevant to the Context “*Identity and Belonging*”. Finally in Area of Study Three, “Using Language to Persuade” students identify and discuss how language is used in the chosen texts to position readers and viewers in particular ways. These Areas of Study are repeated in Unit Two.

ASSESSMENT:

- Text Response: Essay
- Creative Response: “Identity and Belonging”
- Oral: Using Language to Persuade

Year Level: 12

SUBJECT: English as an Additional Language (EAL)

VCE UNITS: 3 & 4

CONTENT:

EAL is open to eligible students with less than seven (7) years instruction in English, in Australia or overseas.

Across the Unit 3 and 4 sequences, EAL students must read and study at least three set texts. At least one set text in each unit should be an imaginative print text such as a novel, a play or a collection of short stories or poetry; no more than one of the set texts may be a film text. At least one of the set texts must be by an Australian or about Australians.

In Area of Study One, “Reading and Responding” students examine the ways in which readers construct meaning from texts through, for example, an awareness of context and purpose, and their knowledge of other texts. In Area of Study Two, “Creating and Presenting” the students’ writing is informed by their reading of a range of texts relevant to the Context “*Identity and Belonging*”. Finally in Area of Study Three, “Using Language to Persuade” students identify and discuss how language is used in the chosen texts to position readers and viewers in particular ways.

Only Areas of Study One and Two are repeated in Unit Four.

ASSESSMENT:

- Reading and Responding- Text Response Essay
- Creating and Presenting- Creative Response and Oral
- Using Language to Persuade- Oral

Year Level: 11

SUBJECT: Foundation Mathematics

VCE UNITS: 1 & 2

UNITS 1 & 2 CONTENT:

Foundation Mathematics 1 & 2 provides mathematical skills necessary to support students selecting other VCE subjects, including VET studies. Foundation Mathematics 1 & 2 does not lead to any further studies in mathematics in Year 12. In Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work and study. Students are encouraged to use appropriate technology in all areas of their study. The areas of study for Units 1 & 2 of Foundation Mathematics are 'Space, shape and design', 'Patterns and number', 'Handling data' and 'Measurement'. School assessed coursework is comprised of topic tests, analysis and investigation tasks as well as the mid and end of year examinations.

ASSESSMENT:

- Test
- Analysis and investigation tasks
- Examinations

Year Level: 11

SUBJECT: General Mathematics

VCE UNITS: 1 & 2

UNIT 1 CONTENT:

Students build on prior knowledge directly related to Univariate Data, Financial Mathematics and Linear Algebra. Students undertake School Assessed Coursework to demonstrate their understanding and learn how to use a TI-Nspire CAS calculator to support their learning.

UNIT 2 CONTENT:

Students undertaking General Maths Unit 2 follow the same structure as in General Maths Unit 1 and extend their knowledge to cover coursework relating to Matrices, Networks, Trigonometry and Bivariate Data. Students gain skills and in preparation for Further Maths Units 3 and 4.

ASSESSMENT:

- Tests
- Examinations
- Coursework

Year Level: 12

SUBJECT: Further Mathematics

VCE UNITS: 3 & 4

UNITS 3 & 4 CONTENT:

Further Mathematics consists of a compulsory core area of study 'Data analysis' and the three modules of 'Business Related Maths', 'Networks' and 'Matrices'. Unit 3 comprises the 'Data analysis' area of study which incorporates a statistical application task, and 'Matrices'. Unit 4 comprises the two other selected modules. Students selecting this subject must have/purchase an approved graphics calculator ('TI- Nspire' CAS calculator) to enhance the knowledge and skills obtained during this course as well as in their examinations. Two end-of-year exams set by VCAA contribute 66% to the study score and schools assessed coursework contribute 34% to the study score.

ASSESSMENT:

- Tests
- Examinations
- Coursework

Year Level: 11

SUBJECT: Mathematical Methods

VCE UNITS: 1 & 2

UNITS 1 & 2 CONTENT:

The coursework involves the graphical representation and behaviour of polynomials, rational, exponential, and logarithmic and circular functions. The behaviour of these functions is to be linked to practical applications. Students study the algebra of functions, including systems of equations, transformations, modelling, applications of matrices, rates of change, differentiation and integration as applied to real life situations. Also students study probability theory including discrete probability distributions, markov chains and transition matrices. Students learn to use a 'TI-Nspire' CAS calculator to enhance the knowledge and skills obtained during this course. School Assessed Coursework is comprised of topic tests, analysis and investigation tasks as well as the mid-year and end of year examinations.

ASSESSMENT:

- Tests
- Examinations
- Analysis and Investigations tasks

Year Level: 12

SUBJECT: Mathematical Methods

VCE UNITS: 3 & 4

UNIT 3 CONTENT:

Students will use the TI-nSpire CAS throughout the course. In unit 3 students will study: Functions and Graphs - Polynomial, circular, exponential, logarithmic and absolute value functions are considered and transformations of these functions, Differential Calculus, Finding derivatives and rates of change; solutions to maxima and minima problems, Application to curve sketching, Equations of tangents and normal.

UNIT 4 CONTENT:

Students will study: Integral Calculus-Finding antiderivatives and area under curves, Probability - The study of random variables, Markov chains and transition matrices, Discrete and continuous probability distributions and their applications.

ASSESSMENT:

- Tests
- Examinations
- Coursework

Year Level: 11

SUBJECT: Biology

VCE UNITS: 1 & 2

UNIT 1 CONTENT: Unity and diversity

AREA OF STUDY 1 – Cells in action Students investigate the relationship between specialised structures of cells and the processes that maintain life. Students examine how membranes contribute to survival of cells by controlling the movement of substances within cells, and between cells and their external environment. Students undertake practical investigations into cell structure and functioning in autotrophs and heterotrophs. They consider the development of ideas and technological advances that have contributed to our knowledge and understanding of cell biology. Students investigate the implications of current and emerging techniques and technologies that make use of, and further our knowledge of, cells as functional units.

AREA OF STUDY 2 – Functioning organisms Students examine a range of organisms and investigate the ways that structures and systems function in terms of obtaining and releasing energy; obtaining nutrients, water and gases; processing and distributing materials to cells and transporting wastes from cells to points of disposal. Students examine how patterns of observable similarities and differences in the structure and function of organisms are used in constructing taxonomic systems that are subject to change as new information is obtained. Students undertake practical investigations into the relationship between structures of autotrophs and heterotrophs and their requirements. They consider the development of ideas and technological advances that have contributed to our knowledge and understanding of living things and relationships between them. Students investigate the implications of techniques and technologies that make use of and further our knowledge of organisms and the way they function.

UNIT 2 CONTENT: Organisms and their environments

AREA OF STUDY 1 – Adaptations of organisms This area of study focuses on the kinds of environmental factors that are common to all habitats. Students investigate the adaptations of organisms that enable them to exploit the resources of their particular ecological niche. Adaptations are interrelated and can be grouped into structural, physiological, and behavioural categories. Students make connections between the conditions that operate in habitats, the tolerance range of organisms and the distribution of organisms. They examine individual and collective behaviours that organisms exhibit and relate them to an organism's survival. Students undertake practical investigations into selected factors operating in habitats and adaptations of organisms to those habitats. They investigate techniques and technologies that monitor and record environmental factors and track the distribution of species.

AREA OF STUDY 2 – Dynamic ecosystems With an emphasis on Australian ecosystems, this area of study focuses on the complex and finely balanced relationships that exist between living things and the resources in their particular habitat. Students examine how ecosystems are subject to changes that differ in scope, intensity and regularity. They investigate how human activities such as habitat destruction, resource use and disposal of wastes, affect not only the ecological niche that individual species occupy, but the functioning of ecosystems at local and global levels. Students undertake practical investigations into interactions between members of the same and different species and between organisms and their non-living environment. They examine the effect on ecosystems of historical practices, and investigate emerging techniques and technologies that help to monitor and maintain them. Students consider the issues and implications associated with human activities that affect the sustainability of ecosystems.

ASSESSMENT:

- Practical investigation
- Multimedia / oral presentation
- Annotated poster
- Media response
- Fieldwork
- Tests / Exam

Year Level: 12

SUBJECT: Biology

VCE UNITS: 3 & 4

UNIT 3 CONTENT: Signatures of Life

AREA OF STUDY 1: Molecules of life In this area of study, students investigate the activities of cells at a molecular level; the synthesis of biomacromolecules that form components of cells and the role of enzymes in catalysing biochemical processes. Students investigate energy transformations in cells and how autotrophs and heterotrophs obtain their energy requirements, particularly through the processes of photosynthesis and cellular respiration.

AREA OF STUDY 2: Detecting and responding This area of study focuses on how cells detect biomolecules that elicit particular responses depending on whether the molecules are 'self' or 'non-self'. Students investigate how signalling molecules, such as hormones and neurotransmitters, assist in coordinating and regulating cell activities by binding to specific receptors on membranes of target cells, initiating a series of molecular changes in response (signal transduction).

UNIT 4 CONTENT: Continuity and Change

AREA OF STUDY 1: Heredity This area of study focuses on molecular genetics and the investigation not only of individual units of inheritance, but also of the genomes of individuals and species. Students investigate inheritance in asexually reproducing organisms and the mechanism and patterns of transmission of heritable traits in sexually reproducing organisms.

AREA OF STUDY 2: Change over time This area of study focuses on change to genetic material that occurs over time and the changing nature and reliability of evidence that supports the concept of evolution of life forms. Students investigate changes to species and examine the process of natural selection as a mechanism for evolution.

ASSESSMENT:

- Practical investigations
- Written report
- Annotated poster
- Oral, multi-media or visual presentation
- Data analysis
- Essay
- Tests / Exam

Year Level: 11

SUBJECT: Chemistry

VCE UNITS: 1 & 2

UNIT 1 CONTENT: The big ideas of chemistry

AREA OF STUDY 1 – The Periodic Table This area of study focuses on the historical development of, and the relationship between, the Periodic Table and atomic theory. Students investigate trends and patterns within the Periodic Table and use subshell notation to describe the electronic configuration of elements. They explore the link between the electronic configuration of an element and the type of bonding in which it participates. Students are introduced to many of the major qualitative and quantitative ideas fundamental to chemistry including empirical and molecular formulas and the mole concept. They undertake practical activities that build their understanding of the Periodic Table.

AREA OF STUDY 2 – Materials Students investigate how the bonding models were developed to explain the properties of materials. Students use these models to explain the properties and structure of metals, ionic compounds, and molecular, covalent network lattice and covalent layer lattice substances. They investigate the properties of alkanes and alkenes including isomers. Students examine the reactions that occur in addition polymerisation and the properties of addition polymers. They explore the role of surfaces in the applications of nanotechnology.

UNIT 2 CONTENT: Environmental chemistry

AREA OF STUDY 1 – Water Students explore the special properties (chemical and physical) of water which make it so important to living things and relate the properties to chemical bonding characteristics. Students investigate chemical reactions that take place in aqueous solution by conducting practical activities on precipitation, acid-base reactions and redox reactions such as corrosion. They use full and ionic equations to represent the reactions and calculate the amount of reactants and products involved. Students investigate the concepts of solubility, concentration and pH, when dealing with problems of pollution and maintaining the quality of water. They investigate at least one process that uses the principles of green chemistry.

AREA OF STUDY 2 – The atmosphere This area of study focuses on the interaction between living things and gases of the atmosphere. Students use the kinetic molecular theory to explain and predict the behaviour of gases. They perform calculations using the gas laws. Students investigate the vital roles of oxygen, carbon dioxide and nitrogen through studies of the carbon and nitrogen cycles. They prepare and test the properties of one of these gases in the laboratory. Students explore state, national and global issues associated with the impact of human activities on the atmosphere.

ASSESSMENT:

- Extended experimental investigation
- Annotated summary report
- Written, oral or multimedia presentation
- Data analysis
- Exam

Year Level: 12

SUBJECT: Chemistry

VCE UNITS: 3 & 4

UNIT 3 CONTENT: Chemical Pathways

AREA OF STUDY 1: Chemical analysis

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

AREA OF STUDY 2: Organic chemical pathways In this area of study students investigate systematic organic chemistry including production of starting materials for particular reaction pathways. Students use molecular models and conduct simple laboratory investigations to observe the properties and reactions of different homologous series and functional groups. Students investigate the use of biochemical fuels. They design reaction pathways to prepare organic compounds from given starting materials. Students investigate the role of organic chemicals in the development of medicines.

UNIT 4 CONTENT: Chemistry at Work

AREA OF STUDY 1: Industrial chemistry This area of study focuses on the factors that affect the rate and extent of a chemical reaction. Students study energy profiles and how the equilibrium law is applied to homogeneous equilibria. They conduct experiments to investigate the effect of temperature, concentration of reagents, pressure and catalysts on the position of equilibrium of a reaction, and apply Le Chatelier's Principle to explain their results.

AREA OF STUDY 2: Supplying and using energy Students evaluate the extent of the reserves of energy resources, how each resource is used and the advantages and disadvantages of their continued use. Students conduct experiments using calorimeters to measure the energy of chemical reactions. Students construct and operate simple galvanic and electrolytic cells and use the electrochemical series to predict and explain their results. They extend their study of stoichiometry with the application of Faraday's laws to solve problems involving quantitative calculations for electrolysis reactions.

ASSESSMENT:

- Extended experimental investigation
- Data analysis
- Written report
- Oral, Multi-media or visual presentation
- Annotated summary report
- Exam

Year Level: 11

SUBJECT: Physics

VCE UNITS: 1 & 2

UNIT 1 CONTENT:

Area of Study 1: Nuclear Physics and radioactivity Students' understanding of the particle model of matter, developed in earlier years, is extended to include subatomic particles. Ideas of energy transfer and transformations are applied to energy changes associated with nuclear phenomena and radioactivity, and their applications. Students develop knowledge and skills to contribute to informed debate on the use of nuclear and radioactive technological applications in society. Students will use the concepts of nuclear physics and radioactivity in the contexts of environmental radiation and the production and use of radioisotopes in industry.

Area of Study 2: Electricity Students develop circuit 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 current on humans. Mathematical models are applied and critically assessed during experimental investigation of DC circuits. Students will use electrical circuits in the contexts of simple battery operated DC devices, household electricity, and car electrical systems.

UNIT 2 CONTENT:

Area of Study 1: Motion Students learn about the models used to explain motion from the early theories of Aristotle and the work of Galileo and Newton. Mathematical models are critically applied during experimental investigations of examples of motion. Students will study the historical development of the Newtonian model of motion and apply it in the contexts of transport, games and sport. In this study students will assume that the mass of finite objects can be considered to be at a point: the centre of mass.

Area of Study 2: The Wave-like properties of Light Light phenomena are examples of the interaction of the physical world with human biology. The wave model of light, compared with the particle model of light, will be evaluated in terms of satisfactorily explaining light phenomena. Students will use the wave-like properties of light in the contexts of seeing with the unaided eye, extending visual and communication capabilities, and special theatrical effects.

ASSESSMENT:

- Practical investigation
- Annotated folio of practical activities
- Data analysis
- Multimedia or web page presentation
- Response to a media article
- Written report
- Test / Exam

Year Level: 12

SUBJECT: Physics

VCE UNITS: 3 & 4

UNIT 3 CONTENT:

AREA OF STUDY 1: Motion in one and two dimensions This study focuses on everyday motion that is relevant, familiar and interesting to students. Students will use the Newtonian laws of motion in the contexts of transport and safety on Earth, and motion in space.

AREA OF STUDY 2: Electronics and photonics Photonics is the science of using light to manipulate information and energy and involves all facets of visible, ultraviolet and infrared radiation; this includes its detection, transport, storage and manipulation. Photonics is the basis of much of modern communication technology. Photonic devices are used with electronic components in smoke detectors, burglar alarms, safety interlocks, televisions, cathode ray oscilloscopes, relative position sensors, communication devices including fibre optic cables, modulators and demodulators, CD readers and writers, and computer networks. Some phenomena which characterise the interface between electronics and photonics are introduced.

UNIT 4 CONTENT:

AREA OF STUDY 1: Electric power Students will use evidence and models of electrical, magnetic and electromagnetic effects in the contexts of electric motors, generators, alternators and transformers, and electric power transmission and distribution.

AREA OF STUDY 2: Interactions of light and matter

Light has been described both as a particle and as a wave. The electron has wave-like properties too. This has led to different ways of thinking, not only about light, but also about matter. These ideas are explored using experimental evidence and conceptual models so that the development of the ideas can be followed alongside developments in technology. Students will use models and explanations to interpret evidence about the interactions of light and matter.

ASSESSMENT:

- Extended practical investigation
- Summary report
- Multimedia presentation
- Data analysis
- Response to a media article
- Tests / Exam

Year Level: 11

SUBJECT: Psychology

VCE UNITS: 1 & 2

UNIT 1 CONTENT: Introduction to psychology

AREA OF STUDY 1: What is psychology? In this area of study students analyse the contribution that classic and contemporary theories have made to the development of psychology. They are introduced to the scope of psychology – its specialised fields of study and its application in a variety of contexts and settings. Students investigate aspects of visual perception to consider how psychologists approach the study of the mind and human behaviour from biological, behavioural, cognitive and socio-cultural perspectives.

AREA OF STUDY 2: Lifespan psychology This area of study focuses on changes in the interaction between biological, cognitive and socio-cultural influences and learned behaviours that contribute to an individual's psychological development and mental wellbeing at different stages. Students consider how classic and contemporary studies contribute to our understanding of changes that take place across an individual's lifespan. They draw upon one of these theories to research one lifespan stage. They use the major perspectives in contemporary psychology to explain cognition and behaviours associated with particular stages of development, taking into account heredity and environmental influences.

UNIT 2 CONTENT: Self and others

AREA OF STUDY 1: Interpersonal and group behaviour This specialist field of study focuses on how behaviour and perceptions of self and others are shaped by social and cultural influences including the attitudes and behaviours of groups. They examine research methods appropriate to measuring attitudes and behaviours and consider associated ethical issues in the conduct and use of such research.

AREA OF STUDY 2: Intelligence and personality In this area of study, students explore scientific ways of describing, measuring and classifying intelligence and personality. They analyse classic and contemporary theories of intelligence and personality, including the influence of genetic and environmental factors. They compare the research methods used in the development of these theories.

Students study aspects of psychological research and may apply these to their own investigations. They consider associated ethical issues including the use of standardised psychological tests.

ASSESSMENT:

- Research investigation
- Annotated folio of practical activities
- Media response
- Oral / visual presentation
- Data analysis
- Debate
- Essay
- Test / Exam

Year Level: 12

SUBJECT: Psychology

VCE UNITS: 3 & 4

UNIT 3 CONTENT: The Conscious Self

AREA OF STUDY 1: Mind, brain and body This area of study focuses on the role of the functioning brain and nervous system in relation to awareness of self, the environment and behaviour. Students explore the relationships between consciousness and thoughts, feelings and behaviour by comparing the characteristics of normal waking consciousness with altered states of consciousness including sleep.

AREA OF STUDY 2: Memory Why do I remember some things and forget others? How are memories formed? Can I improve my memory? These questions highlight the characteristics of memory as a cognitive process.

UNIT 4 CONTENT: Brain, Behaviour & Experience

AREA OF STUDY 1: Learning This area of study explores the characteristics of learning as a process that plays a part in determining behaviour. Students study the neural basis of learning, and examine different types of learning: classical conditioning, operant conditioning, observational learning and trial-and-error learning. Behaviour not dependent on learning is also explored.

AREA OF STUDY 2: Mental health What does mental health mean? How can 'normality' be defined? Is feeling stressed 'normal'? What is the relationship between mental health and illness? How can mental wellbeing be enhanced?

ASSESSMENT:

- Data analysis
- Evaluation of research
- Essay
- Media response
- Folio of practical activities
- Oral / visual presentation
- Research investigation report
- Tests / Exam

Year Level: 11

SUBJECT: Accounting

VCE UNITS: 1 & 2

UNIT 1 CONTENT: Establishing and operating a service business

The unit focuses on the following topics:

1. Reasons for establishing a small business.
2. Resources required to establish a small business.
3. Factors that lead to success and failure of a small business.
4. Source documents in business transactions.
5. Recording and reporting on the financial information of a business.
6. Budgeting and financial decision making in business.
7. Preparing and analysing graphical representation of accounting information.

UNIT 2 CONTENT: Accounting for a trading business

This unit looks at the following topics for a small business trading business:

1. Manually and electronically recording and reporting on the financial information of a business.
2. Evaluating the performance of a business and providing suggestions for improvement.
3. Price setting strategies.
4. Managing stock: Including stock takes, stock cards and reporting stock losses and gains.
5. Compare computerised accounting systems with manual accounting systems.

ASSESSMENT:

- Tests
- Case Studies
- Research assignment
- Exam

Year Level: 12

SUBJECT: Accounting

VCE UNITS: 3 & 4

UNIT 3 CONTENT: Recording and reporting for a trading business

This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is also used.

UNIT 4 CONTENT: Control and analysis of business performance

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system.

Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business.

ASSESSMENT:

- School-assessed Coursework
- End of year Examination

Year Level: 11

SUBJECT: Business Management

VCE UNITS: 1 & 2

UNIT 1 CONTENT: Small Business Management

Do you know what it takes to run a small business? Is your business concept a winning idea? Students will study the factors that are necessary to run a successful business such as the importance of a sound business idea, the importance of location and the maintenance of business records and the application of government regulations.

UNIT 2 CONTENT: Communication and Management

Students will study the importance of communication and the methods that businesses use to communicate effectively. Students will study how businesses use marketing to communicate about their products, and how they use public relations to maintain a positive image of their business name and brand.

ASSESSMENT:

- Classroom activities
- Power Point presentation
- Written reports
- Case study
- Exam

Year Level: Year 12

SUBJECT: Business Management

VCE UNITS: 3 & 4

UNIT 3 CONTENT: Large scale organisations

Students investigate how large-scale organisations operate. Students examine the environment (both internal and external) in which large-scale organisations conduct their business, and then focus on aspects of individual business' internal environment and how the operations of the business are managed. Students:

- examine the importance of large-scale organisations to the Australian economy;
- identify and apply a range of performance indicators to evaluate performance;
- the organisation's impact on stakeholder interests;
- explore issues of ethical and social responsibility;
- investigate key elements of the internal environment such as different management structures, corporate culture, management roles and policy development;
- apply management styles and skills to business situations;
- investigate operations management - the responsible use of all the available resources for the production of a quality final good or service in a competitive, global environment.

UNIT 4 CONTENT: Managing people and change

Students study the human resource management function and the analysis of the management of change. Students examine:

- human resource management;
- two key aspects of human resource management: the employment cycle and employee relations;
- the importance of change management in large-scale organisations, and
- the ways in which change can be managed.

ASSESSMENT:

- Tests
- End of year Examination

Year Level: 11

SUBJECT: History

VCE UNITS: 1 & 2

UNIT 1 CONTENT:

This unit explores some of the biggest events and new ideas which occurred between 1900 – 1945. Topics include Hitler and the origins and beliefs of the Nazi Party, how they gained power and what it was like to live under Nazi Germany.

UNIT 2 CONTENT:

This topic explores major international issues events and protest movements since 1945. Topics include the Cold War, the Vietnam War, the Black Civil Rights Movement, the anti – Vietnam War Movement and the Womens’ Rights Movement.

ASSESSMENT:

- Essay
- Research project
- Film analysis
- Exam

Year Level: 12

SUBJECT: Australian History

VCE UNITS: 3 & 4

UNIT 3 CONTENT:

Area of Study 1 – The history of the Port Phillip District/Victoria (1830 - 1860): ideas motives which influenced migration, the impact of European colonisation on Aboriginal communities and their responses to it; the effects of gold on visions of Victoria's future.

Area of Study 2 – Nation, Race and Citizen (1888 - 1914): the nature of Australian society through a study of the hopes and fears which helped shape ideas of citizenship and the benefits, rights and responsibilities extended to Australian citizens.

UNIT 4 CONTENT:

Area of Study 1 – The effects of the Great Depression and how Australians responded to the economic crisis.

Area of Study 2 – The debates and divisions in Australian society caused by Australia's involvement in the Vietnam War, with a focus on changes to Australians' attitudes to the war and our involvement from 1965 - 1970.

ASSESSMENT:

- Analytical Exercise
- Essay
- Research Report
- Historiographical Exercise
- End of year Exam

Year Level: 11

SUBJECT: Legal Studies

VCE UNITS: 1 & 2

UNIT 1 CONTENT: Criminal Law in Action

Laws are used to preserve social cohesion and to ensure the protection of people from harm and from the infringement of their rights. These laws can be grouped into civil and criminal law. The focus for this unit is on criminal law and includes the following topics:

1. How criminal law is enforced and adjudicated and possible outcomes and impacts of crime.
2. Through cases and issues students learn about different types of crimes and explore rights and responsibilities under criminal law.
3. Role of parliament and subordinate authorities in law making.
4. Students investigate the processes and procedures followed by courts in hearing and resolving criminal cases.
5. The effectiveness of the criminal justice system in achieving justice.

UNIT 2 CONTENT: Issues in civil law

The civil law regulates the rights and responsibilities that exist between individuals, groups and organisations. If legal rights have been infringed, the aggrieved party may pursue legal action through the court system, a tribunal or by using one of the dispute resolution methods. This unit focuses on the following topics:

1. Rights that are protected by civil law and the obligations that laws impose.
2. Types of civil law and related cases and issues.
3. Role of civil law in society and how it affects them as individuals.
4. Resolution of civil disputes through judicial determination and alternative methods of dispute resolution.

ASSESSMENT:

- Tests
- Case Studies
- Essay
- Multimedia report
- Exam

Year Level: 12

SUBJECT: Legal Studies

VCE UNITS: 3 & 4

UNIT 3 CONTENT: Law Making

Students develop an understanding of the institutions that determine our laws and the complex nature of law making. In this unit the focus is on:

1. Operation of parliament
2. How the individual influences law making and changes to the law
3. The role played by the Commonwealth Constitution.
4. The nature and importance of courts as law makers including the role played by the High Court.
5. The effectiveness of parliaments and courts as lawmakers and the relationship that exists between these two bodies.

UNIT 4 CONTENT: Resolution and Justice

Students investigate methods of dispute resolution and look at the elements of an effective legal system. In this unit the focus is on:

1. Dispute resolution bodies including the courts and The Victorian Civil and Administrative Tribunal.
2. The adversary system of trial and compare this to the inquisitorial system of trial.
3. The jury system
4. Pre-trial and post-trial procedures in both criminal and civil trials.
5. Assessment of how court processes and procedures contribute to the effective operation of the legal system.

ASSESSMENT:

- Tests
- End of year Examination

Year Level: 11

SUBJECT: Philosophy

VCE UNITS: 1 & 2

UNIT 1 CONTENT: Existence, knowledge and reasoning

Students consider questions such as:

‘Who am I?’

‘What can we know?’

‘Can machines think?’

“Is time travel possible?”

“What is consciousness?”

UNIT 2 CONTENT: Ethics and philosophical investigation

Students will apply philosophical thought to practical world issues and defend their position with logical argument.

Students will read ancient and contemporary philosophers and consider questions such as:

“Do animals have rights?”

“Is euthanasia ever acceptable?”

“Is abortion wrong?”

ASSESSMENT:

- Essays – students evaluate philosophical arguments and take their own position.
- Oral presentations – analytical and persuasive
- Exam

Year Level: 12

SUBJECT: Philosophy

VCE UNITS: 3 & 4

UNIT 3 CONTENT: The good life

Students will examine concepts of 'the good life' through comparison of ancient and modern thought, and religious and scientific contributions. Students will be introduced to some of the great ancient and contemporary thinkers of our time: Plato, Aristotle, Nietzsche and Weil.

This unit considers the perennial question of what it is for a human to live well.

UNIT 4 CONTENT: What is knowledge?

This study will incorporate metaphysical questions such as the mind/body problem. For example, 'Philosophers often argue over whether everything can ultimately be explained by the laws of physics or whether there are mental events which fall outside physical and causal explanation.'

Also "What is Knowledge?" and "Is scientific knowledge the best path to knowledge?" Students will study the contemporary and historical frameworks and understandings of these and other age-old questions. What is the status of reasoning in science and to what extent can it offer the truth?

ASSESSMENT:

- Written exercises
- Essays
- Short answer tests
- End of year Examination

Year Level: 11

SUBJECT: Italian

VCE UNITS: 1 & 2

UNIT 1 CONTENT:

Students focus on being able to establish and maintain a spoken or written exchange related to personal experience such as their daily life.

Students apply knowledge of vocabulary, grammar and sentence structures of topics studied to successfully listen to, read and obtain information from a variety of texts.

During this unit students consolidate their ability to use structures related to explaining, describing, comparing and commenting on events or experiences.

UNIT 2 CONTENT:

In this unit students participate in spoken or written exchanges related to making arrangements and completing transactions. They use structure related to asking for or giving advice or assistance, suggesting, explaining, agreeing and disagreeing.

Students continue to apply their knowledge of vocabulary, grammar and sentence structures of topics studied to successfully listen to, read and obtain information from a variety of texts.

During this unit students consolidate their ability to give expression to real or imaginary experience in spoken or written form. They use structures related to describing, recounting, narrating and reflecting upon past, present and future events or experiences.

ASSESSMENT:

- Grammar and vocabulary tests
- Speaking – informal conversation and an interview
- Listening and reading texts to obtain information
- Writing – a journal entry and an article
- End of semester exam

Year Level: 12

SUBJECT: Italian

VCE UNITS: 3 & 4

UNIT 3 CONTENT:

Students focus on being able to express ideas through the production of original texts.

Students apply their skills of identifying main points, inferring points of view and attitude to analyse and use information from spoken texts.

During this unit students consolidate their ability to exchange and justify opinions and ideas, present and comment on factual information as well as describe and comment aspects of past, present and future experiences.

UNIT 4 CONTENT:

In this unit students continue to analyse and use information from written texts.

The focus is their ability to respond critically to spoken and written texts which reflect aspects of the language and culture of Italian speaking communities. This is done through comparing and contrasting aspects of life in Italian speaking communities with those in Australia and identifying and commenting on culturally specific aspects of language, behaviour or attitude.

Much time is spent on preparing students for the oral and written exam at the end of the year.

ASSESSMENT:

- Grammar and vocabulary tests
- Speaking – role play and interview
- Listening and Reading texts to analyse and obtain information
- Writing – a report and personal piece

Year Level: 11

SUBJECT: Japanese

VCE UNITS: 1 & 2

UNIT 1 CONTENT:

Students focus on establishing and maintaining spoken and written exchanges related to their personal world and daily life. Students also develop their understanding of aural and written texts while studying different aspects of life in Japan.

Detailed grammatical structures are introduced and students are expected to further develop their knowledge of the kanji script.

Topics studied include home and neighbourhood, school, weather and seasons.

UNIT 2 CONTENT:

Students participate in spoken and written exchanges related to making arrangements, completing transactions and recounting real and imaginary experiences. Students further develop their listening and reading skills by extracting and using information and ideas from a variety of texts.

More detailed grammatical structures are introduced and students are expected to be familiar with all of the VCE kanji characters.

Topics studied include the world of work, travel, tourist attractions in Japan.

ASSESSMENT:

- Regular kanji tests
- Oral outcomes – delivering a speech and participating in a job interview
- Written outcomes – writing a letter and journal entries
- Listening / reading outcomes – understanding, obtaining and using information
- End of semester exam

Year Level: 12

SUBJECT: Japanese

VCE UNITS: 3 & 4

UNIT 3 CONTENT:

Students develop their understanding of Japan by making comparisons between different aspects of society in both Japan and Australia. Students express ideas through original texts, analyse and use information from spoken texts and exchange information, opinions and experiences.

Topics studied include a comparison between country and city life in Japan, the use of technology in daily life and extra-curricular activities in Australia.

UNIT 4 CONTENT:

Students undertake a detailed study of language and culture through texts with a focus on youth culture in Japan and the changing world. Students analyse and use information from written texts and respond critically to both spoken and written texts.

Topics studied include environmental issues and the education system in Japan and the focus turns to preparing for the oral and written examinations.

ASSESSMENT:

- Oral outcomes – role play and discussion
- Written outcomes – producing texts for different purposes and audiences
- Listening / reading outcomes – understanding, obtaining and using information
- Oral exam (held externally in October)
- Written exam (held externally in November)

Year Level: 11

SUBJECT: Health and Human Development

VCE UNITS: 1 & 2

UNIT 1 CONTENT: The Health and development of Australia's youth

Health is a complex concept. Students learn about the components of health and individual development with a focus on Australia's youth. Students explore data and case studies to improve their knowledge in health and development. They learn about the importance of nutrition, and research health issues prevalent during youth.

UNIT 2 CONTENT: Individual human development and health issues

Students develop an understanding of the health and development of Australia's children, adults, and the elderly. They investigate how biological and behavioural factors, social and physical environments influence health and development across the lifespan. Health issues that impact on the Australian healthcare system are investigated.

ASSESSMENT:

- Unit one – 2 outcomes (classwork & SAC results)
- Unit two – 3 outcomes (classwork & SAC results)

Year Level: 12

SUBJECT: Health and Human Development

VCE UNITS: 3 & 4

UNIT 3 CONTENT: Australia's Health

Students develop an understanding of the health status of Australians using various key health indicators and determinants of health. The importance of nutrition and its links to "The National Health Priority Areas" is studied. Government and non-government organisations role and promotions in encouraging healthy eating are investigated.

UNIT 4 CONTENT: Global Health and Human Development

The health status of Australians is compared to that of developing countries in this study. The progress of the United Nations "Millennium Development Goals" is investigated. Students evaluate the programs implemented by international and Australian governments and non-government organisations in promoting health, human development and sustainability.

ASSESSMENT:

- SACS – two outcomes per unit (50%)
- Exam 50%

Year Level: 11

SUBJECT: Outdoor and Environmental Studies

VCE UNITS: 1 & 2

UNIT 1 CONTENT: Exploring outdoor experiences

This unit examines some of the ways in which people understand and relate to nature through outdoor adventure experiences. The focus is on individuals and their personal responses to adventure. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with nature.

UNIT 2 CONTENT: Discovering outdoor environments

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments. Students will study nature's impact on humans, as well as the ecological, social and economic implications of human impacts on outdoor environments. Students develop an understanding of the impact of technologies and changing human lifestyles on outdoor environments.

ASSESSMENT:

- SACS – One per outcome (two per unit)
- Cumulative assessment – outcome tasks per dot point of study design

Year Level: 12

SUBJECT: Outdoor and Environmental Studies

VCE UNITS: 3 & 4

UNIT 3 CONTENT: Relationships with outdoor environments

This unit focuses on the ecological, historical and social relationships between humans and outdoor environments. Students consider a number of factors that influence contemporary relationships with outdoor environments. They also examine the changing nature of relationships between humans and their environment. Students are involved in one or more experiences in the outdoors, including areas where there is evidence of human interaction.

UNIT 4 CONTENT: Sustainable outdoor relationships

Students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments.

ASSESSMENT:

- SACS – One per outcome (two per each unit)
- Cumulative assessment – outcome tasks per dot point of study design

Year Level: 11

SUBJECT: Physical Education

VCE UNITS: 1 & 2

UNIT 1 CONTENT: Bodies in Motion

In this unit students explore how the body systems work together to produce movement. They are introduced to the aerobic and anaerobic pathways used to provide the muscles with the energy required for movement and the basic characteristics of each pathway. Students apply biomechanical principles such as speed, torque, force, inertia and Newton's Laws to improve and refine movement.

UNIT 2 CONTENT: Sports coaching and physically active lifestyles

This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. They collect data to identify perceived barriers to activity and the ways in which these barriers can be overcome.

ASSESSMENT:

Assessment tasks will vary for each outcome. Students will be assessed via:

- Practical lab reports
- Case study analysis
- Data analysis
- Reflective folios/diary
- Visual presentation
- Oral presentation
- Written report
- Tests

Year Level: 12

SUBJECT: Physical Education

VCE UNITS: 3 & 4

UNIT 3 CONTENT: Physical activity participation and physiological performance

Students develop an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective.

They investigate the contribution of energy systems to performance and the interplay of each system during physical activity.

UNIT 4 CONTENT: Enhancing performance

Improvements in performance are investigated, in particular fitness. Students undertake an activity analysis and using this data they investigate the required fitness components and participate in a training program.

Students learn to critically evaluate different techniques and practices that can be used to enhance performance.

ASSESSMENT:

- Exam 50%
- SACS – 2 outcomes per area of study 50%

Year Level: 11

SUBJECT: Drama

VCE UNITS: 1 & 2

UNIT 1 CONTENT:

Dramatic Storytelling

Students learn how to create characters using different styles of drama. They create and present group performances and learn how to describe the process in essay form. They see a professional performance and write an analysis.

UNIT 2 CONTENT:

Creating Australian Drama

Students learn how to create performances using a play as stimulus and how to describe the process in essay form. They see a professional performance and write an analysis.

ASSESSMENT:

- Creating a devised performance
- Presenting a devised performance
- Analysing a devised performance
- Analysing drama performances by presented by others
- Exam

Year Level: 12

SUBJECT: Drama

VCE UNITS: 3 & 4

UNIT 3 CONTENT:

Ensemble Performance

Students develop acting skills to create a non-naturalistic group performance. They analyse their own work and that of a professional performance.

UNIT 4 CONTENT:

Solo Performance

Students further develop acting skills to create two solo performances and analyse the process. They are given a variety of stimulus material to create their performance.

ASSESSMENT:

- Creating and presenting ensemble performance
- Responding to ensemble performances
- Analysing non-naturalistic performance
- Creating and presenting solo performance
- Analysing solo performance
- Exam

Year Level: 11

SUBJECT: Music

VCE UNITS: 1 & 2

UNIT 1 CONTENT:

Students present performances of selected group and solo works using one or more instruments. They study works of other performers and explore strategies to optimise their own approach to performance and further develop technique in performance. Students develop skills in performing previous 'unseen' music. Students study aural, theory and analysis concepts to develop musicianship skills and apply this knowledge when preparing and presenting performances.

UNIT 2 CONTENT:

Students identify Instrumental techniques required to perform and practise relevant technical work and other exercises to support their performance. Students analyse other performers' works to identify approaches to developing their own skills as a solo performer and as a member of a group. They investigate and practise approaches to unprepared performance/improvisation.

ASSESSMENT:

- Performance Assessment
- Performance Technique Assessment
- Musicianship / Aural Assessment
- Exam

Year Level: 12

SUBJECT: Music

VCE UNITS: 3 & 4

UNIT 3 CONTENT:

Students select a program of contrasting group and solo works that demonstrate a range of musical styles, diversity of character, and a range of stylistic and interpretative demands. The performances should have durations of about 15 mins for solo and small group (2 players) performances, longer for larger groups (3+ players). For the end of year performance exam, you must elect to perform either in a group or as a soloist, but all students must present both solo and group performances in Unit 3.

UNIT 4 CONTENT:

Students develop consistency and control of instrumental and performance techniques for group and solo performances, by deriving a practice routine from the intended performance program, and practising on a regular basis (at least 4 times each week). This will involve regular lessons with an instrumental music teacher, who will assist you to develop a practice routine including exercises and technical work aimed at developing your instrumental technique, and your skills in unprepared performance (sight reading). Instrumental music lessons are an essential part of this outcome. Students develop theory knowledge and skills in aural comprehension and analysis; recognise and notate music by hand, both pitch and duration, including scales, intervals, chords, melodic phrases, rhythmic phrases and diatonic chord progressions; identify ways that expressive outcomes in music performances are realised, and interpretive decisions are made in recordings of music performances.

ASSESSMENT:

- Performance Assessment
- Performance Technique Assessment
- Musicianship / Aural Assessment
- Exam

Year Level: 11

SUBJECT: Studio Arts

VCE UNITS: 1 & 2

UNIT 1 CONTENT: Artistic inspiration and techniques

Area of Study 1: Students focus on developing individual ideas and identification of sources of inspiration. They explore different sources as starting points for the making of artworks. Students reflect on their individual ideas and the artwork they produce through annotations.

Area of Study 2: This area of study focuses on the use of materials and techniques in the production of artworks. Students experiment with a variety of material and techniques. They investigate the way various visual effects and aesthetic qualities can be achieved.

Area of Study 3: This area focuses on the way artist from different times and cultures have interpreted ideas and sources of inspiration and materials and techniques in the production of artworks.

UNIT 2 CONTENT: Design exploration and concepts

Area of Study 1: This area of study focuses on the development of artworks through the individual design process based on visual research and inquiry. They experiment with materials and techniques, practice skills and use art elements to produce particular aesthetic quality.

Area of Study 2: This area of study focuses on an analysis of artwork. Artworks by artists from different times and cultures are analyzed in order to understand how art elements and principles are used to communicate artist's ideas, and create aesthetic quality and identifiable styles.

ASSESSMENT:

Unit 1:

- Folio of artworks exploring a variety of materials and techniques.
- Analysis of the style of two artists.

Unit 2:

- Folio of artwork including an exploration proposal and TWO finished artworks.
- Analysis of two artists from different times and cultures and how they have created aesthetic qualities.

Year Level: 12

SUBJECT: Studio Arts

VCE UNITS: 3 & 4

UNIT 3 CONTENT: Studio production and professional art practices

Area of Study 1: Students prepare an exploration proposal that formulates the content and parameters of an individual design process. This includes a plan of how the proposal will be undertaken.

Area of Study 2: Students present an individual design process that produces a range of potential directions, which reflects the concepts and ideas documented in the exploration proposal.

Area of Study 3: Students discuss art practices in relation to particular artworks of at least two artists and they analyse ways in which artists develop their styles.

UNIT 4 CONTENT: Studio production and art industry contexts

Area of Study 1: Students present a cohesive folio of finished artworks, based on selected potential directions developed through the design process, that demonstrates skillful application of materials and techniques and that realises and communicates the student's ideas.

Area of Study 2: Students provide visual and written documentation that identifies the folio focus and evaluates the extent to which the finished artworks reflect the selected potential directions, and effectively demonstrate a cohesive relationship between the works.

Area of Study 3: Students examine and explain the preparation and presentation of artworks in at least two different exhibition spaces, and discuss the various roles, processes and methods involved in the exhibition of artworks.

ASSESSMENT:

Unit 3:

- Folio – This is a SAT and includes the exploration proposal, the design process and potential directions.
- Students analyse the style of two artists (not a graded assessment task).

Unit 4:

- Folio – This is a SAT and includes the potential directions, the development and refinement of ideas and TWO finished artworks.
- Students answer questions based on various art galleries and art spaces (not a graded assessment task).

Year Level: 11

SUBJECT: Visual Communication Design

VCE UNITS: 1 & 2

UNIT 1 CONTENT: Introduction to Visual Communication Design

Area of Study 1: Students create drawings for different purposes using a range of drawing methods, media and materials.

Area of Study 2: Students select and apply design elements and design principles to create visual communications that satisfy stated purposes.

Area of Study 3: Students describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

UNIT 2 CONTENT: Introduction to Visual Communication Design

Area of Study 1: Students create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.

Area of Study 2: Students manipulate type (text) and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.

Area of Study 3: Students engage in stages of the design process to create a visual communication appropriate to a given brief.

ASSESSMENT:

Unit 1:

- Application of different materials, drawing methods and media to produce final Visual Communications
- Application of design elements and principles when producing visual communications for a stated purposes
- Analysis of past and present visual communications

Unit 2:

- Technical drawing skills using both manual and digital methods to create Presentation drawings.
- Application of a range of techniques to produce type.
- The design process

Year Level: 12

SUBJECT: Visual Communication Design

VCE UNITS: 3 & 4

UNIT 3 CONTENT: Design Thinking and Practice

Area of Study 1: Analysis and practice in context

Students explore a range of existing visual communications from the 3 design fields with reference to the design elements and principles, methods, media and materials used.

- Communication – magazine advertisements, posters, business cards about an event, movie or business information
- Environmental – building plans, real estate brochures, interior design layouts
- Industrial – 3D drawings of a product, packaging nets, product designs

Area of Study 2: Design industry practice

Students gain an understanding of how designers work in industry; a guest designer may present their working practice to the students to explain the design industry and factors that influence their design practices.

Area of Study 3: Developing a brief and generating ideas

Students understand the components of a brief and define 2 needs with 2 different purposes for a real or imagined client in their own brief. They then research and generate ideas for their 2 needs.

UNIT 4 CONTENT: Design Development and Presentation

Area of Study 1: Development of design concepts

Students develop distinctly different design concepts for each of the 2 needs from the brief created in Unit 3. They select and refine the concepts to satisfy each of the requirements of the brief.

Area of Study 2: Final Presentations

Students explore ways of presenting their final visual communications that attract and engage the target audience; they then produce finals that satisfy the requirements of the 2 needs specified in the brief.

Area of Study 3: Evaluation and explanation

Students devise a pitch to present and explain the visual communications to an audience and evaluate how the finals satisfy the requirements of the brief including the purpose and target audience.

ASSESSMENT:

Unit 3

- SAC – practical response to given stimulus – 2D and 3D and digital and manual drawing methods
- SAC - Analysis and explanation of the Visual communications
- SAC - Report, presentation or short answer response on designers working in industry
- SAT - brief with 2 needs, research, observational and visualisation drawings, generation of ideas and design concepts in a design folio.

Unit 4

- SAT – development and refinement of design concepts
- SAT – producing final visual communications
- SAC – pitch of finals in a written report, annotated visual report or oral presentation

Year Level: 11

SUBJECT: Food & Technology

VCE UNITS: 1 & 2

UNIT 1 CONTENT: Food Safety & properties of food

Area of Study 1: Keeping Food Safe

Students learn work practices involved in preparing food hygienically to prevent food spoilage and food poisoning. They use tools and equipment safely to prepare high quality food.

Area of Study 2: Food Properties and preparation

Students will also analyse the physical, sensory, chemical and functional properties of key foods, and select, prepare and process foods safely and hygienically to optimise these properties using the design process.

UNIT 2 CONTENT: Planning and Preparation of Food

Area of Study 1: Tools, equipment, preparation and processing

Students investigate the most appropriate tools and equipment to produce food. Students research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimise the physical, sensory and chemical properties of food.

Area of Study 2: Planning and preparing meals

Students work both independently and as members of a team to research and implement solutions to a design brief, using the design process.

ASSESSMENT:

- Written test and production task based around food safety
- Written and production task using the design process and implementing knowledge on particular properties of food
- Using a range of tools and equipment safely to produce food products that maximise the properties of key foods
- Plan, implement and evaluate a meal using the design process
- End of Unit Examinations

Year Level: 12

SUBJECT: Food & Technology

VCE UNITS: 3 & 4

UNIT 1 CONTENT: Food preparation, processing and food controls

Area of Study 1: Maintaining food safety in Australia

Students develop an understanding of the roles and responsibilities of the authorities that govern food laws to maintain food safety in Australia.

Area of Study 2: Food preparation and processing

Students study primary & secondary processing of key foods and apply a range of safe & hygienic food preparation, processing and preservation techniques. They examine the natural food components of key foods and analyse how their functional properties may impact of food preparation and processing.

Area of Study 3: Developing a design plan

Students develop a design plan to meet the requirements of a specific design brief to be implemented in Unit 4. This includes developing a design brief, evaluation criteria, investigating options and developing an overall time plan and production plans.

UNIT 4 CONTENT: Food

Area of Study 1: Implementing a design Plan

Students apply design and product development processes. They implement their plan from Unit 3 and conduct evaluations, including sensory analysis.

Area of study 2: Food Product development

Students investigate the impact of primary food production on the environment and sustainable farming practices. They investigate environmental issues in food manufacturing and packaging. Students consider the process of product development, the types of food product development and the driving forces related to these developments. The impact of technology on food production and packaging is explored.

ASSESSMENT:

- Short answer test explaining the roles and responsibilities of and the relationship between national, state and local authorities in ensuring and maintaining food safety in Australia
- Written test and production task analysing preparation, processing preservation techniques
- Development of a design folio including a design brief, evaluation criteria, design plan (with research and ideas and an outline of food items, properties, processes, tools and equipment, safety and hygiene requirements), an overall timeline, individual food item production plans, production work (with photographic evidence and progress and modifications) and an evaluation of the product, including sensory properties.
- Written tasks analysing the driving forces related to food product development, new and emerging food products and explaining processes involved in the development and marketing of food products

Year Level: 11

SUBJECT: Information Technology

VCE UNITS: 1 & 2

UNIT 1 CONTENT: IT in Action

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

UNIT 2 CONTENT: IT Pathways

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

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

ASSESSMENT:

- **Unit 1 Outcome 1** – Students develop spreadsheets that meet specific purposes.
- **Unit 1 Outcome 2** – Students plan a networked information system and explain possible security threats to this system.
- **Unit 1 Outcome 3** – Students contribute collaboratively to the design and development of a website that presents an analysis of a contemporary ICT issue.
- **Unit 2 Outcome 1** – Students create data visualisations that meet users' needs.
- **Unit 2 Outcome 2** – Students design and develop using a programming language.
- **Unit 2 Outcome 3** – Students work collaboratively to create an ICT solution taking into account client feedback.
- **End of Unit Exams**

Year Level: 12

SUBJECT: IT Applications

VCE UNITS: 3 & 4

UNIT 3 CONTENT:

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

Area of Study 2 focuses on the use of a relational database management system (RDBMS). Students examine techniques used by organisations to acquire data via websites and consider the relationship between how the data is acquired and the structure of an RDBMS. At the practical level, students acquire and apply knowledge and skills in the use of an RDBMS.

UNIT 4 CONTENT:

In this unit students focus on how ICT is used by organisations to solve ongoing information problems and on the strategies used to protect the integrity and security of data and information. In Area of Study 1 a relational database management system (RDBMS) is used to create solutions to information problems. In addition, students use web authoring or multimedia authoring software to produce onscreen user documentation.

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

ASSESSMENT:

- **Unit 3 Outcome 1** - Students apply stages of the problem-solving methodology to create a prototype website that meets an online community's needs.
- **Unit 3 Outcome 2** - Students design, and develop using a relational database management system, a solution to an information problem.
- **Unit 4 Outcome 1** - Students use a relational database management system to solve a problem, and evaluate the efficiency and effectiveness of the solution.
- **Unit 4 Outcome 2** - Students evaluate the strategies used by organisations to manage the storage, communication and disposal of data and information

Year Level: 12

SUBJECT: Software Development

VCE UNITS: 3 & 4

UNIT 3 CONTENT:

Unit 3 focuses on programming as a strategy for solving problems for specific users in a networked environment. Students develop knowledge and skills in the use of the Visual Basic .NET programming language. Area of Study 1 focuses on the analysis stage of the problem-solving methodology, which involves students developing and applying knowledge and skills in determining the requirements of solutions, identifying relevant factors that should be taken into account when designing the solutions, and in scoping the solutions. In Area of Study 2 students engage in designing the detailed specifications of how solutions will be developed and undertake the development stage by using the Visual Basic .NET programming language to create planned solutions.

UNIT 4 CONTENT:

This unit focuses on how the information needs of individuals, organisations and society are and can be met through the creation of purpose-designed solutions in a networked environment. Students continue to study the Visual Basic .NET programming language.

Area of Study 1 focuses on the design and development stages of the problem-solving methodology when solving problems suitable for use with mobile devices. Area of Study 2 focuses on the final stage of the methodology, evaluation.

ASSESSMENT:

- **Unit 3 Outcome 1** - Students analyse an information problem in order to produce software requirements specifications for a solution that operates within a networked environment.
- **Unit 3 Outcome 2** - Students represent a software design and apply a range of programming functions and techniques to develop a prototype solution.
- **Unit 4 Outcome 1** - Students apply stages of the problem-solving methodology to produce a solution for use on a mobile device, which takes into account technical and legal requirements.
- **Unit 4 Outcome 2** – Students recommend and justify strategies for evaluating the effectiveness and efficiency of solutions that operate in a networked environment.

Year Level: 11

SUBJECT: Product Design and Technology – Textiles, Wood and Metal

VCE UNITS: 1 & 2

UNIT 1 CONTENT: Product Re- design and Sustainability

Area of Study 1: Product re-design for improvement

Students re-design an existing product using suitable material with the intention of improving aspects of the product's aesthetics, functionality or quality, including consideration of sustainability

Area of Study 2: Producing and evaluating a re-designed product

Students use and evaluate materials, tools, equipment and processes to make the re-designed product they then compare the finished product with the original design.

UNIT 2 CONTENT: Collaborative Design

Area of Study 1: Designing within a team

Students work collaboratively to create a brief for a product or product range to suit a common theme. Students work individually to design the product suitable for the brief and justify the preferred option. Students develop an understanding of human centred design factors and research materials and processes to make the product.

Area of Study 2: Producing and evaluating a collaboratively designed product

Students individually create the designed product using appropriate and safe production processes the product. They then collaboratively and individually evaluate the processes and materials used, and the suitability of a product to meet the design brief.

ASSESSMENT:

UNIT 1:

- Design folio of re designed product including; design brief, research, designs, production plan and materials list
- Produced product and evaluation and comparison to existing product
- End of semester exam

UNIT 2:

- Design folio of collaborative product or range of products including; design brief, research, designs, production plan and materials list
- Produced product and collaborative evaluation
- End of semester exam

Year Level: 12

SUBJECT: Product Design and Technology – Textiles, Wood and Metal

VCE UNITS: 3 & 4

UNIT 3 CONTENT: Applying the Product Design Process

Area of Study 1: The designer, client and/or end-user in product development

Students explain the roles of the designer, client and end-user within the product design process and explain how the design process leads to product design development.

Area of Study 2: Product development in industry

Students explain and analyse influences on the design, development and manufacture of products within industrial settings.

Area of Study 3: Designing for others

Students prepare a design brief for a client and present a folio that documents the product design process and plan for production of the designed product.

UNIT 2 CONTENT: Product Development and Evaluation

Area of Study 1: Product analysis and comparison

Students compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques

Area of Study 2: Product manufacture

Students safely apply a range of production skills and processes to make the product designed in Unit 3, and manage time and resources effectively and efficiently.

Area of Study 3: Product evaluation

Students evaluate the outcomes of the design, planning and production activities, explain the product's design features to the client and end-user and outline its care requirements.

ASSESSMENT:

UNIT 3:

- SAC – annotated design brief and evaluation criteria and explanation of the product design process and the research and design direction of the design brief
- SAC – analysis on the influences on the design, development and manufacture of products within industrial settings
- SAT – Design folio for a client including the following; design brief, research, design options, planning for production

UNIT 4:

- SAC – compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.
- SAT – Safely create the product designed in Unit 3 to meet the requirements of the design brief
- SAT – evaluation of the product and production of the product and explain the features and care requirements to the client

Year Level: 11

SUBJECT: VCAL Literacy

VCAL UNITS: 1 & 2

UNIT 1 CONTENT:

Within VCAL Literacy the focus is on applied learning as students develop their Reading and Writing skills for a range of texts on everyday subject matters. Students learn to identify the audience and purpose of a text, and then use the writing process to produce texts that link several ideas or pieces of information. They will also identify how, and if, the writer has achieved their purpose and express an opinion on the text, taking into account its effectiveness. Students develop knowledge, understanding and skills in spoken communication for different social purposes. Throughout the unit students will focus on improving their grammar and spelling.

Students are assessed on the same literacy skills in both Unit 1 and Unit 2.

UNIT 2 CONTENT:

Within VCAL Literacy the focus is on applied learning as students develop their Reading and Writing skills for a range of texts on everyday subject matters. Students learn to identify the audience and purpose of a text, and then use the writing process to produce texts that link several ideas or pieces of information. They will also identify how, and if, the writer has achieved their purpose and express an opinion on the text, taking into account its effectiveness. Students develop knowledge, understanding and skills in spoken communication for different social purposes. Throughout the unit students will focus on improving their grammar and spelling.

Students are assessed on the same literacy skills in both Unit 1 and Unit 2. In Unit 2 the difficulty of the texts, and the expectations in length and content of written texts increase.

ASSESSMENT:

Students will be assessed on their competency of the following skills:

- Reading, writing & oracy for knowledge
- Reading, writing & oracy for self-expression
- Reading, writing & oracy for practical purposes
- Reading & writing for public debate
- Oracy for exploring issues and problem solving

Year Level: 12

SUBJECT: VCAL Literacy

VCAL UNITS: 3 & 4

CONTENT:

Intermediate VCAL gives students greater responsibility for their own learning with less teacher "hands on" time.

Students focus on reading and writing for knowledge, for practical purposes and to persuade others. Students read from a variety of media sources, from newspapers to YouTube and movies.

Students explore more complex themes with greater independence such as mental health in Australia, the civil rights movements and land rights movements in the USA and Australia. They explore the issue of being an individual themselves and those who have achieved the impossible; such as our greatest inventors, sports people and leaders. They create a variety of written and oral presentations to show their understanding.

ASSESSMENT:

- "The Impossible": Research
- "The Impossible": Oral
- I have a dream: Oral
- Mental Health in Australia: Assignment
- Mental Health in Australia: Creative Story

Year Level: 11

SUBJECT: VCAL Numeracy

VCAL UNITS: 1 & 2

UNIT 1 CONTENT:

Students will undertake many hands on related activities to complete the competencies of

1) Numerical information and 2) Time and money.

Initially students will be implicitly taught the basic number skills necessary to complete the VCAL competencies.

Students will progress from Foundation to Intermediate level in these competencies.

UNIT 2 CONTENT:

Students will undertake many hands on related activities to complete the competencies of

1) Design 2) Location and 3) Data.

Much of the work completed will allow students to learn in areas that interest them personally. The use of technology will be encouraged and in fact compulsory for some of the competencies.

Students will progress from Foundation to Intermediate level in these competencies.

ASSESSMENT:

- Various worksheets
- Assignments
- Online activities
- Individual assessment tasks
- Group assessment tasks

Year Level: 11

SUBJECT: VCAL Personal Development (Foundation)

VCAL UNITS: 1 & 2

UNIT 1 CONTENT:

The purpose of this unit is to focus on the development of self, through the development of personal organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.

Topics covered are:

- Personal development
- Health and Well being
- Education
- Family

UNIT 2 CONTENT:

The purpose of this unit is to focus on the development of knowledge, skills and attributes through participation in experiences of a practical nature within the community.

Topics covered are:

- Community Engagement
- Social Awareness
- Civic and civil responsibility
- Active Citizenship

ASSESSMENT:

- Group work
- Oral Presentations
- Investigative Projects

Year Level: 12

SUBJECT: VCAL Personal Development (Intermediate)

VCAL UNITS: 3 & 4

UNIT 3 CONTENT:

The purpose of this unit is to focus on the development of self, through the development of personal organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.

Topics covered are:

- Personal development
- Health and Well being
- Education
- Family

UNIT 4 CONTENT:

The purpose of this unit is to focus on the development of knowledge, skills and attributes through participation in experiences of a practical nature within the community.

Topics covered are:

- Community Engagement
- Social Awareness
- Civic and civil responsibility
- Active Citizenship

ASSESSMENT:

- Group work
- Oral Presentations
- Investigative Projects

Year Level: 11

SUBJECT: VCAL Work Related Skills

VCAL UNITS: 1 & 2

UNIT 1 CONTENT: OHS

Students will undertake practical skills in learning how to adjust to the world of “work”. They will undertake hands on activities that investigate types of industries, employment prospects, employability skills and enterprise. They will learn the basic conditions and entitlements of industry. A resume is produced. Interview skills and dress code requirements are discussed. Occupational health and safety in the workplace is researched and studied in a work related context. Safety of work environments is investigated. Team practices to improve safe work procedures are undertaken as a project. Information and communication technologies are used to improve skill, practices and employability skills.

Students progress from Foundation level to Intermediate level in their Year 11 course.

UNIT 2 CONTENT: Employability Skills

Students progress from Foundation level to Intermediate level in their Year 11 course.

Students analyse and organise information required to enable a work related goal. They practise their interview skills, improve their resume. Students identify and solve problems in the workplace. They work in a team environment to achieve a work related goal. Information and communication technologies are enhanced to improve skill, practices and employability skills.

ASSESSMENT:

- Students will be assessed on their competency of practical skills.
- Students will undertake practical team research and solve a workplace OHS issue.
- Students will undertake practical team research and solve a workplace problem.

Year Level: 12

SUBJECT: VCAL Work Related Skills

VCAL UNITS: 3 &4

UNIT 3 CONTENT:

The purpose of this unit is to provide a focus for complex development of appropriate skills and knowledge in order to provide the necessary OH&S preparation for the workplace. Students must show competence in all seven learning outcomes which includes research into career pathways, functions and layout of a specific industry or workplace, OH&S requirements, workplace procedures and information and communications technology.

UNIT 4 CONTENT:

This unit provides a focus for the development of work related and vocational skills in a workplace context or appropriate simulation. The overall aims of the unit include:

- integrating learning of increasing complexity of work related skills with prior knowledge and experiences about work
- further enhancing the development of employability skills through increasingly complex work related activity
- developing increasingly complex critical thinking skills that apply to problem-solving situations in the work context
- developing planning and organisational skills that incorporate evaluation and review
- applying increasingly complex transferable skills to work related contexts.

Students must show competence in all eight learning outcomes.

ASSESSMENT:

Assessment can occur at any time during the unit when the teacher/trainer is confident that the student is likely to be able to demonstrate successful performance. Students must show competence in all seven learning outcomes through satisfactory demonstration of all elements. All elements within each learning outcome must be in the one assessment task. However, one task may be used to assess a number of learning outcomes.

Year Level: 11 (Year 1)

SUBJECT: Certificate II in Community Services

VET UNITS: 1 & 2

CONTENT:

Cert II in Community Services will provide students with a variety of skills and knowledge to enable them to assist community groups. The course suits students who enjoy assisting others and making a difference.

The modules studied in Year 1 are designed to give an overview of working in the industry and a small insight into more specialised fields. Some of the modules covered in Year 1 include:

- Prepare for work in the community sector
- Communicate with people accessing the services of the organisation
- Follow policies and programs of the organisation
- Work with others
- Participate in WHS processes
- Prepare for disability work
- Provide food services (a safe@work hospitality certificate will be completed)
- Support the development of children
- Apply First Aid (a certificate will be awarded)

ASSESSMENT:

There are several assessment tasks, both practical and theoretical for each of the nine modules covered. Students must be deemed competent in all areas to pass and receive their certificate at the completion of the 2 year course.

The course also requires students to complete a compulsory relevant Structured Work Learning component. They are also expected to attend several excursions to agencies or services visited during the year and write a report about each to gain some understanding of the diverse industry.

Year Level: 12 (Year 2)

SUBJECT: Certificate II in Community Services

VET UNITS: 3 & 4

CONTENT:

Cert II in Community Services will provide students with a variety of skills and knowledge to enable them to assist community groups. The course suits students who enjoy assisting others and making a difference.

The modules studied in Year 2 are designed to give an overview of the skills required to work in the industry and an insight into more specialised fields of casework and advocacy. Some of the modules covered in Year 2 include:

- Work effectively with young people
- Undertake community sector work within own community
- Advocate for clients
- Operate under a casework framework
- Support group activities

ASSESSMENT:

The modules are clustered and several assessment tasks, in the form of work projects and portfolios assessed. Students must be deemed competent in all areas to pass and receive their Certificate II in Community Services from Victoria University at the completion of the 2 year course.

The course has scored assessment tasks, including an end of year VCAA examination that contributes to students ATAR score.

Year Level: 11

SUBJECT: VET Certificate III Media

VET UNITS: 1 & 2

UNIT 1 CONTENT: Digital 2D Design

The VCE VET Interactive Digital Media 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 knowledge and skills to pursue a career or further training in the screen and media industry in areas such as film and television production, animation, radio broadcasting and photography.

In Unit one, students will learn the skills of using desktop publishing Adobe software- Adobe Photoshop; Adobe Illustrator; Adobe Indesign to create design products on the Mac computer. Students will design products and take digital images. They will create advertisements, posters and a logo. Students will learn how to use animation software using Adobe Flash.

UNIT 2 CONTENT: Creative Interactive design

Students learn animation, film and web design competencies from the National Training package. They will undertake an assessment item using Adobe Flash. In Unit two, students will continue to learn the skills of using Animation software.

Students will storyboard and create a short film using Adobe Premiere and the digital video camera. Students will create webpages using Adobe Dreamweaver. All design elements and principles will be observed and used for good design. A level 2 First aid certificate will be completed as part of the OHS workplace component.

ASSESSMENT:

- Students will be assessed on their competency of practical skills against the Film, Television and Radio Training package.
- Unit 1 – Students will undertake an outcome in creating an advertising package for a chosen technology.
- Unit 2 – Students will create a simple animation.

Year Level: 12

SUBJECT: VET Certificate III Media

VET UNITS: 3 & 4

UNIT 3 CONTENT: Film

The VCE VET Interactive Digital Media 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 knowledge and skills to pursue a career or further training in the screen and media industry in areas such as film and television production, animation, radio broadcasting and photography.

In Unit three, students will enhance their skills of using film and animation software using Adobe Flash and Adobe Premiere. They will ensure 2D creative digital designs are produced and undertake two scored VCE/VET outcomes – a short mockumentary and a children’s animation.

UNIT 4 CONTENT: Animation

Students will storyboard and produce digital designs, animations, film folio work to gain entry into their appropriate courses. They will place their artwork in a digital form as a “digital portfolio” onto a webpage created with CSS.

ASSESSMENT:

- Students will be assessed on their competency of practical skills against the Film, Television and Radio Training package.
- Unit 3 – Students will undertake two outcomes; a mockumentary and an animation.
- Unit 4 – Students will create a web page and undertake an exam done on computer for the VCE/VET VCAA study score.

Year Level: 11

SUBJECT: VET Sport and Recreation

VET UNITS: 1 & 2

UNIT 1 CONTENT: Policies and procedures in a fitness industry and developing practical skills

Students gain an understanding of the fitness industry while developing a knowledge of policies and procedures in a business. Students study first aid and get their level two first aid certificate. Students learn about the logistics within a sporting industry with a focus on understanding work priorities and produces and how these apply in sport and recreation. They learn about emergency situations and how these can apply to a fitness industry.

Students participate in a range of practical activities with a focus on skill development. Students then teach these new skills to different age groups at the College. Students participate in martial arts and swimming activities throughout the unit.

Students also assist in the delivery on both the swimming carnival and athletics carnival.

UNIT 2 CONTENT: Customer service, OH&S, software packages and developing practical skills

Students continue to develop their knowledge of the fitness industry. Students learn about customer service and how this applies to different areas of the sport and recreation industry. Students learn about Occupational Health and Safety, including the different policies relevant to the fitness industry. Students gain an understanding of the different software and computer packages which can be used in the industry.

Students participate in a range of practical activities. During unit 2, students participate in fitness activities, including different classes, touch footy, surfing and kayaking. Students reflect on their skills learnt and teach a selection of these to other groups.

ASSESSMENT:

- Performance in practical sessions
- Classwork for each unit of competency
- Delivering sport sessions to different groups

Year Level: 12

SUBJECT: VET Sport and Recreation

VET UNITS: 3 & 4

UNIT 3 CONTENT: Educating the community and analysing participation

Students will analyse participation patterns across different sports and communities. They will examine graphs and interpret information about participation patterns presented to them. Students will learn how to develop a risk analysis plan across different sporting activities. They will develop resources on how to educate the public about the safe use of resources in the community.

UNIT 4 CONTENT: Planning and developing sport and recreation sessions; fitness

Students will learn the benefits of warm-ups and cool-downs for physical activity and develop these for specific populations. Students will develop a sport and recreation session for a population, which includes session aims, objectives, policies and safety considerations. Students will plan and conduct the session as a group.

Students will learn about the different fitness programs available and how these are suited to different clients. Students will develop and implement a fitness program which includes session activities, aims, objectives and benefits.

ASSESSMENT:

- Portfolio
- Practical work performance

Year Level: 11 & 12

SUBJECT: VCE VET Automotive

VET UNITS: 1 - 4

CONTENT:

This subject provides students with a basic operational knowledge of a range of automotive technologies, the ability to apply a range of skills appropriate to enter the automotive industry and to apply solutions to a range of problems. The majority of the program is made up of electives chosen from streams in maintenance, mechanical, electrical, panel beating, painting, trimming, body making and engine reconditioning.

CONTRIBUTION TO VCAL / VCE:

- VCAL: This program contributes to the Industry Strand of VCAL.
- VCE: Students will receive four units towards their VCE. Two units at 1 & 2 level and two units at 3 & 4 level.
- ATAR: 10% increment.
- Places in this VET program are limited. Work placement is recommended.

ASSESSMENT:

Competency based training programs are comprised of competency standards set by industry that each student is assessed against to ensure all the outcomes required have been achieved.

Progression through a competency based training program is determined by the student demonstrating that they have met the competency standards through the training program and related work, not by time spent in training. This way, students may be able to complete a program of study much faster.

Year Level: 11 & 12

SUBJECT: VCE VET Building and Construction

VET UNITS: 1 - 4

CONTENT:

Pre-apprenticeship is state accredited curriculum which offers students prevocational training in the building and construction industry. The VCE VET program provides partial completion of the pre-apprenticeship into one of the following streams: bricklaying, carpentry, painting and decorating, wall and ceiling lining, wall and floor tiling and solid plastering.

Common units in the pre-apprenticeship include safe handling of plant and power tools, quality principles for the building industry, calculations and workplace documents and plans. Stream specific units focus on providing foundation skills necessary for the chosen industry sector.

CONTRIBUTION TO VCAL/VCE:

- VCAL: This program contributes to the Industry Strand of VCAL. You will be eligible for up to four credits towards your VCAL – at the Foundation, Intermediate or Senior levels.
- VCE: On completion students are eligible for four units. Two units at Unit 1 & 2 and two units at 3 & 4 level.

ASSESSMENT:

Competency based training programs are comprised of competency standards set by industry that each student is assessed against to ensure all the outcomes required have been achieved.

Progression through a competency based training program is determined by the student demonstrating that they have met the competency standards through the training program and related work, not by time spent in training. This way, students may be able to complete a program of study much faster.

Year Level: 11 & 12

SUBJECT: VCE VET Information Technology – Cert III (Partial Completion) in Information, Digital Media and Technology

VET UNITS: 1 - 4

CONTENT:

The VCE VET Information and Communications Technology program provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of information technology in a range of industry areas. The qualification is designed to support information activities in the workplace and to achieve a degree of self-sufficiency as an advanced ICT user.

Units of competence are made up of core compulsory topics and electives. In Unit 1 and 2 (Year 11), the compulsory competencies include; OH&S, communication in the ICT workplace, and running diagnostic tests. The electives include using software, networking and taking care of computers and peripherals. In Unit 3 and 4 (Year 12) the compulsory units cover; user documentation, operating systems, maintaining equipment and software and workplace skills.

CONTRIBUTION TO VCAL/VCE:

- VCAL: This program contributes to the Industry Strand of VCAL.
- VCE: VCE students are eligible for up to four VCE VET units.
- ATAR: A study score is available for this program-scored assessment.

ASSESSMENT:

Assessment is made up of a combination of theory and practical application of ICT skills, including general employability skills needed in the ICT workplace. There is a great deal of screen based activity and assessment in this unit of study which includes setting up computers and simple networks, computer diagnostics and applying OH&S and communication skills within the ICT workplace. It is competency based assessment.