

**STRATHCONA**

## **Curriculum Handbook Years 10-12, 2010**



***bring out her best***

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## PREAMBLE

*Education is life itself.* John Dewey

Strathcona is dedicated to providing an enriching education enabling students to reach their full potential. We recognise that life skills and emotional intelligence underpin the drive for academic excellence. Our experience is that the nurturing and stimulating environment provided by our people makes Strathcona a place where all can achieve to their very best.

Strathcona regularly reviews all aspects of the curriculum to ensure it offers balance, rigour and challenge. Together with our co-curricular programs, social service ethic and our pastoral care structures, the curriculum encourages the school community to reflect on and embrace Christian values whilst promoting respect for the beliefs and values of others. The use and appreciation of information and communications technologies are embedded in the curriculum and students are challenged and supported to develop deep levels of thinking and application.

Our aim is to provide a broad range of academically and personally challenging programs that will help each girl gain the capabilities she needs to confidently engage with life. From Year 10 onward, in addition to the subjects offered at Strathcona, girls may choose to undertake a range of Vocational Education and Training (VET) subjects available through the Inner Melbourne VET Cluster to which Strathcona belongs. Subject offerings vary from year to year and a number are taught outside school hours.

In making her subject choices, interests, skills and longer-term goals must be considered by each girl. As some subjects build from year to year, and some tertiary courses have prerequisites or assumed background knowledge, it is vital that girls seek the advice of both our Careers Advisor and our VCE/VET Coordinator.

This booklet aims to provide information about the Year 10 electives, the Victorian Certificate of Education (VCE) and the VCE and VET Studies offered at Strathcona, as well as providing an overview of the sequences of subjects students may wish to take.

## INTRODUCTION

The Senior School curriculum offers a diverse range of subjects and extensive flexibility for individual programming. The strategies in each subject encourage students to think critically and creatively, to develop global awareness and to work cooperatively to establish the skills needed for life-long learning. In Years 10-12, preparation begins for VCE and life beyond school. Over 100 VCE units are offered. There are opportunities to take VET modules and first year university enhancement subjects.

Many VCE Studies at Units 3 and 4 build on the material covered in Units 1 and 2. However, there are some studies where this background is not required (see units in grid).

## CAREER PLANNING

**Career planning is an essential part of the process of subject selection.**

We encourage students to plan a VCE course around their career interest area and personal strengths. They also need to be aware of the requirements for entry into tertiary institutions when making subject choices for VCE.

There are a number of resources available at Strathcona to support these decisions.

- *Careers Room Staff and Resources* - current information about all tertiary institutions is available through a range of programs and through information in the Careers Room. Students are encouraged to make use of this information to collect important course details for decisions about their futures.

- All students are encouraged to make appointments with the Careers Counsellor to discuss career interest, subject selection and tertiary courses.
- *Careers Testing* - this takes place in a variety of ways in Years 9 and 10. If students are interested in more detailed testing, this can be arranged at Strathcona - see Mr Duncan.
- *Strathcona Intranet - Careers Website* - this site has information about courses at all Victorian institutions via hyperlinks with each institution. Very specific information about courses with particular institutions can be sourced, e.g. actual subject content and assessment procedures for subjects within courses. This Website also has Strathcona information about careers sessions and careers seminars and the timeline for applications. There are also hyperlinks to some interactive career testing programs.
- *VICTER* - a publication prepared by the Victorian Tertiary Admissions Centre (VTAC). This publication is specific to the particular year of entry to courses.
- *Course Scan* - a computer program which lists tertiary courses possible to enter with particular VCE subject combinations. All students are encouraged to make use of this facility to check that the subjects they have chosen meet prerequisites required for course selection.
- *OZJAC* - a careers and course computer program. Students are able to explore career interests and courses to match these throughout Australia.
- *VTAC Guide* - this will be available to all Year 12 students in July. The prerequisites published this year are relevant to students graduating from Year 12 and may not apply to other years.
- Careers Newsletters will be published throughout the year.







## THE VCE

The following is information from the Victorian Curriculum Assessment Authority (VCAA) about procedures for the implementation of the VCE.

### Satisfactory Completion of the VCE

The VCE will normally be completed by students over a minimum of two years.

Students expecting to complete their VCE in 2010 will be required to satisfactorily complete the equivalent of 16 units which include:

- three units from the English group, with at least one unit at Unit 3 or 4 level
- three sequences of Units 3 and 4 studies other than English, including VCE VET Unit 3 and 4 sequences.

**Note:** Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student's Equivalent National Tertiary Entrance Rank (ENTER), satisfactory completion of both Units 3 and 4 of an English sequence is also required.

Please refer to the VCE Curriculum grid on the previous three pages.

### The VCE can be taken in a number of ways at Strathcona -

A normal VCE program will comprise up to 24 units

- It is possible to -
  - commence some Units 1 and 2 in Year 10, and
  - take some Units 3 and 4 at Year 11, and
  - take some Units 3 and 4 outside normal school hours
  - take VCE/VET Units. VET programs can contribute in their own right towards the VCE. Strathcona has some VET offerings and other VET units may be studied externally.
  - take languages other than those available at Strathcona by arrangement with the Victorian School of Languages.
  - take University Enhancement courses

Acceleration into VCE studies in Years 10 and 11 or Enhancement Studies at tertiary level require careful consideration. Acceptance into these programs will be based upon –

- standard of work in the previous year
- timetable implication and availability due to numbers of applications
- relevance for individual programs and course and career planning

Consolidation and extension, rather than acceleration, may be appropriate for some students.

### Satisfactory completion of VCE units

Units 1 and 2 can be completed as single units

Units 3 and 4 need to be taken as a sequence in the one year

### Satisfactory completion of VET units

Certificate II Units 1 and 2 both must be completed.

Satisfactory completion of Certificate II is required before a student may enrol in Certificate III.

VET studies must begin at Year 10 or Year 11 level if a student intends to undertake them in Year 12.

### Learning outcomes

Each VCE unit includes a set of 2 to 4 outcomes. The award of satisfactory completion of a unit is based on a decision that the student has demonstrated achievement of the outcomes. The achievement will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for that unit. Satisfactory completion of units is determined by the school, in accordance with the VCAA's requirements, i.e.

- the work meets the required standard
- the work was submitted on time
- the work is clearly the student's own
- there has been no substantive breach of rules

### Assessment of Units 1 and 2

These assessments will be school based.

### Assessment of Units 3 and 4

For each study, student level of achievement for Units 3 and 4 sequences is assessed using school-based assessment and external examinations.

Each study has 3 assessment components, either

- one group of school-assessed tasks /coursework (SATs or SACs) and two examinations or
- two groups of school-assessed tasks/coursework and one examination
- the school-assessed component will be composed of a number of assessment tasks

For example, English will have one examination and two school assessments and Mathematics studies will have one school assessment and two examinations.

- Assessments will be reported as grades A+ to E; UG

### Examinations

There will be examinations in some studies in June and in all VCE studies in November. Performance and Oral examinations will be held May/June and October. Timetable arrangements for these will be distributed by VCAA throughout the year.

### School Assessment

There will be two forms of school assessment -

- *School-assessed coursework*, which is linked to outcomes and based on a student's overall achievement in the designated assessment tasks. These tasks will be done in a limited time frame and completed as part of regular class work. **School-assessed tasks will be statistically moderated against examinations and may also be moderated against part or all of the GAT.**
- *School-assessed tasks* will be used in some studies to assess specific skills eg. Art. **These tasks will be assessed against specific criteria with results monitored, and perhaps moderated, by the GAT and statistically moderated against examinations.**

*At the end of each semester in which a study is completed, the student will be awarded an "S" indicating satisfactory completion or an "N" indicating that the student has not satisfactorily completed the unit.*

## Assessment Structure for VCE Studies – 2010

<i>Study</i>	<i>School Assessment</i>		<i>External Assessment – Written examination</i>			
Accounting	Units 3/4 Coursework	34%	June 1½ hours	33%	Nov 1½ hours	33%
Art	Units 3/4 Coursework	20%	Nov 1½ hours	30%	School-assessed Task	50%
Biology	Units 3/4 Coursework	34%	June 1½ hours	33%	Nov 1½ hours	33%
Chemistry	Units 3/4 Coursework	34%	June 1½ hours	33%	Nov 1½ hours	33%
Drama	Units 3/4 Coursework	40%	Solo performance -		Oct	35%
			Nov 1½ hours	25%		
Economics	Unit 3 Coursework	25%	Nov 2 hours	50%	Unit 4 Coursework	25%
English/ESL	Unit 3 Coursework	25%	Nov 3 hours	50%	Unit 4 Coursework	25%
Food and Technology	Units 3/4 Coursework	40%	Nov 1½ hours	30%	School-assessed Task	30%
Geography	Unit 3 Coursework	25%	Nov 2 hours	50%	Unit 4 Coursework	25%
Health and Human Development	Unit 3 Coursework	25%	Nov 2 hours	50%	Unit 4 Coursework	25%
History	Unit 3 Coursework	25%	Nov 2 hours	50%	Unit 4 Coursework	25%
International Studies	Unit 3 Coursework	25%	Nov 2 hours	50%	Unit 4 Coursework	25%
Legal Studies	Unit 3 Coursework	25%	Nov 2 hours	50%	Unit 4 Coursework	25%
Literature	Unit 3 Coursework	25%	Nov 2 hours	50%	Unit 4 Coursework	25%
LOTE – French, Italian	Unit 3 Coursework	25%	Oral examination		Oct ¼ hour*	12½%
	Unit 4 Coursework	25%	Nov 3 hours*	37½%		
Mathematics Further	Units 3/4 Coursework	34%	Nov 1½ hours	33%	Nov 1½ hours	33%
Mathematical Methods CAS	Units 3/4 Coursework	34%	Nov 1 hour	22%	Nov 2 hours	44%
Music Performance: Solo	Units 3/4 Coursework	25%	Solo performance examination		Oct	50%
					Aural/Written examination	25%
Physical Education	Unit 3 Coursework	25%	Nov 2 hours	50%	Unit 4 Coursework	25%
Physics	Units 3/4 Coursework	34%	June 1½ hours	33%	Nov 1½ hours	33%
Psychology	Units 3/4 Coursework	34%	June 1½ hours	33%	Nov 1½ hours	33%
Texts and Traditions	Unit 3 Coursework	25%	Nov 2 hours	50%	Unit 4 Coursework	25%
Theatre Studies	Units 3/4 Coursework	45%	Solo performance -		Oct	25%
			Nov 1½ hours	30%		
VCE VET Hospitality (Operations)	Units 3/4 Coursework	66%	Nov 1½ hours	34%		
VCE VET Interactive Digital Media III	Units 3/4 Coursework	66%	Nov 1½ hours	34%		
Visual Communication and Design	School-assessed Task	33%	Nov 1½ hours	34%	School-assessed Task	33%

### **General Achievement Test**

The purpose of the GAT is to provide a common basis for comparing and monitoring the distribution of grades for school-assessed work and checking of anomalous examination grades. GAT results do not contribute to tertiary entrance.

### **Reporting – VCAA**

- A statement of results will be issued at the end of each year for Units 1 and 2
- The VCE and a statement of results will be issued at the end of Year 12

### **School Reports - Units 1 and 2**

The school will continue to issue progress and semester reports. There will be a progress report at the end of Term 1. Students will receive a formal end of unit report at the end of Semesters 1 and 2. School-assessed coursework and tasks related to outcomes will be reported to the VCAA with 'S' or 'N'.

The school will report on:

- The standard of school-assessed coursework and tasks A+ to E: UG
- Patterns of work
- Co-curricular involvement

### **School Reports - Units 3 and 4**

There will be a progress report in Term 1. Students will receive more detailed reports following the completion of Semester 1. At the end of the year, students will receive documentation from VCAA and VTAC as well as a reference written by the School.

### **School Policy**

#### *Authentication*

- All students must submit work that is clearly their own
- The school is empowered to impose penalties, ranging from making other arrangements for completion of the work, to cancellation of the result
- The VCAA must be notified of any action the school takes

#### *Attendance*

Students are expected to attend **all** classes in **all** subjects, except when their absence is authorised by parents for reasons of illness or other, unavoidable, emergencies.

#### *Authorised Absence*

Parents are requested to ring the School by 10.00 a.m. **on the first day** of a girl's absence. Written notes from parents are required in the case of all absences from School. These are given to the Form Tutor or Year Coordinator on the day of return.

#### *Failure to attend class*

*Students who are absent without the permission of the school for more than 10% of scheduled class time for a unit, may be recorded by the school on the VASS system as "did not attempt". Such students will not receive a result for the unit on the End of Unit Report provided by VASS or the statement of results provided by the VCAA. **A decision to record "did not attempt" by a school is not subject to appeal by students.** Teaching will proceed, as scheduled in work programs for each subject, irrespective of student absence. However, special assistance will be offered to students who have experienced hardship which has resulted in authorised absence from school.*

### **Special Provision School Policy**

Special Provision provides all students with the reasonable opportunity to participate in and complete their senior studies. Individual students may need special provisions in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement

The guiding principles which must be satisfied in all the forms of Special Provision are:

- The provision should provide equivalent, alternative arrangements for students.
- The provision should not confer an advantage to any student over other students.

Specific eligibility criteria apply to the granting of Special Provision. Students who are eligible for integration funding may not necessarily meet the eligibility criteria for special provision in the VCE.

### **There are four forms of Special Provision of the VCE**

- Student Programs
- School-based Assessment
- Special Examination Arrangements
- Derived Examination Score

Specific eligibility requirements apply for each form of Special Provision.

Strathcona is responsible for determining eligibility and the nature of provisions granted for:

- Student Programs
- School-based Assessment

VCAA is responsible for determining eligibility and granting approval for:

- Special Examination Arrangements
- Derived Examination Score

VCAA recommends consistency between local arrangements and VCAA approved Special Examination arrangements

### **Eligibility for Special Provision in Student Programs**

A student is eligible for Special Provision if, at any time while studying for the VCE, she is adversely affected in a significant way by:

- illness (physical or psychological);
- any factors relating to personal environment;
- other serious cause; or
- an impairment or disability, including learning disabilities.

The circumstances affecting the student do not include matters or situations of the student's own choosing, e.g. involvement in social or sporting activities, school events.

For students where the usual pattern of enrolment will place them at risk of not being able to meet either the Unit Outcomes or Satisfactory completion of the VCE, the school should develop a management plan. This is also relevant for students who become chronically unwell during the course of their VCE studies.

The establishment of a VCE Support Group is advised as a means of managing a student's program of study allowing for a formalised structure through which decisions are made and action verified.

### **Strategies requiring approval by the VCAA**

If the above provisions are insufficient, the following options requiring approval by VCAA are available

- Compassionate Late Withdrawal
- Interrupted Studies
- Non-English Speaking Background -eligibility for ESL status.

### **School-based Assessment**

Schools may approve special provisions and arrangements for school-based assessments. The VCAA recognises that teachers, because of their knowledge of individual students and their circumstances, can vary the school assessment programs to accommodate student circumstances. VCAA does recommend that schools approve arrangements for school-based assessments which are consistent with the Special Examination Arrangements approved by the VCAA.

### **Eligibility for Special Provision for School-Based Assessment**

- Illness - acute and chronic
- Impairment - long term
- Personal circumstances

### **Strategies**

- Rescheduling an assessment task
- Allowing a student extra time to complete the task
- Setting a substitute task of the same type
- Replacing a task with one of a different kind
- Using a planned task to assess more outcomes than originally intended
- Using technology, aides or other special arrangements
- Deriving a score from other assessments or work completed by the student

The VCAA encourages schools to approve school-based arrangements which are consistent with Special Examination Arrangements guidelines.

### **Special Examination Arrangements**

Students are eligible for Special Examination Arrangements if it can be demonstrated that their capacity to complete the examination is adversely affected by:

- Significant Health Impairment
- Significant Physical Disability
- Hearing Impairment
- Vision Impairment
- Learning Disability
- Severe Language Disorder.

VCAA is responsible for determining eligibility and granting approval for these.

### **What the student must do –**

- Submit a timely request for Special Examination Arrangements to the VCE Coordinator
- Provide appropriate documentation and evidence

**What Strathcona must do –**

- Determine whether the student's request for Special Examination Arrangements is appropriate and consistent with eligibility requirements
- Administer tests/essays where required
- Complete the application form for Special Arrangements and submit to VCAA by the specified closing date
- Advise the student and the Chief Supervisor of any VCAA approved arrangements. These decisions must be printed by the VASS Coordinator and distributed to the students, Chief Supervisor and VCE Coordinator.

**What the VCAA will do –**

- Deliberate on each application and make a decision for each of the examination/s on the application
- Advise the school via VASS of all approved arrangements

**Types of Special Arrangements –**

- a. Extra reading time. This will not exceed 10 minutes per hour
- b. Extra writing time. This will not exceed 10 minutes per hour other than in exceptional circumstances
- c. Rest breaks. These will not exceed 10 minutes per hour. If a student requires a rest break to stand, stretch or leave the room, these must be specifically requested.
- d. Alternative format papers such as enlarged print, coloured paper, Braille and/or recorded examination papers
- e. Permission to use aids such as a computer or microphone for a hearing impaired student
- f. A reader or scribe
- g. A clarifier
- h. Alternative examination venue

Each examination requires specific requests.

NB: While School-based assessment arrangements are determined by each school, VCAA recommends consistency between local arrangements and VCAA approved arrangements.

**Please** refer to the following **Medical Documentation Requirements** table for details of the possible arrangements available for a range of health issues. Applications for extra time and/or scribe and/or computer will also require the handwritten/typed essays as evidence.

## Medical Documentation Requirements

Possible Difficulty/Impairment in Examination		Possible Arrangements Available	Minimum Documentation *
Anxiety Disorders	Concentration difficulties, anxiety preventing performance in group situations	Rest breaks, permission to take medication, separate room	<ul style="list-style-type: none"> <li>• Current psychological history/report</li> <li>• Teacher comments</li> </ul>
Attention-Deficit and Disruptive Behaviour Disorders	Concentration and impulse control	Rest breaks, permission to take medication	<ul style="list-style-type: none"> <li>• Current medical history/report</li> <li>• Teacher comments</li> </ul>
Autism Spectrum Disorder	Concentration difficulties, anxiety	Rest breaks, separate room, permission to leave examination room under supervision	<ul style="list-style-type: none"> <li>• Current psychological history/report</li> <li>• Teacher comments</li> <li>• Learning Disability evidence (if applicable)</li> </ul>
Back Injury/Chronic pain	Pain/discomfort due to injury, problems with prolonged sitting	Rest breaks, permission to take medication, permission to stand and stretch	<ul style="list-style-type: none"> <li>• Current medical history/report</li> <li>• Teacher comments</li> </ul>
Crohn's Disease	Pain/discomfort	Rest breaks, permission to leave room under supervision	<ul style="list-style-type: none"> <li>• Current medical history/report</li> <li>• Teacher comments</li> </ul>
Chronic Fatigue Syndrome	Tiredness/inability to concentrate due to illness (eg chronic fatigue syndrome, post-viral syndrome, ME, glandular fever)	Rest breaks, permission to take medication, extra writing time*, home supervision	<ul style="list-style-type: none"> <li>• Current medical specialist history/report</li> <li>• Teacher comments *</li> </ul>
Diabetes	Need to check blood sugar levels	Permission to take food/drink into the examination, permission to take medication, permission to leave examination room under supervision	<ul style="list-style-type: none"> <li>• Current medical history/report</li> </ul>
Epilepsy	May suffer from epileptic seizure during examinations	Permission to take medication, separate room	<ul style="list-style-type: none"> <li>• Current medical history/report</li> <li>• Teacher comments</li> </ul>
Hand/Wrist/Arm/Shoulder Injury	Difficulty writing due to pain or discomfort in hand/arm. Excessive fatigue in hand	Rest breaks, extra writing time*, computer*, scribe*	<ul style="list-style-type: none"> <li>• Current medical and/or physiotherapist/ occupational therapist history/report</li> <li>• Teacher comments</li> </ul>
(Severe) Head Injuries	Mental processing difficulty or slowness due to head injury	Rest breaks, permission to take medication	<ul style="list-style-type: none"> <li>• Current specialist medical history/report</li> <li>• Psychological assessment</li> <li>• Teacher comments*</li> </ul>
Obsessive Compulsive Disorder, Depression, Schizophrenia, Bipolar Disorders	Concentration difficulties, impulse control	Rest breaks, separate room, extra writing time*. Permission for medication	<ul style="list-style-type: none"> <li>• Current psychological history/report</li> <li>• Teacher comments *</li> </ul>
Pregnancy/Early Infant Care	In hospital for birth, breastfeeding	Rest breaks/feeding breaks, padded chair, separate room, home/hospital supervision	<ul style="list-style-type: none"> <li>• Current medical report including anticipated delivery date, if applicable</li> </ul>
Significant Physical Disability	Paraplegia, Muscular Dystrophy, Cerebral Palsy etc.	Permission to stand/stretch, permission to take medication, separate room, extra reading time, extra writing time*, computer, alternative examination paper	<ul style="list-style-type: none"> <li>• Current specialist medical history/report</li> <li>• Teacher comments*</li> </ul>

\*If the application is for extra writing time, a scribe or the use of a computer, students will be required to submit the required essays.

### Derived Examination Score

The Derived Examination Score (DES) is calculated by the VCAA and may be used as the student's examination result where the student's application has been approved by the VCAA.

Students are only eligible for a DES for a VCE examination if –

1. They have completed the course of study leading to the examination and have a result for at least one other Graded Assessment in the same study.
2. They experience the onset of an illness or the occurrence of an injury or personal trauma immediately before or during a performance, oral or October LOTE written examination or the first written examination in the June or October/ November examination period.
3. They experience a serious intervening event in the period two days before or on the day of the examination.
4. They provide independent professional written evidence that demonstrates that the illness, injury, personal trauma or serious intervening event has affected their performance in the examination or has prevented them from attending the examination.

### Evidence

The student must provide evidence that demonstrates she was -

- Unable to perform on the examination at a level that accurately reflects her real achievement in the study
- Prevented from sitting the examination at all

What the student must do –

- Submit a timely request to the VCE Coordinator
- Provide appropriate documentation and evidence

The application form and the provision of supporting evidence is the responsibility of the student. The student must ensure that:

- She submits an application for each of the examinations for which she is seeking a DES
- All sections of the application required to be completed by the student are completed
- statements from the person(s) providing the independent evidence are completed
- statements from other sources where applicable are completed
- the application is forwarded to the VCAA **within seven days of the last examination for which the student seeks a DES.**

### What the VCAA will do –

All applications will be assessed by a panel and a decision determined for each of the examinations in the application. Students will be notified by VCAA via VASS and their school will receive an email outlining the outcome of the student's application.

Finally –

Do not hesitate to contact the VCE Coordinator to clarify any of these matters. There are time limits for applications which must be met so acting promptly is in everyone's best interests.

### Change of Subjects

It is highly recommended that a student who wishes to change subjects does so by the end of the second week of study. After this it becomes exceedingly difficult to cover the missed work.

### **Vocational Education and Training (VET)**

VET courses simultaneously provide students with –

- a nationally and industry recognised and registered certificate
- units towards the VCE

### **Possible Pathways**

Skills attained during VET may assist students to –

- progress into a TAFE course which can articulate towards a diploma or a degree
- gain part time employment while studying at University

At Strathcona certificates may be available in VCE/VET Certificate II and III in Multimedia and Certificate II in Hospitality Operations. There will be additional costs for VET Hospitality.

Other VET programs may be available in partnership with external institutions, depending on timetabling and access to institutions.

### **VCAA Administrative Information**

Full VCAA Administrative Information is available on the Strathcona VCE Blackboard site, 'Policies' or direct VCAA link [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

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## Art

### Year 10 Electives

At Year 10, Art remains an important part of the School curriculum. A wide selection of electives is offered to provide a rich and varied learning experience. For those students who are intending to continue with Art at Years 11 and 12, it is strongly recommended they take either 2D Art for a whole year or 2D Art for Semester 1 and 3D Art for Semester 2. For students intending to do VCE VCD, it is strongly recommended that both VCD 1 and VCD 2 be chosen at Year 10 as a preparation for VCE VCD.

#### 2D Art (either full year or Semester 1 only)

##### ***Creating and Making***

Painting, Drawing, Printmaking, Mixed Media and Digital Imaging – this is the practical part of the course. Students create a series of pieces.

##### ***Exploring and Responding***

Art Appreciation relating to the creating and making aspect of the course – this is the written, theoretical and discussion part of the course.

#### 3D Art (Semester 2)

##### ***Creating and Making***

Sculpture (in its various forms), Textiles and Mixed Media – this is the practical part of the course. Students create a series of pieces.

##### ***Exploring and Responding***

Art Appreciation relating to the creating and making aspect of the course – this is the written, theoretical and discussion part of the course.

Both 2D and 3D Art will involve the production of a folio and visual diary, which trials ideas and shows development of artistic and technical skills. Both units will also involve the description, analysis, interpretation and comparison of art works.

#### Visual Communication and Design Units 1 and 2

The Art department offers two one semester elective units of Visual Communication and Design (VCD) at Year 10. Both units will involve the students in using a range of paraline and orthogonal drawing systems, using both manual and electronic instruments, to complete instrumental drawings. Students will also draw from direct observation, in proportion, and render the drawings. Both units will involve the use of Photoshop and other relevant digital technologies in the application of design elements and principles to satisfy a stated purpose.

Research, analysis and written communication skills will be important aspects of both units. Written reports, supported by visual material, explaining the visual communication production process will be required in each of the units of VCD at Year 10.

## Christian Education

The curriculum plan is to provide an arena for interfaith discussion on the roots and heritage of the Christian faith; in relation to Islam, Hinduism, Buddhism and Judaism. A basic understanding of each of these mainstream faiths will be taught through video presentations, discussions and activities. Students involved in the Building Bridges (Interfaith Dialogue in Melbourne schools) Program will share their experiences and interaction with other members of the class.

Topical issues such as gossip, drugs, body image, sex, death, depression, racism, homosexuality and success are discussed with the aid of the Eric video series. Each of these issues is looked at individually in the context of our interfaith discussion.

Easter and Christmas; the Gospel accounts are read and reflected upon.

Regular times are set aside for stillness and quiet.

**Key Textbook:** The Good News Bible

### Aims:

- to gain knowledge of God and the Christian faith which is central and basic background to our sense of justice and to our festivals, literature, art and music in Australian culture
- to reflect on the message of justice revealed in the Bible and its relevance and importance for us today
- to gain knowledge and understanding of other faiths
- to gain knowledge and understanding of the historical background of Christian Denominations and in particular the Baptist denomination
- to encourage at all times an open and positive attitude to all that is presented and discussed
- underlying all our teaching and discussions is the ultimate desire that our students will seek to pursue a faith journey relevant to their age

<p><i>Term 1</i>  <i>Unit 1: Study of Religions</i>  <i>Unit 2: The Hindu Faith</i>  <i>Unit 3: Eric Series – Gossip</i>  <i>Unit 4: Buddhism</i>  <i>Unit 5: Christian celebration of Easter</i>  <i>Reflection</i></p>	<p><i>Term 3</i>  <i>Unit 1: Eric Series - Death</i>  <i>Unit 2: Jewish Faith</i>  <i>Unit 3: Eric Series – Racism</i>  <i>Unit 4: Interfaith Research Project</i>  <i>Reflection</i></p>
<p><i>Term 2</i>  <i>Unit 1: Eric Series – Body Image</i>  <i>Unit 2: The Islamic Faith</i>  <i>Unit 3: Eric Series – Depression</i>  <i>Reflection</i></p>	<p><i>Term 4</i>  <i>Unit 1: Eric Series - Homosexuality</i>  <i>Unit 2: Christianity and Mark's Gospel</i>  <i>Unit 3: Eric Series - Success</i></p>

## Combined Arts Elective

### A Confident Performer (or ways to a better performance!)

Most performers have been inhibited by nerves at some time or another, and many top performers have been paralyzed by them at times, yet their creativity and reputation triumphed. This course is designed for students who would like to feel confident when performing – whether performing music, poetry, public speaking, or anything else that requires one to stand in front of an audience. This course develops skills in how to prepare for a confident performance, changing performance tension into vital energy.

The first part of the elective identifies the problem and symptoms of fear and the reasons behind the fear. Brainpower is discussed and some positive strategies put forward. The second part of the elective offers solutions – how to perform to the best of your ability, how to prepare physically. Specific situations are also covered.

#### Aims

This study aims to involve students in analyzing their own performances and those of others, identifying their own fears before and during performance and analyzing self-talk that may occur during performance. It aims to give students the skills and resources to produce a quality performance to the best of their ability while gaining enjoyment in the process of preparation and performance.

This study is designed to develop:

- Confident students
- An enjoyment of performing to and communicating with an audience, large or small
- The ability to analyze a less successful performance and turn it into a learning tool rather than carrying it into the next performance as a negative
- The ability to place oneself 'in the flow' when preparing for a performance and when actually performing
- Strategies to ensure physical and mental preparation for peak performance

*Assessment Tasks:* 3 performances; essay/report; and a folio – personal preparation techniques, analysis of performances (self and others) and reflections.

## Commerce

### Commerce electives

Students may take ONE or BOTH of these units.

#### Dollars and Sense – Semester 1

##### Area of Study 1

##### **Why is everything made in China?**

This area of study will provide an introduction to Australian and global economic issues will be investigated. China will be used as a case study.

##### Area of Study 2

##### **Will I ever be able to afford to visit China?**

Students will be introduced to many aspects of personal financial management. Topics covered will include basic budgeting and bookkeeping, the share market (including participation in the ASX share market game), travel, credit cards, investing and workplace survival skills.

#### Powerful People – Semester 2

##### Area of Study 1

##### **Politics through cartoons.**

This area of study will provide an introduction to the Australian political system. The role of federal, state and local government will be explored. The use of cartoons and humour will enable students to understand the current political issues and allow the role played by the various characters to be explored. The students will participate in a mock election and visit State Parliament.

##### Area of Study 2

##### **Is your ignorance of the law a defence?**

This area of study will provide an introduction to the law and the legal system. International legal issues, human rights and issues facing young people will be explored. Students will develop their knowledge of global citizenship.

#### **Assessment:**

Outcome for each area of study: 25%

Examination: 50%

## Drama

### Drama Elective - Whole Year course

It is highly advisable that students wishing to enrol in Drama 3/4 or Theatre Studies 3/4 have completed this elective.

### Drama: Play Production and the Actor

#### Semester 1: Play Production

This unit focuses on the interpretation of a play script or excerpts from play script/s for production to an audience. It considers the actor as part of a carefully planned and presented production involving acting and the selection of one area of stagecraft from the following: set, props, costumes, lighting, sound, direction, multimedia, makeup, promotions and stage management. Students will be involved in BOTH stagecraft and acting roles in the development of a play script/s for performance. The course includes a History of Theatre component which delves into developing an understanding of the performance styles and associated theatrical conventions inherent in both the play/s selected for performance and Elizabethan Theatre. They will also choose a Shakespearean duologue to develop for presentation to a live audience. Students must attend at least ONE professional performance from a recommended list and write an analysis of the performance. They are encouraged to attend a range of performances on their own.

#### Area of Study 1: Play Production

Students will work collaboratively on the interpretation and performance of a play script or excerpts from play script/s utilising the appropriate performance styles and theatrical conventions. Each student will participate in both acting and one area of stagecraft. The process in developing the stagecraft will be documented in a folio.

#### **Assessment Task:** Play Production

Acting and the application of stagecraft will be assessed through the four stages of the production process.

#### **Assessment Task:** Production Folio

Development of a Stagecraft folio documenting the design process over the four areas of the production process.

#### Area of Study 2: Performance Analysis

Students will describe and evaluate the use of stagecraft in a professional performance.

#### **Assessment Task:** Performance Analysis

A written analysis and evaluation of a professional performance.

#### Area of Study 3: Elizabethan Theatre

Students will select a Shakespearean duologue to develop and perform. Each student will select a partner and decide on a duologue to contextualise and develop into a performance utilising Elizabethan performance style and theatrical conventions. The performance will be in front of an audience. It will also be videotaped for analysis and evaluation purposes.

#### **Assessment Task:** Performance of Shakespearean duologue

Application of expressive skills and appropriate performance styles and conventions to present a Shakespearean duologue in performance.

**Semester 2: The Actor****Area of Study 1: Ensemble Performance**

Students will work collaboratively on developing a non-naturalistic performance on a given stimulus. The study of Non Naturalism will be integral to the work developed during this outcome. The ensemble will be presented in an evening performance in front of an audience.

**Assessment Task:** Creating and presenting ensemble performance.  
Development and presentation of character/s within an ensemble performance.

**Area of Study 2: Monologue Performance**

Each student will choose a character from the VCE Theatre Studies Monologue Examination list and create a 7 minute Monologue for performance to a live audience. The students will research the appropriate performance style of their chosen monologue.

**Assessment Task: A Solo Performance**  
Development and performance of monologue

**Area of Study 3: Performance analysis**

Students will attend a professional performance from a recommended list and write an analysis of the work of actors in the play.

**Assessment Task:** A written analysis of a professional performance  
Analysis and evaluation of the acting in a professional production.

**Written examination:**

Analysis of the development of both the ensemble and the monologue performances.

## English

English is the core study of language and literature mandated at every level of secondary school.

In Years 7-10, students follow a common curriculum, which at Strathcona is predicated on the following:

- the Victorian Essential Learning Standards (the VELS)
- the Multiple Intelligences Theory of Howard Gardner
- Bloom's Taxonomy
- a number of approaches to thinking/learning styles

It is recognised that each student in a mixed ability classroom is exercising her language skills in each of the five domains - reading, writing, speaking, listening, and thinking - at an individual level of attainment, recognised and mapped by the VELS documents. Consequently, although a common or core approach is adopted at each chronological year level, the nature of the tasks and the execution of those tasks is varied to accommodate individual needs, either of the group or of the individuals within any particular classroom grouping.

Students are encouraged, in the context of *Project Nautilus* which begins at Year 7, to develop an awareness of the eight intelligences model of Gardner and to recognise their own strengths and weaknesses, and indeed their own inclinations and predilections, across the range of intelligences. Consequently, they are encouraged to build on their strengths and redeem their weaknesses, as highlighted by particular activities, tasks, and outcomes under the broad umbrella of the subject discipline called English. At Year 10, in one sense the cusp with the mandated post compulsory curriculum of the Victorian Certificate of Education, there is in addition a particular focus on different learning styles, thereby encouraging girls to develop the flexibility to adopt a range of approaches to tasks and processes in order to develop their mastery of skills and, ultimately, their cognitive capacity.

The five domains of English are interdependent, in that a student's capacity to use language for a variety of purposes, in a variety of contexts, is necessarily reflective of her capacity to engage with the ideas of others, with texts of all types, with people around her and with the wider world in the most general sense. It is also therefore reflective of her capacity to express herself in relation to the world and to others. In a manner peculiar to English the student is afforded the opportunity to engage with herself as an individual, with others, and with social and cultural contexts, both her own and that of others.

English is therefore both the means by which a student becomes literate in increasingly sophisticated and flexible ways, and the means by which the student develops a self-conscious awareness of the ways in which the language and ideas of others both shape the world round us and create a sense of self. Mastery of language then affords a student the opportunity to engage with issues and ideas of increasing complexity and to appreciate the use of language in creating works of aesthetic value, of transmitting complex ideas with logic and clarity and allowing a student to engage productively with the world. In a fundamental sense the study of English is therefore sequential and articulated within the secondary curriculum.

The more specialised study of Literature is fostered in the early and middle secondary years by the selection of particular texts, which represent the range of achievement in English in a variety of genres and representing a range of cultural and social contexts.

In the post compulsory years, students may choose to study Literature rather than English or Language. The encouragement, however, of the practice of close reading, the skills of discrimination and discernment and exposure to a range of master works are seen to be the province of English as a whole and not peculiar to Literature.

**Aims Years 7-10:**

- to help students develop the skills of literacy with increasing levels of competence and confidence
- to foster a love of language and literature
- to facilitate the acquisition of personal skills in reading, writing, speaking and listening through regular and varied practice, emphasising accuracy, flexibility, breadth, and appropriateness
- to encourage initiative and self-reliance in the use of language and the exploration of texts and ideas
- to nurture the self-confident expression of the individual through the medium of language
- to challenge students to read work of increasing complexity, even difficulty, with a sense of achievement, profit, and pleasure
- to introduce students to a range of texts, encompassing classic works in the main genres and contemporary texts drawn from a wide range, including contemporary film and media texts, thereby developing the skills of comprehension, interpretation, and evaluation
- to develop a capacity for independent learning through the acquisition of research and information retrieval skills through the use of a range of electronic and print resources
- to practise the use of different media for communication, exploring the different conventions attached to these
- to enrich the cultural and social awareness of students by exposing them to a wide variety of ideas and material
- to empower students by encouraging a metalinguistic and metacognitive awareness of themselves as language users and as thinkers
- to enhance an awareness of the creative, imaginative, and aesthetic potential of language to hone the skills of logical and critical thought

**Years 7- 10**

The three dimensions in English are:

- *Reading and Viewing*
- *Speaking and Listening*
- *Writing*

The Reading and Viewing dimension asks students to read and respond to a range of classic, contemporary and popular texts which include:

- *Literature*
- *Everyday Texts*
- *Media Texts*

The second of these, Speaking and Listening focuses on providing opportunities to produce a range of spoken texts in a variety of formal and informal situations.

Students analyse critically the relationship between texts, contexts, speakers and listeners.

The Writing dimension develops students skills in writing appropriately and effectively in a range of text types for a variety of purposes and audiences. They are encouraged to explore different perspectives on complex and challenging issues.

Within each of these categories, the following learning outcomes are mapped within very broad parameters loosely tied to: the middle years (Years 5-8): and the later years (Years 9-10).

**Assessment of Outcomes:**

The outcomes are in accordance with the VELS and assessment is criterion-based, using the indicators attached to the learning outcomes at levels 4-6, and to an assessment model based on Information Processing, Thinking, Communicating, and the Inter/Intrapersonal domains. It is the school's policy to then transfer these to a norm-referenced matrix and to allocate a summative letter grade. Descriptive assessment is also used both for record keeping and reporting. When possible, assessment is common and subject to consensus moderation. It is the policy of the English Department, if appropriate, to favour global assessment across a number of criteria

## Year 10 English Electives

### Journalism

#### Overview of course

The course will introduce students to the main principles of journalism. It is designed for students who have an interest in the media and would like to learn some of the strategies and skills that are used in the media to target and communicate to an audience. The course further develops critical reading skills, writing skills (creative and analytical), oral communication, analytical viewing skills and ICT skills.

#### Aims

The study aims to involve students in reading, writing and talking about issues and general human-interest stories that feature in media publications and television programs. Students will learn how to write a variety of newspaper and magazine articles, as well as critically examine the power of television and visual images in conveying news and current affairs.

The unit is designed to enable students to develop the following:

- The ability to investigate a variety of stories for publication
- The ability to write effectively in a number of styles: feature article, editorial, news report, sports feature, interview, human interest article, reviews
- The ability to critically examine and analyse the ways in which the media uses words and images to misrepresent/show bias/manipulate the reader or viewer/generate interest or public concern/challenge those in power/question actions and decisions of governing bodies
- An understanding of the different ways in which media materials are constructed
- The ability to read and view closely and critically
- Interpretative and evaluative skills by analysing, synthesising, hypothesising, questioning and drawing inferences from media texts

#### Assessment Tasks

Students will critically analyse a variety of print media

Students will critically analyse a variety of television news and current affairs programs

Students will individually produce a newspaper

Students will individually produce a 5 to 10 minute video or 'live studio demonstration' in the style of a television news program or current affairs program

## Literature – The Power of Love

#### Overview of course

The course is designed for students who have a passion for literature and enjoy thinking deeply about the complex nature of humans and their relationships with others, and the places and times they inhabit - a truly stimulating course that further develops English skills. The course covers various kinds of literature - poetry, novels and fiction in films - and focuses on the ways in which literature re-creates and explores human experience. Students produce creative and analytical pieces and engage in the evaluation of critical commentary.

## Aims

The study aims to involve students in reading, writing and talking about the nature and value of a wide range of literature. It is designed to enable students to develop the following:

- Enjoyment of literature;
- An interest in reading widely and independently;
- An understanding of the variety of human experience and critical appreciation of our culture and the cultures of others, past and present, as it is represented in literature;
- An understanding of the different ways in which literary texts are constructed;
- The ability to read closely and critically;
- The ability to relate what they read to their own lives and social contexts
- Interpretative skills by hypothesising, questioning, and drawing inferences from texts;
- And, the capacity to present analytical, critical and creative responses to texts orally and in writing.

## Content

**Poetry study** – this will be an intensive study of a selection of some of significant poems from various ages. Assessment will be by oral presentation.

**Novel study** – one of the 'great' novels will be studied. Assessment: creative responses, passage analyses and creation of a website.

**Fiction in Films** – a stimulating text and its film adaptation will be studied. Assessment: an analytical essay.

## Assessment Tasks

- students will do a variety of creative and analytical responses
- students will present their personal response to an audience
- students will complete an end of semester examination

## Food Technology

This course will develop an appreciation of the changes in food preparation, advancement in technology in relation to food and the different properties of food. In the last three decades, there has been an extraordinary array of ingredients available in our kitchens and goods are readily accessible throughout the year. Students are encouraged to develop creativity and experiment with these foods and flavours. Historical research has been significant in extending an understanding of the importance of including a wide variety of foods in our daily diet. The link between nutrition and health is well established and new findings are constantly being discovered. The course aims to develop skills and confidence in the individual student in relation to food preparation.

**Areas of study from each unit will be included in each semester.** The students will undertake assignments in each semester and a practical test. This test will be based on their understanding of the principles involved in menu planning, time management and skill in food preparation. They will also do an end of semester examination. The course content is designed to provide a background to further study in Food and Technology, Health and Human Development and VET Hospitality.

### Aims:

- to develop a love of food
- to revise safety and hygiene factors
- to develop more advanced food preparation skills
- to increase skill level
- to become familiar with the correct use of a variety of utensils
- to develop knowledge in relation to the chemical composition of foods
- to develop a knowledge of properties of food and their influence on food selection
- to encourage initiative, independence and creativity
- to investigate and produce recipes from different cultures
- to plan, design, produce and evaluate menus
- to be well informed in relation to nutrition
- to cook with confidence

This study may be taken over two semesters or studied as a single unit. The content will address aspects of each study unit in a variety of interesting ways and enhance skill development. Hygiene and safety issues relating to safe food practices and the application of safe work practices when handling food will be reinforced in all practical sessions.

### Food Technology 1(Semester 1)

#### 1. Nutrition for today

- protein
- carbohydrate
- fat
- vitamins
- fibre
- water

#### 2. Food Choice

Factors affecting food choice –

- economic
- cultural
- beliefs
- physical

Making appropriate food choices:

- dietary guidelines/food pyramids
- energy balance
- Glycaemic Index
- evaluation of commercial products/convenience foods
- influenced technological developments on new food products
- recipe modification
- menu planning
- special dietary requirements, eg Coeliac
- vegetarian diets

### 3. **Breadmaking**

### 4. **Chocolate – uses in cookery**

#### **Assessment**

Students to design, produce and evaluate their own Healthy Risotto

Practical Examination: students to plan, cook and present a two course meal suitable for a teenager.

Theory Examination

#### **Food Technology 2 (Semester 2)**

##### 1. **The Australian Diet**

- Historical influence
- Traditional Australian diet
- Changes in food consumption patterns
- New foods

##### **Pacific Rim Influence on Australian Diet**

- Pacific Rim ingredients
- Asian cookery
- Indian cookery
- Thai cookery

##### **Italian Influence**

- Cooking with pasta
- Italian ingredients

##### **Herbs and Spices**

##### **Rice and Cereals**

##### 2. **Sensory, chemical and physical properties of key foods**

- Eggs
- Milk
- Fruit and vegetables
- Meat
- Cereals
- Legumes, nuts

##### 3. **Introduction to Cake Design**

#### **Assessment**

Students design and create a royal iced fruit cake, practical examination (2 hours) – students prepare, cook and serve a product using previously unseen recipe, theory examination.

## Geography (single semester)

At Year 10, three one semester units are offered from which students will be asked to select one.

**Outcomes:** *students will*

- consider the future positively
- engage with the need for involvement and action
- develop a world view
- extend research skills, in particular analysis and synthesis
- refine the geographic techniques for representation of information

### International Issues

Students will examine the various current issues in the world that are leading to conflict and misunderstanding. Each week a discussion of newsworthy events will be considered. Background to ongoing conflicts, in particular pro and anti-American sentiments, will be discussed. The emergence of terrorism and counter terrorism in a post September 11 world will be examined. Case studies of countries experiencing conflict such as Afghanistan, Indonesia, Iraq, Sudan, religious fundamentalism and The Middle East region will be studied. Students will prepare an ongoing media file and will engage in individual research on a place and issue of their choice. It is an advantage for students to watch the news on TV and/or regularly read a newspaper when undertaking this course.

#### Topics

- What are international conflicts?
- Selected case studies (different from those studied in Year 9 International Studies) Islam and the West.
- Current events in the news are discussed weekly.

*Assessment:* media file; research report on a country in conflict; an argumentative essay and an examination.

#### Resources

Texts as provided by the Geography faculty, Atlas, access to *Blackboard* and Strathcona email system.

### People and Places

This human geography unit is composed of two sections: the structure of cities and a study of the tourism industry. Students study the growth of urbanisation around the world but focus on Melbourne as a case study. A Melbourne based field trip using public transport is undertaken. Students will complete a major practical task of designing and drawing their own realistic city. The study of tourism explores trends in this dynamic industry and the impact on local economies. Students are required to undertake a major project, planning and costing a 70-day holiday.

**Outcomes:** *students will study*

- The growth of cities
- The structure of cities
- The development of Melbourne in the past and at present
- Issues of living in cities
- The growth of the tourism industry
- Trends in travel

- Styles of travel
- Requirements of a successful tourist attraction
- Impacts of tourism on culturally divergent areas
- the use of MapInfo to produce maps for their holiday and Bali features Assessment

**Assessment**

- Beacon Cove fieldwork report
- Preparation of a city plan given the history and government policies
- Planning a 70 day journey
- GIS maps
- Examination

**Resources**

Texts as provided by the Geography faculty, Atlas, access to *Blackboard* and Strathcona email system.

**Resource Management**

**Overview**

This course extends student’s understanding of how human and natural resources are managed and could possibly be managed in the future. The human resource that is studied is the international chocolate industry and the extreme contrasts in living conditions between those who consume chocolate and those who produce it. The concept of fair trade is a focus for this topic. The natural resource that is studied is water. Here the approach is more at the local level. Melbourne’s water catchment including the Yarra River is studied. Global warming and its impact on local communities and environments are the final areas of study.

**Aims**

The Resource Management course aims to involve students to think critically about how people impact on both natural and human systems and realise that resources need to be sustainably managed.

**Outcomes**

The unit is designed to expose the students to the:

- Living conditions and working conditions in underdeveloped countries
- Concept of international trade
- The impact of supply and demand on the price of a commodity
- Use of spreadsheets to analyse information
- The use of MapInfo to produce maps of cocoa production and consumption
- Melbourne’s waterways including an excursion from Strathcona to Melbourne’s CBD
- Impact of global warming on the economies of countries and their native fauna
- Strategies to lessen the potential of global warming

**Assessment**

- report on chocolate consumption in Year 10 at Strathcona
- report on the chocolate industry
- Yarra River field work report
- Global warming PowerPoint
- Examination

**Resources**

Texts as provided by the Geography faculty, Atlas, access to *Blackboard* and Strathcona email system.

## History

At Year 10 it is compulsory for students to study History for a semester. The compulsory topic is 'Australia 1900 to 1950'. This topic includes Civics and Citizenship outcomes. History is also offered as an elective. The topic is America: 'A Nation In Conflict – The Civil Rights Movement.'

If students are considering studying History in Year 11 it is advisable to study the elective American Civil Rights\* as well as the compulsory Australian History unit.

### Australia 1900 - 1950 (Compulsory for a semester)

#### Areas of Study

Federation and an emerging Australian identity  
 World War 1 and Australia's links to Britain  
 The Interwar Years  
 World War II focusing on the Pacific War and the Homefront  
 A new direction for the Nation

**Outcomes:** *on completion of this unit students should be able to:*

- Identify significant events and ideas which shaped Australian society,
- Analyse their continuing significance,
- Analyse the catalysts for change,
- Compare different perspectives about a particular event,
- Assess the impact of change on different social groups and evaluate the changing nature of Australian society.

**Assessment tasks:** will be selected from the following:

Analytical exercise, written/oral and/or multimedia presentations, tests

A 1½ hour examination will be held at the end of the semester, worth 25% of the final grade

### American History: A Nation In Conflict – The Civil Rights Movement – Year 10 Elective \*

#### Areas of Study

- Slavery
- American Civil War
- Segregation
- Civil Rights Struggle 1950's
- Civil Rights Struggle 1960's
- Significant figures of the Civil Rights Movement – Martin Luther King and Malcolm X
- Freedom Summer 1964
- Black Power!

**Outcomes:** *on completion of the unit students should be able to:*

- Identify significant events and ideas which shaped the Civil Rights struggle of the 1950's and 1960's; analyse their continuing significance
- Analyse the catalysts for change compare different perspectives about this significant movement
- Assess the impact of change on different social groups
- Evaluate the impact of the Civil Rights struggle on American Society.

**Assessment tasks:** will be selected from the following: film reviews, oral presentations including role plays, analytical exercises, short reports, essays, multimedia presentations, biographical studies, responses to literature, tests. A 1½ hour examination will be held at the end of the semester, worth 25% of the final grade.

## ICT and Multimedia

### Electives

There are three Multimedia based electives available to Year 10 students.

- Lights, Camera, Action (LCA) full year elective
- Digital Animation (DA) Semester 1 only
- Web Design (WD) Semester 2 only

Note that an abbreviated version of LCA can be completed in Semester 1.

These are all recommended courses for those intending to do the VCE/VET Media stream in Years 11 and 12.

### Lights, Camera, Action (LCA) - Full year elective

This is a project-based course aimed at developing skills in:

- Digital video production (for film, TV and Internet)
- Project management
- Collaboration
- Design
- Research
- Communication

Students develop these key skills through the production of various video projects. Each project adds more challenging skills to the foundation proficiencies. Students engage in skills to learn storytelling, capturing and editing video, music and sound effects and finalising content for DVD, web or digital videotape. They will become proficient with the use of the Strathcona TV studio and Multimedia equipment.

In Semester 1 the projects include a Formal Interview, a Strathy News story, a Self-Interview and a Research Project.

Semester 2 includes a kid's show and a short film.

Students choosing to leave the course at the end of Semester 1 will still gain valuable skills in video and audio production but they will miss the major film and TV projects in Semester 2. Students must complete Semester 1 in this elective prior to studying Semester 2.

### Digital Animation (DA) - Semester 1 only

The aim of this elective is to help students develop an understanding of 2D digital animation. It is based on the use of Adobe Flash and Apple GarageBand. This course will also introduce basic computer programming using Action Script.

Some of the skills developed by the units covered in this elective include:

- Drawing and designing on the Flash Stage and Workspace
- Using the library
- Creation of symbols
- Using the timeline
- Using frames and keyframes
- Using and modifying layers
- Previewing and testing movies
- Basic scripting in ActionScript

### **Web Design - Semester 2 only**

The aim of this elective is to use software like Adobe Dreamweaver and Photoshop to help the students develop an understanding of how to publish on the Internet and understand the impact of online communication in society.

Some of the skills and concepts taught in this elective include:

- Basic HTML
- An introduction to Adobe Dreamweaver
- Compressing images for Internet use
- Working with CSS
- Researching the history, development and impact of the Internet on society

## LOTE- Languages Other Than English

### French, Italian, Mandarin Chinese

#### Aims:

The LOTE program seeks to foster knowledge and enjoyment of languages and develop an appreciation and understanding of other cultures with links to Australia, be they historical, political, geographic, economic or scientific. Our LOTE courses aim to provide a balanced linguistic program in listening, speaking, reading and writing, together with a study of the cultures of countries where the languages are spoken.

The study of LOTE has long been considered an essential part of the comprehensive curriculum. Strathcona offers students the opportunity to study French - a major European language, Italian - a major community language in Victoria, and Mandarin Chinese – a language spoken by a significant number of people in our community and in our geographical region and also an Asian language with economic and political significance for Australia. The Mandarin dialect of Chinese has been chosen because it is the official language of China, as well as being the language of the largest group of Chinese-background migrants in Victoria and its writing is the same as other dialects of Chinese. It will be referred to as Chinese throughout this handbook.

#### Year 10

In Year 10, the study of languages becomes optional. At Strathcona, many students choose to continue at least one of their languages through to the end of Year 10. Some choose to continue with both.

#### French

Year 10 students continue to develop their skills in listening, speaking, reading and writing. They are involved in tasks such as identifying, describing, negotiating and expressing opinions. New tenses are introduced and students are assisted in approaches to systematise and memorise the growing body of grammatical concepts. Writing is becoming more creative and complex. In this regard, more extensive reading from magazines, books and the Internet helps in extending vocabulary and structures and provides models for writing techniques.

#### Outcomes:

- **listening** - demonstrate comprehension of information drawn from topics covered in class by summarising and explaining
- **speaking** - provide information to sustain a conversation to discuss issues, plan events or make arrangements
- **reading** - describe and comment on characters and events in fictional texts and identify and comment on information and ideas in factual texts
- **writing** - write letters, messages, scripts, reports or stories which involve making choices, explaining, summarising, sequencing and ordering ideas, and use vocabulary and language structures appropriately and accurately

Topics covered in Year 10 French will include:

- giving personal information (families, pets, friends, everyday life)
- visiting Paris (tourist information, weather, transport, opinions)
- talking about leisure activities
- film study
- future careers
- writing about our world, the environment and endangered species

## Italian

This course consolidates knowledge and skills while encouraging students to become more confident, independent learners and users of Italian. Students participate in a more extensive and complex range of communication activities. New tenses are introduced and writing and speaking activities become less structured and more creative.

### Outcomes:

- **listening** - demonstrate comprehension of information drawn from topics covered in class by summarising and explaining
- **speaking** - provide information to sustain a conversation to discuss issues, plan events or make arrangements
- **reading** - describe and comment on characters and events in fictional texts, and identify and comment on information and ideas in factual texts
- **writing** - write letters, messages, scripts, reports or stories which involve making choices, explaining, summarising, sequencing and ordering ideas, and use vocabulary and language structures appropriately and accurately

Topics covered in Year 10 Italian will include:

- talking about the past
- giving suggestions and commands
- expressing likes and dislikes
- asking for and giving directions
- discovering Italian music
- investigating Italy and its regions

## Chinese

The Year 10 Chinese course enables students to reinforce and extend their grasp of the language and culture. They increase their knowledge of the Chinese character system and improve their command of tones and pronunciation. They begin to write in a more complex and sophisticated fashion, using language correctly and appropriately to suit the purpose and audience of the piece. Knowledge of China and its customs is promoted through researching regional differences and tourist attractions in China. Participation in the Mandarin Chinese Poetry Competition is also encouraged.

### Outcomes:

- **listening** - demonstrate comprehension of information drawn from topics covered in class by summarising and explaining
- **speaking** - provide information to sustain a conversation to discuss issues, plan events or make arrangements
- **reading** - describe and comment on characters and events in fictional texts, and identify and comment on information and ideas in factual texts
- **writing** - write letters, messages, scripts, reports or stories which involve making choices, explaining, summarising, sequencing and ordering ideas, and use vocabulary and language structures appropriately and accurately.

Topics covered in Year 10 Chinese include:

- School extra-curricular activities, events and information technology
- Chinese culture and way of life
- how to look for a part-time job
- young people's world such as healthy lifestyles, fashion trends and generation gap

## Mathematics

The majority of students undertake the study of Mathematics A. This course prepares students for the study of any of the VCE Mathematics subjects. If students have experienced difficulty with Mathematics in Year 9, a recommendation will be given to these girls and their parents that Mathematics B should be undertaken in Year 10. This subject provides the basis for a business-oriented pathway, allowing the study of Further Mathematics in Year 12.

### Mathematics A

A variety of tasks are selected from the six universal strands of mathematical investigation – Algebra, Space, Number, Measurement, Chance and Data, Reasoning and Strategies. Topics that lead to VCE Mathematics become the most significant focus.

**Outcomes:** *Students will be able to -*

- use known properties of shapes to justify observations and to deduce further properties
- investigate and apply conditions of similarity and congruence in two and three dimensions
- recognise and apply geometrical terms, facts, properties and relationships involving lengths and angles in circles (same segment, alternate segment), tangents to circles, and to lengths and angles of polygons
- consider probability models and carry out simulations related to the models using a variety of random number generators
- investigate and distinguish between dependent and independent events and analyse and interpret events involving conditional probability and chance variation
- routinely represent and manipulate mathematical expressions which involve more complex combinations of linear, power, square root, reciprocal and exponential terms in algebraic notation
- demonstrate equivalence and non-equivalence between algebraic expressions involving these more complex forms, including relationships between exponential and logarithmic expressions
- use mathematical expressions involving parameters to describe sequences and rules for relationships between variables and propositions involving these more complex forms
- use technology to explore algebraic manipulations and general algebraic patterns in symbolic form.

<b>Term 1</b> <i>Surds</i> <i>Logarithms</i> <i>Factorisation</i> <i>Circle geometry</i>	<b>Term 2</b> <i>Linear functions &amp; graphs</i> <i>Probability</i>
<b>Term 3</b> <i>Statistics</i> <i>The quadratic function</i> <i>Composite areas &amp; volumes</i>	<b>Term 4</b> <i>Trigonometry</i>

## Mathematics B

A variety of tasks are selected from the six universal strands of mathematical investigation – Algebra, Space, Number, Measurement, Chance and Data, Reasoning and Strategies. Topics that lead to General Mathematics B and Further Mathematics become the most significant focus.

**Outcomes:** *Students will be able to –*

- use percentages for common everyday situations such as taxation, discount, profit and loss, simple and compound interest, obtaining finance and comparison of quantities of goods.
- use the Theorem of Pythagoras to find the lengths of sides of triangles, including applications in two and three dimensions.
- sketch linear graphs, including properties such as gradient. Apply such graphs to real-world circumstances.
- calculate perimeter, area and volume of common shapes and objects, including compounds situations.
- consider the concept of probability and its numerical expression. Graphical representation of probability models. Calculation of compound probabilities.
- represent and manipulate linear mathematical expressions, including the practical application of such models.
- be able to produce and understand basic numerical and graphical tools such as: mean, median, mode, quartiles, box plots, histograms and scatter plots. Make predictions based on accumulated or calculated statistics.
- Use technology to support the above goals

<b>Term 1</b> <i>Financial arithmetic</i> <i>Pythagoras</i> <i>Linear Graphs</i>	<b>Term 2</b> <i>Measurement</i> <i>Probability</i>
<b>Term 2</b> <i>Linear Equations</i> <i>Simultaneous Equations</i> <i>Cost of Living</i>	<b>Term 4</b> <i>Trigonometry</i> <i>Statistics</i>

## Music

Music is an elective in Year 10 and aims to provide an understanding of how the elements are manipulated across each musical period in history. Year 10 students are able to take VCE Music Performance Units 1 and 2 instead of this elective. For a description of these units please refer to the VCE section.

**Music: History and Styles** - full year elective recommended for students intending to take VCE Music Solo Performance Units 3 and 4 but not taking VCE Music Performance Units 1 and 2.

**Outcomes:** Students will be able to:

- analyse and describe the musical elements as used in the Middle Ages, Baroque, Classical, Romantic periods and as found in modern music
- recognise both visually and aurally the musical “fingerprints” of each period studied
- aurally recognise and transcribe scales, rhythms, intervals, simple formal structures, triads, orchestral timbres and cadences
- prepare a folio of original compositions/arrangements/ theory exercises
- perform in a class concert situation (informal) and in the ensemble program

*Assessment Tasks:* Folio of transcriptions/creative works; summary of historical periods essays, mid-year and end-of year examinations.

<b>Term 1</b> <i>Elements revisited</i> <i>Early music and rebirth</i>	<b>Term 3</b> <i>Classicus – citizen of the highest class!</i>
<b>Term 2</b> <i>The irregular pearl</i>	<b>Term 4</b> <i>Last century and today</i>

## My Future – Pathways and Work Skills

This is a core subject in Year 10, of one period per week during Semester 1. Emphasis is placed on identifying future career pathways, exploring the changing world of work, identifying the generic skills required to gain work, and examining what employers are looking for in today's workplace. This subject will increase students' awareness of their interests and abilities and will assist them in developing communication skills that are important when applying for employment, awards, scholarships or places in a tertiary institution.

Specific course content includes:

- career testing
- investigating particular courses and careers related to career test results
- generic skills and their development
- looking for a job – applications and resumé writing
- job interviews
- OH&S training

A work experience placement will be a component of this subject.

## Physical Education- core study

Development of the ability to critically analyse movement techniques, game skills and to modify movement patterns. Students take on a variety of roles within the exercise environment and are able to clearly identify their strengths within an activity as well as areas of improvement.

### Aims:

- Development of positive attitudes towards participation in physical activity and a thorough understanding of the importance of physical fitness in the maintenance of a healthy and productive life.
- Promotion of socialisation skills – such as positive group interaction, tolerance and support.
- Identify the importance of different roles within a team or sport.
- Skill development individual and team.

<p><b>Semester 1</b></p> <p><b>Unit 1: Pursuing Fitness</b>  <i>Students participate in a variety of activities such as jump rope, aerobics and circuit work to raise their heart rate and develop an understanding of fitness as a continuum.</i></p> <p><b>Unit 2: Handball</b>  <i>Students combine Netball and Basketball skills to experience this fast moving exciting game.</i></p>	<p><b>Semester 2</b></p> <p><b>Unit 1: Fitness</b>  <i>Monitoring personal fitness levels and participating in activities to develop aerobic capacity. Developing training programs using specific training methods to pursue strengths and build weaknesses.</i></p> <p><b>Unit 2: Badminton</b>  <i>Game play. Biomechanical principles of different shots and their efficiency in a game.</i></p>
<p><b>Term 2</b></p> <p><b>Unit 3: Netball Coaching</b>  <i>Through a sport education program, students take on a variety of roles within the team including coach, fitness advisor, statistician and events manager. A Netball tournament takes place within the year level at the conclusion of this unit.</i></p> <p><b>Unit 2: Soccer</b>  <i>Aerobic fitness/foot-eye coordination.</i></p> <p><b>Unit 3: Lacrosse</b>  <i>Eye/hand coordination, spatial awareness, team play.</i></p>	<p><b>Term 4</b></p> <p><b>Unit 1: Volleyball</b>  <i>Higher level skills. Skills within a game. Team strategies and tactics.</i></p> <p><b>Unit 2: Softball</b>  <i>Team play and strategies within a game.</i></p>

## Science

### Science A

'Science A' covers, in depth, a wide range of science topics. Semester 1 topics include a detailed study of genetics, introduction to chemical equations as well as types and rates of chemical reactions. The Physics topic is a study of sound. Semester 2 includes the study of motion, collisions and road safety, evolution and applied chemistry. A more detailed study of procedures in scientific experimental research is undertaken. To encourage the girls to further their Science studies at VCE level, we aim to have discipline specialists teaching most of the units in this course.

**Outcomes:** *Students will be able to:*

- describe the genetic basis of inheritance and account for genetic variations in a population;
- represent chemical change using symbols and formulae;
- describe ways of influencing the rate of chemical change;
- describe the relationship between force, mass, acceleration and velocity using quantitative data;
- evaluate theories concerning evolution of organisms;
- describe the properties of sound waves
- understand the relationship between speed, distance and time;
- describe the use of chemicals in the production of consumer goods.

<p><b>Semester 1</b></p> <p><b>Unit 1: It's all in your Genes:</b> <i>The course commences with the study chromosomes, genes, cell division and different types of inheritance as well as genetic abnormalities.</i></p> <p><b>Unit 2: Patterns and Properties:</b> <i>Students revise the patterns within the periodic table. They are introduced to types of chemical reactions and the balancing of chemical equations.</i></p> <p><b>Unit 3: Good Vibrations:</b> <i>Students learn about the nature of sound and the uses of sound, especially as a means of communication. The study of waves introduces students to scientific modelling.</i></p>	<p><b>Semester 2</b></p> <p><b>Unit 1: Evolution:</b> <i>Students investigate the theories of evolution and natural selection and evaluate evidence about evolution of species.</i></p> <p><b>Unit 2: Organic Chemistry:</b> <i>Students name and learn the structure of hydrocarbons, alcohols and organic acids.</i></p> <p><b>Unit 3: Movers and Shakers:</b> <i>By studying moving objects, students learn the connection between force, mass, acceleration and velocity. They then investigate factors affecting road safety.</i></p>
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### Science B

Science B is offered to students who have been identified by their science teachers as experiencing difficulty with understanding science concepts. Students are invited into the class and the permission letter has to be signed by a parent. Students attaining a grade B or higher in Science B will have the necessary knowledge to undertake VCE Units 1 and 2 Biology and VCE Unit 1 Psychology. Strathcona does not offer VCE Unit 2 Psychology. Science B students will not have the appropriate background to study VCE Physics or VCE Chemistry.

The Science B course includes a study of the genetic basis of inheritance, cell structure, some of the human body systems and the requirements of living things. An introduction to human behaviour is also undertaken. The acquisition of practical skills is also a focus.

*Students will be able to*

- improve study and revision skills
- develop practical skills
- describe the genetic basis of inheritance and account for generic variations in a population
- explain the structure and function of cells and how they interact in a multicellular organism
- describe the requirements of living things, understand how they reach cells and wastes removed
- understand the importance of acids to our bodies
- gain insight into motivational forces to improve sporting performance

<p><i>Semester 1</i></p> <p><b>Unit 1: Cell Structure and Function</b> <i>Students understand the structure of cells and cellular organisation and specialised parts of cells are studied for their functions and biochemical processes</i></p> <p><b>Unit 2: Genetic Basis of Inheritance</b> This unit is as per Science A</p> <p><b>Unit 3: Introduction to Psychology</b> <i>Students explore some basic human reactions in relation to improving sporting performance</i></p>	<p><i>Semester 2 - Study of the Human Body</i></p> <p>These units include a study of how the human body functions, the requirements for life, why things go wrong and implications when things go wrong.</p> <p><b>Unit 1: Digestion and Nutrition</b> <i>Students study the components of the digestive system and how they work together to break down complex substances to simpler substances</i></p> <p><b>Unit 2: Circulatory System</b> <i>Students learn that all cells require nutrients and that wastes must be removed using a transport system</i></p> <p><b>Unit 3: Excretory Systems</b> <i>Studying the lungs and kidneys, students understand how toxic wastes are removed from our bodies</i></p> <p><b>Unit 4: Reproduction and Embryo Development</b> <i>Students understand the significance of sexual reproduction and internal embryo development in mammals. They learn how important parenting is in the successful upbringing of their offspring.</i></p>
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## SCIENCE ELECTIVE

### Sports Science

This is a single semester unit that looks at the Biology, Physics, Chemistry and Psychology involved in various sporting activities. The role of the muscles and circulatory system are covered as well as the chemical reactions that are needed to make muscles move. Nutritional requirements of these systems and the implications for diet are investigated. The Physics component of the course includes a study of the forces that enable athletes to move their bodies. The impact of new developments in technology and their contribution to improved levels of performance are investigated. The benefits of exercise and training are studied, as well as the role of performance enhancing drugs, their dangers and side effects. The elements of sport psychology examine the benefits of goal setting and maintaining focus and motivation.

#### **Area of Study** - The Sporting Body

A study of the role of bones, joints and muscles in creating movement, the role of blood and the circulatory system in transporting oxygen to the muscles, and cellular respiration. It will include the forces involved in athletic movement, the centre of gravity and differences between strength, endurance and flexibility. It investigates the relationship between diet and sporting performance and how the human body uses protein, carbohydrates, fats, vitamins, minerals and water.

#### **Assessment Task** - practical reports

#### **Area of Study** - Issues in Sport

Students study the effects of performance-enhancing drugs and blood doping, sports injuries and the role of sports psychologists. Wider economic and political issues will also be covered including the commercialisation of sport and the promotion of sports industries.

#### **Area of Study** - Improvements in Sporting Performance

Students will investigate performance over time in a chosen sport and will explore the reasons that have contributed towards this improvement such as training methods, technological improvements, equipment and clothing. Students will also investigate the importance of training and design on an individual training program including a scientific evaluation of its effectiveness.

**Assessment Tasks:** Improvements in World and Olympic records research assignment and design and evaluation of an individual training program assignment.

#### Overall Assessment

- Practical reports
- Assignments
- Topic tests
- Examination

Stage 1 of Subject Selection Process for students who will be in Year 10 in 2010

**EXPRESSION OF INTEREST FOR YEAR 10 SUBJECT SELECTION 2010**

**NAME:** \_\_\_\_\_ Current Form (2009): 9 \_\_\_\_\_

**Due date for the return of this form: Friday, 31 July**

Note: ALL Year 10 students will take the following CORE studies

<b>CORE STUDIES (Total of 46 periods per cycle)</b>	
<p><b>Christian Education</b></p> <ul style="list-style-type: none"> <li>Religions of the world</li> <li>Social Justice</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>Texts</li> <li>Aspects of language</li> </ul> <p><b>Physical Education</b> – a variety of Sports and netball coaching.</p> <p><b>My Future (Pathways and Work Skills)</b></p> <p><b>History</b> (1 Semester) – Australian History incorporating Civics and Citizenship.</p> <p><b>Geography</b> (1 Semester) – Includes a choice of 1 unit from a possible 3 on offer.</p>	<p><b>Mathematics A</b> OR <b>Mathematics B</b> OR <b>Mathematical Methods (CAS)</b> <b>VCE Units 1 and 2</b></p> <p><b>Science A</b> OR <b>Science B</b></p> <p>The particular Mathematics and Science subjects studied by each girl will depend largely on past performance and subject department recommendation. This will be finalised in Term 4.</p>

**ELECTIVE STUDIES**

These are divided into full-year studies and one-semester studies:

<b>FULL-YEAR ELECTIVES</b>	<b>ONE-SEMESTER ELECTIVES</b>	
<p><b>LOTE subjects</b></p> <ul style="list-style-type: none"> <li>French</li> <li>Italian</li> <li>Mandarin Chinese</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>Music Performance VCE Units 1 and 2</li> <li>Music - History and Styles</li> </ul> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>Drama – Play Production and the Actor</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>2D Art</li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>Lights, Camera, Action</li> </ul>	<p><b>Commerce</b></p> <ul style="list-style-type: none"> <li>Dollars and Sense (Semester 1)</li> <li>Powerful People (Semester 2)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>Journalism</li> <li>The Power of Love</li> </ul> <p><b>Food Technology</b></p> <ul style="list-style-type: none"> <li>Food Technology 1 (Semester 1)</li> <li>Food Technology 2 (Semester 2)</li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>Lights, Camera, Action (Semester 1)</li> <li>Digital Animation (Semester 1)</li> <li>Web Design (Semester 2)</li> </ul>	<p><b>Visual Art</b></p> <ul style="list-style-type: none"> <li>VCD 1 (Semester 1)</li> <li>VCD 2 (Semester 2)</li> <li>2D Art (Semester 1)</li> <li>3D Art (Semester 2)</li> </ul> <p><b>Combined Arts</b> – A Confident Performer</p> <p><b>History</b> – The Civil Rights Movement</p> <p><b>Science</b> - Sports Science</p>

**Core Subject Choice Required:**

**Geography CORE subject preference** (please number the following units from 1 to 3 (where 1 = most desirable and 3 = least desirable).

People and Places  Resource Management  International Issues

## ELECTIVE STUDIES (Total of 12 Periods per week)

On the next page you will be asked to choose the equivalent of **THREE** full-year electives (or **SIX** one-semester electives).

In this section students are asked to **rank the electives on offer in order of preference** from 1 to 8 (where 1= highest desirability) bearing in mind the following restrictions:

- Some **one-semester electives** will **only run in one particular semester** (this is indicated in the table where it is currently known).
- **There are limits on how much of any one subject area you can include in your studies for 2010** in order to ensure every girl has a breadth of experience (please pay attention to these when ranking electives – see below).
- **Some electives will NOT be offered for 2010** – this will be based on your year group's expressions of interest, combinations of electives and thus likely class sizes. This means you should take this process very seriously.
- **VCE studies are considered to be accelerated studies and are thus only advisable for students who are very able.** In any event, **only one pair of VCE units should be taken** by any one student.
- **Take care with your preferences since they will guide what is offered** – it is important to note that once the actual elective offerings are devised and you make your choices some subjects may still not run due to small numbers. Once subjects are finalised, students will find changing units mid-year will depend on the availability within the timetable and class numbers – so choose carefully!

### EXTRA INFORMATION/SPECIAL RESTRICTIONS:

- **LOTE Studies** – The **maximum number of LOTE studies** a student can take is 2 (this will leave you with 1 full-year elective or 2 one-semester electives still to choose).
- **Music** – It is highly recommended by the Music Department that you take either VCE Music Performance Units 1 & 2 OR Music – History & Styles if you intend to take VCE Music Solo Performance Units 3 & 4. However, you **cannot** take BOTH.
- **Drama** – It is highly recommended that you take this whole year course if you intend to continue with Drama or Theatre Studies for your VCE studies.
- **Art** – For those students who are intending to continue with Art at Years 11 & 12, it is strongly recommended that you take either 2D Art for a whole year or 2D Art for Semester 1 and 3D Art for Semester 2. For students intending to do VCE VCD, it is strongly recommended that both VCD 1 & VCD 2 be chosen at Year 10 as a preparation for VCE VCD.
- **English** – because this is a CORE subject you may only take ONE of the one-semester electives (i.e. either Journalism OR The Power of Love but **not both**).
- **Food Technology** – While you are able to take either of the Food Technology one-semester electives alone, it is recommended that you take both to gain adequate preparation for VCE studies in this area.
- **History** – Apart from CORE History you may also take “History – The Civil Rights Movement”. Where possible (based on student choice) the History elective will run in the opposite semester to your CORE History but this CANNOT be guaranteed.

Date of receipt.....

**ELECTIVES - Expression of Interest Form**  
*(Note: electives are presented in alphabetical order and not by subject grouping)*

NAME: \_\_\_\_\_ Current Form (2009): 9 \_\_\_\_\_

**If you wish to do a LOTE subject in 2010 please indicate this by placing a 1 next to the LOTE you most want to do and a 2 next to your 2<sup>nd</sup> LOTE choice. If you do NOT want to take a LOTE subject in 2010 DO NOT place any numbers or marks in the boxes below.**

**Year 9 study of the LOTE is required in order to study it in Year 10**

<i>LOTE</i>	<i>LOTE studied in 2009</i>	<i>Preference</i>
French		
Italian		
Mandarin		

**AND**

**If you chose two LOTE subjects** above then you now have to choose another one Full-year subject OR two One-semester subjects. Number these choices as 3 and 4 then also provide a 5<sup>th</sup> and 6<sup>th</sup> choice.

**If you chose one LOTE subject** above then you now have to choose two more Full-year studies OR four One-semester studies (or other combination). Number these choices as 2 to 5 and then also provide a 6<sup>th</sup> and 7<sup>th</sup> choice.

**If you chose no LOTE subjects** above then you now have to choose the equivalent of 3 Full-year studies (i.e. 6 One-semester studies or some combination of Full-year and One-semester studies). Number these choices as 1 to 6 and then also provide a 7<sup>th</sup> and 8<sup>th</sup> choice.

**ALL STUDENTS please number Full-year studies (other than LOTE) with two consecutive numbers** e.g. If you are planning to take Music – History & Styles as your second choice you would rank it as **2 and 3**, but if you were planning to take Web Design as your second choice you would rank it only as 2 since it is a One-semester subject.

<b>Name of elective study</b>	<b>Full-year study OR One-semester study</b>	<b>Ranking</b>
2D Art	<b>Full year study</b>	
2D Art	<b>Semester 1</b> (recommended with 3D Art )	
3D Art	<b>Semester 2</b> (recommended with 2D Art – one semester )	
Commerce – Dollars and Sense	<b>Semester 1</b>	
Commerce – Powerful People	<b>Semester 2</b>	
Confident Performer, A	One Semester	
Lights, Camera, Action	<b>Semester 1</b>	
Lights, Camera, Action	Full-year study	
Digital Animation	<b>Semester 1</b>	
Drama – Play Production and the Actor	<b>Full-year study</b>	
Food Technology 1 – Essential Ingredients	<b>Semester 1</b> (recommended with Food Tech 2)	
Food Technology 2 – Contemporary Food	<b>Semester 2</b> (recommended with Food Tech 1)	
History–The Civil Rights Movement	One Semester	
Journalism - English	One Semester	
Music – History and Styles	Full-year study	
Music Performance VCE Unit 1	<b>Semester 1</b> (recommended with Unit 2)	
Music Performance VCE Unit 2	<b>Semester 2</b> (recommended with Unit 1)	
Sports Science	One Semester	
The Power of Love - English	One Semester	
VCD 1	<b>Semester 1</b> (recommended with VCD 2)	
VCD 2	<b>Semester 2</b> (recommended with VCD 1)	
Web Design	<b>Semester 2</b>	

We understand that while the school is trying to provide the greatest choice and breadth possible, the preferences provided above will largely serve to establish the electives to be offered for students entering Year 10 in 2010. We acknowledge that some of these studies will NOT run in 2010 due to interest levels and timetabling constraints.

Student's Signature: \_\_\_\_\_ Parent's Signature \_\_\_\_\_ Date: \_\_\_\_\_

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## Accounting Units 1 – 4

### Unit 1: Establishing and operating a service business

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering, recording, reporting and analysing financial data and information used by internal and external users. Recording and reporting is restricted to the cash basis. Students examine the role of accounting in the decision-making process using single entry recording of financial data and information for the owner of a service business.

#### Area of Study

#### Setting up a small business

Outcome

On completion of this unit the student should be able to describe the resources and explain and apply the knowledge and skills necessary to set up a small business.

Assessment Tasks

*Recording and reporting using information technology, tests and exercises.*

#### Area of Study

#### Sources and processing of financial data and information

Outcome

On completion of this unit the student should be able to identify, record, report and explain the financial data and information for the owner of a service business, using a combination of manual and ICT methods.

Assessment Tasks

*Recording and reporting using information technology, tests and exercises.*

#### Area of Study

#### Evaluation of financial and non-financial information

Outcome

On completion of this unit the student should be able to apply accounting skills to evaluate financial and non-financial information in order to make informed decisions for a small business.

Assessment Tasks

*A written report, tests and exercises.*

### Unit 2: Accounting for a trading business

This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions stock. They use financial and non-financial information to evaluate the performance of a business. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

#### Area of Study

#### Record and report financial data and information

Outcome

On completion of this unit the student should be able to report financial data and information for a sole trader.

Assessment Tasks

*Recording and reporting using information technology, tests and exercises.*

#### Area of Study

#### Use of ICT in Accounting

Outcome

On completion of this unit the student should be able to record and report financial data and information using an accounting software package for a single activity sole trader, and explain and evaluate the role of ICT in the accounting process.

Assessment Tasks

*Recording and reporting using information technology, tests and exercises.*

#### Area of Study

#### Evaluation and advice

Outcome

On completion of this unit the student should be able to select and use financial and non-financial information to evaluate a business and suggest strategies that will improve business performance.

Assessment Tasks

*A written report, tests and exercises.*

There will be a mid year and end of year examination.

## Units 3 and 4

These units focus on accounting and financial decision making for a small business, and the use of accounting information for management. Double entry accounting is used and there is a strong emphasis on the role of information technology in completing procedures.

### Area of Study

Outcomes

### Sources and processing of financial data

On completion of this unit the student should be able to record financial data into appropriate accounting records using a double entry accrual-based system for a single activity sole trader, and explain related aspects of this accounting system.

*Assessment Tasks*

*Recording and reporting using double entry software, a written report, tests and exercises.*

### Area of Study

Outcomes

### Financial outcomes

On completion of this unit the student should be able to record balance day adjustments, prepare financial reports and explain related aspects of the accounting system.

*Assessment Tasks*

*Recording and reporting using double entry software, tests and exercises.*

### Area of Study

### Record and report financial data and information

On completion of this unit the student should be able to record and report financial data and information using a double entry accrual-based system for a single activity sole trader, and explain related aspects of this accounting system.

*Assessment Tasks*

*Recording and reporting using double entry software, tests and exercises.*

Area of Study

Outcomes

### Financial planning and decision making

On completion of this unit the student should be able to prepare and analyse budgets, evaluate a business using financial and non-financial information and suggest strategies to improve the profitability and liquidity of the business.

*Assessment Tasks*

*Recording and reporting using double entry software, tests and exercises.*

An examination at the end of each semester will contribute to the final assessment.

## Art Units 1 - 4

Units 1 and 2 – An investigation of how formal qualities such as art elements, materials and techniques communicate meaning. An exploration of personal interest, related to cultural identification and experimentation with visual language. An investigation and interpretation of art through the Analytical Frameworks. Includes a study on the ways in which art reflects and communicates the values, beliefs and traditions of the societies for and in which it is created.

Units 3 and 4 – An exploration of personal ideas and concepts through conceptual and a practical investigation. Students apply imagination and creativity to develop their ideas through visual language. A body of work is created showing resolution and realisation of ideas started in Unit 3. Students respond critically as they interpret the meanings and messages of artworks. They also discuss and debate art issues such as the varying interpretations of the role of art in society.

### Units 1 and 2

<b>Area of Study</b>	<b>Unit 1: Art Appreciation - Art and meaning</b> <b>Practical component – Artmaking and personal meaning</b>
Outcomes	Appreciation - examine artists in different societies and cultures and historical periods and develop their own points of view about the meanings and messages of the studied artwork. Practical - present visual creative responses that demonstrate their personal interests and ideas through trialling techniques, materials and processes.
<i>Assessment Tasks</i>	<i>Appreciation - essays; short-answer responses supported by visual references; an annotated visual report; a multimedia presentation; examination - 50%.</i> <i>Practical - a developmental folio of visual responses to a selection of set tasks - 50%.</i>
<b>Area of Study</b>	<b>Unit 2: Art Appreciation - Art and culture</b> <b>Practical component - Artmaking and cultural expression</b>
Outcomes	Appreciation - analyse, interpret, compare and contrast artworks from different cultures using the Formal Framework and the Cultural Framework. Practical - demonstrate technical and artistic development in the presentation of visual responses that include one finished artwork, through the exploration of selected media, materials and techniques.
<i>Assessment Tasks</i>	<i>Appreciation - essays; short-answer responses supported by visual references; an annotated visual report; a multimedia presentation; examination - 50%.</i> <i>Practical - a folio of visual responses including at least one finished artwork - 50%.</i>

## Units 3 and 4

<b>Area of Study</b>	<b>Unit 3: Art Appreciation - Interpreting art</b> <b>Practical component – Investigation and interpretation through artmaking</b>
Outcomes	Appreciation - use the Analytical Frameworks to analyse and interpret artworks produced before 1970 and artworks produced since 1970 and compare and contrast the meanings and messages of artworks produced before 1970 with those of artworks produced since 1970. Practical - explore personal ideas and concepts through a conceptual and practical investigation including at least one finished artwork, using selected Analytical Frameworks to reflect upon and annotate their work.
<i>Assessment Tasks</i>	<i>Appreciation - essays, school-assessed coursework for Unit 3 will contribute 10%. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 30%. Practical - the school-assessed coursework for Units 3 and 4 will contribute 50%.</i>
<b>Area of Study</b>	<b>Unit 4: Art Appreciation – Discussing and debating art</b> <b>Practical – Realisation and resolution</b>
Outcomes	Appreciation - discuss and debate an art issue using selected artist/s' works as context, and present their informed opinion with reference to artworks and with the support of selected commentaries and relevant aspects of the Analytical Frameworks. Practical - progressively communicate ideas, directions and/or personal concepts in a body of work that includes at least one finished artwork, having used selected Analytical Frameworks to underpin reflections on their artmaking.
<i>Assessment Tasks</i>	<i>Appreciation - essays, school-assessed coursework for Unit 4 will contribute 10%. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 30%. Practical - school-assessed task for Units 3 and 4 will contribute 50%.</i>

Please note: Visual Communication and Design Units 1-4 are also offered.

## Biology Units 1 - 4

Acceleration: Year 10 students who undertake Units 3 and 4 Biology in Year 11 need to attain a grade of B or more for Year 10 Science.

### Units 1 and 2

#### Unit 1 – Unity and Diversity

In this unit the cell is examined as the structural and functional unit of a whole organism. The needs of individual cells, how specialised structures carry out cellular activities and how the survival of cells depends on their ability to maintain a dynamic balance between the internal and external environments is investigated.

The diversity of organisms is explored, looking for patterns of similarities and differences. The structure and function of interdependent systems in living things is investigated. The differences in individual structures and systems are related to differences in overall functions.

#### Area of Study 1

##### Cells in action

In this area of study the focus is on the activities of cells, the relationship between specialised structures and life processes. Unicellular and multi-cellular organisms require a relatively stable internal environment for optimal function. The role of membranes, contributing to the survival of cells, by controlling the movement of substances within cells, and between cells and their external environment is examined.

#### Outcomes

Investigate and inquire scientifically.  
Apply biological understandings.  
Communicate biological information and understandings.

#### Area of Study 2

##### Functioning organisms

In this area of study the focus is on the relationship between features of organisms and how organisms meet their requirements for life. A range of organisms will be examined and the ways in which structures and systems function will be investigated.

Observations of the similarities and differences in the structure and function of organisms, which are used in taxonomic systems, will be recorded.

#### Outcomes

Investigate and inquire scientifically.  
Apply biological understandings.  
Communicate biological information and understandings.

#### Assessment Tasks

*A set of tasks such as – excursion report, practical activities, annotated poster, data analysis, problem solving, tests-multiple choice and short answer and a final examination.*

## Unit 2 – Organisms and their Environment

In this unit the rich diversity of Australian ecosystems is studied. The relationships between living things and their environment are investigated. Organisms and their particular habitat are part of the integrated and naturally self-sustaining system in which energy flows and matter is cycled between the living and non-living components of the environment. How species are affected by changes in these environmental conditions is considered and which features of the organism can affect their fitness and reproductive success are examined.

### Area of Study 1      **Adaptation of Organisms**

In this area of study the focus is on the environmental factors that are common to all habitats. Adaptations of organisms that enable them to exploit the resources of their particular ecological niche are investigated. These adaptations are grouped into structural, physiological and behavioural categories and together make up an adaptive package, increasing an organism's chances of survival in its environment. Individual and collective behaviours of organisms are examined.

Outcomes      Investigate and inquire scientifically.  
Apply biological understandings.  
Communicate biological information and understandings.

### Area of Study 2      **Dynamic Ecosystems**

In this area of study the focus is on the complex relationships that exist between living things and resources of Australian ecosystems. Ecosystems do not exist in isolation from each other and the network of ecosystems that constitute the global system of the biosphere is examined. Interactions between members of the same and different species, and between organisms and their non-living environment, are investigated.

Outcomes      Investigate and inquire scientifically.  
Apply biological understandings.  
Communicate biological information and understandings.

*Assessment Tasks*      *A set of assessment tasks such as - a field trip, analysis, practical activities, annotated poster, data analysis, problem solving, tests - multiple choice and short answer; and a final examination.*

## Units 3 and 4

In Unit 3 students investigate the significant role of proteins in cell functioning. They explore how technological advances have provided improved knowledge and understanding of the roles proteins play in cell functions. The study of the structure and function of DNA and RNA leads students to investigate the diversity of proteins. Specific examples of the applications of molecular biology are included. Homeostasis, signalling molecules and signal transduction are included in a study of coordination and regulation. Immune responses, disorders of immune response and acquired immunity are investigated. Applications of molecular biology such as rational drug design are explored.

In Unit 4 students focus on molecular genetics and investigate individual units of inheritance and the genomes of individuals and species. Students undertake practical investigations that involve the manipulation of DNA and techniques of genetic engineering. Students investigate changes to species and the process of natural selection. The interaction between human, cultural and technological evolution and mans impact on the evolutionary process is studied. Students consider the bioethical issues associated with the application of particular gene technologies.

### Unit 3: Signatures of Life

#### Area of Study 1

Outcome 1

#### Molecules of Life

On completion of this unit the student should be able to analyse and evaluate evidence from practical investigations related to biochemical processes.

*Assessment Tasks*

*Practical work and written reports.*

#### Area of Study 2

Outcome 2

#### Detecting and Responding

On completion of this unit the student should be able to describe and explain coordination and regulation of an organism's immune responses to antigens at the molecular level.

*Assessment Tasks*

*Practical work and written reports.*

*Presentation – annotated poster.*

### Unit 4:

### Continuity and change

#### Area of Study 1

Outcome 1

#### Heredity

On completion of this unit the student should be able to analyse evidence for the molecular basis of heredity and patterns of inheritance.

*Assessment Tasks*

*Practical work and written reports.*

*Practical report based on first hand data.*

#### Area of Study 2

Outcome 2

#### Change over time

On completion of this unit the student should be able to analyse and evaluate evidence for evolutionary change and evolutionary relationships and describe mechanisms for change including the effect of human intervention on evolutionary processes.

*Assessment Tasks*

*Practical report based on first/second hand data.*

*Presentation – annotated poster.*

There are two written examinations, one in Semester 1 and one in Semester 2. These examinations contribute 33% each to the final grade.

## Chemistry Units 1 – 4

### Units 1 and 2

Unit 1 examines the periodic table as a framework for studying the properties of the elements. Students study the models for the various types of bonding that can exist between elements and compounds. The use of polymers and modern 'smart' materials are investigated.

Unit 2 examines the role of Chemistry in the environment. The main focus is water and the atmosphere. Students investigate chemical reactions that take place in aqueous solution and gases found in the air. Global issues related to water and the atmosphere are investigated.

#### Area of Study

Outcomes

#### Unit 1: The Periodic Table

This area of study focuses on the historical development of, and the relationship between, the Periodic Table and atomic theory. Students investigate trends and patterns within the Periodic Table and use subshell notation to describe the electronic configuration of elements. They explore the link between the electronic configuration of an element and the type of bonding in which it participates. Students are introduced to many of the major qualitative and quantitative ideas fundamental to chemistry including empirical and molecular formulas and the mole concept. Calculations are performed with mass and mole relationships.

*Assessment Tasks*

*Practical work and class tests.*

#### Area of Study

Outcomes

#### 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.

*Assessment Tasks*

*Practical work, class tests and the June examination.*

#### Area of Study

Outcomes

#### Unit 2: 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.

*Assessment Tasks*

*Practical work and class tests.*

#### Area of Study

Outcomes

#### 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 Tasks*

*Practical work, class tests and the November examination.*

An examination at the end of each semester will contribute 66% to the final assessment.

## Units 3 and 4

Unit 3 examines the techniques and calculating skills used by the modern Chemist to analyse consumer products and the environment. Students investigate organic chemistry in terms of industrial chemistry, production of biochemical fuels and forensic analysis.

Unit 4 examines factors that affect the rate and extent of reaction for industrial processes. Renewable and non-renewable energy sources are compared. The interchange between chemical energy and electrical energy is studied in relation to portable energy sources and industrial processes.

### Unit 3

#### Area of Study

Outcomes

#### 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.

Assessment Tasks

*Qualitative and quantitative analytical work 9%.*

#### Area of Study

Outcomes

#### 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 how forensic analysis relies on the use of organic chemicals (including DNA) and the role of organic chemicals (including proteins) in the development of medicines.

Assessment Tasks

*Response or report on organic reaction pathways 8%.*

### Unit 4

#### Area of Study

Outcomes

#### Industrial Chemistry

This area of study focuses on the factors that affect the rate and extent of a chemical reaction. Students study energy profiles and how equilibrium law is applied to 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. Students explore how factors affecting rate and equilibrium are applied to achieve the optimum reaction conditions in the industrial production of chemicals.

Assessment Tasks

*Summary report based on three practical activities 9%.*

**Area of Study****Outcomes****Supplying and using energy**

This area of study focuses on use of different energy resources. Students evaluate the extent of the reserves of some of these 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 Tasks**

*Response or report on energy transformations in chemical reactions 8%.*

There are two written examinations – one in Semester 1 and one in Semester 2. The examinations contribute 33% each to the final grade. School-assessed coursework contributes 34%.

## Drama Units 3 - 4

Drama Units 3 and 4 and Theatre Studies Units 3 and 4 are offered in alternate years. Please note that in 2010 Drama will be offered. This study will normally be taken by Year 11 students who have completed both Drama units in Year 10. Year 11 students without this background and Year 12 students who wish to take the subject should consult with the VCE Coordinator and Head of Drama.

Drama Units 3 and 4 focus on the use of non-naturalistic performance styles and theatrical conventions to create both ensemble and solo performance.

<b>Unit 3</b>	<b>Ensemble Performance</b>
<b>Area of Study 1</b>	<b>Creating and presenting an ensemble performance</b>
Outcome 1	Develop and present characters within a non-naturalistic ensemble performance.
<i>Assessment Task</i>	<i>Presentation of characters within an ensemble performance.</i>
<b>Area of Study 2</b>	<b>Responding to an ensemble performance</b>
Outcome 2	Analyse playmaking techniques used to construct and present ensemble works, including the work created for Outcome 1.
<i>Assessment Task</i>	<i>A written report that analyses the development and performance of character/s from the ensemble work developed for Outcome 1.</i>
<b>Area of Study 3</b>	<b>Analysing a non-naturalistic performance</b>
Outcome 3	Analyse and evaluate a non-naturalistic performance selected from the prescribed playlist.
<i>Assessment Task</i>	<i>A written analysis and evaluation of a play selected from the Unit 3 playlist.</i>
<b>Unit 4</b>	<b>Solo Performance</b>
<b>Area of Study 1</b>	<b>Processes used to create a solo performance</b>
Outcome 1	Create, develop and perform a short solo performance based on stimulus material, and evaluate the process.
<i>Assessment Task</i>	<i>Presentation of a short solo performance based on stimulus material and A short written report that describes and analyses processes used at different stages to create the performance.</i>
<b>Area of Study 2</b>	<b>Creating a Solo Performance</b>
Outcome 2	Create, develop and perform a solo work selected from the list of prescribed structures set by the VCAA.
<i>Assessment Task</i>	<i>Performance examination.</i>
<b>Area of Study 3</b>	<b>Analysing a Solo Performance</b>
Outcome 3	Describe, analyse and evaluate the creating, development and presentation of a solo performance.
<i>Assessment Task</i>	<i>A written report that uses the language of drama to analyse and evaluate the solo performance developed in Outcome 2.</i>

A performance examination at the end of the year contributes 35% towards the final grade and an end of year examination contributes 25%.

## Economics Units 1, 3 – 4

### Unit 1: Economics – choices and consequences

This is a single semester unit that gives students essential background for Units 3 and 4.

This unit focuses on how the Australian community organises itself to meet the needs and wants of its citizens and the economic issues facing the Australian community.

#### Area of Study 1

##### **A Market System**

This area of study introduces the basic economic concepts and an examination of how markets work to solve the problem of scarcity.

#### Outcome 1

On completion of this unit the student should be able to explain the role of markets in the Australian economy, how markets operate to meet the needs and wants of their citizens and apply economic decision-making to current economic problems.

#### Assessment tasks

*Case studies and a folio of applied economic exercises. Contribution towards final grade - 50%.*

#### Area of Study 2

##### **Economic Issues**

All economies face issues that have an impact on the living standards and on the stability of the economy. Through a consideration of economic growth and sustainable development and one other contemporary economic issue, students will develop an understanding of these issues.

#### Outcome 2

On completion of this unit the student should be able to describe the nature of economic growth and sustainable development and one other contemporary economic issue, explain how these issues are affected by the actions of economic decision-makers and evaluate the impact of these issues on living standards.

#### Assessment tasks

*A folio of applied economic exercises and a folio of annotated media commentaries using print or electronic materials. Contribution towards final grade - 50%.*

## **Units 3 and 4**

The focus of Unit 3 is on developing an understanding of the market mechanism and economic activity in Australia and the economic goals of the Australian government.

The focus of Unit 4 is the study of the management of the Australian economy which concentrates on budgetary, monetary and aggregate supply policies used by the Australian government.

### **Unit 3: Economic activity**

#### **Area of Study 1**

#### **The market system and resource allocation**

This area of study examines how the market system operates in the Australian economy and the effectiveness of the market system in achieving an efficient allocation of resources.

#### Outcome 1

On completion of this unit the student should be able to explain how markets operate to allocate scarce resources and discuss the extent to which markets operate freely in Australia.

#### *Assessment tasks*

*A test, an essay or a folio of applied economic exercises. Marks allocated - 40 %.*

#### **Area of Study 2**

#### **An introduction to macroeconomics: output, employment and income**

Students examine the performance of the Australian economy in terms of goals such as low inflation, economic growth, full employment and external stability.

#### Outcome 2

On completion of this unit the student should be able to explain the nature and importance of key economic goals in Australia, describe the factors that may influence the achievement of these goals over the past four years and analyse the impact each of these goals may have on living standards.

#### *Assessment tasks*

*A test, an essay or a folio of applied economic exercises. Marks allocated - 60 %.*

### **Unit 4: Economic management**

#### **Area of Study 1**

#### **Macroeconomic demand management policies**

This area of study examines how the government uses budgetary and monetary policies to achieve its economic goals.

#### Outcome 1

On completion of this unit the student should be able to explain the nature and operation of government macroeconomic demand management policies, explain the relationship between budgetary and monetary policy and analyse how the policies may be used to achieve key economic goals and improved living standards in Australia.

#### *Assessment tasks*

*A test, a report, an essay or a folio of applied economic exercises. Marks allocated - 50 %.*

**Area of Study 2**

**Aggregate supply policies**

Students examine how the government employs microeconomic reform policies to achieve its economic goals and how budgetary and monetary policies relate to microeconomic reform policies.

**Outcome 2**

On completion of this unit the student should be able to explain the nature and operation of government aggregate supply policies, analyse how they may be used to achieve key economic goals and improve living standards in Australia and analyse the current government policy mix.

*Assessment tasks*

*A test, a report, an essay or a folio of applied economic exercises.  
Marks allocated - 50 %.*

## English Units 1 - 4

All students are expected to do two units of an English in Year 11. This could be English Units 1 and 2 and/or Literature Units 1 and 2. It is not necessary to take Unit 1 and /or Unit 2 Literature in order to take Unit 3 and 4 Literature.

The following are possible combinations:

English Units 1 and 2  
 Literature Units 1 and 2  
 English Unit 1 and Literature Unit 2  
 Literature Unit 1 and English Unit 2

**or both**

English Units 1 and 2  
 Literature Units 1 and 2

### Units 1 and 2

English aims to enable all students to develop their critical and imaginative understanding, aesthetic appreciation and creativity. Control of the English language underpins effective functioning in the contexts of study, work and society, so students learn to use it in a wide range of situations, ranging from the personal and informal to more public occasions.

#### Area of Study

#### Reading and Responding

##### Outcomes

Unit 1- Identify and discuss key aspects of set texts  
 Unit 2 – Discuss and analyse how texts convey ways of thinking about characters, ideas and themes.

##### Assessment Tasks

*Demonstration of the outcome in both units must be based on the student's performance on a selection of assessment tasks that are in written, oral or multimodal form such as creative, analytical or argumentative responses, role play and oral presentation.*

#### Area of Study

#### Creating and Presenting

##### Outcomes

Unit 1 – A variety of writing is informed by reading a range of texts relevant to a set Context.  
 Unit 2 - A variety of writing is informed by reading a range of texts relevant to a set Context.

##### Assessment Tasks

*Units 1 and 2 – Exploration of a range of texts so that students can then create and present their own written and/or multi-modal texts for a specified audience, purpose and context.*

#### Area of Study

#### Using Language to persuade

##### Outcomes

Unit 1 - To identify and discuss how language can be used to persuade readers and /or viewers.  
 Unit 2 - To identify and analyse how language is used in a persuasive text and to present a reasoned point of view.

##### Assessment Tasks

*Units 1 and 2 - Discussion of the use of language and point/s of view in a persuasive text, either in writing and/ or orally.*

## Units 3 and 4

Students may take either English Units 3 and 4 and/or Literature Units 3 and 4.

English aims to enable all students to develop their critical and imaginative understanding, aesthetic appreciation and creativity. Control of the English language underpins effective functioning in the contexts of study, work and society, so students learn to use it in a wide range of situations, ranging from the personal and informal to more public occasions.

<b>Area of Study</b>	<b>Reading and Responding</b>
Outcomes	Units 3 and 4: Identifies, discusses and analyses key aspects of set texts and how they construct meaning, convey ideas and values and are open to a range of interpretations.
<i>Assessment Tasks</i>	<i>Unit 3 - A response to a selected text, either orally or in writing. Unit 4 - An extended written interpretation of one selected text.</i>
<b>Area of Study</b>	<b>Creating and Presenting</b>
Outcomes	Unit 3 and 4: The focus is on reading and writing and their interconnection based around a selected Context. Students will draw on ideas and/or arguments they have gained from the texts studied to construct their own texts for a specified audience and purpose.
<i>Assessment Tasks</i>	<i>Units 3 and 4: Students create and present their own written and/or multi-modal texts for a specified audience, purpose, form and context. At least one sustained written text <b>or</b> three to five shorter texts.</i>
<b>Area of Study</b>	<b>Using Language to Persuade</b>
Outcomes	Unit 3: To analyse and compare the use of language in texts that debate a topical issue in the Australian media.
<i>Assessment Tasks</i>	<i>A written analysis of the use of language in three or more persuasive texts that debate a current issue in the media. A sustained and reasoned point of view on a selected issue in written or oral form.</i>

An examination at the end of Semester 2 contributes 50% to the final grade.

## **Food Technology/Hospitality**

### **Certificate II in Hospitality and Certificate II in Kitchen Operations Units 1 and 2**

This course is one year in duration at Year 11. Students may choose this program.

- in conjunction with Years 11 and 12 Food Technology (Units 3 and 4)
- as an alternative to Years 11 and 12 Food Technology (Units 3 and 4)
- as a precursor to Years 11 and 12 Food Technology in Year 12

The program is run in conjunction with the Inner Melbourne VET Cluster and classes are held each Wednesday afternoon throughout the school year. This course is designed to provide entry level training for students wishing to pursue a range of occupations associated with the hospitality industry whilst giving students the opportunity to become competent in commercial cookery.

The course is divided into modules, each with specific areas of competency. Competencies are set by industry and focus on the Hospitality workplace. They cover aspects such as

- organising and preparing food
- present food
- hygiene, health and safety
- security practices
- working in a socially diverse environment
- receiving and storing stock
- knowledge of hospitality industry
- serving food and beverage to customers

Competencies are attained through assignments, tests and practical demonstration of skills. There is a large practical focus and in the kitchen, students will demonstrate their understanding of the processes and principles of a variety of cookery methods.

The course comprises of (alternate weeks)

- 4 hour practical classes – commercial kitchen, Tay Creggan
- 3 hour theory classes

On successful completion of the first year VET in School program students will achieve the following;

- four units towards their VCE
- a nationally recognised vocational Certificate II in Hospitality
- a Statement of Results showing all units and competencies completed

As part of the program students are required to enter the workforce for five days (40 hours) per year. This may be done through weekend work, after school, during the holidays or during the school term.

An additional block of training (seven days), organised and run by IMVC (mainly Front of House), will also be required.

**There will be additional costs for VET Hospitality.**

## **Units 3 and 4**

Food and Technology enables students to develop a theoretical understanding of the relationship between food and technology. Students will apply their knowledge when using food in a practical situation. They will use the design process, involving critical thinking and problem solving skills, to develop food products for a specific purpose.

<b>Area of Study</b>	<b>Unit 3: Food preparation, processing and food controls</b>
Outcome 1	Analyse food preparation of and processing techniques for key foods and prepare foods using these techniques.
<i>Assessment Tasks</i>	<i>Any one or a combination of – production activities, a written or oral report, a multimedia presentation, an essay, a test, an annotated visual display, a production portfolio.</i>
Outcome 2	Describe the role of national, state and local authorities in ensuring and maintaining a safe food supply within Australia.
<i>Assessment Tasks</i>	<i>Any one or a combination of – a written or oral report, a multimedia presentation, a test, an annotated visual display, a case study, a media analysis.</i>
Outcome 3	Develop a design plan that effectively satisfies the requirements of the design brief. This includes a design brief, criteria for evaluation, design plan and a production plan. This is a school-assessed task.
<b>Area of Study</b>	<b>Unit 4: Food product development and emerging trends</b>
Outcome 2	Analyse factors related to food product development and explain processes involved in the development and marketing of a food product.
<i>Assessment Tasks</i>	<i>Any one or a combination of – a test, a short written report, a case study, structured questions, a multimedia presentation.</i>
Outcome 3	Analyse new and emerging developments in food production.
<i>Assessment Tasks</i>	<i>Any one or a combination of – a test, a written report, a multimedia report, a media analysis, a portfolio, an annotated visual report.</i>
Outcome 1	Implement the design plan for a set of five-eight food items and evaluate the outcome of the product against the requirements of the design brief developed in Outcome 3. This is a school-assessed task.

Final assessment: School-assessed coursework 30%, school-assessed task 40%, examination 30%.

## Geography Units 3 and 4

Geography Units 3 and 4 will be offered in 2010. International Studies Units 3 and 4 will also be offered.

Unit 3 investigates the characteristics of resources and the concept of region. The study of resources is about the processes and relationship operating in the past, present and future. Regions are areas of various scales that have characteristics and features that distinguish them from other areas.

Unit 4 investigates the geographic characteristics of global phenomena and their impact on people and places. Global phenomena are major natural or human events or processes that possess the capacity to affect the globe, or significant parts of it, and require more than a local or national response. The type of response is affected by social, economic and political considerations, resource access and distribution and the nature and scale of the event or process. Human population studies are significant to understanding the challenges facing our globalised world.

### Unit 3:

<b>Area of Study</b> Outcome 1	<b>Regional Resources</b> Use and management of an Australian water resource. Ability to analyse the use and management of water within the Murray-Darling region and evaluate future sustainability.
<i>Assessment Tasks</i>	<i>Class work may include a test or practical work.</i>
<b>Area of Study</b> Outcome 2	<b>Use and Management of Local Resources</b> Description of characteristics of a Local Resource. Justification of a policy for the future use of a resource using data collected in the field.
<i>Assessment Tasks</i>	<i>Class work may include analysis of geographic data and a field report justifying a policy for the future use of a resource.</i>

### Unit 4:

<b>Area of Study</b> Outcome 1	<b>Global Perspectives</b> Ability to evaluate the relative importance of factors that affect changes in human population and one other selected global phenomenon.
<i>Assessment Tasks</i>	<i>Class work may involve a test or practical work.</i>
<b>Area of Study</b> Outcome 2	<b>Global Responses</b> Ability to compare and evaluate the effectiveness of responses and policies to manage a global phenomenon from a global perspective.
<i>Assessment Tasks</i>	<i>Class work may involve an analysis of geographic data, practical work or an essay. A report justifying management response to selected phenomena from a global perspective.</i>

An examination in Semester 2 contributes 50% towards the final grade.

## Health and Human Development Units 1 – 4

The study of Health and Human Development promotes the understanding that many factors, both inherited and environmental, play a major role in determining health and development. Health is a dynamic quality that is influenced by a complex interrelationship between individuals and their physical, social, economic and political environments. The study offers a number of opportunities for students to develop generic skills and key competencies.

*The Assessment Tasks for Units 1-4 of Health and Human Development are listed under Area of Study 1, Unit 1. In any unit a relevant task or tasks will be drawn from this list.*

### Unit 1: The health and development of Australia's youth

#### Area of Study 1 Understanding health and development

In this area of study students develop an understanding of the concepts of health and individual human development. In investigating these concepts, students explore the interrelationships that exist within and between them. Students become aware of the differing methods for measuring health status. This area of study provides students with the foundation knowledge to explore health and individual human development throughout the unit.

#### Outcome 1

To be able to describe the dimensions of, and the interrelationships within and between, health and individual human development.

#### Assessment Tasks

*A case study analysis; a data analysis; a visual presentation, such as concept/mind map, poster or presentation file; a multimedia presentation, using more than two data types (for example, text, still or moving images, sound or numeric) and involving some form of interaction such as hyperlinks; an oral presentation, such as a debate or podcasts (audio or visual, a blog; a test; a written response, such as a research assignment or briefing paper).*

#### Area of Study 2

#### Youth health and development

In this area of study students develop an understanding of the physical, social, emotional and intellectual changes associated with the developmental stage of youth. They interpret data on the health status of Australia's youth and develop an understanding of how determinants including biological and behavioural factors and physical and social environments influence youth health and individual human development.

Students explore the importance of nutrition for the provision of energy and growth during the lifespan stage of youth. They identify the sources of nutrients and the specific functions they perform in the body. They analyse the impact of food behaviours on the health and individual human development of youth.

#### Outcome 2

To be able to describe and explain the factors that impact on the health and individual human development of Australia's youth.

#### Assessment Tasks

*As mentioned previously.*

**Area of Study 3****Health issues for Australia's youth**

This area of study focuses on a range of health issues for youth. Students investigate in detail one health issue relevant to youth. Possible health issues suitable for investigation include mental health, asthma, diabetes, weight issues, injury, tobacco smoking, alcohol use, illicit substance use, sun protection, sexual and reproductive health, food allergies, homelessness and cyber-safety. Students explore the impact of this health issue on all dimensions of youth health and individual human development. They develop an understanding of how determinants of health act as risk and/or protective factors in relation to their selected health issue. Students form conclusions about personal, community and government strategies or programs designed to influence and promote youth health and individual human development.

**Outcome 3**

To be able to outline health issues relevant to Australia's youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development.

*Assessment Tasks*

*As mentioned previously.*

**Unit 2:****Individual human development and health issues****Area of Study 1****The health and development of Australia's children**

In this area of study students develop an understanding of the health and individual human development of Australia's children. Students study the period from conception to approximately twelve years. They explore the physical development that occurs from conception to late childhood, as well as the social, emotional and intellectual changes that occur from birth to late childhood.

Students investigate how biological and behavioural factors, physical environments and social environments, including the family and community, influence child health and development.

**Outcome 1**

*To be able to describe and explain the factors that affect the health and individual human development of Australia's children.*

*Assessment Tasks*

*As mentioned previously.*

**Area of Study 2****Adult health and development**

In this area of study, students gain an understanding of health and individual human development of Australia's adults, including the elderly. Students explore the physical, social, emotional and intellectual changes that occur during adulthood. They describe the health status of Australia's adults, including the various determinants that have an impact on health and individual human development.

**Outcome 2**

To be able to describe and explain the factors that affect the health and individual development of Australia's adults.

*Assessment Tasks*

*As mentioned previously.*

**Area of Study 3**

**Health issues**

In this area of study students identify a range of health issues that are having an impact on Australia's health system and investigate at least one health issue in detail. Health issues suitable for investigation include human rights and ethics, medical technology, complementary and/or alternative health services, environmental health, provision of rural health services, the ageing population. Students use statistical data to identify emerging trends and evaluate a range of views related to their selected health issue.

Students investigate the actions that could be undertaken in relation to their selected health issue.

Outcome 3

To analyse a selected health issue facing Australia's health system and evaluate community and/or government actions that may address the issue.

*Assessment Tasks*

*As mentioned previously.*

**Units 3 and 4**

**Unit 3:**

**Australia's health**

**Area of Study 1**

**Understanding Australia's health**

In this area of study students develop an understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. Students use key health measures to compare health in Australia with other developed countries and analyse how biological, behavioural and social determinants of health contribute to variations in health status.

The NHPAs initiative seeks to bring a national health policy focus to diseases or conditions that have a major impact on the health of Australians. The NHPAs represent the disease groups with the largest burden of disease and potential costs (direct, indirect and intangible) to the Australian community.

Students examine the development of the NHPAs and their relationship to burden of disease in Australia. They analyse initiatives designed to promote health relevant to the NHPAs and come to understand that nutrition is an important factor for a number of the NHPAs.

Outcome 1

To compare the health status of Australia's population with other developed countries, explain variations in the health status of populations groups in Australia and discuss the role of the national health Priority Areas in improving Australia's health status.

*Assessment Tasks*

*As mentioned previously.*

**Area of Study 2      Promoting health in Australia**  
 In this area of study students examine different models of health and health promotion. They investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives. Students examine the role of government and non-government organisations in providing programs and support for the promotion of healthy eating.

**Outcome 2**  
 To be able to discuss and analyse approaches to health and health promotion and describe Australia's health system and the different roles of government and non-government organisations in promoting health.

*Assessment Tasks*  
 As mentioned previously.

**Unit 4:                      Global health and human development**

**Area of Study 1      Introducing global health and human development**  
 In this area of study students explore global health, human development and sustainability and their interdependencies. They identify similarities and differences in the health status between people living in developing countries and Australians and analyse reasons for the differences. The role of the United Nations' Millennium Development Goals is investigated in relation to achieving sustainable improvements in health status and human development.

**Outcome 1**  
 To analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nations' Millennium Development Goals and describe the interrelationships between health, human development and sustainability

*Assessment Tasks*  
 As mentioned previously.

**Area of Study 2      Promoting global health and human development**  
 Students explore the role of international organisations including the UN and WHO in achieving sustainable improvements in health and human development. Students consider strategies designed to promote health and sustainable human development globally, as well as Australia's contribution to international health programs through AusAid and contributions to non-government organizations.

**Outcome 2**  
 To describe and evaluate programs implemented by international and Australian government and non-government organizations in promoting health, human development and sustainability.

*Assessment Tasks*  
 As mentioned previously.

School-assessed coursework will contribute to 50% and an examination will contribute 50% to the final assessment.

## History Units 1- 4

### History – 20<sup>th</sup> Century Units 1 and 2

The twentieth century was a period of significant change. Unit 1 (Twentieth Century History 1900-1945) considers how different societies responded to these changes, how they affected people's lives and the development of domestic and international crises. Our historical contexts for study are *Hitler's rise to power during the 1920s and Nazism*.

A constant theme of World History since 1945 has been the increasing interplay between domestic and regional events and international developments. Unit Two (Twentieth Century History since 1945) provides the opportunity to investigate major themes and principal events of post-war history: the *Cold War*, the *Vietnam War*, *Protest Movements and issues of the last decades of the 20<sup>th</sup> Century*.

#### Unit 1:

<b>Area of Study</b>	<b>Crisis and Conflict</b>
Outcomes	Analyse and explain the development and impact of a political crisis and conflict in the period 1900-1945.
<i>Assessment Tasks</i>	<i>Map work, short answer questions or an analysis of evidence to present a particular viewpoint.</i>

<b>Area of Study</b>	<b>Social Life</b>
Outcomes	Analyse and discuss patterns of social life and factors which influenced changes to social life.
<i>Assessment Tasks</i>	<i>Research essay on life in Nazi Germany.</i>

<b>Area of Study</b>	<b>Cultural Expression</b>
Outcomes	Analyse the relationship between the historical context and a cultural expression of the period 1900-1945.
<i>Assessment Tasks</i>	<i>An analytical exercise or film review.</i>

#### Unit 2:

<b>Area of Study</b>	<b>Ideas and Political Power</b>
Outcomes	Analyse and discuss how post war societies used ideologies to legitimise their world view and portray competing systems.
<i>Assessment Tasks</i>	<i>A film review or an analytical exercise.</i>

<b>Area of Study</b>	<b>Movements of the People</b>
Outcomes	Evaluate the impact of post war challenges to establishing social, economic and/or political power.
<i>Assessment Tasks</i>	<i>Investigate a protest movement of the late 20<sup>th</sup> century.</i>

<b>Area of Study</b>	<b>Issues for the Millennium</b>
Outcomes	Analyse issues faced by communities arising from political, economic and/or technological change.
<i>Assessment Tasks</i>	<i>An essay or a debate or a multi media presentation or short answer questions or role play.</i>

An examination will contribute 50% to the final assessment at the end of each semester.

## Australian History Units 3 and 4

This course provides a framework in which to explore the experiences of men and women from the beginnings of European settlement until today.

### Unit 3: Australian history – imagining Australia

**Area of Study 1**  
Outcomes  
**A New Land: Port Philip District 1830-1860**  
Students should be able to explain the motives and hopes underlying the settlement of Port Philip up to 1860 and the impact on the indigenous population.

**Area of Study 2**  
Outcomes  
**Nation, race and citizen 1888-1914**  
Students should be able to analyse the vision of nationhood that underpinned the concepts of citizenship and evaluate its implementation in the early years of the new nation.

*Assessment Tasks*  
*A research report, analysis of visual and/or written documents, historiographical exercise, essay.*

### Unit 4:

**Area of Study 1**  
Outcomes  
**Testing the new nation 1914-1950**  
Students should be able to analyse the ways in which Australians acted in response to a significant crisis faced by the country during the period 1914-1950, i.e. World War 1 or World War 2 or the Great Depression.

**Area of Study 2**  
Outcomes  
**Debating Australia's future 1960-2000**  
Students should be able to evaluate the extent to which changing attitudes are evident in Australia's reaction to significant social and political issues.

Attitudes to Indigenous Rights OR  
Attitudes to the Vietnam War OR  
Attitudes to the Environment OR  
Attitudes to Immigration  
*Assessment Tasks*  
*A research report, essay, historiographical exercise, analysis of visual and/or written documents.*

A two-hour examination at the end of Semester 2 contributes 50% towards the final grade.

## Revolutions Units 3 and 4

This course provides a framework in which to explore processes of dramatically accelerated social change. The Russian Revolution (1905-1924) and the French Revolution (1781-1795) provide the focal points. The study of these revolutions include the causes of tension and conflict generated in the old regime that contributed to revolution and the ideas and ideologies used in the revolutionary struggle by individuals and groups to bring about change. The new political order and new society that struggled to emerge from the revolution are also analysed.

<b>Area of Study 1</b>	<b>Revolutionary ideas, leaders, movements and events</b>
Outcomes	The outcome of this area of study is an evaluation of the ideas, leaders, movements and events in the development of the revolution.
<i>Assessment Tasks</i>	<i>Assessed tasks will include two of the following: a research report, analysis of visual and written documents, historiographical exercise, an essay.</i>
<b>Area of Study 2</b>	<b>Creating a new society</b>
Outcomes	The outcome of this area of study is an analysis of the challenges facing the emerging new order, the attempts to create a new society and an evaluation of the nature of the society created by the revolution.
<i>Assessment Tasks</i>	<i>Assessed tasks will include two of the following tasks – two not completed as part of Area of Study 1: a research report, analysis of visual and written documents, historiographical exercise, an essay.</i>

An examination at the end of Semester 2 contributes 50% towards the final grade.

## International Studies Units 3 and 4

### Unit 3: Global issues and conflicts

This unit investigates recent global politics and the nature of conflict since the end of the Cold War. The unit begins with an examination of the concepts of globalisation and internationalism and the increasing interdependence of people and societies across a range of economic, cultural and security matters. Students explore increasingly complex notions of national interest, sovereignty, autonomy and independence. They undertake a study of the nature of conflict in a post-Cold War world no longer divided into two ideological blocs. They examine the changed nature of the conflicts based upon tensions which may be religious, ethnic, economic or nationalist. Many of these conflicts have been fought within the new context of global terrorist networks.

#### Area of Study 1

##### Globalisation and internationalism

This area of study focuses on the concepts of globalisation and internationalism and the way in which these concepts have influenced the development of key global issues. Students investigate how globalisation has become a powerful factor influencing the way people live and interact with each other and the ways in which states operate.

Students also examine the impact of globalisation on the notion of internationalism. Internationalism emphasises the similarities and links between people. It stresses a common humanity beyond the particularities of national identity, based on convictions about the need for cooperative solutions to common challenges and universal human rights.

#### Outcomes

On completion of this unit the student should be able to analyse the concepts of globalisation and internationalism and evaluate their impact on the role of the state and the concept of sovereignty.

#### Assessment Tasks

*A choice of topic test, report or an essay.*

#### Area of Study 2

##### Global Conflicts

This area of study examines the causes and nature of conflict in the post-Cold War world, including global terrorism as the key issue of international conflict and responses to it. Since 1990 the world has seen many conflicts such as Iraq 1991, Somalia, Rwanda, Bosnia, Kosovo, Chechnya and Kashmir. Unlike the conflicts in the Cold War period, these conflicts are based upon either nationalist, religious, economic or ethnic tensions. These tensions came together in the attacks of September 11 and the subsequent 'war on terror', which has included the invasions of Afghanistan and Iraq.

#### Outcomes

On completion of this unit the student should be able to analyse and evaluate the nature of conflict in the post-Cold War period.

#### Assessment Tasks

*A choice of topic test, report or an essay.*



## Unit 4: International relations

While internationalism and globalisation have had a significant impact on the Asia-Pacific region, this unit focuses primarily on the interactions between states which remain the dominant form of political organization. The unit begins with a study of the concepts of national interest and power and the way states use power in the Asia-Pacific region. Australia's position in the region, and the world, and the way in which it has asserted its national interest is then investigated.

### Area of Study 1

#### Power in the Asia-Pacific region

This area of study examines the concept of national interest and the way in which states use power in the Asia-Pacific region. Although states vary markedly, they share a common interest in maintaining their sovereignty. Conflicts arise within and between states and typically involve competing views of national interest. They may relate to factors such as state formation, cultural and ethnic identity, ideology, historical links, and relationship to foreign powers. In order to achieve national interest objectives, a state may use a number of policy instruments such as diplomacy, trade, aid, military power, propaganda and domestic pressure.

#### Outcomes

On completion of this unit the student should be able to analyse and evaluate types and forms of power used by states and groups in the Asia-Pacific region.

#### Assessment Tasks

*A choice of case study, report or test.*

### Area of Study 2

#### Australian foreign policy

This area of study examines the nature of Australia's position in the region and the world and the way in which the national interest has been conceived and pursued. The development of Australia's foreign policy highlights a number of tensions deriving from Australia's aims in asserting its national interest as a middle power. Following the events in East Timor, September 11 and the Bali bombings, security has taken priority, but economic development is still a major foreign policy objective. Australian foreign policy has become increasingly influenced by the constraints and opportunities of globalization.

#### Outcomes

On completion of this unit the student should be able to analyse those factors that have influenced Australia in its definition and pursuit of national interest, and evaluate the effectiveness of the strategies and policies adopted.

#### Assessment Tasks

*Choice of case study, report or test.*

An examination at the end of Semester 2 contributes 50% towards the final grade.

## Legal Studies Units 1 – 4

### Units 1 and 2

#### Criminal law and justice

Unit 1 explores the distinction between legal and non-legal rules, the Victorian court hierarchy and the process of making laws through Parliament. It focuses on the role of police, their powers of investigation, the procedures of a criminal trial and an examination of possible sanctions that are available to criminal courts. In addition, students explore the concepts of fairness and justice within the criminal justice system.

#### Civil law and the law in focus

Unit 2 focuses on the effective resolution of civil disputes. It looks on the process and procedures involved in civil litigation and the possible defence to civil claims within our legal systems available to enforce civil rights of our citizens. The unit also investigates alternative avenues of dispute resolution and their effectiveness.

### Unit 1:

#### Area of Study 1

Outcome 1

#### Criminal Law

On completion of this unit the student should be able to explain the principles of criminal law and apply them to one or more cases to justify a decision.

*Assessment Task*

*Structured assignment.*

#### Area of Study 2

Outcome 2

#### The Courtroom

On completion of this unit the student should be able to evaluate the processes for the resolution of criminal disputes and analyse the capacity of these processes to achieve justice.

*Assessment Task*

*Case study or role play.*

### Unit 2:

#### Area of Study 1

Outcome 1

#### Civil Disputes

On completion of this unit the student should be able to explain the principles of civil law and be able to apply them to one or more real or hypothetical cases to justify a decision.

*Assessment Task*

*Report or folio.*

#### Area of Study 2

Outcome 2

#### Civil Law in Action

On completion of this unit the student should be able to evaluate the processes for the resolution of civil disputes and analyse the capacity of these processes to achieve justice.

*Assessment Tasks*

*Folio or report.*

#### Area of Study 3

Outcomes

#### The Law in Focus

On completion of this unit the student should be able to analyse contemporary Australian law and assess its ability to reconcile and reflect conflicting attitudes in order to meet the needs of Australian society and contribute to social cohesion.

*Assessment Tasks*

*Test or case study.*

There will be an examination in each semester.

## Units 3 and 4:

The purpose of Unit 3 is to enable students to develop an understanding of the institutions that determine laws and processes by which laws are made. It considers reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system. Studies undertake an evaluation of the strengths and weaknesses of the law-making bodies and the processes used to influence change and reform.

Unit 4 explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution with a view to comparing and evaluating the operation of the various dispute resolution methods. Students develop an understanding of criminal and civil pre-trial and trial processes procedures that operate within the Victorian legal system. The current operation of the jury system in criminal and civil trials will be examined and students will also review the operation of the adversary system, giving consideration to its strengths and weaknesses. Students will compare features of the adversary and inquisitorial systems of dispute resolution.

### Unit 3: Law-making

#### Area of Study 1 Parliament and the Citizen

Outcome 1

On completion of this unit the student should be able to describe the role and the effectiveness of a law-making body, evaluate the need for the change in the law and analyse the ways in which change can be influenced.

*Assessment Tasks*

*Essay or structured assignment.*

#### Area of Study 2

Outcome 2

#### Constitution and the protection of rights

On completion of this unit the student should be able to explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, and evaluate the effectiveness of the Commonwealth Constitution in protecting democratic and human rights.

*Assessment Tasks*

*Test or structured questions.*

#### Area of Study 3

Outcome 3

#### Role of Courts

On completion of this unit the student should be able to describe the role and evaluate the effectiveness of the courts in law-making and their relationship with Parliament.

*Assessment Tasks*

*Test or structured questions or a case study or essay.*

### Unit 4: Dispute Resolution

#### Area of Study 1

Outcome 1

#### Criminal cases and civil disputes

On completion of this unit the student should be able to describe and evaluate the effectiveness of institutions for the resolution of civil disputes and the adjudication of criminal cases and of alternative dispute resolution methods.

*Assessment Tasks*

*Test or structured questions.*

#### Area of Study 2

Outcome 2

#### Court processes and procedures

On completion of this unit the student should be able to explain the elements of an effective legal system and evaluate the processes and procedures for the resolution of criminal cases and civil disputes and discuss their effectiveness.

*Assessment Tasks*

*Test or structured questions or report.*

An examination at the end of Semester 2 contributes 50% towards the final grade.

## Literature Units 1-4

Students may take either English Units 1 and 2 or Literature Units 1 and 2. Students can choose either Literature Unit 1 or Literature Unit 2. Students considering Literature Units 3 and 4 in Year 12 are recommended to take at least one unit of Literature in Year 11 and may find taking both Units 1 and 2 of value.

### Unit 1:

This unit focuses on the way literary texts represent human experience and the reading practices needed to deepen understanding of texts

#### Area of Study 1

##### Readers and their responses

In this area of study students develop more informed responses to texts. They explore the form, the literary features and the conventions associated with a text and the ways in which it represents human experience.

#### Outcome 1

On completion of this unit the students should be able to discuss how personal responses to literature are developed and justify their own responses to one or more texts.

#### Assessment Tasks

*A reading journal; close analysis of selected passages.*

#### Area of Study 2

##### Ideas and concerns in texts

This area of study focuses on the ideas and concerns raised in texts and the ways social and cultural contexts are represented.

#### Outcome 2

On completion of this unit the student should be able to analyse and respond both critically and creatively to ways in which one or more texts reflect or comment on the interests and ideas of individuals and particular groups in society.

#### Assessment Tasks

*An analytical essay; a creative response*

#### Area of Study 3

##### Interpreting non-print texts

This area of study focuses on making meaning from non-print texts. Students explore the way in which such media treat narrative and character, concerns and beliefs. They consider the conventions appropriate to different genres of non-print texts.

#### Outcome 3

On completion of this unit the student should be able to analyse the construction of a film, television, multimedia or radio texts and comment on the ways it represents an interpretation of ideas and experiences.

#### Assessment tasks

*An analytical essay*

Assessment will be by coursework and an examination.

**Unit 2:**

The focus of this unit is on students' critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and the structure of the text. Students extend their exploration of the ideas and concerns of the text.

**Area of Study 1****The text, the reader and their contexts**

This area of study focuses on the interrelationship between the text, readers and their social and cultural contexts. Students reflect upon their own background and experience in developing their response to the representation of social and cultural concerns and values of a text from a past era.

## Outcome 1

On completion of this unit the student should be able analyse and respond both critically and creatively to ways a text from a past era reflects or comments on the ideas and concerns of individuals and groups at that time.

*Assessment Tasks*

*Analytical response, creative response.*

**Area of Study 2****Comparing texts**

This area of study focuses on the way two or more texts relate to each other. Students make comparisons between the ways in which different texts are constructed.

## Outcome 2

On completion of this unit the student should be able to produce a comparative piece of interpretative writing with a particular focus; for example, ideas and concerns, form of the text, author, time in history, social or cultural context.

*Assessment Task*

*Comparative essay.*

Assessment will be by coursework and an examination.

All students are expected to do two units of an English in Year 11. This could be English Units 1 and 2 and/or Literature Units 1 and 2.

## Units 3 and 4

Students may take either English Units 3/4 and/or Literature Units 3/4.

### Unit 3:

This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of the text affects meaning and generates different expectations in the readers, the way texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.

#### Area of Study 1

##### **Adaptations and transformations**

This area of study focuses on how the form of the text is significant in the making of meaning. Students understand the particular features of a particular form of a text and how meaning changes when the form of the text is changed.

#### Outcome 1

On completion of this unit the student should be able to analyse how meaning changes when the form of a text changes.

#### Assessment Tasks

*An analytical essay comparing two forms of the same text.*

#### Area of Study 2

##### **Views, values and contexts**

This area of study focuses on consideration of the views and values in texts and the ways in which these are expressed to create particular perspectives of the world. Students consider the issues, ideas and contexts writers choose to explore and the way they are represented in the text.

#### Outcome 2

On completion of this unit the student should be able to analyse, interpret and evaluate the views and values of a text in terms of the ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unquestioned.

#### Assessment Tasks

*An analytical essay on the views and values represented in a text.*

#### Area of Study 3

##### **Considering alternative viewpoints**

This area of study focuses on how various interpretations and judgements about a text can contribute to the students' interpretations. Students engage with the viewpoints of others, they explore the underlying values and assumptions of these viewpoints and they consider what is questioned, unquestioned and the implications of gaps and silences.

#### Outcome 3

On completion of this unit the student should be able to evaluate views of a text and make comparisons with their own interpretation.

#### Assessment tasks

*An analytical essay evaluating critical commentaries on a selected text.*

**Unit 4:**

This unit focuses on students' creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work. In their responses, students develop an interpretation of a text and learn to synthesise the insights gained by their engagement with various aspects of a text in to a cogent, substantiated response.

**Area of Study 1****Creative response to texts**

This area of study focuses on the imaginative techniques used for creating and re-creating a literary work. In their adaptation of an original text students show an understanding of the concerns and attitudes of the text and an understanding of language, voice, form and structure.

## Outcome 1

On completion of this unit the student should be able to respond imaginatively to a text and comment on the connections between the text and the response.

*Assessment tasks*

*A creative response based on a selected text, with commentary on connections between text and response.*

**Area of Study 2****Close analysis**

This area of study focuses on detailed scrutiny of the style, concerns and construction of a text. Students attend closely to textual details to examine the ways specific features and/or moments in the text contribute to their overall interpretation.

## Outcome 2

On completion of this unit the student should be able to analyse critically features of a text, relating them to an interpretation of the text as a whole.

*Assessment tasks*

*Critical analysis of selected passages from a text, relating them to an interpretation of the text as a whole.*

School-assessed course work for Units 3 and 4 contributes 50% to the study score.

The end of year examination contributes 50% to the study score.

## LOTE Units 1 – 4

### French Units 1 and 2

Students will develop their skills in listening, speaking, reading and writing through the study of three major themes: the individual, the French-speaking community and the changing world. They will consolidate and expand their skills and knowledge of vocabulary, grammar and sentence structure and will explore a variety of text types.

#### Aims

The French course at VCE level is designed to enable students to:

- use French to communicate with others;
- understand and appreciate the cultural contexts in which French is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between French and English;
- apply French to work, further study, training or leisure.

#### Unit 1:

##### Area of study

Topics will include the student's personal world and family and future aspirations.

##### Outcome 1

Establish and maintain a spoken or written exchange in French related to personal areas of experience.

##### Assessment Task

*An informal conversation or reply to a personal letter/email/fax.*

##### Outcome 2

Listen to, read and obtain information from written and spoken texts  
*Listen to spoken texts to obtain information to complete notes, charts or tables in French or English.*

##### Assessment Tasks

*Read written texts to obtain information to complete notes, charts or tables in French or English.*

##### Outcome 3

Produce a personal response in French to a text focusing on a real or imaginary experience.

##### Assessment Task

*Oral presentation or review or an article.*

#### Unit 2:

##### Area of study

Topics will include immigration, the environment, travel, the world of work, French history and culture.

##### Outcome 1

Participate in a spoken or written exchange related to making arrangements and completing transactions in French.

##### Assessment Task

*A formal letter/fax/email or a roleplay/interview.*

##### Outcome 2

Listen to, read, extract and use information and ideas from written and spoken texts in French.

##### Assessment Tasks

*Listen to spoken texts and reorganise information and ideas in a different text type.*

*Read written texts and reorganise information and ideas in a different text type.*

##### Outcome 3

Give expression to a real or imaginary experience in written or spoken form in French.

##### Assessment Task

*Journal entry/personal account/short story.*

Assessment will consist of 8 school-assessed tasks covering listening, speaking, reading and writing (4 per semester). In addition, there will be mid-year and end-of-year examinations, along with ongoing short tests of vocabulary and grammar.

## French Units 3 and 4

### Unit 3:

**Area of study** Topics will include lifestyles in Paris and various French-speaking countries, social issues, arts and entertainment and technology.

**Outcome 1** Express ideas through production of original texts in French.

**Assessment Task** *A 250-word personal or imaginative written piece.*

**Outcome 2** Analyse and use information from spoken texts.

**Assessment Task** *A response to specific questions, messages or instructions, extracting and using information requested in French.*

**Outcome 3** Exchange information, opinions and experiences.

**Assessment Task** *A 3-4 minute role-play, focusing on the resolution of an issue.*

### Unit 4:

**Area of study** Topics will include historical perspectives (the detailed study), personal values and opinions and social issues.

**Outcome 1** Analyse and use information from written texts in French.

**Assessment Task** *A response to specific questions, messages or instructions, extracting and using information requested.*

**Outcome 2** Respond critically to spoken and written texts which reflect aspects of the language and culture of French-speaking countries (related to the detailed study).

**Assessment Tasks** *A 250-300 word informative, persuasive or evaluative response, for example a report, comparison or review.  
A 3-4 minute interview on an issue related to the detailed study.*

Assessment consists of:

6 school-assessed tasks covering listening, speaking, reading and writing, which contribute 50% of the total score

End-of-year examinations, contributing 50% of the total score

The end-of-year examinations are:

An oral examination (approximately 15 minutes, focusing on general conversation and the detailed study)

A two-hour written examination consisting of a listening section, a reading section and a writing section.

## Italian Units 1 and 2

Students will develop their skills in listening, speaking, reading and writing through the study of three major themes: the individual, the Italian-speaking community and the changing world. They will consolidate and expand their skills and knowledge of vocabulary, grammar and sentence structure and will explore a variety of text types.

### Aims

The Italian course at VCE level is designed to enable students to:

- use Italian to communicate with others;
- understand and appreciate the cultural contexts in which Italian is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between Italian and English;
- apply Italian to work, further study, training or leisure.

### Unit 1:

#### Area of study

Topics will include the student's identity and family, living today, technology and the changing world, work and school.

#### Outcome 1

Establish and maintain a spoken or written exchange in Italian related to personal areas of experience.

#### Assessment Task

*An informal conversation or reply to a personal letter/email.*

#### Outcome 2

Listen to, read and obtain information from written and spoken texts.

#### Assessment Tasks

*Listen to spoken texts to obtain information to complete notes, charts or tables in Italian or English.*

*Read written texts to obtain information to complete notes, charts or tables in Italian or English.*

*(Note: Responses in English for one task and in Italian for the other.)*

#### Outcome 3

Produce a personal response in Italian to a text focusing on real or imaginary experience.

#### Assessment Task

*Oral presentation or review or an article.*

### Unit 2:

#### Area of study

Topics will include health and nutrition, environments, past and future, arts and music.

#### Outcome 1

Participate in a spoken or written exchange related to making arrangements and completing transactions in Italian.

#### Assessment Task

*A formal letter/fax/email or a roleplay/interview.*

#### Outcome 2

Listen to, read, extract and use information and ideas from written and spoken texts in Italian.

#### Assessment Tasks

*Listen to spoken texts and reorganise information and ideas in a different text type.*

*Read written texts and reorganise information and ideas in a different text type.*

#### Outcome 3

Give expression to a real or imaginary experience in written or spoken form in Italian.

#### Assessment Task

*Journal entry/personal account/short story.*

Assessment will consist of 8 school-assessed tasks covering listening, speaking, reading and writing. In addition, there will be mid-year and end-of-year examinations, along with ongoing short tests of vocabulary and grammar.

## Italian Units 3 and 4

### Unit 3:

**Area of study** Topics will include the personal world, health and leisure, education and aspirations, festivals and traditions, social and contemporary issues and historical perspectives.

**Outcome 1** Express ideas through the production of original texts in Italian.

**Assessment Task** *A 250-word personal or imaginative written piece.*

**Outcome 2** Analyse and use information from spoken texts.

**Assessment Task** *A response to specific questions, messages or instructions, extracting and using information requested in Italian.*

**Outcome 3** Exchange information, opinions and experiences.

**Assessment Task** *A 3-4 minute role-play, focusing on the resolution of an issue.*

### Unit 4:

**Area of study** Topics will include social and contemporary issues (detailed study) and environmental issues.

**Outcome 1** Analyse and use information from written texts in Italian.

**Assessment Task** *A response to specific questions, messages or instructions, extracting and using information requested.*

**Outcome 2** Respond critically to spoken and written texts which reflect aspects of the language and culture of Italian-speaking countries.

**Assessment Tasks** *A 250-300 word informative, persuasive or evaluative response, for example a report, comparison or review.  
A 3-4 minute interview on an issue related to texts studied as stated in the assessment guide.*

Assessment consists of:

6 school-assessed tasks covering listening, speaking, reading and writing, which contribute 50% of the total score

End-of-year examinations, contributing 50% of the total score

The end-of-year examinations are:

An oral examination (approximately 15 minutes, focusing on general conversation and the detailed study)

A two-hour written examination consisting of a listening section, a reading section and a writing section.

## MATHEMATICS

### Mathematics Pathways

#### Selecting Units 1 and 2

##### **Pathway 1: Mathematical Methods (CAS) 1 and 2 with General Mathematics A**

To provide you with the widest choice and the strongest background for Unit 3 and 4 Mathematics, you should consider studying four units of Mathematics at the Unit 1 and 2 level. The table on the following page shows how this path opens up all Unit 3 and 4 courses to you and therefore satisfies any tertiary entrance requirement for Mathematics. Some tertiary institutions also require four units of Mathematics at Unit 1 and 2 level. Studying Mathematical Methods (CAS) with General Mathematics A, allows coverage of all material to a greater depth which promotes better understanding. Your General Mathematics class will also introduce topics that are needed for Specialist Mathematics.

##### **Pathway 2: General Mathematics B**

If you do not have a strong background in Mathematics but you wish to study some Mathematics for career requirements, then this is the unit for you. It can lead on to Further Mathematics, providing you achieve good results.

##### **Pathway 3: Mathematical Methods (CAS)**

It is possible to do Mathematical Methods alone as a prerequisite for Mathematical Methods 3 and 4 and Further Mathematics 3 and 4.

Note: Mathematical Methods alone will not lead to Specialist Mathematics.

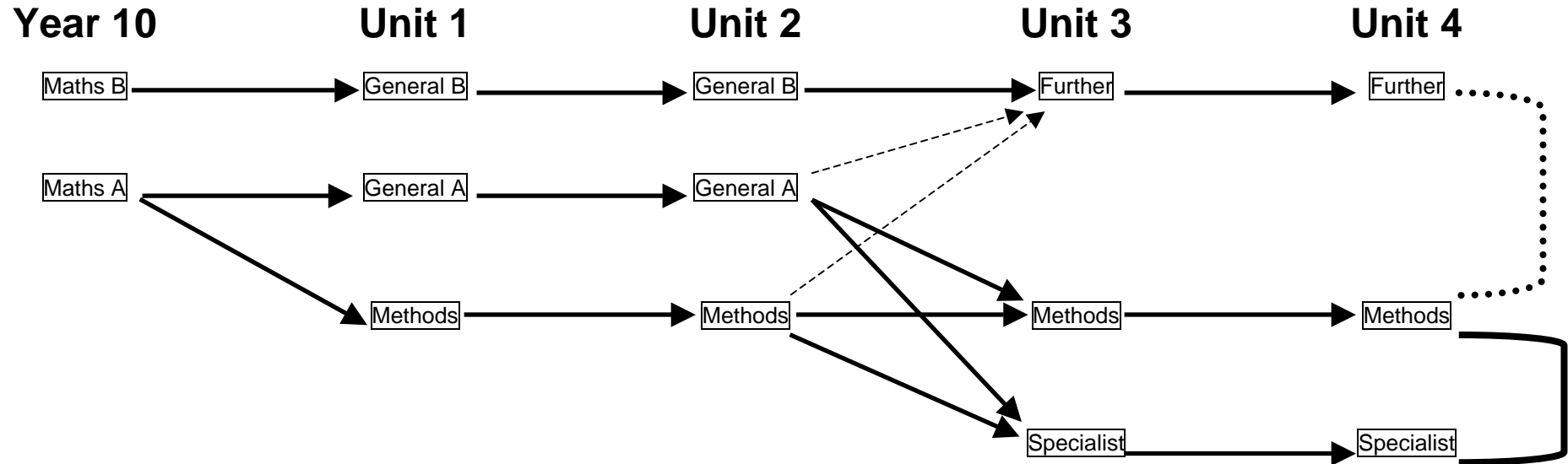
#### Selecting Units 3 and 4

Having successfully made it to the end of your Unit 1 and 2 course, which units should you now choose for the next year? You must consider your performance in Units 1 and 2 and have a clear understanding of the requirements of possible career paths. Leave yourself the widest possible options, even at this stage.

#### You may choose:

- **Further Mathematics**
- **Mathematical Methods:** This is the important prerequisite for many tertiary courses in particular those in Mathematics, Science and Engineering.
- **Specialist Mathematics with Mathematical Methods:** Specialist Mathematics must be taken with Mathematical Methods and is therefore an ideal study for capable Mathematics students. The obvious advantage of combining these two Mathematical studies is that 'Specialist' helps you understand the 'Methods' course by giving you more practice in similar concepts.
- **Mathematical Methods and Further Mathematics:**  
In this combination you will experience a broader coverage of Mathematics than can be achieved by only selecting Mathematical Methods. You will study calculus along with more immediately applicable fields of statistics and arithmetic applications. Selecting Further Mathematics will support the work being studied in Mathematical Methods.

# NAVIGATING MATHEMATICS IN THE VCE



## KEY

- Normal pathway
- > Possible but not normal pathway  
(*extra work required*)
- ] Common combination
- ⋮ Possible, but not common combination

## Notes:

- Students aiming to do Specialist take both General A and Methods at Units 1-2 level, including appropriate topics (such as Vectors) in General.
- Students taking Specialist must also take Methods 3/4, either concurrently or before
- For details of Unit combinations see the VCAA Mathematics Study Design pages 8-12.
- Acceleration students undertaking Units 1/2 of Methods in Year 10 may proceed to Methods Units 3/4 plus General A in Year 11. These girls may then undertake Specialist in Year 12

(Adapted from the Education Age, 29 August 2001)

## Mathematics Units 1 – 4

### General Mathematics Level A Units 1 and 2

Courses prepared from this description are essential for the study of Specialist Mathematics Units 3 and 4 and are also designed as additional preparation for Mathematical Methods Units 3 and 4.

<b>Area of Study</b>	<b>Statistics and probability</b>
Outcomes	For this unit students are required to work with: univariate and bivariate data, summarising data with graphs including boxplots and correlation, sampling, mean and standard deviation, 95% confidence limits, combinatorics and probability.
<i>Assessment Tasks</i>	<i>Statistics and probability application tasks may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration.</i>
<b>Area of Study</b>	<b>Arithmetic</b>
Outcomes	For this unit students are required to work with: complex numbers, sequences and series, difference equations and matrices, vector algebra.
<i>Assessment Tasks</i>	<i>Arithmetic application tasks may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration.</i>
<b>Area of Study</b>	<b>Functions and graphs</b>
Outcomes	For this unit students are required to work with: linear graphs and modelling, linear programming, sketching and interpreting graphs, polar graphs.
<i>Assessment Tasks</i>	<i>Functions and graphs application tasks may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration.</i>
<b>Area of Study</b>	<b>Algebra</b>
Outcomes	For this unit students are required to work with: linear and non-linear algebra, simultaneous equations and graphs, matrices, algebra and variation.
<i>Assessment Tasks</i>	<i>Algebra application tasks may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration.</i>
<b>Area of Study</b>	<b>Geometry</b>
Outcomes	For this unit students are required to work with: shape and measurement, coordinate geometry, dividing into ratios, distances, vectors, geometry in two and three dimensions, geometric theorems as required for Specialist Mathematics.
<i>Assessment Tasks</i>	<i>Geometry application tasks may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration.</i>
<b>Area of Study</b>	<b>Trigonometry</b>
Outcomes	Solution of right angles triangles, applications of trigonometric, radian measure, areas of triangles, sine and cosine rules, vectors.
<i>Assessment Tasks</i>	<i>Trigonometry application tasks may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration.</i>

An examination will contribute 50% to the final assessment for each semester. Problem solving, modelling and project work, tests and analysis tasks total 50%.

## General Mathematics Level B Units 1 and 2

Courses prepared from this description are essential for the study of Further Mathematics Units 3 and 4 but are designed as additional mathematical support for social sciences and business studies.

<b>Area of Study</b>	<b>Statistics and probability</b>
Outcomes	For this unit students are required to work with: univariate and bivariate data, summarising data with graphs including boxplots and various statistics, sampling, mean and standard deviation.
<i>Assessment Tasks</i>	<i>Statistics and probability application tasks may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration.</i>
<b>Area of Study</b>	<b>Arithmetic</b>
Outcomes	For this unit students are required to work with business applications such as percentages, loans, hire purchase.
<i>Assessment Tasks</i>	<i>Arithmetic application tasks may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration.</i>
<b>Area of Study</b>	<b>Functions and graphs</b>
Outcomes	For this unit students are required to work with: linear graphs, sketching and interpreting graphs, applications.
<i>Assessment Tasks</i>	<i>Functions and graphs application tasks may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration.</i>
<b>Area of Study</b>	<b>Algebra</b>
Outcomes	For this unit students are required to work with: linear and non-linear algebra, simultaneous equations and interpretation via graphs.
<i>Assessment Tasks</i>	<i>Algebra application tasks may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration.</i>
<b>Area of Study</b>	<b>Geometry</b>
Outcomes	For this unit students are required to work with: shape and measurement, ratios, areas, volumes.
<i>Assessment Tasks</i>	<i>Geometry application tasks may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration.</i>
<b>Area of Study</b>	<b>Trigonometry</b>
Outcomes	For this unit students are required to work with solution of right angle triangles, applications of the trigonometric ratios, areas of triangles.
<i>Assessment Tasks</i>	<i>Trigonometry application tasks may be included in the analysis and problem solving tasks which are of 2 – 4 hours duration.</i>

An examination will contribute 50% to the final assessment for each semester. Problem solving, modelling and project work, tests and analysis tasks total 50%.

## Mathematical Methods Units 1 and 2 (CAS)

Courses prepared from this description are designed as preparation for Mathematics Methods Units 3 and 4. Additional emphasis is given here for students entering Specialist Mathematics Units 3 and 4 in the subsequent year. The use of Computer Algebra System (CAS) calculators throughout the year is incorporated.

<b>Area of Study</b>	<b>Functions and graphs</b>
Outcomes	For this unit students are required to work with: distance between two points, midpoint, parallel and perpendicular conditions, linear, quadratic and cubic graphs, domain, range, circles, functionality, circular functions, radians, unit circle, graphs and symmetry, applications, exponential graphs and properties.
Assessment Tasks	<i>Functions and graphs application tasks may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration.</i>
<b>Area of Study</b>	<b>Algebra</b>
Outcomes	For this unit students are required to work with: substitution, manipulation, factorisation, solution of equations, quadratic solutions, completing the square, cubic factors, simultaneous equations, difference tables, index laws.
Assessment Tasks	<i>Algebra application tasks may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration.</i>
<b>Area of Study</b>	<b>Calculus</b>
Outcomes	For this unit students are required to work with: rates of change, use of gradients, relating rates to original functions, displacement/time graphs, derivative by first principles and by rule, applications of derivatives, antiderivatives and simple applications.
Assessment Tasks	<i>Coordinate geometry application tasks may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration.</i>
<b>Area of Study</b>	<b>Probability</b>
Outcomes	For this unit students are required to work with: random events, long run proportion, simple and compound events, tables and trees, independence and simulation, addition and multiplication principles, combinatorics and application to probability, simple Binomial and Bernoulli trials.
Assessment Tasks	<i>Probability application tasks may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration.</i>

An examination will contribute 50% to the final assessment for each semester. Problem solving, modelling and project work, tests and analysis tasks total 50%.

## Further Mathematics Units 3 and 4

This branch of Mathematics forms an excellent basis for Business Studies and related tertiary studies where basic skills across a wide range of mathematical and numeracy fields are prime requirements. Emphasis is on statistical and numeric computations rather than on algebraic concepts.

<b>Area of Study</b>	<b>Data analysis (Core material)</b>
Outcomes	For this unit students are required to define, display and draw knowledge from the data analysis unit. This includes displaying, summarising and describing univariate and bivariate data, using regression analysis and working with time series data.
<i>Assessment Tasks</i>	<i>A data analysis application task with several components of increasing complexity - 40 marks.</i>
<b>Area of Study</b>	<b>Module 2: Geometry and trigonometry</b>
Outcomes	For this unit students are required to draw knowledge from - geometry, Pythagoras' theorem, surface area and volume, right and non-right angle triangles with trigonometric functions, bearings and contour maps
<i>Assessment Tasks</i>	<i>A short answer task over a 2 day period – 20 marks</i>
<b>Area of Study</b>	<b>Module 4: Network and decision mathematics</b>
Outcomes	This module covers the use of undirected and directed graphs (networks) to the modelling of situations involving the spatial representation of relationships and the optimisation of various measures such as coverage, flow, time and allocation.
<i>Assessment Tasks</i>	<i>A multiple choice/short answer task over a 2 day period – 20 marks</i>
<b>Area of Study</b>	<b>Module 6: Matrices and applications</b>
Outcomes	This unit covers the knowledge of addition, subtraction, scalar multiplication and multiplication of matrices, inverse matrices, solving simultaneous equations, matrix powers and transition matrices.
<i>Assessment Tasks</i>	<i>A multiple choice/short answer task over a 2 day period – 20 marks</i>

Two examinations at the end of Semester 2 contribute 66% towards the final grade.

## Mathematical Methods Units 3 and 4 (CAS)

A broadly based mathematical course suiting those going on to social sciences, business studies and those studies where a medium level of mathematical concepts is required. A continuation of Mathematical Methods Units 1 and 2 is the basis of the course design. The use of Computer Algebra System (CAS) calculators throughout the year is incorporated.

<b>Area of Study</b>	<b>Coordinate geometry</b>
Outcomes	For this unit students are required to work with: graphs of polynomials to degree 4, $y = x^n$ where $n = -2, -1, \frac{1}{2}$ , graphs of circular functions, exponential and logarithmic functions, graphs involving asymptotes, translations, reflections, dilations, modulus and addition of these graphs are to be considered.
<i>Assessment Tasks</i>	<i>Coordinate geometry application tasks may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration assessment over a 1 – 2 day period.</i>
<b>Area of Study</b>	<b>Trigonometric functions</b>
Outcomes	For this unit students are required to work with: trigonometric graphs, solution of trigonometric equations of the form $\text{trig}(a(x+b)) = c$ , over a given domain where 'trig' means sin, cos or tan.
<i>Assessment Tasks</i>	<i>A circular function application task may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration assessment over a 1 – 2 day period.</i>
<b>Area of Study</b>	<b>Calculus</b>
Outcomes	For this unit students are required to work with gradient functions, derivative by rule including polynomial form, sin, cos and tan and exponential, functions, chain product and quotient rules, applications to graphs, maxima and minima, rate of change, integration and application to areas.
<i>Assessment Tasks</i>	<i>A calculus application task may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration assessment over a 1 – 2 day period.</i>
<b>Area of Study</b>	<b>Algebra</b>
Outcomes	For this unit students are required to work with: factorisation of polynomials, natural logarithms, solution of exponential equations, algebra of functions (1-1 etc), finding inverses of functions, binomial expansion and Pascal's triangle.
<i>Assessment Tasks</i>	<i>An algebra application task may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration assessment over a 1 – 2 day period.</i>
<b>Area of Study</b>	<b>Statistics and probability</b>
Outcomes	For this unit students are required to work with: discrete random variables, expectation, variance, 95% confidence intervals, binomial distribution, bernoulli trials and two-state markov chains, normal distribution.
<i>Assessment Tasks</i>	<i>A statistics and probability application task may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration assessment over a 1 – 2 day period.</i>

Two examinations at the end of Semester 2 contribute 66% towards the final grade.

## Specialist Mathematics Units 3 and 4

This subject provides a high level of mathematical study for those going on to tertiary studies where this is a requirement. A calculus and mechanics basis underlies the syllabus here. In addition, knowledge of geometry, vectors and complex numbers is incorporated.

<b>Area of Study</b>	<b>Coordinate geometry</b>
Outcomes	Students are required to define, display and draw knowledge of graphs of polynomials, rational functions, ellipses and hyperbolae.
<i>Assessment Tasks</i>	<i>A coordinate geometry application task may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration assessment over a 1 – 2 day period.</i>
<b>Area of Study</b>	<b>Circular functions</b>
Outcomes	Students are required to define, display and draw knowledge of the six trigonometric graphs and trigonometric functions, identities, restricted inverse circular functions and transformations of these.
<i>Assessment Tasks</i>	<i>A circular function application task may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration assessment over a 1 – 2 day period.</i>
<b>Area of Study</b>	<b>Algebra</b>
Outcomes	Students are required to define, display and draw knowledge of functions of a real variable, complex numbers including solutions of complex number problems in the Argand plane and polar form, conjugate pairs, graphical regions involving the complex plane.
<i>Assessment Tasks</i>	<i>An algebraic application task may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration assessment over a 1 – 2 day period.</i>
<b>Area of Study</b>	<b>Calculus</b>
Outcomes	Students are required to define, display and draw knowledge of functions of derivatives of circular and inverse circular functions, antiderivatives involving trigonometry, inverse trigonometry and logarithmic forms, methods including substitution, partial fractions, differential equations, and applications involving kinematics.
<i>Assessment Tasks</i>	<i>An algebra application task may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration assessment over a 1 – 2 day period.</i>
<b>Area of Study</b>	<b>Vectors</b>
Outcomes	Students are required to define, display and draw knowledge of functions of vectors, resolution, scalar values and dot products, sketch graphs from parametric form, geometric proofs using vectors, vector calculus and vector calculus involving kinematics
<i>Assessment Tasks</i>	<i>A vector application task may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration assessment over a 1 – 2 day period</i>
<b>Area of Study</b>	<b>Mechanics</b>
Outcomes	Students are required to draw knowledge of inertial mass, momentum, force, weight, reaction, connected particles, inclined planes, coplanar forces, friction, and equilibrium.
<i>Assessment Tasks</i>	<i>A mechanics application task may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration assessment over a 1 – 2 day period.</i>

Two examinations at the end of Semester 2 contribute 66% towards the final grade.

## Music Units 1 – 4

### Music Performance

#### Unit 1:

This unit focuses on performance in solo and group contexts, studying approaches to performance and performing, and developing skills in aural comprehension. Students present a solo and a group performance, demonstrate prepared technical work and perform previously unseen music.

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

#### Area of Study 1      Performance skill development

**Outcomes**      The student will perform a program or programs of contrasting solo and group works, selected solo and technical work and work that demonstrates unprepared performance.

**Assessment Tasks**      *A solo technique test that includes material that supports development of the student as an instrumentalist or vocalist and preparation of solo and group works for performance; a solo performance of at least two works; a group performance of at least two works; and a performance of unprepared material.*

#### Area of Study 2      Music Craft

**Outcomes**      The student will analyse and evaluate selected influences on works being prepared for performance and approaches that can be used to optimize performance of those works.

**Assessment Tasks**      *A report in one of the following formats: written, aural and written, or multimedia.*

#### Area of Study 3      Music Language for Performance

**Outcomes**      The student will describe how instruments are used in combination using selected elements of music, and recognize, sing and write scales, intervals, chords and rhythms, using conventions in music notation.

**Assessment Tasks**      *A test that includes aural, written and practical components*

**Unit 2:**

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

**Area of Study 1 Performance skill development**

**Outcome 1** Students will demonstrate developing performance and presentation skills in performing a program of contrasting solo and group works, selected technical work and work that demonstrates unprepared performance.

*Assessment Tasks* A solo technique test that includes material that supports development of the student as an instrumentalist or vocalist and preparation of solo and group works for performance; a solo performance of at least two works; a group performance of at least two works; and a performance of unprepared material.

**Area of Study 2 Contextual issues and analysis of works**

**Outcome 2** Students will discuss the contextual issues and describe the characteristics and styles represented in the works, the structure of the works and expressive features relevant to performance of works selected for performance or other works in a similar style.

*Assessment Tasks* A report in one of the following formats: written, aural and written, or multimedia.

**Area of Study 3 Music language for performance**

**Outcome 3** The student will be able to recognize, sign and write scales, intervals and chords, transcribe rhythms and melodies, use conventions in music notation, and describe how instruments are used in combination.

*Assessment Tasks* A test that includes aural, written and practical components.

**Area of Study 4 Creative organization of sound**

This area of study focuses on devising original work as a composition or improvisation.

**Outcome 4** The student will devise a composition or improvisation that uses music language drawn from analysis of selected works being prepared for performance.

*Assessment Tasks* A folio of composition and/or improvisation exercises and accompanying documentation that describes the use of music language in one of the exercises.

## Music Solo Performance Units 3 and 4

### Unit 3:

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

#### Area of Study 1      Solo performance

Outcome 1              The student will interpret and perform, accurately and artistically, selected solo works in a range of styles and/or characters.

*Assessment Tasks*      *A prepared solo performance of about 10 minutes duration.*

#### Area of Study 2      Solo technique

Outcome 2              The student will perform a study, technical work and exercises on her main instrument, which will enhance the performance of the selected solo and/or ensemble works, and works that demonstrate unprepared performance skills.

*Assessment Tasks*      *Performance of a study or unaccompanied work with a technical focus, performance of solo technical work and exercises unaccompanied, unprepared performance of previously unseen material.*

#### Area of Study 3      Ensemble performance

Outcome 3              The student will contribute to interpretation in a performance of a prepared ensemble program.

*Assessment Tasks*      *Ensemble performance.*

#### Area of Study 4      Music language for performance

Outcome 4              The student will write and describe selected characteristics of music and analyse similarities and differences between interpretations in performance of excerpts from ensemble works.

*Assessment Tasks*      *Written analysis of excerpts from ensemble works selected by the school; a test that includes aural, written and practical components.*

**Unit 4:**

This area of study focuses on the final stages of skill development and refinement in performing on an instrument or singing in a solo context.

**Area of Study 1 Solo performance**

**Outcome 1** The student will interpret and perform accurately, artistically and in ways that project musical intentions, selected solo works in a range of styles and/or characters.

*Assessment Tasks* A prepared solo performance recital program of about 15 minutes duration.

**Area of Study 2 Solo technique**

**Outcome 2** The student will be able to perform technical work and exercises on her main instrument which will enhance the performance of the selected solo and/or ensemble works, and works that demonstrate unprepared performance skills.

*Assessment Tasks* Performance of solo technical work and exercises unaccompanied; unprepared performance of previously unseen material.

**Area of Study 3 Ensemble performance**

**Outcome 3** The student will contribute to interpretation in a performance of a prepared ensemble program.

*Assessment Tasks* Ensemble performance.

**Area of Study 4 Music language for performance**

**Outcome 4** The student will write and describe selected characteristics of music, and analyse similarities and differences between interpretations in performance of excerpts from ensemble works.

*Assessment Tasks* Written analysis of excerpts from ensemble works selected by the school; a test that includes aural, written and practical components.

An end of year solo performance examination and end of year aural and written examination will be held.

## Physical Education Units 2, 3 and 4

### Unit 2 – The Active Body (This is a single semester unit)

The unit introduces students to an understanding of physical activity, including the relationship between body systems and physical activity, the place of physical activity contributing to wellbeing in students' own lives as well as within the wider community, and the classification of physical activity in terms of type and experience.

<b>Area of Study</b>	<b>Body Systems and Performance</b>
Outcomes	Ability to explain how the musculoskeletal, cardio respiratory and energy systems function during physical activity, including how the energy systems work together to enable activity to occur.
<i>Assessment Tasks</i>	<i>Laboratory report.</i> <i>Test</i>

<b>Area of Study</b>	<b>The Impact of Physical Activity on the Individual</b>
Outcomes	The ability to explain the impact of participation in physical activity on the health of selected population(s) and analyse factors affecting participation in physical activity.
<i>Assessment Tasks</i>	<i>A written report.</i>

An examination will be conducted at the conclusion of the unit.

### Units 3 and 4

These units of work introduce students to an understanding of physical activity from a physiological perspective. They examine the concept of physical fitness and the contribution of energy systems to performance in physical activity. They examine the factors that influences an individual's initial and life long involvement in physical activity. Students experience a variety of practical activities involving a range of training methods and fitness activities.

#### Unit 3: Physiological and Participatory Perspectives of Physical Activity

<b>Area of Study</b>	<b>Monitoring and promotion of physical activity</b>
Outcomes	Analyse individual and population levels of participation in physical activity and evaluate strategies that promote adherence to the National Physical Activity Guidelines.
<i>Assessment Tasks</i>	<i>A written report and one test (short answer/or extended response).</i>

<b>Area of Study</b>	<b>Physiological requirements of physical activity</b>
Outcomes	Analyse the role and relative contribution of the energy systems during physical activity.
<i>Assessment Tasks</i>	<i>A laboratory report and one test (short answer/or extended response).</i>

#### Unit 4: Enhancing Physical Performance

<b>Area of Study</b>	<b>Enhancing fitness through training</b>
Outcomes	Plan and evaluate training programs to enhance physical fitness.
<i>Assessment Tasks</i>	<i>A laboratory report and one test (short answer/or extended response).</i>

<b>Area of Study</b>	<b>Strategies for enhancing sports performance</b>
Outcomes	Evaluate practices and/or strategies that are used in conjunction with each other to enhance performance.
<i>Assessment Tasks</i>	<i>A written report and one test (structured questions).</i>

An examination at the end of Semester 2 contributes 50% towards the final grade.

## Physics Units 1 - 4

### Units 1 and 2

This study is designed to enhance the scientific literacy of students in the specialised area of physics. Scientifically literate students demonstrate an interest in, and an understanding of, the Universe. They engage in debates about the nature of evidence, theories and models and the value of physics in society. They can describe and use theories and models, propose and investigate hypotheses, collect data, draw conclusions, make recommendations and select and use a range of appropriate technologies and mathematical techniques.

#### Unit 1:

##### Area of Study 1

##### Nuclear and Radioactivity physics

Outcomes

Describe the uses and effects of nuclear reactions and radioactivity in industry, the environment and the general community. Students will use the 'particle' and 'energy changes' models of nuclear radioactivity physics in the contexts of environmental radiation and the production and use of radioisotopes in industry.

*Assessment Task*

*A data analysis task.*

##### Area of Study 2

##### Electricity

Outcomes

Apply a basic DC circuit model to simple battery operated devices, car and household (AC) electrical systems; and describe the safe and effective use of electricity by individuals in the community.

*Assessment Task*

*Test.*

##### Area of Study 3

##### Detailed study: Energy from the nucleus

Outcomes

Describe and explain typical fission and fusion reactions, and energy transfer and transformation phenomena of importance in stars and in the use of nuclear energy. This will be learned in the context of radiation emitted from stars and in the context of nuclear technologies.

*Assessment Task*

*Test.*

#### Unit 2:

##### Area of Study 1

##### Movement

Outcomes

Describe and explain movement of particles and bodies in terms of Aristotelian, Galilean and Newtonian theories. This is learned in the contexts of the historical development of the physics of motion, of transport, and games and sports.

*Assessment Tasks*

*Test and a written report of an extended practical investigation.*

##### Area of Study 2

##### Wave-like properties of light

Outcomes

Describe a wave model of energy transfer and apply it to the behaviour of light. This is learned in the contexts of seeing with the unaided eye, extending visual and communication capabilities, and special theatrical effects.

*Assessment Tasks*

*Test and summary report of practical work.*

##### Area of Study 3

##### Detailed study: Investigations: Alternative energy sources

Outcomes

Use the concepts of energy transfer and transformations to design & report on an experimental investigation into an aspect of alternative energy. Students will choose a context from the following: solar thermal (either passive or active), or an electrical generation system such as photovoltaic, wind power, hydroelectric, tidal or wave power.

*Assessment Task*

*A data analysis task.*

Examinations are held at the end of each semester

## Units 3 and 4

The study of Physics has led to a greater understanding of the physical and social environment and this has resulted in developments, which have had a profound influence on the world.

The new Physics course accredited from 2004 includes a number of cutting edge scientific topics, which will help students extend their vocational horizons. A contextual approach to the study is adopted to ensure that students appreciate the relevance of Physics to their everyday experiences of the physical, technological and social worlds and to help them build a robust understanding of important concepts by encouraging them to refine and reconstruct the models of physical phenomena they already hold.

An important part of learning Physics at this level is the acquisition of specific skills in measuring physical quantities and the reproduction of standard experiments, which provide evidence for important concepts. The study also emphasises the development of skills in experimental investigation. These skills, which are distinct from skills in carrying out particular procedures, can be developed when students are given opportunities to design an experimental procedure and have input into the selection of the topic of the investigation. Such activities form a substantial part of the school-assessed course work in the study.

**Unit 3:** This unit focuses on ideas that underpin much of the technology found in areas such as communications, commerce and industry. Motion in two dimensions is introduced and applied to moving objects on Earth and in space. Universal gravitation is introduced and applied to analyse the motion of the moon, the planets and satellites. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonics devices is introduced.

**Area of Study** Will include - motion in one and two dimensions; electronics and photonics and a detailed study selected from Einstein's Relativity; investigating structures and materials; or further electronics.

*Assessment Tasks* *Data analysis, tests and experimental investigation.*

**Unit 4:** In this unit, the development of models to explain the complex interaction of light and matter is considered. A field model of electromagnetism is applied to the generation, distribution and use of electric power. The detailed studies provide examples of innovative technologies used for research and communication.

**Area of Study** Will include – Interactions of light and matter; electric power and a detailed study selected from synchrotron and applications; photonics or recording and reproducing sound.

*Assessment Tasks* *Data analysis, tests and summary report of practical work.*

School-assessed coursework contributes to 17% for each unit and an examination at the end of Semesters 1 and 2 will contribute 33%.

## Psychology Units 1, 3 and 4

### Unit 1 – This is a single semester unit

In this unit students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Students explore the scope of psychology, its specialist disciplines such as neuropsychology, cognitive, social and human developmental psychology and its fields of application. Students consider influences on human behaviour from biological, behavioural, cognitive and socio-cultural perspectives. They examine the contribution classic and contemporary studies have made to the development of different psychological theories used to predict and explain the human mind, and behaviours associated with particular stages of development over a lifespan. Students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations.

#### Area of Study 1 Introduction to Psychological Research

**Outcome 1** On completion of this unit the student should be able to describe how research has informed different psychological perspectives used to explain human behaviour, and explain visual perception through these perspectives.

To achieve this outcome the student will draw on key knowledge outlined in Area of Study 1, key skills and research methodologies.

*Assessment Tasks* *An Empirical Research Activity (ERA) in the area of Visual Perception.*  
*A test.*

#### Area of Study 2 Developmental Psychology

**Outcome 2** On completion of this unit the student should be able to describe a range of psychological development theories and conduct an investigation into one stage in the lifespan of an individual. To achieve this outcome the student will draw on key knowledge outlined in Area of Study 2, key skills and research methodologies.

*Assessment Tasks* *A Power Point presentation on one Developmental Theory.*  
*A test.*  
*An ERA investigating Piaget's Theory.*

## Units 3 and 4

The course studies the role of the nervous system in understanding human behaviour, and the ways in which information is acquired, processed, stored and used. It is designed to enable students to relate the areas of study of memory and learning to everyday experience and to develop knowledge and skills in research methods in Psychology.

### Unit 3:

<b>Area of Study 1</b>	<b>Brain and nervous system</b>
Outcomes	Explain the role of the nervous system in determining behaviour.
<i>Assessment Task</i>	<i>A test.</i>
<b>Area of Study 2</b>	<b>Visual perception</b>
Outcomes	Explain the nature of processes involved in visual sensation and perception.
<i>Assessment Task</i>	<i>A report on an empirical research activity.</i>
<b>Area of Study 3</b>	<b>States of consciousness</b>
Outcomes	Compare the characteristics of normal waking consciousness with altered states of consciousness.
<i>Assessment Task</i>	<i>A test.</i>

### Unit 4:

<b>Area of Study 1</b>	<b>Memory</b>
Outcomes	Compare and contrast theoretical approaches that are currently used to explain memory.
<i>Assessment Task</i>	<i>A report on empirical research activity.</i>
<b>Area of Study 2</b>	<b>Learning</b>
Outcomes	Explain, compare and contrast a range of learning models.
<i>Assessment Task</i>	<i>A test.</i>
<b>Area of Study 3</b>	<b>Research investigation</b>
Outcomes	Explain and evaluate the research methods that are used to analyse and interpret research findings.
<i>Assessment Task</i>	<i>A test.</i>

Examinations at the end of Semester 1 and 2 each contribute 33% towards the final grade.

## Texts and Traditions Units 3 and 4

This course provides a framework of study in which students develop an understanding of the origins, and the historical, political and sociological background of New Testament texts. This understanding is then applied to the analysis of selected biblical texts, with special emphasis being placed on John's Gospel. The focal point is the exegesis of the passages under study.

### Unit 3: Texts and the early tradition

**Area of Study** **The background of the tradition**  
**Outcomes** An ability to identify events, people and places relating to the early development of the tradition.  
**Assessment Tasks** *A short answer test on events, people and places relevant to understanding John's Gospel.*

**Area of Study** **Historical and literary background to the set text**  
**Outcomes** An understanding of issues related to the writing of texts, including authorship, purpose, intended audience, literary structure, major themes and methods of textual interpretation.  
**Assessment Tasks** *An essay discussing questions of the writing of John's Gospel; its literary structure and themes.*

**Area of Study** **Interpreting texts (part 1)**  
**Outcomes** An ability to see how the historical, political, social and cultural conditions affect the text, as well as the ability to identify the literary form, structure, major ideas and themes of a passage selected from those texts for special study.  
**Assessment Tasks** *A class exercise on a given passage that evaluates the literary context, involves textual analysis and requires an understanding of the social and historical setting.*

### Unit 4: Texts and their teachings

**Area of Study** **Interpreting texts (part 2)**  
**Outcomes** An understanding and ability to engage in exegetical study of the texts using the tools studied in Unit 3.  
**Assessment Tasks** *An exegetical exercise and an essay on a theme within the prescribed text.*

**Area of Study** **Religious ideas, beliefs and social themes**  
**Outcomes** Ability to discuss a significant religious idea or social theme in a foundational text and describe how this theme has been interpreted within the tradition at a later stage.  
**Assessment Tasks** *A short report which describes how a religious idea arose from the text and how later traditions interpreted the same idea, belief or theme.*

An examination at the end of Semester 2 contributes 50% towards the final grade.

## Theatre Studies Units 3 and 4

Theatre Studies Units 3 and 4 and Drama Units 3 and 4 are offered in alternate years. Please note that in 2010 Drama will be offered. This study will normally be taken by Year 11 students who have completed both Drama units in Year 10. Year 11 students without this background and Year 12 students who wish to take the subject should consult with the VCE and Drama Co-ordinator.

This course focuses on the interpretation of playscripts and the production of plays from the pre-modern era to the present day. Students apply stagecraft including acting, to study the nature, diversity and characteristics of theatre as an art form. Throughout the study students work with playscripts in both their written form and in performance. They learn about the times, places and cultures of key theatrical developments and develop awareness of the traditions and histories of theatre.

### Unit 3: Production development

<b>Area of Study</b>	This unit focuses on an interpretation of a playscript through the four designated stages of production: planning, production development, production season, and production evaluation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They analyse the influence of stagecraft on the shaping of the production. Students attend a performance selected from the prescribed <i>Theatre Studies Unit 3 Playlist</i> and analyse and evaluate the interpretation of the playscript in the performance.
Outcome 1	The student should be able to apply stagecraft to interpret a playscript for performance to an audience and demonstrate understanding of the stages of the production process.
<i>Assessment Task</i>	<i>Practical application of two areas of stagecraft in all four stages of the production process and production diary.</i>
Outcome 2	The student should be able to analyse the use of stagecraft in the development of a playscript for production, incorporating the specifications appropriate for each stage of the production process.
<i>Assessment Task</i>	<i>Stagecraft folio that presents evidence and analysis of the development of two areas of stagecraft in all four stages of the production task.</i>
Outcome 3	The student should be able to analyse and evaluate ways in which a written playscript selected from the prescribed playlist is interpreted in its production to an audience.
<i>Assessment Task</i>	<i>Performance analysis and evaluation of the interpretation of a play script.</i>

## Unit 4: Performance Interpretation

<b>Area of Study</b>	In this unit students study a scene and associated monologue from the <i>Theatre Studies Performance Examination</i> (monologue list) published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical brief that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene through acting and other appropriate areas of stagecraft. Students attend a performance selected from the prescribed <i>Theatre Studies Unit 4 Playlist</i> and analyse and evaluate acting in the production.
Outcome 1	The student should be able to perform an interpretation of a monologue from a play script.
<i>Assessment Task</i>	<i>Monologue examination. Performance of a monologue from a prescribed scene.</i>
Outcome 2	The student should be able to develop a theatrical brief that presents an interpretation of a scene.
<i>Assessment Task</i>	<i>Analytical response. A theatrical interpretation of a prescribed scene.</i>
Outcome 3	The student should be able to analyse and evaluate acting in a production from the prescribed playlist.
<i>Assessment Task</i>	<i>Performance analysis. An analysis and evaluation of acting in a production from a prescribed play list.</i>

A performance examination at the end of the year contributes 25% towards the final grade and an end of year examination contributes 30%.

## VCE/VET Interactive Digital Media (IDM)

Certificates II and III described below, provide students with the skills, concepts and knowledge that will enhance their employment prospects within a range of current industries such as media, marketing and education as well as industries that are yet to be apparent. Students work with software applications that manipulate text, sound, still images, moving images both real and animated.

Students will be eligible for credit of up to four VCE/VET units towards their VCE – 2 units at Units 1 and 2 (Certificate II) and a Units 3 and 4 sequence (Certificate III). A Study Score is available for Certificate III which can contribute directly to their ENTER, either as one of the best four studies (the primary four) or as the fifth or sixth study.

### VCE/VET Certificate II in Creative Industries (Media) - CUF20107

This is undertaken at Year 11 level.

This VCE/VET course is an introduction to the use of multimedia within industry. It has credit towards the VCE and leads to Certificate III in Media in the following year. The emphasis is on the practical application of multimedia and the use of a wide range of computer applications and tools. Elements such as video production, graphic manipulation, interactive animation, music and audio editing and web design will be explored.

This course is made up of the following core VET units (VET codes in brackets).

- Apply, Develop and extend critical thinking techniques (BSBCRT101A & BSBCRT301A)
- Develop and apply creative arts industry knowledge (CUFIND201A)
- Participate in Occupational Health and Safety processes (BSBOHS201A)
- Work effectively with others (BSBWOR203A)
- Produce And Prepare Photo Images (CUFDIG303A)

The elective units that will be assessed in this course are:

- Maintain interactive content (CUFDIG201A)
- Collect and organise content for broadcast or publication (CUFRES201A)
- Follow a design process (BSBDES201A)
- Perform basic vision and sound editing (CUFPOS201A)

Assessment for this course will be made up of the following –

- Research assignments
- Video projects
- Web design projects
- An online digital portfolio of work samples
- Peer and self-assessment
- Teacher Observation
- End of year examination

### **VCE/VET Certificate III in Media CUF30107**

This unit is undertaken at Year 12 level.

This course continues from Certificate II in Creative Industries (Media) CUF20107. To undertake this subject, students must have successfully completed Certificate II.

Certificate III comprises the following units:

- Create 2D digital animations (CUFANM301A)
- Write content for a range of media (CUFWRT301A)
- Explore and apply the creative design process to 2D forms (BSBDES302A)
- Author interactive sequences (CUFDIG302A)
- Prepare video assets (CUFDIG301A)
- Create visual design components (CUFDIG304A)

This is a highly practical subject with the emphasis being placed on the development of skills and knowledge relevant to the multimedia, television, broadcasting, Internet and publishing industries. Students will complete an online portfolio of work that can be used in seeking placement in university courses or employment.

Other assessment includes video and web based projects and an end of year externally assessed examination.

Students will use a range of software including Adobe Flash, Adobe Dreamweaver, Adobe Photoshop, Apple's Final Cut and Apple's Garage Band as well as hardware such as the television studio and associated equipment.

## Visual Communication and Design Units 1 – 4

### Units 1 and 2

The main purpose of this unit is to enable students to prepare instrumental drawings of objects and explore freehand drawing from direct observation. Students will also be introduced to instrumental drawing, freehand drawing and the visual communication production process.

#### Unit 1:

<b>Area of Study</b>	<b>Visual Communication</b>
Outcome 1	The student will complete instrumental drawings using a range of paraline and orthogonal drawing systems using both manual and electronic instruments.
<i>Assessment Tasks</i>	<i>A folio of instrumental drawings of objects.</i>
Outcome 2	The student will draw from direct observation, in proportion, and render the drawings.
<i>Assessment Tasks</i>	<i>A folio of freehand drawings of objects that show one-point and two-point perspective drawing, a range of media rendering techniques, proportion, relationship of objects.</i>
Outcome 3	The student will apply design elements and principles using the visual communication production process to satisfy a stated purpose.
<i>Assessment Tasks</i>	<i>A folio that uses design elements and principles, generates, develops and refines a concept/s.</i>
Outcome 4	The student will explain the visual communication production process.
<i>Assessment Tasks</i>	<i>A written and/or oral report supported by visual material explaining the visual communication production process.</i>

#### Unit 2:

The main purpose of this unit is to develop practical skills by generating images and developing them through freehand and instrumental drawing. The ways in which information and ideas are communicated visually will be explored through analysing the work of others. The visual communication process will be applied by modifying existing final presentations for specified audiences – freehand and instrumental drawing, developing communications and visual/communication in context.

<b>Area of Study</b>	<b>Communication in Context</b>
Outcome 1	The student will use freehand and instrumental drawings to develop images that represent and communicate form.
<i>Assessment Tasks</i>	<i>A folio of drawings which includes paraline drawings, scale, Australian Standard conventions in dimensioning, cross-sectioning and circular representations, conversion of two-dimensional orthogonal views into three-dimensional drawing systems and vice-versa.</i>
Outcome 2	The student will use freehand drawings in the development of three dimensional images.
<i>Assessment Tasks</i>	<i>A folio of freehand drawings of objects that shows development of – perspective, rendering techniques and the application of media</i>
Outcome 3	The student will apply the visual communication production process to develop a solution to a set task.
<i>Assessment Tasks</i>	<i>A folio that demonstrates research generation and development of concepts and presentation of a visual communication solution.</i>
Outcome 4	The student will analyse examples of visual communication and explain how they communicate ideas and information and reflect influences.
<i>Assessment Tasks</i>	<i>A written and/or oral report supported by visual material that explains how visual communications express ideas and information and reflects influences.</i>

## Units 3 and 4

This course enables students to apply the visual communication production process to satisfy specific communication needs.

### Unit 3:

#### Area of Study

Outcome 1

#### Communication Design

Use manual and electronic production systems and apply the visual communication production process to design a final presentation(s) that satisfies a specified communication need(s).

*Assessment Tasks*

*A folio that demonstrates the selection, refinement, and evaluation of design alternatives to produce a final presentation(s) that satisfies a specified communication need(s).*

#### Area of Study

Outcome 2

#### Communication Analysis

Analyse and evaluate the effectiveness of a range of visual communications.

*Assessment Tasks*

*A written report with accompanying visual material analysing the effectiveness of a range of visual communications.*

#### Area of Study

Outcome 3

#### Investigating professional practice

Describe the roles of professional communicators and analyse processes and procedures used in professional practice to produce visual communications.

*Assessment Tasks*

*A written report, with accompanying visual material, on an investigation of the process of visual communication in a professional setting.*

### Unit 4:

#### Area of Study

Outcome 1

#### Developing a Brief

Prepare one brief that describes a client's communication need(s) and specifies resolutions and final presentations suitable for a stated audience(s).

*Assessment Tasks*

*Preparation of one brief that describes a client's communication need(s) and specifies resolutions and final presentations suitable for a stated audience(s).*

#### Area of Study

Outcome 2

#### Solutions to Brief

Prepare developmental work that explores design concepts relevant to the requirements of the brief developed for Outcome 1 and fulfils the requirements of that brief.

*Assessment Tasks*

*A folio that provides evidence of the exploration of design concepts, for two final presentations that fulfil the brief as outlined in Outcome 1.*

#### Area of Study

Outcome 3

Produce two final presentations that satisfy the requirements of the brief developed for Outcome 1.

*Assessment Tasks*

*Two final presentations that satisfy the brief developed in Outcome 1.*

An examination at the end of Semester 2 contributes 34% towards the final grade.

## Christian Education

**This subject is taken by all students. It is not a VCE unit.**

A knowledge and appreciation of Christianity as part of the basic background to our Australian culture is central to our learning and teaching. Our aim is to teach the Christian faith and share the reality of this faith for today. We encourage at all times a reflective, open and positive attitude to all that is presented and discussed. Underlying all our teaching and discussion is the ultimate desire that students will seek to pursue a life of faith. Times of quiet reflection are part of each period.

All students in Year 11 attend Christian Education.

### Description of Study

This subject in Year 11 continues to present the Christian faith. It provides an open forum to discuss this faith and its relevance for all, in a variety of areas of studies.

These studies provide times of reflection and discussion on the foundations of Christianity, touching on the issues of:

- freedom
- justice
- grace and forgiveness
- hope and inspiration
- reconciliation
- morality and ethics
- the richness of Hebrew and Christian scripture for our ongoing journey in life

## Liberal Studies

**Year 12** - All students take this subject

### Description of Study

Friday mornings are set aside for Liberal Studies. A variety of guest speakers are invited to share their lives, careers, experiences or life styles. The form taken is usually an address followed by questions from the students. The purpose is to inspire and provide a forum for the Year 12 students to hear how others have pursued interesting, fulfilling and sometimes extraordinary lives and to explore how these people have taken hold of a variety of opportunities along with hard work and determination to realise their dreams. The majority of our speakers are past students.

## Information Services

### Information Resource Centre

#### Hours of Opening :

- Monday 8:00 a.m. - 5:00 p.m.
- Tuesday 8:00 a.m. - 5:00 p.m.
- Wednesday 8:00 a.m. - 4:30 p.m.
- Thursday 8:00 a.m. - 5:00 p.m.
- Friday 8:00 a.m. - 4:30 p.m.

- A comprehensive collection is available to all students. This includes print, non-print and electronic sources of information. *The Age, The Australian and Herald Sun* newspapers are kept in the Library for twelve months
- Borrowing is for a fortnight, however, some resources are available for overnight loan only. Material, which is set aside for research projects, may also be on overnight loan for the duration of the project
- Students are able to borrow six items. VCE students are able to borrow eight items
- Students are responsible for all material borrowed in their name
- A printing/photocopying card system is available (\$5 and \$10 cards) A4 black and white 10 cents, A3 black and white 15 cents, A4 colour \$1.50, A3 colour \$2.00. Photocopying is subject to Copyright legislation

### Tay Creggan Library (Hawthorn)

This branch of the Library contains a comprehensive fiction, non-fiction and reference collection which supports the Year 9 curriculum. Periodicals, newspapers, maps, posters and kits are part of the collection. Internet facilities are available.

### Audio Visual Department

The AV Librarian can assist with a variety of services. These include:

- Access to AV materials listed on the library computer catalogue, including DVDs, videos, sound recordings and other AV materials
- Video viewing
- Borrowing material and equipment on a restricted basis – please check with the AV Librarian first. Prompt return of all material borrowed is imperative. Materials borrowed are for school use only
- Copying videos and audiotapes (subject to Copyright) for uses such as House Drama, Music Concerts, Alliance Française competition, etc.
- Assistance with lighting and sound in Featherstone Hall and the Theatrette video and audio editing services
- Off air recording of television programs can be arranged
- Setting up of projectors and sound for presentations, Powerpoint etc.

### Computing

The School has excellent computer facilities located in the Computer labs. Internet allows worldwide access to data and projects. Students are encouraged to use this technology responsibly, creatively and critically.

A range of software is available for use in publishing, multimedia authoring, web page development, music technology, design, spreadsheet/statistical graphing, data base, etc., however, the School does not support all software that is used at home. Students are encouraged to enquire about the School's software standards. Sun Microsystems Star Office is available free from the Information Services Department. It provides an alternative to Microsoft Office and includes – Word Processor, Spreadsheet, Presentation (Powerpoint), Art and Design, Email, Database.

**It is essential that:**

- secure and regular back-up of work is made
- home computers have anti-virus software installed, particularly if disks are brought from home to School
- each student enters an Ethics Agreement to ensure the responsible use of all hardware and software. This is signed by parents. We encourage you to read it with your daughter

In the course of Year 10 programs some modules towards Vocational Education and Training Certificates will be completed providing pathways for completion at a later time.

**Home Link**

Strathcona provides a remote access Home Link service for all students. This allows students to -

- download and work at home on assignments saved on the school computer system
- access Email
- access subject pages for homework (Blackboard)

Further information is available from the Information Services Manager (Mr. Perkins) during business hours.

**Learning Support Years 10-12**

Students in Years 10-12 can access learning support by booking sessions with the Leader of Advanced Learning. These sessions are intended to heighten the student's understanding of the learning processes necessary for examinations. They will also continue to reinforce the skills developed at previous year levels.

Sessions may also focus on designing individual study programs which consider the unique nature of each student's learning experience. They will also offer assistance with reducing anxiety sometimes associated with examinations.

## EXPRESSION OF INTEREST FOR YEAR 11 SUBJECT SELECTION 2010

**NAME:** \_\_\_\_\_ **Current Form 2009: 10** \_\_\_\_\_

Final date for the return of this form: **Monday, 10 August**

**Career Interest Area(s)** — Strike out those career areas you are **not** interested in and add any others you wish to pursue.

<b>Business</b> Commerce Economics	<b>Business/Science</b> Hospitality Travel & Tourism	<b>Science</b> Health Sciences	<b>Science</b> Earth Science Engineering
<b>Science</b> Computer Science  Mathematics	<b>Science/Humanities</b> Natural Resource Management Planning Architecture	<b>Science/Humanities</b> Physical Education  Recreation	<b>Humanities</b> Social Work
			<b>Teaching</b>
<b>Humanities</b> Journalism Professional Writing	<b>Humanities</b> Languages Law	<b>Arts</b>  Music	<b>Arts</b>  Art & Design

### PROPOSED PATHWAY

2009 Year 10	2010 Year 11	2011 Year 12
<i>Year 10 Electives</i>	<i>Units 1 and 2 VCE</i> * English 1/2 <b>and/or</b> Literature 1/2 must be studied	<i>Units 3 and 4 VCE</i> * English 3/4 <b>and/or</b> Literature 3/4 must be studied
<b>Units 1 &amp; 2 VCE</b>	<b>Units 3 &amp; 4 VCE</b>	<b>Tertiary Enhancement</b>
	1 <sup>st</sup> preference	
	2 <sup>nd</sup> preference	

Availability will depend on the selections made by the year level. Entry into Year 12 subjects for 2011 confirmed in late 2010.

Student's signature..... Parent's signature..... Date .....

**Office use only —**

**Action:**  Subject choices approved      Date and Initials:.....

SAMPLE

**EXPRESSION OF INTEREST FOR  
YEAR 12 SUBJECT SELECTION 2010**

NAME: \_\_\_\_\_ Current Form 2009: 11\_\_

Due date for the return of this form: **Monday, 10 August**

**Career Interest Area(s):** Strike out those career areas you are **not** interested in and add any others you wish to pursue. You might like to keep your options open for combined degrees.

<b>Business</b> Commerce Economics	<b>Business/Science</b> Hospitality Travel & Tourism	<b>Science</b> Health Sciences	<b>Science</b> Earth Science Engineering
<b>Science</b> Computer Science Mathematics	<b>Science/Humanities</b> Natural Resource Management Planning Architecture	<b>Science/Humanities</b> Physical Education Recreation	<b>Humanities</b> Social Work
<b>Humanities</b> Journalism Professional Writing	<b>Humanities</b> Languages Law	<b>Arts</b> Music	<b>Teaching</b>
			<b>Arts</b> Art & Design

**PROPOSED PATHWAY**

VCE Pre 2010		2010 YEAR 12
<b>Unit 1</b>	<b>Unit 2</b>	<b>Units 3 and 4 VCE</b>
		* English 3/4 <b>and/or</b> Literature 3/4 must be studied
<b>VCE Units 3/4</b>		<b>Tertiary enhancement</b>

**Availability will depend on the selections made by the year level.**

Student's signature: \_\_\_\_\_ Parent's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Office use only:**

**Action:** \_\_\_\_\_

Subject choices approved:  Yes Date: \_\_\_\_\_

**Timetable** Entered date: \_\_\_\_\_ Initials: \_\_\_\_\_

## GLOSSARY OF TERMS

### **ENTER — National Equivalent Tertiary Entrance Rank**

Top student gets 99.95  
ENTER —75.25 means you are ranked for tertiary entrance in the top 24.75% of students. Based on English and best three subjects, plus 10% for 5th and 6th subjects.

### **GAT**

General Achievement Test.

### **Satisfactory Completion**

Satisfactory completion of a unit is based upon completion of all work prescribed for a unit. If illness or other factors affect performance, students may seek special consideration.

### **School-assessed Coursework**

(SACs) Assessment work completed mainly in class time.

### **School-assessed Tasks**

(SATs) e.g. Art Folio.

### **Semester**

Equivalent to half a school year or two terms.

### **Sequence of Units**

Most studies are designed as a sequence of four units to be taken in each semester over two years.

### **Study Scores (Relative Position)**

Issued by the VCAA — is a measure of the student's performance in a study, relative to all other students in that study.

### **Study Design**

The study design describes the units available within the study and

prescribes the objectives, areas of study.

### **Unit**

A semester-length component of a study.

### **Units 1 and 2**

Units within a VCE study designed to approximate the Year 11 level of difficulty.

### **Units 3 and 4**

Units within a VCE study designed to approximate the Year 12 level of difficulty.

### **VET**

Vocational Education and Training.

### **VCAA Victorian Curriculum Assessment Authority**

The VCAA's responsibility includes curriculum, assessment and certification of Years 11 and 12 levels in Victoria.

### **VCE**

Victorian Certificate of Education.

### **VTAC**

The Victorian Tertiary Admissions Centre. The body which administers the selection system for Victoria's tertiary institutions



