Reservoir High

Year 10, 11 & 12
HANDBOOK 2017
Welcome to Reservoir High.

This Handbook provides information about our Year 10 to 12 programs. During Years 10, 11 and 12 we encourage students to develop independence, self confidence and responsibility for their own learning and behaviour. Students are treated as young adults and a positive working atmosphere exists, with an emphasis on co-operation and mutual respect.

Reservoir High offers a Year 7 to 10 AusVELS program as well as the Victorian Certificate of Education (VCE) Units 1 to 4, VCE/VET (Vocational Education and Training) units and the Victorian Certificate of Applied Learning (VCAL).

When making choices students are encouraged to consider studies that:
• they find interesting;
• they are excited about meeting the challenges the unit offers;
• lead to employment they find appealing;
• prepare them for further training/tertiary courses that they are considering.

Reservoir High has a Careers Department which consists of a Careers and Vocational Education Coordinator and two Careers Assistants who are available to help students develop their Managed Individual Pathways (MIPs) plans. The following is a list of websites students might find useful:

- www.vtac.edu.au
- www.vcaa.edu.au
- www.myfuture.edu.au
- www.imvc.com.au
- www.youthcentral.com
- www.ceav.org.au
- www.jobguide.deewr.gov.au

Students have many opportunities to show leadership. We select School Captains and a Student Representative Committee (SRC) annually. Students are also encouraged to participate in sport teams, debating teams, the annual School Production and many other extracurricular activities.

We have an increasing number of overseas students joining our school, which has enhanced our cultural diversity.

Some of the resources available to students at Reservoir High include a state of the art library, a supervised Senior Study Hall, electronic whiteboards and/or plasma TVs in every room, full sets of computers in half of the rooms in the school as well as laptops on trolleys, a performing arts centre, access to a four court Basketball Stadium and a fully equipped weight room/gym.

Student Responsibilities

Reservoir High prides itself on its culture of respect - behaviours that are kind, safe and fair.

All students are expected to
• respect their teachers and the school
• respect their fellow students
• respect themselves

This means that students must follow all school rules promptly and politely. They must never interfere with the rights of others to learn. In fact, it is the school's expectation that students will actively respect and support each other. Bullying or disrespectful behaviour will never be tolerated.

It also means that the school expects every student to strive to achieve success. Of course, our major purpose is academic success but we also reward students who strive to excel in Performing Arts, debating, sport or indeed, any other field.
Attendance

Reservoir High students are expected to attend ALL timetabled classes and remain at school all day. Students are not to leave the school during the day unless they have approval.

The total attendance for a Unit of Study is an important factor in determining Satisfactory Completion of the Unit. The school has set an attendance requirement of 90% for all units. This means that if unauthorised absences exceed 10% for any unit, then an N result is the school policy.

Unauthorised absences (e.g. not explained by a doctor’s certificate) may be dealt with as a disciplinary matter as well as possibly contributing to an Unsatisfactory result.

Excessive unauthorised absences will also put Youth Allowances payments at risk.

Approved reasons for absences are:
• Medical – doctors certificate required
• Bereavement – sub-school must be informed
• School choice – anything approved by sub-school prior to absence
• Extended Holiday (Year 7 to 10 only) – with prior notice only
• Religious/Cultural Observance – One day only

Unapproved reasons for absences from classes are defined as:
• Illness – Parent Approval without a medical certificate
• Parent Choice, E.g.
  o visiting relatives
  o going shopping
  o missed bus
  o family matters
  o religious/cultural observance (if more than one day)
  o driving lessons/licence/permit
  o extended holidays (Year 11 & 12 students)

Absences are to be explained upon return to school (authorised) by a medical certificate. It is the student’s responsibility to ensure that absences are authorised. All absences are recorded as unauthorised until an acceptable explanation is received. Parents will be notified by phone and/or letter when students accumulate 3 or more days of unexplained absence.

Students should also make it their responsibility to seek out work missed during their absence; where an absence is known in advance students should inform their class teacher so that work may be obtained for the known absence.

Deadlines and Submissions of Work

All students need to meet specified deadlines for the submission of required work. To ensure students successfully meet deadlines they should:
• submit all work directly to their teacher, preferably in a timetabled class; and
• ensure a record of the work being submitted is kept by the student or the teacher or both (students should use their planner for this).
Uniform

Uniform is compulsory and should be worn with pride at all times. This includes travelling to and from school. For current uniform supplies/details contact:

Academy Uniforms
238 Wolseley Place, Thomastown
Ph: 9460 8011

A uniform guide can be obtained from the General Office. For safety reasons, hair below shoulder length may be expected to be neatly tied back for certain activities (e.g. Science/Technology practical work).

If, for any reason, students are out of uniform, they must report to the sub-school office immediately on arrival at school with a note of explanation.

Sport uniform cannot be worn to and from school during the day when a student has a PE/Sport/Dance class on that day. Students must change into their sport uniform at the start of class and back into normal uniform at the end of class.

Appointments in School Time

Students who wish to leave school early need to sign out at the sub-school office. Written evidence in the form of a note from a parent of guardian, or an appointment card, must be supplied. It is expected that medical and other appointments will be made out of school hours where practicable.

Bicycles

Bicycles brought to school should be placed in the bicycle shed and locked. Bicycles may not be ridden in the school grounds. The school cannot accept responsibility for damaged or stolen bicycles. Students are required by law to wear approved helmets.

Exit Students

A student transferring school, or leaving school, must notify the Careers Teacher and their coordinator in advance. Exit form procedures must be completed, involving counselling regarding post-school options, settling unpaid accounts and returning Library Books or other school property.

Compass

The Parent Portal (Compass) should be regularly checked by all parents/guardians and students via the school website.

Attendance, scheduled class, teacher correspondence, reports can all be accessed through Compass.

ID Cards

All students will be provided with a photo ID card. ID Cards are essential for proof of identity and help maintain a safe environment in the school. Students must carry their ID card at all times. ID cards are required to be displayed during all exams.

Lockers

Each student is allocated a large locker which must be kept in excellent condition. Each student is to provide his/her own good quality padlock. The school sells high-quality padlocks, available at the general office.

Newsletters to Parents

The newsletter is an important means of communication between the school and its community. An electronic version of the newsletter is sent through email fortnightly.

Parent Contact and Reporting

Written reports to parents are issued a minimum of six times a year, mid-semester progress reports and two semester full reports. Parents may initiate interviews with teachers at other times by appointment through the Parent Portal.

Personal Records

Any change of address, phone number (home or work), alternative emergency number, doctor, etc, must be given to the Office as soon as possible. This information is vital in case of accident or other emergency.

Schoolbags

Bags are to be kept in lockers and are not permitted in classes or to be carried between classes, at recess or lunchtime.

Additional Subject Costs

Subject resources vary considerably from subject to subject.

Any additional subjects costs will be advised in Term 3 during the subject selection process and finalised prior to the issue of booklists in Term 4.

It is essential that all additional subjects costs are paid at the commencement of the school year.
YEAR 10 PROGRAMS
2017
Year 10 students will study a total of 12 units. Each unit is 5 periods per week and of one semester length. A student’s program will include Core Units, Elective units and, in some cases, a VCE Unit 1 & 2.

The Year 10 program is:

**Core Subjects**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
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<tbody>
<tr>
<td>English (Semester 1 &amp; 2)</td>
<td>2 units</td>
</tr>
<tr>
<td>Mathematics (Semester 1 &amp; 2)</td>
<td>2 units</td>
</tr>
<tr>
<td>Humanities (Semester 1 only)</td>
<td>1 unit</td>
</tr>
<tr>
<td>Elective Units (1 Semester length)</td>
<td>7 units</td>
</tr>
<tr>
<td>OR VCE/VET Access</td>
<td>2 units</td>
</tr>
</tbody>
</table>

Total 12 units

**Core Units**

These are units which all students **must** complete. They include 2 units of English, 2 units of Mathematics and 1 unit of Humanities (which will include Work Education). Therefore students will study English and Mathematics in both semester 1 and 2 and Humanities in only one semester. Mathematics will be CORE during semester one and a choice of the level of mathematics students wish to do during semester two. Students will get to choose the level of Mathematics they wish to do and their choice will be reviewed after the Semester One Year 10 Mathematics Exam.

**Elective Units**

To complete their study program, students will also choose from a wide range of Elective units in the areas of the Arts, EAL, Health, Physical Education, Food Technology, Language, Science, Information Technology, English, Humanities and Materials and/or Systems Technology.

**Uni Bridges - Year 10**

Uni Bridges is a program being undertaken by Reservoir High School in partnership with La Trobe University. It’s about a new way of moving from school to a degree in Science, Technology Engineering or Mathematics at La Trobe University. As a Uni Bridge student you will undertake an exciting range of projects focused on preventing and curing disease.

Uni Bridges will become part of your VCE studies rather than replacing them. You’ll sit the same exams as other VCE students and receive an ATAR based on your results - the difference is that you’ll experience university life and gain valuable insights into careers in Science, Engineering, Technology and Mathematics.

You will be classified as a Uni Bridges student according to the modules you have completed over Years 10, 11 & 12 in English/EAL, Maths and Science subjects. You will be assessed according to the modules completed and a portfolio you will need to maintain. Upon completion of the modules, successful presentation of your portfolio and depending on the recommendation of Reservoir High School, La Trobe University may offer you a place in one of their Science, Technology, Engineering or Mathematics courses (provided you have applied for these and met the pre-requisites) prior to the Year 12 results being released.

At Reservoir High School we are offering the program to you and all Year 10 students in 2016 (including the SEAL group) via modules in English, Mathematics and the electives of Biology, Psychology, Physics and Chemistry.

You will continue with the program at Year 11 in 2018 as long as you are studying English/EAL, a Maths and at least one Science.

For further information on the Uni Bridges program, please contact Ms Lea Volpe volpe.lea.lv@edumail.vic.gov.au
VCE Access

Students may elect to study a VCE Unit 1 and 2 as part of their program. However entry into a VCE unit is not automatic. There are a number of advantages to students who do this:

- experiencing VCE early might result in better preparation for Year 11 and 12
- enables students to do a VCE Unit 3 and 4 in Year 11 resulting in an extra subject that could count towards their ATAR score
- experiencing the depth required at VCE level would better meet the needs of some students

Students will need to meet the requirements of a selection process. These requirements are as follows:

A. General requirements:
   1. Recommendation from a relevant teacher and/or Coordinator
   2. Minimum of 90% attendance record
   3. Final recommendation from an Assistant Principal

B. Subject Entry requirements
   1. **Biology**: pass all units of Year 9 Science, a Grade of B or above in a Year 9 Science Assessment Task
   2. **Business Management**: Nil
   3. **Dance**: recommendation to have some experience in the area of Dance or Callisthenics, personal consultation with Dance teacher
   4. **Health and Human Development**: achievement of a satisfactory result in all Year 9 Semester 2 subjects
   5. **Information Technology**: Nil
   6. **Legal Studies**: B or above in English assessment task Semester 2.
   7. **Mathematics**: Year 9 students are expected to sit an entrance test and achieve
      i. 75% or higher to be selected for year 11 Mathematical Methods or Specialist Mathematics
      ii. 50% or higher to be selected for year 11 General Mathematics
   8. **Psychology**: pass all units of Year 9 Science, a grade of B or above in a Year 9 Science Assessment Task.
   9. **Theatre Studies**: recommendation to have some experience in Drama/Performance

Students wishing to do a VCE subject must choose one from the 7 listed above.
Year 10 to Year 11 Promotion Procedures

To be automatically promoted into VCE you will need to pass 10 or more of the 12 units.
If you pass 8 or 9 units you will be able to study VCE but you will be required to have a compulsory interview with a parent present to discuss your subject choice.
If you pass less than 8 units you will be recommended to
- Repeat
- Investigate an alternative pathway
- Enrol at another school

Other guidelines

If you receive a Not Satisfactory (N) for a subject in Year 10 you will be advised not to do that subject at VCE. For example if you obtain an N for Technology in Year 10 you will not be allowed to study Technology in VCE.
You must pass English in at least one semester during the year to be considered for VCE.
All Year 10 students are required to complete a portfolio and sit an interview.

Subject specific requirements

The following subjects have indicated that students require the following to be met to be eligible to study a VCE unit.

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths Methods</td>
<td>75% or higher on the semester one mathematics exam and teacher recommendation</td>
</tr>
<tr>
<td>Specialist Maths</td>
<td>75% or higher on the semester one mathematics exam and teacher recommendation</td>
</tr>
<tr>
<td>General Maths</td>
<td>50% or higher on the semester one mathematics exam and teacher recommendation</td>
</tr>
<tr>
<td>Foundation Maths</td>
<td>Nil</td>
</tr>
<tr>
<td>Biology</td>
<td>It is strongly recommended that you satisfactorily complete at least one science elective. Preference will be given to students who have completed at least one of the Biology and Psychology electives.</td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>It is strongly recommended that you satisfactorily complete:</td>
</tr>
<tr>
<td>Physics</td>
<td>• Chemistry in Action elective if you are planning to do Chemistry and</td>
</tr>
<tr>
<td></td>
<td>• Physics: Unlocking the Universe elective if you are planning to do Physics and at least one other science elective.</td>
</tr>
<tr>
<td></td>
<td>Preference will be given to students who have satisfactorily completed Chemistry in Action for VCE Chemistry and Unlocking the Universe for VCE Physics.</td>
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</tbody>
</table>

What Electives Should You Choose?

It is important to think long term when selecting electives. You need to consider your career aspirations, so think what subjects will best prepare you for the Year 11 studies you will probably choose. Also, think about your interests – what will you enjoy doing? Finally, think about your strengths – what are you good at? Studying subjects you are successful in builds confidence.
### Year 10 Elective Units Offered

| The Arts                              | Graphic Art and Design  |
|                                     | Painting, Drawing and Illustrations  |
|                                     | Photography  |
|                                     | 3D Studies (including Ceramics)  |
|                                     | Dance  |
|                                     | Drama  |
|                                     | Music  |
|                                     | Film Studies  |
| Health and P.E.                      | Soccer Development |
|                                     | Hands on Health  |
|                                     | Active Girls  |
|                                     | Outdoor Education  |
|                                     | PE for Boys  |
| Technology Studies                   | Cake Decorating |
|                                     | Catering  |
|                                     | Textiles  |
|                                     | Jewellery and Adornment  |
|                                     | Digital Technologies  |
|                                     | Introduction to Furniture Making  |
|                                     | Product Design and Technology  |
|                                     | Electronics - Things that move  |
| Language Studies                     | Italian  |
| Science                              | Chemicals in Action |
|                                     | Psychology  |
|                                     | Human Biology and Disease  |
|                                     | Physics: Unlocking the Universe  |
| Humanities                           | Driving Your Dollar Further |
|                                     | The Law and You  |
|                                     | Global Studies  |
| English                              | Literature  |
| Mathematics                          | Semester 1 |
|                                     | Core Maths  |
| VCE Access                           | Semester 2 |
|                                     | Maths Methods Preparation  |
|                                     | General Maths Preparation  |
|                                     | Biology  |
|                                     | Business Management  |
|                                     | Dance  |
|                                     | Health & Human Development  |
|                                     | Information Technology  |
|                                     | Legal Studies  |
|                                     | Psychology  |

For subject descriptions refer to the Year 11 and Year 12 Unit Descriptions
Year 10 Elective Descriptions

The Arts

**Graphic Arts and Design**

Students learn about the role of visual communication in society. They will undertake design and drawing projects focusing on the areas of communication design, industrial design and environmental design. Students will build on drawing techniques and computer graphic skills producing finished designs for presentations. This elective provides good preparation for VCE Visual Communication Design and/or Studio Art.

Assessment

FOLIO – Selection of finished works.
EXAMINATION

**Painting and Drawing**

Students will develop skills with a range of different media to produce a folio of art works. The practical folio will be based on a variety of styles of modern Art and include media and techniques such as pastel, acrylic paint, pen and ink, printmaking and pencil drawing. Each area studied includes written activities which examine the work of specific artists and art movements.

Assessment

VISUAL DIARY
FOLIO – Selection of finished works.
SHORT AND EXTENDED WRITTEN RESPONSES
EXAMINATION

**Photography**

Students will learn about photography as an art form. They will study the creation of images and art through many photographic techniques. Students use digital cameras and manipulate and generate images via digital imaging on computers. The course includes studio and outdoor shoots and research into the life and work of photographers. They complete projects in portrait, marketing, promotion and artistic photography.

Assessment

FOLIO – Selection of finished works.
EXAMINATION

**3D Studies (including Ceramics)**

Students will develop and learn techniques for the production of 3D art. Ceramic techniques covered may include: slip decorating and casting techniques, slab and coil construction and the use of drape moulds. Both functional and non-functional forms will be created. Other materials such as cardboard, plaster and paper mache may also be used. Students will study the work of ceramic and sculptural artists and will keep a record of construction techniques and results.

Assessment

FOLIO – Selection of finished works.
EXAMINATION

**Dance**

Students will do exercises to improve flexibility and coordination. They will be involved in learning and creating dances. At least one of their dances must be performed in front of an audience. Students will participate in workshops looking at different styles of dance and will study the history of dance. Students will do Hip Hop skills and Contemporary and Jazz, learning a routine for each. The emphasis is on participation and group work.

Assessment

PERFORMANCE – to a selected audience
EXAMINATION

**Drama**

Drama develops students’ confidence through group brainstorming and collaboration in developing ideas for performances. Students explore emotions via actions and reaction, communicating through expressive skills, voice, movement and gesture. Technical skills related to theatrical productions are also explored by experimenting with space, character development and stage craft elements such as sets, props, costumes, lighting etc. Students investigate theatrical styles, write scripts, read and interpret original texts. They also view and analyse professional or amateur performances. They partake in the Drama Festival with other schools.

Assessment

PERFORMANCE – to a selected audience
EXAMINATION

**Music**

In music students get the opportunity to continue to learn the drums, guitar, singing, keyboard and using music technology to make a CD. In addition to classroom activities students will also have the opportunity to have instrumental lessons in their chosen area. Other activities will include song writing, recording music, creating music videos and the study of various styles of music.

Assessment

PERFORMANCE – to a selected audience
EXAMINATION

**Film Studies**

This course introduces students to the analysis of films, incorporating a range of genres. They will study all aspects of film production including: screen writing, cinematography, editing and film promotion.

Assessment

SHORT FILM PROJECT
EXAMINATION
Health and Physical Education

Soccer Development

Soccer Development has the potential to equip students with the skills necessary for a lifelong involvement in physical activity. Students will not only learn and refine soccer skills, but will join a program that will broaden their skills in many sport related areas. Topics throughout this unit will include sports administration, leadership, sports medicine, coaching, diet and nutrition, injury prevention, refereeing, principles and methods of training and give students the ability to write their own training program and monitor individual progress.

Assessment
LAWS OF THE GAME
EXAMINATION

Hands on Health

Hands on Health is a relatively new elective informing students on the latest health issues and ways of staying physically active and improving mental and social wellbeing. Hands on Health will also explore issues in the media that affect the way people think and react to life events. Students will be informed and explore possible careers and employment opportunities in the health industry, such as physiotherapist, midwife, nurse or an anaesthetist. A major focus will be on improving knowledge of nutrition and addressing the benefits making healthy, informed food choices and to explore the impacts of poor food choices on the health of individuals and groups.

Assessment
POSTER – Health Hazard
EXAMINATION

Active Girls

This elective is for female students, which will give them the opportunity to participate in a range of sports and lifestyle activities to increase female participation in physical activity and improve nutrition for lifelong benefits. Activities will depend on student interests. However, they could include various sports, aerobics, walking, rollerblading, yoga, etc. They will also learn about issues relating to female health and fitness, with emphasis on eating disorders, nutrition, sexuality and women in sport.

Some parts of this course will have additional excursion costs.

Assessment
ASSIGNMENT – Body Systems
EXAMINATION

Outdoor Education

Students will gain knowledge, values and skills which enhance safe entry and understanding of the outdoors. Aspects of outdoor experiences covered for safe participation may include: clothing and equipment necessary for outdoor pursuits, bush craft, understanding weather, coping with cold, environmental issues and awareness, minimal impact strategies, navigation, flora and fauna identification, basic first-aid and history of local areas.

Activities may include: bicycling, canoeing, water safety, orienteering, climbing and abseiling, camping skills, surf awareness, bush walking and a camp. A charge for these activities will be necessary.

Assessment
ASSIGNMENT – National Parks
EXAMINATION

PE For Boys

This elective is designed for males to enhance their ability to participate in a wide variety of sports or specialize in activities of interest (weight training) as a way of further improving skill level, fitness and sporting tactics. Key issues such as codes of conduct, sportsmanship, drugs in sport and leadership will be a key focus. Theoretical content regarding the body systems, fitness components and injury prevention will also be covered.

Assessment
ASSIGNMENT – Training Program
EXAMINATION
**Cake Decorating**

Special occasion cakes such as Novelty (Birthday) cakes will be made. These may be decorated as clowns, butterflies, Spiderman or a baby in a bassinette. The design is left up to the students to plan and make. Students will learn a variety of cake making methods and their various uses. Students will experiment with different colours, various types of icing, using different techniques and work with special equipment for icing and decorating. A plain cake will be decorated using the students own creative design ideas. Students will completely ice and decorate cakes as an original product. Many different types of decoration will be undertaken. Some investigative research and evaluations will be undertaken in regards to cake making, icing techniques, confectionary and decorating ideas and trends. Aspects of Year 11 Food Technology course will be introduced through the semester.

**Assessment**

PRACTICAL WORK
EXAMINATION

**Catering**

Students will learn how to plan, prepare and present a wide variety of foods suitable to catering situations e.g. small and large, formal and informal occasions. Students will also be introduced to many aspects of hospitality, for example, food presentation and current food trends, as well as learn more of the structure of foods and the many ways food can be prepared and cooked. Aspects of Year 11 Food Technology course will be introduced through the semester. An introduction to new technology by way of new products will also be pursued.

**Assessment**

PRACTICAL WORK
EXAMINATION

**Textiles**

Everyone will make an introductory piece, and then choose a project, for example toys, dolls, cushions or simple clothes. Students can design their own article, choose the fabric and complete the article with special decorations. Students will create something special for themselves or a gift for someone else. Students will be introduced to new skills and products that will enhance the work being done.

**Assessment**

PRODUCT/S
EXAMINATION

**Jewellery and Adornment**

Students will learn a range of skills and techniques used in the production of costume and fine jewellery. Working to answer design briefs students will learn how to source and use research to creatively design and develop unique pieces of jewellery which will then be put into production. Students will investigate materials and techniques, learning about the properties of a variety of materials and developing the skills needed to manufacture their own designs.

They will learn the skills necessary to develop a portfolio inclusive of what is involved in writing a design brief, design generation and development and critical analysis and evaluating.

Specialist tools and equipment will be used to produce unique, one off and batch produced pieces of jewellery. Students will work in a variety of materials, such as metals and plastics and will be given the opportunity to elect to work in silver for one unit of work.

Elements of VCE Product Design and Technology will be introduced throughout the course.

**Assessment**

PORTFOLIO
PRODUCT/S
EXAMINATION

**Product Design and Technology**

Product Design and Technology

This elective combines the 3 main materials used in design and technology; timber, metals and plastic.

Students will learn how to investigate and analyse a variety of materials, their properties and the tools and manufacturing techniques necessary to manipulate them.

Students will learn to think creatively to solve design problems, producing a portfolio and products in answer to a design brief and evaluating them. Using a variety of production processes, such as batch production and variety of specialist tools and equipment students will manufacture their own designs in at least 2 resistant materials. An important part of this course is the development of drawing skills and the production of a portfolio.

Elements of VCE Product Design and Technology will be introduced throughout the course.

**Assessment**

PORTFOLIO
PRODUCTS
EXAMINATION
Digital Technologies

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for learning in the senior secondary years.

Digital Technologies Knowledge and Understanding
• Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems
• Analyse simple compression of data and how content data are separated from presentation

Digital Technologies Processes and Production Skills
• Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements.
• Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data.
• Define and decompose real-world problems precisely, taking into account functional and non-functional requirements and including interviewing stakeholders to identify needs.
• Design the user experience of a digital system by evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics
• Design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases.
• Implement modular programs, applying selected algorithms and data structures including using an object-oriented programming language.
• Evaluate critically how student solutions and existing information systems and policies, take account of future risks and sustainability and provide opportunities for innovation and enterprise.
• Create interactive solutions for sharing ideas and information online, taking into account safety, social contexts and legal responsibilities.
• Plan and manage projects using an iterative and collaborative approach, identifying risks and considering safety and sustainability.

Introduction to Furniture Making

This elective consists of parts of the VCE VET in schools Furnishings course. Students will be taught practical hand skills and theory topics from the furniture construction industry. An important part of this unit is the development of drawing skills. Students will produce detailed furniture items from plans developed in consultation with Victoria University.

Assessment
WOODWORK JOINT EXAMINATION

Electronics - Things that move

In this course we will plan and make a programable moving car and explore the possibilities of F1 racing design. Basic study of mechanisms and integrated machines will be addressed in a fun highly creative manner. This course includes use of plastics/electronic circuits/pickaxe controllers/ and gearing mechanisms. Students will be required to produce a small folio in preparation of further engineering type study and Year 11&12.
Science

Physics: Unlocking the Universe

So, what's to be thankful about turning the light on? Have households always had electric power? Ever wondered what life would have been like without it? Seriously, no I-pods, no chat lines, no mobiles, no night footy... what else? You think about it!

We are told the Earth is spinning – how do we know?
Why don't we fall off?
When we jump why do we fall back to the ground?
Why don't the planes fall from the sky?
What is the link between gravity, force, mass and acceleration?
Does the spinning affect light entering and passing our atmosphere?
As young physicists, you will explore many ideas that have captured the human imagination for a long time.

This unit is strongly recommended for students who wish to study physics at VCE level.

Assessment
PRACTICAL ASSESSMENT
EXAMINATION

Chemicals in Action

This elective will focus on atoms that make up the Universe and how they react together. We will learn about many interesting things that are involved in your daily life and answer questions such as:

Why are elements placed as they are in the Periodic table?
Why does iron rust?
What are salts? Why are salts important? Why are the chemicals that make up salts so dangerous?
What is organic chemistry? Why are these group of molecules important?
What is alcohol? How is alcohol made?

Chemistry in Action has theory work that needs to be covered as well as experimental work to enhance the understanding of the theory. You must be prepared to work hard to get the most out of this subject.

Chemistry in Action is suitable for students who would like to study a science in year 10 but it is strongly recommended for students who wish to study Chemistry in VCE.

Assessment
PRACTICAL ASSESSMENT
EXAMINATION

Language Study

Italian (for beginners and intermediates)

Italian is a living language in the Australia community and thereby offers many opportunities for authentic emersion.

Students will focus on gaining fluency in oral and written tasks and develop communication skills through various activities using the target language. Some of the activities students may experience include excursions to the Italian museum, Lygon St visit, restaurant visit, the Italian Poetry competition at The University of Melbourne and drama competitions.

A range of topics are explored via short texts, poems, scenarios, role plays, comprehension exercises, listening tasks and cultural assignments.

Students are required to complete 2 oral tasks, 2 writing tasks and a series of intercultural assignments per semester.

Assessment
DESCRIPTIVE ESSAY
EXAMINATION
Human Biology and Disease

In this elective you will investigate healthiness, sickness, diseases and disorders. The different systems of the body will be investigated along with the major diseases that affect these systems. Through classroom activities and practical investigations, including some at La Trobe University, questions like the following will be investigated:

- Where do I get my blue eyes from?
- What factors cause someone to be healthy and others to become sick?
- Why are vaccinations important?
- What are the world’s most deadly diseases?
- Are there cures for every disease?
- Why do Malaria and AIDS cause so many people to die?
- How much bacteria is found in my mouth?

Assessment
VISUAL PRESENTATION
PRACTICAL ASSESSMENT
EXAMINATION

Psychology

Psychology is the scientific study of behaviour and the mind. In this elective you will learn about a number of specialist areas like forensic and sport psychology. You will also study the miracle of the human brain including brain development in teenagers. A number of research and interactive activities will be undertaken in the classroom and also at La Trobe University. You will think about questions like:

- How reliable is our memory and those of eyewitnesses?
- Why is our brain so amazing?
- Why do teenagers take risks?
- Why do we have different emotions?
- Can we read people’s minds?
- Can we detect if someone is lying?
- How can performance in sport be improved?

Assessment
VISUAL PRESENTATION
EXAMINATION

Driving Your Dollar Further

There are two main themes in this elective. The first is an introduction unit on Pre-driver Education covering the Learners Permit, obtaining a Drivers Licence, Road Laws, responsible attitudes to road safety and the community expectations on drivers such as Blood Alcohol Content. Also students will complete a detailed project on all of the matters involved in buying their first car. The second major section of the course involves a more detailed exploration of managing your own personal finances including wise buying, using credit, personal budgeting, consumer protection, financial scams and investment options.

Classroom activities will involve individual research projects, interactive Internet tasks, group work, an oral presentation to the class and various hands on tasks.

Assessment
RESEARCH ASSIGNMENT
EXAMINATION

The Law and You

This subject will explore legal issues relating to young people. It will provide an introduction to those considering studying Legal Studies in VCE.

- Your rights and responsibilities as a citizen
- The police
- Our courts
- Drink spiking
- Hoon driving
- Stalking
- Cyber bullying and stalking
- Graffiti
- Consumer law
- Leaving home
- Where to go for help with legal matters
- Criminal law and young people

Assessment
COURT REPORT
EXAMINATION
Global Studies

Students examine their place within the Global Community. Students explore the many ways their lives have been affected by the increased interconnectedness – the global threads – of the world through the process of globalisation.

This elective is concerned with contemporary issues and events. The focus will be on the twenty-first century when choosing particular examples and case studies.

Some of the issues and events we cover include:
- Environmental movements such as Make Poverty History
- Wiki leaks
- The use of Facebook, Twitter and other social media
- The rise of TNC’s (Transnational companies such as Walmart, Shell, General Motors)
- AID organisations such as Amnesty International, Greenpeace & The Red Cross

We will also look at the idea of cooperation and conflict between and within countries.

This will include studying:
- Child labour in Asia & Africa
- Terrorism
- Conflict and War in Darfur, Afghanistan & Somalia
- The role of the United Nations
- Organised crime including drug cartels in Mexico and South America
- People movement and the refugee crisis
- The fight against HIV/AIDS
- Human Rights

Assessment tasks for this elective are selected from the following:
- a written research report + an oral presentation
- a case study
- Examination

English

Literature

If you love reading, thinking, talking, and writing about novels, plays poems, stories and life in general, then literature is for you!

We look at the ideas and themes authors are obsessed with and examine how such ideas are communicated to an audience. You might be surprised to discover that the topics they wrote about hundreds, or even thousands of years ago in some cases, still resonate in our lives today.

A challenging, interesting and thought provoking course.

Assessment
FILM AS LITERARY TEXT GRADED ASSIGNMENT
EXAMINATION
Mathematics

SEMESTER 1

All students will do a core unit of Maths during semester one.

SEMESTER 2

All students will choose one of three levels of Mathematics (See the diagram below).

Before making a choice students should have a discussion with their Year 9 Maths teacher and their parents. The choice will be reviewed after the Semester 1 Mathematics Exam and teacher recommendations are considered. Students who may wish to study Maths Methods preparation during semester 2 must work hard during semester 1 in order to gain the required skills for Maths Methods and/or General Maths Specialist during year 11.

YEAR 10, 11 and 12 MATHEMATICS OPTIONS

YEAR 10

SEMESTER 1
CORE MATHS

SEMESTER 2
All students must choose one of
MATHS METHODS
GENERAL MATHS

YEAR 11

MATHS METHODS & GENERAL MATHS SPECIALIST

MATHS METHODS
GENERAL MATHS
VCAL MATHS

YEAR 12

MATHS METHODS SPECIALIST MATHS & FURTHER MATHS

MATHS METHODS & SPECIALIST MATHS

MATHS METHODS
MATHS METHODS & FURTHER MATHS
FURTHER MATHS
VCAL MATHS
YEAR 11 & 12 PROGRAMS
2017
Minimum requirements for the award of the VCE

The minimum requirement is satisfactory completion of 16 units which must include:

• three units from the English group, with at least one unit at Units 3 or 4 level
• at least three sequences of Unit 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met.

Note: The Victorian Tertiary Admission Centre (VTAC) advises that for the calculation of a student’s Australian Tertiary Admission Rank (ATAR), satisfactory completion of both Units 3 & 4 of an English sequence is also required.

English requirements: English/ EAL/ Literature

At Reservoir High the English units may be selected from English Units 1 to 4, English (EAL) Units 1 to 4 and Literature Units 1 to 4.

No more than two units at Units 1 & 2 level may count towards the English requirement.

English Units 3 and 4 English (EAL) Units 3 and 4 are equivalent sequences and a student may not count both towards the award of the VCE.

Units from the English group may also contribute to the sequences other than English requirement. In calculating whether students meet the minimum requirements for the award of the VCE, the VCAA first calculates the student’s English units. Once students have either met the English requirement, or have satisfied an English sequence, any additional sequences from the English group will be credited towards the sequences other than English requirement.

The ATAR

ATAR is the Australian Tertiary Admission Rank and is a means of comparing students across studies, rather than within them. By doing this, it can give an overall account of student ability, which has provided a reliable indicator of how likely students are to complete tertiary courses.

For VTAC to calculate an ATAR, satisfactory completion of both Units 3 & 4 of an English sequence is required. VTAC calculate the ATAR score using the study score of a Unit 3 & 4 English sequence, the next three best sequences of Unit 3 & 4 studies and 10% of the 5th and 6th Unit 3 & 4 sequence if applicable.

Expectations at Reservoir High

At Reservoir High students are expected to complete 22 - 24 units of study during their VCE.

During Year 11, students must complete 12 units of study (i.e. 6 units per semester). During Year 12, students must complete 10 units of study (i.e. 5 units per semester); however some students may choose to do 12 units.

Units 3 & 4 must be studied as a sequence, but Units 1 & 2 can be taken as single units. Students may enter a study at Unit 3 without having done Units 1 & 2, although in many studies this is not recommended.

Y11 Students can do Unit 3 & 4 Studies

If students have completed Units 1 & 2 during their Year 10 studies they will be encouraged to do a Unit 3/4 subject in their Year 11 studies. This option of doing a Unit 3/4 subject in the first year of their VCE improves their chances of obtaining a higher ATAR the following year providing that they complete the typical five subjects when doing Year 12.
Satisfactory Completion of a VCE Unit

Unit Outcomes

Each VCE unit includes a set of two to four outcomes. The award of satisfactory completion of a unit is based on a decision that the student has demonstrated achievement of all the outcomes. This decision will be based on the teacher’s assessment of the student’s overall performance on unit assessment tasks. Overall results will be reported as S (Satisfactory) or N (Not Satisfactory).

At the end of Year 11 and 12, each student will receive a Statement of Results, indicating the units studied and the S or N result for that unit. In Year 12, the certificate will also give letter grades for SACs/SATs and examinations. This will provide the basis for tertiary course selection.

Assessment of Units 3 & 4

For each study, students’ levels of achievement for Units 3 & 4 sequences will be assessed using school based assessment and external examinations.

Each study will continue to have three assessment components, either one school assessment and two examinations or two school assessments and one examination. For example Unit 4 English will have one examination and two school assessments and Unit 4 Mathematics studies will have one school assessment and two examinations.

These assessments will be reported as grades A+ to E or UG. Examination grades and school assessment grades are reported separately.

School Based Assessment

School based assessment is made up of a number of assessment tasks that are specified in the study design. These tasks are used to assess the unit learning outcomes.

School based assessment is designed to reduce workload in a number of ways:

- the assessment tasks are part of the regular teaching and learning program
- they must be completed mainly in class time in a limited time frame

Examinations

All subjects have at least one examination in the November examination period. Performance/oral examinations will be held in October.

General Achievement Test (GAT)

All students undertaking Units 3 & 4 studies are required to complete an externally set and marked test of generalised achievements in the June examination period. The GAT is an essential part of VCE assessment procedures. Although GAT results do not count directly towards VCE results, they play an important role in checking that school based assessment and examinations have been accurately assessed. In some cases, the GAT is used to derive a score if a student is unable to complete an exam due to special circumstances.
General Information

Text Books & Additional Subject Costs

At Years 11 and 12 students must buy their own textbooks because of the need to use them outside class time for homework and/or private study.

Subject resources vary considerably from subject to subject.

Any additional subjects costs will be advised in Term 3 during the subject selection process and finalised prior to the issue of booklists in Term 4.

It is essential that all additional subjects costs are paid at the commencement of the school year.

Course Selection

Before initial selection forms are completed (term 3), students should consult widely, seeking advice about future courses and careers. Sources of advice include subject teachers, coordinators, careers teachers and the many publications produced by the Victorian Curriculum and Assessment Authority (VCAA), Victorian Tertiary Admissions Centre (VTAC), universities and various employing agencies. Most of these are available at the careers centre.

The choice of a course for a particular career depends upon many factors some of which are:
• Pre-requisites required by a tertiary institution and/or employing authority
• Ability to achieve success in selected subjects
• Past performances in the subject
• Interest in and enjoyment of the subject

Selecting the best course may not be an easy decision. Most students at this level have not finalised their ideas about what they wish to do in their adult life.

When selecting your course of study, keep the following in mind:
• Select subjects you feel you can perform best at.
• Select subjects that give you as much freedom as possible to change your career direction, i.e. keep as many options open as possible.
• Keep in mind the prerequisite subjects for various courses.
• If possible, select subjects about which you are enthusiastic or at the very least, in which you are interested.

Selecting a Program

Your program should be based on two or three key studies called focus units, and you will select additional one or two units to complement the key studies or to broaden the range of the program. Below are three types of programs that are available.

1. A Specific Program for a Particular Career
These programs link directly to tertiary courses or other preparation for a specific occupation. Some students have identified a career, which they wish to pursue, and they select the program for their chosen pathway. Careers teachers and counsellors will assist in developing these programs as required.

2. A Program for a Broad Interest Area
Some students do not yet have a clear idea of a specific area but can identify general career directions and will be able to develop programs which suit these interests, for example Science, Business, Technology, Visual Arts or Humanities. The Student Guide to the VCE contains examples of programs. Careers teachers and counsellors have sample programs.

3. A General Program
Some students may wish to try out their abilities and interests in different areas before committing themselves to a particular direction. Students will be able to choose a number of different studies.
Uni Bridges - VCE

Uni Bridges is a program being undertaken by Reservoir High School in partnership with La Trobe University. It’s about a new way of moving from school to a degree in Science, Technology Engineering, or Mathematics at La Trobe University. As a Uni Bridges student, you will undertake an exciting range of projects focused on preventing and curing disease.

Uni Bridges will become part of your VCE studies rather than replacing them. You’ll sit the same exams as other VCE students and receive an ATAR based on your results - the difference is that you’ll experience university life and gain valuable insights into careers in Science, Technology and Mathematics.

You will be classified as a Uni Bridges student according to the modules you have completed over Years 10, 11 & 12 in English/EAL, Maths and Science subjects. You will be assessed according to the modules completed and a portfolio you will need to maintain. Upon completion of the modules, successful presentation of your portfolio and depending on the recommendation of Reservoir High School, La Trobe University may offer you a place in one of their Science, Technology, Engineering or Mathematics courses (provided you have applied for these and met the pre-requisites) prior to the Year 12 results being released.

All students in Year 10 2016 will qualify for entry into the Uni Bridges Program in 2017, by completing Uni Bridges modules in their English, Maths and Science related classes.

To be classified as a VCE Uni Bridges student in 2016, students must select the following subjects:
- English/EAL
- Math
  (Further Focus, Specialist Focus or Math Method accepted)

And one or more of:
- Chemistry
- Biology
- Physics
- Psychology

For further information on how to continue as a Uni Bridges student, please contact Mr s Volpe
volpe.lea.lv@edumail.vic.gov.au
VCE Vocational Education and Training
(VCE / VET)

Studies labelled VCE/VET are VCE subjects which:
• are useful and needed in a workplace
• are recognised by employers and industry
• give credit towards training certificates Level II and III for a range of occupations. These can then provide advanced standing in higher level Certificates and Diplomas.
• involve a 5 - 10 day work placement where students learn and practice job skills.

As well as this VCE/VET studies:
• contribute up to four units towards the VCE.
• can contribute to the ATAR score.
• assist students to go on to university, TAFE or employment.

Most VCE/VET studies award Certificate II, which is equal to completion of part of the off the job training from a pre-apprenticeship or traineeship. Some studies lead to the higher award Certificate III. These certificates can qualify a student to enter a TAFE course with advanced standing.

It is possible to combine a VET study with a school based part time apprenticeship or traineeship. This option is highly suitable for VCAL students and involves working one day per week for full award pay combined with studying for the VCAL. A successful student achieves a VCAL, fully paid employment and part completion of an apprenticeship or traineeship.

Victorian Certificate of Applied Learning
(VCAL)

This program offers students opportunity to combine VCE and VET subjects that will prepare them for work or further study.

The course will:
• Be interesting and challenging
• Improve students’ literacy and numeracy skills
• Allow all students to achieve success
• Prepare students for the next step in their career- work, study or training

What is VCAL?
• The Victorian Certificate of Applied Learning is designed for young people in Years 11 and 12 who are preparing for work or further training. It opens vocational pathways for school leavers and provides employment opportunities in their chosen industry.

• VCAL is a well established qualification that sits alongside the VCE and is based on learning that can be applied in the workplace. It is a “hands on” course that aims to develop skills which will help young people get ready for further education, training and employment.

• VCAL has three levels - Foundation, Intermediate and Senior. Senior is the highest level. Students would start at the level which matches their needs and abilities. For example, if they start at Intermediate level and successfully complete it, they can move up to the senior level in Year 12. Each level would normally take a year to complete. A student who completes VCAL Intermediate or Senior in Year 11 with very good results may be ready to attempt Year 12 VCE. Such a student would need to undertake VCE English in Year 11 instead of VCAL Literacy.
What subjects do I have to do?

Students who undertake the VCAL will develop a learning program with their teachers and careers advisor by selecting units in each of the four VCAL strands. These are:

1. **Literacy and Numeracy.** The Year 11 VCAL class will study Foundation English and Foundation Mathematics which are both VCE units. Where appropriate students are also able to choose VCE English and VCE General Mathematics instead.

2. **Work Related Skills.** During class time students will undertake tasks and activities to prepare for work including occupational health and safety, resumes and interview skills. It is compulsory also for students to undertake one of the following options, one day a week, usually a Wednesday.
   - a. Work Placement – One day a week for the majority of the year
   - b. VET (Vocational Certificate) – At another venue
     (see the list on the next page)
   - c. School Based Apprenticeship or Traineeship (SBAT)

3. **Personal Development Skills.** This VCAL learning program will include structured activities to help develop self-confidence, teamwork and other skills important to life and work. As part of the strand activities may include Learner Driver Certificate and Level 2 First Aid Certificate.

4. **Industry Specific Skills.** This VCAL strand must include two units of a VCE/VET subject. To meet this requirement all VCAL students must take a VET subject in school or at another venue. Students may choose to take up an additional VET certificate to add to their VCAL credits to train for future employment. A description of VET subjects offered in school is listed with the VCE subjects. The list of VET certificates that are most likely to be available in 2015 at other venues is shown in the table on the next page. Please also carefully read the guidelines.

### A TYPICAL VCAL PROGRAM - Year 11

<table>
<thead>
<tr>
<th>Semester</th>
<th>Strand 1</th>
<th>Strand 2</th>
<th>Strand 3</th>
<th>Strand 4</th>
<th>Own Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Intermediate Literacy I (VCE Foundation English I)</td>
<td>VCE Work Related Skills</td>
<td>VCAL Personal Development Skills</td>
<td>VCAL Industry Specific Skills</td>
<td>Students may undertake a VCE or VET subject as listed in handbook</td>
</tr>
<tr>
<td></td>
<td>Or VCE General Mathematics</td>
<td>Work Placement</td>
<td>Or VET Certificate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two</td>
<td>Intermediate Literacy II (VCE Foundation English II)</td>
<td>VCE Foundation Mathematics</td>
<td>VCAL Personal Development Skills</td>
<td>VCAL Industry Specific Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Or VCE General Mathematics</td>
<td>Work Placement</td>
<td>Or VET Certificate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Further</td>
<td>Or VET Certificate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students may choose any other subject in blocks that do not clash with other strands.
VET Certificates (at other schools) available for VCE and VCAL students

We are proud to offer a full range of VET subjects at Reservoir High. Students are able to select a wide range of VCE/VET courses that are provided by the Northern VET Cluster of schools and institutes. The courses may require students to attend classes at different venues around the Northern region.

The following table lists the courses that were offered in 2016 and will most likely be offered in 2017.

Please be aware of the following guidelines when selecting courses:
• Successful completion of any these certificates will award 2-4 units of VCE (Year 11) or 2-4 units of VCAL.
• Although these courses can be included in VCAL and VCE advice should be sought as to your suitability.
• Any of these course courses can be included in VCAL or VCE.
• Students in VCE must not select a course that impacts serverly upon their VCE timetable. Wednesday afternoon or at times outside of school hours are the only acceptable times.
• All courses have a required material cost, these are to be paid to Reservoir High. Costs will be confirmed later in the year.
• No refund will be given for courses not attended after the end of February 2017.

A range of SBATS (School Based Apprenticeships/Traineeships) are also available. These combine study and work and are paid positions and are particularly suited to VCAL students. If interested please see Mr Devine. Some of the areas chosen by current students include: Business, Early Childhood Education and Care, Community Services, Hairdressing and Sport and Recreation.
VCE/VET/VCAL Subjects Offered

Accounting
Australian and Global Studies
Biology
Business: VCE / VET Certificate II
Business Management
Chemistry
Certificate III in Sport and Recreation (Football and Soccer Focus)
Computing
Dance
Design and Technology - Jewellery / Metals
English
EAL (English as an Additional Language)
Food and Technology
Furniture Making VCE / VET Certificate II in Furnishing
Health and Human Development
History
Informatics
Legal Studies
Literature
Mathematics - Foundation (VCAL)
Mathematics - Further
Mathematics - General / Further
Mathematics - General / Specialist
Mathematics - Methods
Mathematics - Specialist
VCE Music
Outdoor and Environmental Studies
Physical Education
Physics
Psychology
Studio Arts
Systems Engineering
Theatre Studies
Visual Communication and Design
Year 11 and Year 12 Unit Descriptions

**Accounting**

**Unit 1 Establishing and Operating a Service Business**
This unit introduces students to:
- Factors involved in starting a small business
- Recording and reporting accounting data and information using a single entry system
- Using accounting skills for financial decision making

**Unit 2 Accounting for a Trading Business**
This unit introduces students to:
- Extending the single entry system to include stock and credit transactions
- Using software packages to record and report financial data and information
- Evaluation of business performance

**Unit 3 Recording and Reporting for a Trading Business**
This unit introduces students to:
- Recording and reporting of financial data using a double entry system
- Balancing day adjustments and techniques for preparing and interpreting final reports

**Unit 4 Control and Analysis of Business Performance**
This unit introduces students to:
- Advanced recording and reporting of financial data
- Financial planning and decision making:
  - Preparation of budgeted accounting reports
  - Analysis of financial and non-financial information
  - Use information to provide business advice

**Assessment**
Unit 1 to 4
- ICT based tasks
- Folio of exercises
- Structured questions
- Written Report
- Exams

**Essential Equipment**
- Textbook as shown on booklist and supporting workbook
- Calculator

For more information contact Mr Cattapan

**Australian and Global Politics**

**Australian Politics**

**Unit 1 The National Citizen**
This unit looks at Power and Democracy focusing on Case Studies which include: power in sport, religion, media and military. We examine political movements including environmental movements, refugee advocacy, gay rights and facism.

**Unit 2 The Global Citizen**
All of us are connected in this modern world more than ever. This unit examines how Australians are affected by global events and issues. Issues such as refugees, genocide, terrorism, war, environment and global warming, criminal courts and globalisation.

**Assessment**
Unit 1 and 2
- Essays
- Written research reports
- Web-based/multimedia presentation
- Oral presentation
- Case study
- Analysis of visual materials
- Role-play, conference-interview
- Examinations

**Essential Equipment**
- Textbook as shown on booklist

**Global Politics**
Global Politics offers insights into the political, social, cultural and economic forces that shape students’ rapidly changing world. Students develop a critical understanding of contemporary global issues. Students explore the means by which they can meet the opportunities and challenges posed by contemporary international life and the critical thinking skills which underpin active citizenship.

**Unit 3**
Students study:
- the key global actors and their aims, roles and power.
- concepts of national interest and power.
- the way in which one Asia-Pacific state uses power within the region to achieve its objectives.

In this study, the term ‘non-state actors’ covers a broad range: altruistic non-government organisations (NGOs) organised religions; terrorist movements and organised crime syndicates.
Unit 1 Unity and Diversity
In this unit you will:
• Focus on the activities of cells and their parts
• Understand the energy transformations in cells
• Investigate the functioning of body systems
• Examine the relationship between features of organisms and how they meet their requirements for life.
• Study the classification of life
• Investigate the relationships between organisms within an ecosystem
• Design and undertake an investigation related to the survival of an organism or species

Assessment
The student’s level of achievement in Unit 3 & 4 will be determined by School-assessed Coursework and may include one or more of the following:
• Multimedia presentation
• Case study
• Essay
• Report
• Test
• Structured questions
• Short-answer questions
• Extended response.

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

Essential Equipment
Textbook as shown on booklist

For more information contact Mr Devine

Unit 2 Organisms and their Environment
In this unit you will:
• Study the cell cycle,
• Recognise and explain sexual and asexual reproduction.
• Study cell growth and specialisation
• Examine the relationship between genomes, genes and alleles.
• Understand the structure and role of chromosomes.
• Recognise the mechanisms of inheritance and use the biological language to describe and predict characteristics.
• Investigate a controversial biological issue.

Unit 3
In this unit students will focus on cellular processes and communication including:
• Membrane structure and function
• How genes work and the role of DNA in protein synthesis
• Biochemical and metabolic processes such as cellular respiration and photosynthesis
• Signaling molecules such as hormones and neurotransmitters
• The role of the human immune system in detecting and responding to pathogens.
Unit 4
In this unit, students will focus on population genetics and human impacts on biological processes, including:
• Processes of evolution and patterns of biological change
• Changes in the gene pool of populations
• Use of technology to investigate the relatedness of species and changes over time
• Technologies involved in DNA manipulation
• Applications and impacts of scientific knowledge in society.

Assessment
Unit 1 and 2
• Practical activities and reports
• Field based investigation
• Presentation of written report of field studies
• Tests
• Unit exams

Unit 3 and 4
• Practical activities recorded in a logbook
• Responses to structured questions
• Extended practical investigation/s presented as a scientific poster
• End of year examination

Essential Equipment
• Textbook as shown on booklist (including e-book and StudyOn)

For more information contact Mr Rathjen or Ms Best

Business Management

Unit 1 Planning a business
The business idea
Students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge.

External environment
Students gain an understanding of the external environment which consists of all elements outside a business that may act as pressures or forces on the operations of a business.

Internal environment
Students should be able to describe the internal business environment and analyse how factors from within it may affect business planning.

Unit 2 Establishing a business
Legal requirements and financial considerations
Students are introduced to the legal requirements and financial considerations that are vital to establishing a business.

Marketing a business
Students develop their understanding that marketing encompasses a wide range of management practices.

Staffing a business
Students examine the staffing requirements that will meet the needs and objectives of the business and contribute to productivity and effectiveness.

Assessment
Tasks for assessment in Units 1 and 2 may be selected from the following:
• A case study analysis
• A business research report
• Development of a business plan and/or feasibility study
• An interview and a report on contact with business
• A school-based, short-term business activity
• A business simulation exercise
• A business survey and analysis
• A media analysis
• Exam
The aim of this program is to provide participants with knowledge and skill development to enhance their employment prospects within the Business field. They will also achieve VCE Units and Unit 3&4 assessment can contribute to their ATAR.

The Business Services sector offers a wide range variety of employment positions within the clerical administrative workforce, for example:

- Administrative/Office Assistant
- Receptionist
- Secretary
- Information Officer
- Customer Services Officer.

As part of course students are recommended to complete 5 days Structured Workplace Learning.

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**Unit 3: Managing a business**

**Business foundations**
Introduces students to the key characteristics of businesses and their stakeholders.

**Managing employees**
Students investigate essential factors such as motivation and training involved in effectively managing employees during their time at a business to ensure the business objectives are achieved.

**Operations management**
Students examine operations management and consider the best and most responsible use of available resources for the production of a quality final good or service in a competitive, global environment.

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**Unit 4: Transforming a business**

**Reviewing performance – the need for change**
Students investigate the ways a business can search for new business opportunities as a source of future business growth and consider current forces for change on a business.

**Implementing change**
Students consider the importance of leadership in change management, how leaders can inspire change and the effect change can have on the stakeholders in a business.

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**Assessment**
The student’s performance on each outcome in Units 3 and 4 is assessed using one or more of the following:

- A case study
- Structured questions
- An essay
- A report
- A media analysis

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For more information contact Mr Devine
Chemistry

Unit 1 The Diversity of Materials
In this unit you will study
• The properties of elements and the periodic table
• Atomic theory and bonding
• Organic Chemistry

Unit 2 Water - A Unique Chemical
In this unit you will study
• Acids and bases
• Redox reactions
• Water – properties and analysis techniques

Units 3 and 4 – Chemical Processes and Organic Compounds
In these units you will study:
• Energy production options
• Improving yields of chemical production
• The different types of organic compounds
• Food chemistry

Assessment
• Experiments, worksheets and reports
• A research report (Unit 1)
• A practical investigation (Unit 2)
• Tests and Exams

Essential Equipment
• Textbook(s) as shown on booklist
• Scientific calculator
• Data booklet (provided)

For further information see Mr Marcus

Certificate III in Sport and Recreation (Football & Soccer Focus)
The VET/VCE Sport and Recreation program is about offering students the opportunity to gain both theoretical knowledge and practical skills, while allowing them the opportunity to demonstrate competency in a range of areas to prepare them for various settings within the sport and recreation industry. While we offer soccer and football (AFL) as focus areas the course can be modified to suit other sports according to the interests and needs of individual students.

There are two main focus areas—either Football (AFL) or Soccer—from which students can choose to study. The knowledge and skills gained may also allow students to make an informed decision regarding future pathways and study options.

VCAL Students completing the Victorian Certificate of Applied Learning (VCAL) may either partially or fully complete the VCE/VET Sport and Recreation program. If competency is demonstrated it can contribute to the achievement of all levels of VCAL – Foundation, Intermediate and Senior.

VCAL students studying VCE/VET Sport and Recreation at the Unit 3 & 4 level may also be eligible for a VCAA Study Score if all coursework is assessed as competent and the final examination assessed by VCAA is completed.

VCE
• Students undertaking VCE/VET Sport and Recreation will complete Certificate III in Sport and Recreation. SIS30510 Certificate III in Sport and Recreation
• Students who satisfactorily complete and demonstrate competency in all coursework areas to achieve a Certificate III in Sport and Recreation as well as satisfactory completion of Unit 1 & 2 and Units 3 & 4 over two year-period.

Assessment
• Football/Soccer training sessions are essential parts of this course and will involve appropriate assessment. There will also be projects and oral and written reports.
• Examination
• Students completing VCE/VET Sport and Recreation program can receive a study score that contributes to their ATAR. This score is calculated through coursework assessment completed throughout the year at school as well as a final year examination, externally assessed by the VCAA.

Career opportunities
Completion of Certificate III in Sport and Recreation may lead to job outcomes including facilitating sport and recreation programs, maintaining grounds and facilities and working in the service industry in locations such as recreation and fitness centres, outdoor sporting grounds or aquatic centres. With additional training and experience, potential job outcomes may include coaching, teaching and sports administrating.

Essential Equipment
• Workbook
• RHS Sport Uniform
Computing

Unit 1
In this unit, students focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs. There are three areas of study: Data and graphic solutions; Networks, and Collaboration and communication and they draw on the four study concepts of Approaches to problem solving, Data and information, Digital systems and Interactions and impact.

Unit 2
In this unit, students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. There are three areas of study: Programming, Data analysis and visualisation, and Data management and they draw on the four study concepts of Approaches to problem solving, Data and information, Digital systems and Interactions and impact.

Assessment
Tasks for assessment in Units 1 and 2 are selected from the following:
• Using digital systems and techniques, create a solution in response to a need
• Visual presentations
• Oral presentations
• Written reports
• Exam

For more information contact Mr Bayley or Ms Naughton

UNIT 1 & 2—Soccer & Football (AFL)
Core Units must be taken as a sequence for two semesters.

These units include:
• Organise personal work priorities and development
• Follow occupational health and safety policies
• Provide customer service
• Respond to emergency situation
• Apply First Aid
• Operate application software packages

Soccer Electives
• Maintain sport and recreation facilities
• Maintain sport and recreation equipment for activities
• Organise and maintain work areas
• Soccer Training Program – Designed at Reservoir Leisure Centre
• Soccer officiating awards Level 4 and 5 Referee Certificate
• Understand and apply rules of Soccer

Or, if choosing Football (AFL) Focus

Football Electives
• Football Training
• Perform skills of Australian Football
• Perform Tactics of Australian Football
• Football Training Program—designed at Reservoir Leisure Centre
• Level 1 Australian Rules Coaching

UNIT 3 & 4—Soccer & Football (AFL)
Core Units must be taken as a sequence for two semesters.

• Conduct basic warm-up and cool-down procedure
• Plan and conduct sport and recreation sessions
• Facilitate groups
• Analyse participation plan
• Provide public education on the use of resources
• Undertake risk analysis of activities

Soccer Electives
• Conduct games or competitions
• Develop Fitness program for participants
• Soccer Training Program—Designed at Reservoir Leisure Centre
• Apply rules and regulations to conduct games and competition.

Or

Football (AFL) Electives

• Conduct games or competitions
• Develop Fitness Program for participants
• Football Training Program—Designed at Reservoir Leisure Centre
• Apply rules and regulations to conduct games and competition

For more information contact Mr Todorovski or Mr Vasilopoulos
English

Units 1 – 4
VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

Reading and Creating Texts
In this area of study students will explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the contexts in which it is created and read.

Analysing and Presenting Argument
In this area of study students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader.

In this subject you will:
• Complete a range of written responses
• Plan purposefully and reflect critically and constructively
• Participate in formal and informal oral and multi-modal presentations
• Complete notes, summaries, reading logs, short answer questions and other required classwork and homework activities.

Assessment
Unit 1 and 2
• Complete all class work
• Satisfactorily complete all learning outcomes
• Satisfactorily complete graded assessed tasks
• Half year and end of year exam

Unit 3 and 4
• Complete all class work
• Satisfactorily complete all learning outcomes
• Complete school assessed coursework (SACs)
• End of year exam

Essential Equipment
• Texts as shown on booklist
• Dictionary (print)

For more information contact Mrs Rigoni, Mrs Hammond, Mr Cattapan, Ms Popovski, Mr Lyras or Ms Selemidis
EAL (English as an Additional Language)

Units 1 – 4
VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

Reading and Creating Texts
In this area of study students will explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the contexts in which it is created and read.

Analysing and Presenting Argument
In this area of study students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader.

In this subject you will:
• Complete a range of written responses
• Participate in listening activities
• plan purposefully and reflect critically and constructively
• Participate in formal and informal oral and multi-modal presentations
• Complete notes, summaries, reading logs, short answer questions and other required classwork and homework activities.

Assessment
Unit 1 and 2
• Complete all class work
• Satisfactorily complete all learning outcomes
• Satisfactorily complete graded assessed tasks
• Half year and end of year exam

Unit 3 and 4
• Complete all class work
• Satisfactorily complete all learning outcomes
• Complete school assessed coursework (SACs)
• End of year exam

Essential Equipment
• Texts as shown on booklist
• Dictionary (print) (English and/or bilingual)

Food Technology

Welcome to a new and exciting study design for Food and Technology. It has been designed to encompass our new food culture and merging technologies that influence food design and products.

Year 11 Food and Technology. (Units 1 & 2)
Unit 1: Food origins
Area of study 1: Food Around the World
Students will learn to be able to identify and explain major factors in the development of a globalised food supply, and demonstrate this knowledge of adaptions of selected food from earlier cuisines through various practical activities.

Area of study 2: Food in Australia
Students will learn to be able to describe patterns of change in Australia’s food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of off products.

Unit 2: Food makers
Area of study 1: Food Industries
Students will be able to describe Australia’s major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles.

Area of study 2: Food in the Home
Students will learn to compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home, and design and create a food product that illustrates potential adaptation in a commercial context.

Assessment
• Design and develop a practical food solution for a given situation. (Both a theory and practical component for both units.)
• Also various theory and practical tasks throughout Units 1&2 including written tests and evaluations of practical activities.
• End of semester exams.

Essential Equipment
• Textbook as shown on booklist.
• Credit for printing.

Any further information required see Ms Robinson or Mrs Guerra

For more information contact Ms Tsolakis, Mrs Rigoni or Mrs Nicola
Students who successfully complete Units 1 & 2 will be awarded partial completion of a Certificate II in Furnishing. Students may continue on to Unit 3 & 4 in Year 12 or complete the certificate in the future. Even if further study is not undertaken this course offers useful practical skills and students will manufacture some quality furniture items.

The course is predominately practical with theory taken from Kangan Batman TAFE Units of Competence handbooks; students will construct a number of furniture items in Year 11 and Year 12. It would be advantageous for students to have done Furniture Making in Year 10. Guaranteed entry to V.U Building Courses upon successful completion.

Unit 1 & 2
Kangan Batman TAFE units of competence include:
• Following safe working policies and practices
• Hand making timber joints
• Constructing a basic furnishing item
• Preparing surfaces for finishing
• Joining solid timber

Unit 3 & 4 (Unit 1 & 2 are pre-requisites for Unit 3 & 4)
Kangan Batman TAFE units of competence include:
• Carry out measurements and calculations
• Prepare cutting lists from plans and job specifications
• Follow plans to assemble production furniture
• Assemble furnishing components
• Use furniture making sector hand and power tools
• Construct furniture using leg and rail method
• Read and interpret work documents

The result in Unit 3 & 4 will include a study score and full contribution to ATAR score for students who choose to undertake scored assessment.

Assessment:
• A range of practical activities and reports on these.
• A written report.
• Short answer tests.
• End of year exam.

Essential Equipment
• Textbook as shown on booklist.
• Credit for printing.

Any additional information see Ms Robinson or Mrs Guerra.

Year 12 Food and Technology. (Units 3&4)
Unit 3: Food in Daily Life
Area of study 1: The Science of Food
Students will learn to explain the processes of eating and digesting food, absorption of macronutrients, explain causes and effects of food allergies, food intolerance and food contamination, analysis food selection models, and apply principles of nutrition and food science in the creation of off products.

Area of study 2: Food Choice, Health and Wellbeing
Students will learn to explain and analyse factors affecting food access and choice, analysis the influences that shape an individual’s food values, beliefs and behaviours, and apply practical skills to create a range of healthy meals for children and families.

Unit 4: Food Issues, Challenges and Futures
Area of study 1: Environment and Ethics
Students will gain the knowledge to explain a range of food system issues, respond to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue and develop and create a food repertoire that reflects personal food values and goals.

Area of study 2: Navigating Food Information
Students will be able to explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines.

Assessment:
• A range of practical activities and reports on these.
• A written report.
• Short answer tests.
• End of year exam.

Essential Equipment
• Textbook as shown on booklist.
• Credit for printing.

Any additional information see Ms Robinson or Mrs Guerra.
Health and Human Development

Unit 1 The Health and Human Development of Australia’s Youth
In this unit you will:
• Define health and individual human development
• Describe health measurement terms
• Explain the interrelationships between health and human development
• Describe the characteristics of individual human development
• Interpret data on the health status of Australia’s Youth
• Explain the impact of food behaviours on youth health development
• Identify health issues facing Australia’s Youth

Unit 2 Individual Human Development and Health issues
In this unit you will:
• Describe the characteristics of development from conception to late childhood
• Describe the stages of adulthood and ageing
• Describe elements of Australia’s health system
• Evaluate a range of views related to a selected health issue
• Interpret data on the health status of Australia’s adults

Unit 3 & 4 Australia’s Health, Global Health and Human Development
In this unit you will:
• Develop an understanding of key health issues
• Explain the role of nutrition in addressing specific conditions within the NHPA
• Analyse the various approaches to health and health promotion
• Identify and explain key components of Australia’s health system
• Define human development and sustainability concepts
• Compare factors that influence the health status and human development of Australia and developing countries.
• Analyse and evaluate aid programs in terms of their contribution to health and sustainable human development.

Assessment
Unit 1 and 2
• Essays
• Research Topics
• Document Studies/Role Plays
• Evidence Inquiries

Unit 3 and 4
• Written reports
• Case study analysis
• Structured questions
• Data analysis
• End of year exam

Essential Equipment
• Textbook as shown on booklist

For more information contact Ms Farrugia or Mrs Guerra

History

Unit 1 Twentieth Century History (1918 - 1939)
In this unit you will:
• Explore the clash of major ideas that shaped history: Nazism v’s Communism v’s Capitalism.
• Research the lives of: workers, women, Jews and other groups impacted by history in Europe and America.
• Analyse movie posters, newspapers, poems, from the period and attend excursions.

Unit 2 Twentieth Century History (1945 - 2000)
In this unit you will:
• Explore how leaders since 1945 tried to persuade others of their political views i.e, The Cold War
• Research individuals and movements that wanted to achieve Change i.e, The Rev. Martin Luther King and the Civil Rights Movement.
• Analyse issues faced by communities arising from changes in history i.e, The Rise of Terrorist groups to the Year 2000.

Assessment
Unit 1 and 2
• Essays
• Research Topics
• Document Studies/Role Plays
• Evidence Inquiries

Essential Equipment
• Textbook as shown on booklist

For more information contact Mr Cattapan
Informatics

Unit 3
In this unit, students focus on how the characteristics of data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. There are two areas of study: Organisations and data management, and Data analytics: drawing conclusions and they draw on the four concepts that underpin the study.

Assessment
In Area of Study 1, students use relational database management system software to create a database solution and a graphics tool to represent how data flows on a website when users undertake online transactions.

Area of Study 2 forms part of a School-assessed Task (SAT), and is the first part of a practical project. Students frame a hypothesis, and gather, manipulate and interpret data to draw conclusions that support or refute the hypothesis. Students use software tools to document a project plan and capture, store, prepare and manipulate data.

Unit 4
In this unit, students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. There are two areas of study: Data analytics: presenting the findings, and Information management and they draw on the four concepts that underpin the study.

Assessment
Area of Study 1 forms the second part of the SAT. Students create a multimodal online solution, that present the conclusions drawn from their hypothesis. This involves using software to create a web-based solution that contains multiple data types. Students also evaluate the quality of the solution and assess how well their project plan helped them monitor the progress of their project.

In Area of Study 2 students focus on how organisations protect the integrity and security of data that they dispose and store. Students do not use software to demonstrate this outcome.

For more information contact Ms Naughton

Legal Studies

Unit 1 & 2 Criminal Law and Justice
Civil Law and the Law in Focus
In these units you will:
- Explain the need for effective laws and describe the main sources and types of law in society
- Explain the key principles and types of criminal law, apply the key principles to relevant cases, and discuss the impact of criminal activity on the individual and society
- Describe the process for the resolution of criminal cases, and discuss the capacity of these processes to achieve justice
- Explain the principles of civil law, law making by courts, and elements of torts, and apply these to relevant cases
- Explain and evaluate the processes for the resolution of civil disputes
- Explain one or more area/s of civil law, and discuss the legal system's capacity to respond to issues and disputes related to the selected area/s of law
- Describe an Australian case illustrating rights issues, and discuss the impact of the case on the legal system and the rights of individuals

Unit 3 & 4 Law Making
Resolution and Justice
In these units you will:
- Investigate the structure and role of parliament including its processes and effectiveness as a lawmaking body, describe why legal change is needed, and the means by which such change can be influenced
- Investigate the Commonwealth Constitution in defining law-making powers within a federal system, analyse the means by which law-making powers may change and evaluate the effectiveness of the Commonwealth Constitution in protecting human rights
- Investigate the role the courts play in developing the law, consider the operation and effect of the doctrine of precedent and statutory interpretation and through case studies evaluate the effectiveness of courts and law makers and the relationship between courts and parliament in law-making
- Investigate and evaluate the effectiveness of institutions and methods for the determination of criminal cases and the resolution of civil disputes
- Investigate and explain the processes and procedures for the resolution of criminal cases and civil disputes, and evaluate their operation and application. Evaluate the effectiveness of the legal system as a whole
Assessment
Unit 1 and 2
• Structured assignments
• Essays
• Folio of reports
• Case study
• Tests
• Report
• Exam

Unit 3 and 4
• Analytical exercises
• Assignment
• Written research report
• Analysis of a contemporary legal commentary
• Written report of a case study
• Tests
• End of year external exam

Essential Equipment
• Textbook as shown on booklist
• Study On

For more information contact Ms Pizzey or Ms Michael

Unit 1
In this unit you will:
• Consider how language, structure and stylistic choices are used in different literary forms and types of text.
• Investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented.

Unit 2
In this unit you will:
• Focus on the interrelationships between the text, readers and their social and cultural contexts.
• Focus on the ways that texts relate to and influence each other.

Unit 3 & 4
In these units you will:
• Focus on how the form of text contributes to the meaning of the text.
• Consider and explore the ideas and views of life presented in texts
• Focus on the ways writers construct their work and how meaning is created for and by the reader
• Focus on the imaginative techniques used for creating and recreating a literary work.
• Focus on how different readings of texts may reflect the views and values of both writer and reader.
• Focus on detailed scrutiny of the language, style, concerns and construction of texts.

In this subject you will:
• Analyse how meaning changes when the form of a text changes
• Interpret and evaluate the views and values of authors
• Complete and reflect on original creative pieces of writing
• Consider alternative viewpoints about texts
• Analyse, compare and comment on discuss specific passages from texts, considering how specific features and/or moments in the text contribute to overall interpretations

Assessment
Unit 1 and 2
• Completion of class work
• Satisfactory completion of all learning outcomes
• Graded assessment tasks
• End of semester exam

Unit 3 and 4
• Completion of class work
• Satisfactory completion of all learning outcomes
• School assessed coursework
• End of year external exam

Essential Equipment
• Set texts as shown on booklist

For more information contact Mrs Rigoni
Mathematics - Foundation (VCAL)

Units 1 & 2
This is intended to provide students with continuing mathematical development for those students not intending to continue with mathematics in Year 12. Foundation Mathematics does not provide a basis for any Year 12 Maths subjects.

In these units you will study:
- Space and shape
- Patterns in number
- Handling data/statistics
- Measurement and design

In this subject you will:
- Use mathematical skills and concepts from the areas of study of space and shape, patterns in number, handling data and measurement and design
- Apply and discuss basic mathematical procedures in contexts relating to familiar situations, personal work and study
- Select and use technology to apply mathematics to a range of practical contexts
- All units of work designed to reflect real world situations

Assessment
Unit 1
- Costing and planning i.e. overseas holidays
- Canteen survey
- Structured questions/worksheets
- Revision of basic maths skills, practice and activities
- Moving out of home assignments
- Completion of a practical ‘real world’ assignment
- Maths associated with health, diet and exercise activities
- Maths measurement renovating a property assessment

Essential Equipment
- Calculator

For more information contact Mr Ross

Mathematics – General / Further

Units 1 & 2
General Mathematics provides courses of study for diverse groups of students. This course mirrors the Further Mathematics course in preparation for Year 12. Some students will not study Mathematics beyond Year 11, while others will intend to study Further Mathematics Units 3 & 4. Students studying Mathematics Methods are advised to study General Mathematics Specialist if they intend to study Mathematics Methods Units 3 & 4 and/or Specialist Mathematics.

In these units you will study:
- Statistics
- Geometry and Trigonometry
- Matrices
- Recursion & Business Related Mathematics

In this subject you will:
- Define and explain key concepts in relation to the topics from statistics, relations and equations, geometry and trigonometry and matrices, recursion business related maths
- Demonstrate an ability to use a range of related mathematical routines and procedures
- Apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in the areas of study
- Use technology to produce results and carry out analysis in situations requiring problem-solving or investigative techniques in the areas of study
- A CAS Calculator TI-Nspire is required to pass the course.

Assessment

Unit 1
- Data analysis
- Structured questions
- Skills tests
- End of semester exam

Unit 2
- Problem solving assignment
- Structured questions
- Skills tests
- End of semester exam

Essential Equipment
- Textbook as shown on booklist
- Calculator - Texas Instruments TI ‘nspire Graphing Calculator CAS

For more information contact Mr O’Donnell or Ms Au.
Mathematics – General / Specialist

Units 1 & 2
Specialist Mathematics provides a course of study for students undertaking physical sciences, chemical sciences, biological sciences, engineering, health sciences, and mathematical or medical courses at tertiary institutions. Specialist Mathematics can only be taken with Mathematical Methods and combined are prerequisites for Specialist Mathematics 3 & 4. Students intending to study Mathematical Methods 3 & 4 only, are strongly advised to enrol in both Specialist Mathematics and Mathematical Methods 1 & 2. The areas of study for Units 1 & 2 of Specialist Mathematics are:

In these units you will study:
- Algebra and structure
- Arithmetic and number
- Discrete mathematics
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations and Statistics

For units 1 & 2, to suit a range of students entering the study and cover the four prescribed topics, content must be selected from the six areas of study using the following rules:

- for each unit, content covers four or more topics in their entirety, selected from at least three different areas of study
- each unit must include two of the prescribed topics: Number systems and recursion; Vectors in the plane; Geometry in the plane and proof; and Graphs of non-linear relations
- other topics can be selected from those included in the areas of study for Specialist Mathematics Units 1 & 2 and / or General Mathematics 1 & 2
- courses intended as preparation for study at the units 3 & 4 level should include selection of content from areas of study that provide a suitable background for these studies

content from an area of study provides a clear progression in knowledge and skills for Unit 1 & 2

In this subject you will:
- Define and explain key concepts in relation to the topics from data analysis, matrices and their applications, geometry and trigonometry, and networks and decision mathematics
- Demonstrate an ability to use a range of related mathematical procedures to solve routines application problems
- Apply mathematical processes in contexts related to the ‘applications’ areas of study and analyse and discuss these applications of mathematics
- Use technology to produce results and carry out analysis in situations requiring problem-solving or investigative techniques in the areas of study

Assessment

Unit 3
- Data analysis tasks
- Application tasks
- Analysis tasks
- Structured questions
- Skills tests
- School Based Assessment for VCAA

Unit 4
- Analysis tasks
- Structured questions
- Skills tests
- End of year exams
- School Based Assessment for VCAA

Essential Equipment
- Textbook as shown on booklist
- Calculator - Texas Instruments TI ‘nspire Graphing Calculator CAS

For more information contact Mr Trajkovic or Ms Au

Mathematics - Further

Units 3 & 4
Further Mathematics provides courses of study for diverse groups of students. Students needing mathematics to gain entry into less specialist courses at tertiary institutions should consider Further Mathematics.

In these units you will study:
- Data analysis - core material
- Recursion & Business related maths - core material
- Matrices and their applications
- Geometry and Trigonometry

In this subject you will:
- Define and explain key concepts in relation to the topics from data analysis, matrices and their applications, geometry and trigonometry, and networks and decision mathematics
- Demonstrate an ability to use a range of related mathematical procedures to solve routines application problems
- Apply mathematical processes in contexts related to the ‘applications’ areas of study and analyse and discuss these applications of mathematics
- Use technology to produce results and carry out analysis in situations requiring problem-solving or investigative techniques in the areas of study

Assessment

Unit 3
- Data analysis tasks
- Application tasks
- Analysis tasks
- Structured questions
- Skills tests
- School Based Assessment for VCAA

Unit 4
- Analysis tasks
- Structured questions
- Skills tests
- End of year exams
- School Based Assessment for VCAA

Essential Equipment
- Textbook as shown on booklist
- Calculator - Texas Instruments TI ‘nspire Graphing Calculator CAS

For more information contact Mr Trajkovic or Ms Au
Assessment
Unit 1 & 2
• Assignments
• Structured questions
• Problem solving tasks
• Tests
• Examinations
• Summary & Review notes

Essential Equipment
• Textbook as shown on booklist
• TI-nspire CX CAS Graphing calculator

For more information contact Mr Trajkovic or Mr Zorbas

Mathematics – Methods (CAS)

Units 1 & 2
Mathematical Methods is designed as a preparation for Mathematical Methods Units 3 & 4. Students considering physical sciences, chemical sciences, biological sciences, engineering, health sciences, teaching, mathematical or medical courses at tertiary institutions would be advised to study Mathematical Methods for Year 11 & 12. Students wishing to study Specialist Mathematics at Year 12 must study Mathematical Methods at Year 11 & 12 and Specialist Mathematics at Year 11.

In these units you will study:
• Functions and Graphs
• Algebra
• Calculus
• Probability and Statistics

Units 3 & 4
Mathematical Methods is designed for students considering physical sciences, chemical sciences, biological sciences, engineering, health sciences, teaching, mathematical or medical courses at tertiary institutions. Students wishing to study Specialist Mathematics at Year 12 must study Mathematical Methods at Year 12.

In these units you will study:
• Functions and Graphs
• Algebra
• Calculus
• Probability and Statistics

In this subject you will:
• Define and explain key concepts in relation to the topics from functions and graphs (such as power exponentials, logarithmic and circular functions, calculus and probability and statistics)
• Demonstrate an ability to use a range of related mathematical routines and procedures
• Apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in the areas of study
• Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques in the areas of study

Assessment
Unit 1 and 2
• Assignments
• Structured questions
• Skills tests
• End of semester exams
• Problem solving

Unit 3 and 4
• Application tasks
• Analysis tasks
• Structured questions
• Skills tests
• End of year exams
• School Based Assessment for VCAA

Essential Equipment
• Textbook as shown on booklist
• TI-nspire CX CAS Graphing calculator

For more information contact Mr Lorenti or Mr Zorbas and Ms Vassis
Mathematics - Specialist

Units 3 & 4
Specialist Mathematics is designed for students considering physical sciences, chemical sciences, biological sciences, engineering, health sciences, and mathematical or medical courses at tertiary institutions. Students wishing to study Specialist Mathematics at Year 12 must study Mathematical Methods at Year 12.

In these units you will study:
• Functions and Graphs
• Algebra
• Calculus
• Vectors
• Mechanics
• Probability and Statistics

In this subject you will:
• Define and explain key concepts in relation to the topics from coordinate geometry, algebra, calculus, statistics and vectors in two and three dimensions, mechanics and circular functions
• Demonstrate an ability to use a range of related mathematical routines and procedures
• Apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in the areas of study
• Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques in the areas of study

Assessment
Unit 3
• Analysis tasks
• Structured questions
• Skills tests
• School Based Assessment for VCAA

Unit 4
• Application tasks
• Structured questions
• Skills tests
• End of year exams
• School Based Assessment for VCAA

Essential Equipment
• Textbook as shown on booklist
• Calculator - Texas Instruments TI ‘Nspire Graphing Calculator CAS

VCE Music

At the end of Unit 2 students may choose either Performance or Investigation for Units 3&4

MUSIC PERFORMANCE

Unit 1 In this Unit you will
• Present performances of selected group and solo music works.
• Study the work of other performers and practise technical work.
• Develop skills in performing previously unseen music.
• Study aural, theory and analysis concepts to develop their musicianship skills.

Unit 2 In this unit you will:
• Build performance and musicianship skills.
• Present performances of selected group and solo music works using one or more instruments.
• Study the work of other performers and develop performance skills.
• Practise related technical work.
• Create an original composition or improvisation and play previously unseen music.

Unit3&4 In these Units you will:
• Select a program of group and solo works for performance from works by Australian artists.
• Develop instrumental and performance techniques to improve their performances.
• Develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis.
• Study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters.

Assessment
Unit 1 and 2
• Performance exam
• Research and technical exercises
• Music notation and theory, written and aural
• Music composition
• Aural and written exam

Unit 3 and 4
• Performance exam
• Research and technical exercises
• Music notation and theory, written and aural
• Music composition
• Aural and written exam

For more information contact Ms Wilson or Mr Bayley

For more information contact Mr. Trajkovic
Outdoor and Environmental Studies

Unit 1 Understanding Nature
In this unit you will:
• Examine the way in which humans understand and relate to nature in the context of outdoor environments
• Focus on human-nature relationships, different understanding of nature and different types of outdoor environments

Unit 2 Environmental Impacts
In this unit you will:
• Focus on human related impact on natural environments at local, regional and state level
• Analyse historical and contemporary human conceptions of nature and human interaction with nature, including nature’s impact on humans
• Examine the ecological, social and economic implications of human impact on the environment
• Evaluate state and local conservation policies and environmental legislation
• Participate in practical experiences designed to further understanding of the above

Unit 3 & 4 Relationships with Natural Environments
The Future of Human – Nature Interactions
In these units you will:
• Consider the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia
• Examine the impact of those relationships on the outdoor environment
• Focus on the conservation and use of natural environment
• Examine the capacity of the natural environment to support the future needs of the world’s human population
• Participate in practical experiences designed to further understanding of the above topic areas

Assessment
Unit 1 and 2
• Written tasks
• Research project
• Contact hours
• Exam

Unit 3 and 4
• End of year exam
• Case study
• Oral presentation
• Data analysis and evaluation
• A multimedia presentation
• Written analysis and evaluation
• A test

Essential Equipment
• As shown on booklist

Physical Education

Unit 1: The Human Body in Motion
In this unit you will:
• Explore how the musculoskeletal and cardiorespiratory systems work together to produce movement
• Explore the relationship between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity
• Explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity
• Learn about the implications of the use of legal and illegal practices to improve performance, and strategies involved in minimizing the risk of illness and injury

Unit 2: Physical Activity, Sport and Society
In this unit you will:
• Through practical activities, explore different types of physical activity promoted in their own and different population groups
• Investigate how participation in physical activity varies across the lifespan, and the range of factors that influence and facilitate participation in regular physical activity
• Examine the perceived enablers of and barriers to physical activity and the ways in which the opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts
• Investigate individual and population-based consequences of physical inactivity and sedentary behaviour

Unit 3 Physiological and Participatory Perspectives of Physical Activity
In these units you will:
• Analyse individual and community levels of participation in physical activity
• Evaluate strategies that promote National Physical Activity Guidelines
• Analyse the role and contribution of energy systems during physical activity

Unit 4 Enhancing Physical Performance
In these units you will:
• Plan and evaluate training programs to enhance physical fitness
• Evaluate practices and strategies to enhance performance

Assessment
Unit 1 and 2
• Practical activities
• Laboratory activities
• Written reports
• Oral presentations
• Tests
• Unit exams

Unit 3 and 4
• Practical activities
• Laboratory reports
• Written reports
• Oral presentations
• Tests
• Case study
• End of year exam

Essential Equipment
• Textbook as shown on booklist

For more information contact Mr Forbes
Ideas in physics are dynamic. Students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world.

**Unit 1 & 2**
Students investigate 4 core areas of study. Each of these areas is explored through the following key questions:

- How can thermal effects be explained?
- How do electric circuits work?
- What is matter and how is it formed?
- How can motion be described and explained?

In Unit 1, students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter. Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

In Unit 2, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students observe motion and explore the effects of balanced and unbalanced forces on motion. They analyse motion using concepts of energy, including energy transfers and transformations. They describe and analyse graphically, numerically and algebraically the motion of an object, using specific physics terminology and conventions.

In addition to the above areas of study, students investigate **ONE** area of study from astrobiology, astrophysics, bioelectricity, AC to DC conversion, flight, nuclear energy, medical physics, particle accelerators, optics and sound.

**Practical Investigation**
Students design and undertake investigations involving at least one independent, continuous variable. A student-designed practical investigation relates to content drawn from one area of studies.

**Unit 3 & 4**
Students investigate 5 core areas of study. Each of these areas is explored through the following key questions:

- How do things move without contact?
- How are fields used to move electrical energy?
- How fast can things go?
- How can waves explain the behaviour of light?
- How are light and matter similar?

In Unit 3, students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton’s laws to investigate motion in one and two dimensions, and are introduced to Einstein’s theories to explain the motion of very fast objects.

In Unit 4, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter.

**Practical Investigation**
Students design and undertake investigations involving at least two continuous independent variables. A student-designed practical investigation relates to content drawn from one of the 5 core areas of study.

**Assessment Units 1-4**
Tasks for assessment in Units 1-4 may be selected from the following:

- data analysis
- a report of a selected physics phenomenon
- a media response
- a summary report of selected practical investigations
- a test comprising multiple choice and/or short answer and/or extended response.

**Essential Equipment**

- Textbook as shown on booklist
- Scientific calculator

For more information contact Ms Vassis or Mr Lorenti
Product Design

Students will be designing and producing unique pieces of work.

Unit 1
In this unit you will:
• Learn about the methods used by a designer to identify and explore a design need or problem
• Redesign an existing product
• Learn how to use a range of communication and drawing techniques, including three dimensional models
• Generate and develop a range of design options, using creative and critical design thinking methods, as a part of a working portfolio
• Produce a final product and compare this to developed design plans

Unit 2
In this unit you will:
• Work collaboratively as a member of a design team to develop design options and production planning in response to a design brief
• Generate and develop a range of design options for a product range based on a common theme or a group product with component parts
• Justify, manage and use appropriate production methods to make a product
• Evaluate the processes and materials used, and the suitability of a product against the design brief

Units 3 and 4
In this unit you will:
• Learn how to apply the Product design process
• Learn about the designer, client and/or end-user in product development.
• Learn about product development in industry - the types and roles of manufacturing industry sectors
• Learn how to design for others, including the use a range of visualisations, drawing and communication methods.
• Learn about Product development and evaluation
• Learn about the process of product analysis and comparison using qualitative and quantitative methods of evaluation.
• Manufacture a specific product for a client
• Evaluate the design, manufacture and effectiveness of their manufactured product.

Assessment
Units 1 - 4
• Written reports
• A design portfolio
• A manufactured product
• Exam

Essential Equipment
• Textbook
• Portfolio Folder
• A4 Plastic Binder Folder
• Exercise book
• A range of pencils including, HB Pencils, 2B and 6B
• Fine liners

For more information contact Mrs Law
Psychology

Unit 1
In this unit students will:
• Learn about the structure and function of the brain
• Discover the history of our understanding of the brain
• Develop their understanding of the neuron and its function
• Understand how the brain changes as we develop and if we experience brain trauma
• Investigate the relationship between nature and nurture
• Study attachment, cognitive development and psychosocial development across the lifespan
• Research a psychological topic of their choice and report their findings

Unit 2
In this unit students will:
• Investigate the difference between sensation and perception
• Use taste and vision to inform their understanding of human sensory systems
• Learn how biological, psychological and social factors influence perception
• Look at how attitudes are formed and expressed
• Understand how attitudes and stereotypes can lead to prejudice and discrimination
• Investigate how social factors such as status and power can influence people’s behaviour
• Conduct their own research investigation into a topic of their choice

Unit 3 & 4
In these units students will:
• Study the functioning of the nervous system.
• Investigate ‘stress’ as an example of a psychobiological process.
• Explore the neural basis of learning and memory.
• Use models to explain learning.
• Investigate the process of memory and the reliability of memory.
• Learn about the nature of consciousness.
• Study the importance of sleep and the relationship between sleep and wellbeing.
• Explore the effects of sleep disturbances and possible treatments.
• Discover the current definition mental health.
• Explore the factors that contribute to the development and progression of mental health disorders.
• Learn about the biopsychosocial approach as a scientific model and apply this approach to explain a specific phobia.
• Investigate factors that influence and maintain mental wellbeing.
• Design and undertake a practical investigation related to mental processes and psychological functioning.

Assessment
Unit 1 and 2
• Practical activities
• Research reports
• Media responses
• Visual presentations
• Outcome tests
• Unit examinations

Unit 3 and 4
• Research investigations
• Evaluations of research
• Media review/responses
• Scientific posters
• Outcome tests
• End of year exam

Essential Equipment
• A textbook and accompanying work book as shown on the booklist.

For more information contact Unit 1 & 2: Mrs Hutchings
Unit 3 & 4: Mrs Barker
Studio Arts

Studio Art is for students who have done one or more of the following:
• Photography
• Painting & Drawing
• 3D Art

NB: Which Focus runs will depend on student numbers and they may be combined.

Unit 1  Inspiration and Techniques
In this unit you will:
• Source ideas and inspiration
• Use a variety of materials and techniques to produce artworks
• Discuss how artists from different times and cultures have produced artworks
• Maintain a visual diary displaying sources of inspiration and the development of ideas

Unit 2  Design Exploration and Concepts
In this unit you will:
• Develop an individual design process to create a number of artworks
• Discuss how different artists create aesthetic qualities, communicate ideas and develop styles
• Maintain a visual diary displaying sources of inspiration and the development of ideas

Unit 3 & 4  Studio Production and Professional Practices

Unit 3:
• Development of an exploration proposal that creates a framework for the individual design process.
• Individual design process that investigates forms, subject matter, sources of inspiration and art forms through the development of ideas, materials and techniques and aesthetic qualities.
• Present individual design process that produces a range of potential directions that reflect the concepts and ideas presented in the explanation proposal
• Discussion of Art practices and analysis of how the artist develop their styles.

Unit 4:
• Cohesive folio of finished artwork based on potential directions.
• Written focus, reflection and evolution document
• Analysis of requirements and conditions of environments where artworks are presented.

Assessment
Unit 1 and 2
• Visual Diary
• Folio
• End of unit exam
• Short and extended written responses

Unit 3 and 4
• Exploration proposal
• Design process
• Folio
• Focus reflection and evaluation
• Short and extended written responses
• End of year exam

Essential Equipment
• Textbook as shown on booklist

For more information contact Ms Wilson or Ms Dellal
Unit 1: Introduction to Mechanical Systems

VCE Systems Engineering involves the design, creation, operation and evaluation of integrated systems, Cars, Robots, Planes, Rockets, Computer driven vehicles, Micro robots. This unit focuses on engineering fundamentals and underlying principles of mechanical devices. It contains fundamental physics and theoretical understanding of mechanical systems (cars/Boats/robots) and how they work, the main focus is on construction. The construction process draws heavily upon design and innovation.

Outcome 1
Fundamentals of Mechanical System Design
• Students learn about the fundamental mechanical engineering and the components and parts required to produce an operational system
• Students learn the fundamental principles of how mechanisms and simple mechanical systems provide movement for transport and how each part of a system interact to create a whole model
• Students are introduced to Engineering Process and commence researching, designing, planning and modelling a functional (operational) mechanical or electro-mechanical system
• Students consider relevant factors that influence the design, planning, production of their model

Outcome 2
Producing and Evaluating Mechanical Systems
• In this area of study students produce, test, diagnose and evaluate functional mechanical systems
• Students use a range of materials, tools, equipment, machines and components and manage identified risks while producing their system designed in Area of Study 1
• They use appropriate equipment to test the system and diagnose its performance, making necessary modifications and adjustments
• They record progress and evaluate the integrated system and their use of the engineering Process

Unit 2: Introduction to Electro-Technology Systems

Outcome 1
Fundamentals of Electro-Technology System Design
• In this area of study students focus on electro technology engineering principles
• Students develop understanding of commonly used components, their physical appearance, and how they can be represented in schematic circuit diagrams and in circuit simulation software
• Students commence researching, designing, planning and modelling an operational electro-technology system that may incorporate some mechanical components
• They describe the factors that will influence the design, planning, production and use of the system

Outcome 2
Producing and Evaluating Electro-Technology Systems
• In this area of study students produce, test, diagnose and evaluate functional electro-technology systems
• Students use a range of materials, tools, equipment, machines and components and manage identified risks while producing their system designed in Area of Study 1
• They use appropriate equipment to test the system and diagnose its performance, making necessary modifications and adjustments
• They record progress and evaluate the integrated system and their use of the engineering Process

Assessment
Unit 1 and 2
• Documentation of the Systems Engineering Process using one or more of:
  – Multimedia presentation
  – Folio
  – Brochure
  – Poster
  – Report
• Production work
• Practical demonstrations
• Test
• Oral presentation.
Theatre Studies

Unit One – Pre-Modern Era Theatre
This unit will focus on:
• Exploring play scripts from the pre-modern era of theatre.
• Applying acting and other stagecraft in interpreting/presenting plays from pre-modern eras
• Analysis of a professional performance from a pre modern era.

Unit Two – Modern Theatre
This unit will focus on:
• Investigating the influences of theatrical styles from the modern era.
• Application of stagecraft and determine its impact on audiences when interpreting plays.
• Analysis and evaluation of a professional performance from the modern era.

Unit Three – Production Process
This unit will focus on:
• Interpreting play/s through production planning, development, season and evaluation.
• Selecting two areas of stagecraft to realise the production of a play script.
• Apply stagecraft skills on selected excerpts
• Attend a professional performance, analyse and evaluate its interpretation from the text.

Unit Four – Monologue Interpretation
This unit will focus on:
• Developing a theatrical brief that presents an interpretation of a scene and the monologue in that scene
• construct a framing statement to support stagecraft choices
• Analysing and evaluating the acting in a production selected from the prescribed playlist.

Assessment
Unit 1 and 2
• Analytical exercises, oral presentations, multimedia presentations, visual reports
• Interpretation and performance of play scripts from pre modern and modern eras
• Tests, Essays
• End of semester exams

Unit 3 and 4
• School assessed coursework
• End of year written examination
• End of year performance examination

For more information contact Ms Rossini or Ms Wilson

Visual Communication Design

Unit 1
In this unit you will:
• Have an introduction to the skills of two-dimensional and three-dimensional drawing and presentation
• Select and apply a range of media including markers, pencils and pastels and computers
• Produce final graphic drawings including rendered pictures of product designs and graphic designs.
• Describe visual communication in terms of their social and cultural settings

Unit 2
In this unit you will:
• Be introduced to the design process and its use in producing graphic designs, product designs and architectural designs
• Learn to produce visual displays for various audiences
• Learn how to manage and manipulate type

Unit 3 & 4
In these units you will:
• Research and practice skills in communication, industrial and environmental design
• Develop knowledge and skills in the use of the design process
• Produce a design brief to design visual communications to an audience
• Use drawing to develop ideas and to refine final designs
• Solve the design brief using the design process, generating ideas, developing concepts and producing final designs
• Examine how final designs can incorporate logos, magazine covers, architectural plans and packaging
• Describe the roles and relationships between the clients, designers and specialists

In this subject you will:
• Prepare and present many drawings and designs
• See how final designs can take on the forms including logo designs, package designs, advertisements, architectural and environmental drawings and product design presentations
• Increase the skills in two-dimensional and three-dimensional drawing, rendering, computer graphics and sketching
• Learn how design has influenced society

Assessment
Unit 1 and 2
• Work requirements of drawing, rendering and computer work including design project
• Design folio
• Logo design
• Poster
• Advertisement
• Architectural plan
• Product redesign
• End of semester exam

Unit 3 and 4
• Design folio of drawings and use of design process
• Studies in the roles of professional designers and the design process
• A design project that focuses on visual, environmental and industrial design
• End of year external exam

For more information contact Ms Wilson or Mr Baker
A culture of pride and respect.