



# Reservoir High

Year 10, 11 & 12  
HANDBOOK 2024

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Diversity • Excellence • Success

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# Introduction

## 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 Victorian Curriculum program as well as the Victorian Certificate of Education (VCE) Units 1 to 4, VET (Vocational Education and Training) units and Victorian Certificate of Education Vocational Major Stream (VCE VM).

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 Teachers 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](http://www.vtac.edu.au)

[www.vcaa.edu.au](http://www.vcaa.edu.au)

[www.myfuture.edu.au](http://www.myfuture.edu.au)

[www.imvc.com.au](http://www.imvc.com.au)

[www.youthcentral.com](http://www.youthcentral.com)

[www.ceav.org.au](http://www.ceav.org.au)

[www.jobguide.deewr.gov.au](http://www.jobguide.deewr.gov.au)

[www.inllen.org.au/career-and-pathway-support](http://www.inllen.org.au/career-and-pathway-support)

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, not if a Year 10 student is studying a VCE subject
- 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 and Year 10 studying a VCE subject)

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.

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 Compass.

## Parent Contact and Reporting

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

## 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  
2024**

Year 10 students will study a total of 12 units. Each unit is 4 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. It is the expectation at Reservoir High that Year 10 SEAL students include two VCE Unit 1 & 2 in their program.

The Year 10 program is:

### Core Subjects

English (Semester 1 & 2 ) or EAL	2 units
Mathematics (Semester 1 & 2 )	2 units
Humanities (Semester 1 only)	1 unit
Elective Units (1 Semester length and may include VCE Unit 1 & 2)	7 units
<b>Total</b>	<b>12 units</b>

## Core Units

These are units which all students **must** complete. They include 2 units of English or EAL, 2 units of Mathematics and 1 unit of Humanities. 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, Health, Physical Education, Food Technology, Language, Science, Information Technology, English, Humanities and Materials and/or Systems Technology.

## Select Entry Course

### Year 10 Vocational Pathway

This course is specially designed for students who may wish to follow a vocational pathway into VCE. It will build foundation literacy and numeracy skills and opportunities for vocational experience and training.

Students will complete:

- Numeracy (full year)
- Literacy (full year)
- VET - Internal or External Vocational Education Training Subject (full year)
- 3 Electives (per semester)

Entry into this course is not automatic and the number of enrolments is capped. Students will be selected on the basis of the following criteria:

1. Teacher recommendations
2. Student interest and readiness
3. Past academic performance
4. Student interview

If students wish to go from a pathway into a VCE stream then it will be considered on a case by case basis.

**Please note:** In order to do VCE VM in Year 11 and 12, you need to complete the Year 10 Vocational Pathway course. If a student wishes to move from vocational pathway into mainstream VCE, then it will happen case by case.

Students may also elect to start to complete a School Based Apprenticeship and Traineeship (SBAT) – for more information please refer to the VCE VM section of this handbook.

## VCE Academic Access

Year 10 students are encouraged to undertake a unit 1 & 2 subject. However entry into a VCE unit is not automatic.

In order for this to occur Year 10 students will be required to provide an application to an Academic Review Panel consisting of:

- The Sub-school Leader
- Year Level Coordinator

where they will be asked to provide evidence as to why they should be allowed to undertake accelerated VCE studies. Student reports as well as the application will be reviewed to determine the readiness of students to do so. Interviews will also occur as required. These students will be regularly monitored by the Coordinators via feedback from staff to ensure that they are capable as the year progresses.



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 can submit an expression of interest in selecting a VCE subjects when they fill in their Subject Selection form.

## Assessment

All Year 10 students will complete end of semester exams and receive a grade ( A+ to UG ) on their report for the assessment items listed with the subject descriptors.

## 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

## 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.

## 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.

## Subject specific requirements

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

Year 11	Year 10
Maths Methods	It is strongly recommended that you receive 75% or higher on the semester one mathematics exam and that you receive a teacher recommendation
Specialist Maths	It is strongly recommended that you receive 75% or higher on the semester one mathematics exam and that you receive a teacher recommendation
General Maths	It is strongly recommended that you receive 50% or higher on the semester one mathematics exam and that you receive a teacher recommendation
Biology Psychology	It is <b>strongly recommended</b> that you satisfactorily complete <b>at least</b> one science elective. Preference will be given to students who have completed at least one of the Biology and Psychology electives.
Chemistry Physics	It is <b>strongly recommended</b> that you satisfactorily complete: <ul style="list-style-type: none"><li>• Chemistry in Action elective if you are planning to do Chemistry and</li><li>• Physics: Unlocking the Universe elective if you are planning to do Physics and at least one other science elective.</li></ul> Preference will be given to students who have satisfactorily completed Chemistry in Action for VCE Chemistry and Unlocking the Universe for VCE Physics.

## Year 10 Elective Units Offered

<b>The Arts</b>	Visual Communication Design 2D Art Photography 3D Art Dance Drama Music				
<b>Health and P.E.</b>	Soccer Development Hands on Health Outdoor Education Health and Personal Fitness Physical and Sport Education				
<b>Technology Studies</b>	Just Desserts: How To Become A Great Pastry Chef Future Foods Product Design: Jewellery Focus Fashion Design Digital Technologies Product Design and Technology: Furniture Focus Systems: Making Things Move				
<b>Language Studies</b>	Italian Chinese Culture and Society				
<b>Science</b>	Chemicals in action Psychology Human Biology and Disease Physics: Unlocking the Universe				
<b>Humanities</b>	Be Your Own Boss The Law and You Global Studies Deadly Stories				
<b>English</b>	Literature Film Studies				
<b>Mathematics</b>	<table border="0"> <thead> <tr> <th><b>Semester 1</b></th> <th><b>Semester 2</b></th> </tr> </thead> <tbody> <tr> <td>Core Maths</td> <td>Maths Methods Preparation General Maths Preparation</td> </tr> </tbody> </table>	<b>Semester 1</b>	<b>Semester 2</b>	Core Maths	Maths Methods Preparation General Maths Preparation
<b>Semester 1</b>	<b>Semester 2</b>				
Core Maths	Maths Methods Preparation General Maths Preparation				
<b>VCE Access</b>	<p>Students have access to all VCE Units 1 &amp; 2 except the following:</p> <ul style="list-style-type: none"> <li>Chemistry Units 1-4</li> <li>English &amp; EAL Units 1 – 4</li> <li>Informatics Units 3 &amp; 4</li> <li>Literature Units 1 – 4</li> <li>Specialist Mathematics Units 3 &amp; 4</li> </ul> <p>For more VCE access information and entry requirements refer to page 5</p>				

Year 10 Extended Investigation

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

# Year 10 Elective Descriptions

## The Arts

### Visual Communication 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. A laptop with the School's recommended specifications to support the high-processing demands of Adobe Photoshop is essential for this subject

Assessment

Elements and Principals Illustration  
Famous Designers written evaluation Book Cover  
Examination

Extra-Curricular Items and Activities \$60

### 2D Art

Students develop skills in drawing, painting, spray paint, collage, digital art and mixed media. Topics and themes investigated may include street art, life/death and symbolism, landscape painting, portraiture/identity and emotions. Students lead their own creative inquiry on these topics and document the process in their visual diary before making final artworks. Each topic studied includes written activities which examine the work of specific artists, art movements and their historical and cultural backgrounds.

Assessment Visual diary activities  
Folio of artworks Examination  
Written tasks Extra-Curricular Items and Activities \$50

### Photography

Students learn about photography as an art form. They will study and analyse the creation of images and art through different photographic techniques. Students use digital cameras and conduct photoshoots. They develop IT skills including file formats, file management and manipulating photos and images using Adobe Photoshop. The course includes indoor and outdoor photoshoots, art analysis, research into famous photographers, Photoshop activities including Magazine design, and research of famous photographers. A laptop with the School's recommended specifications to support the high-processing demands of Adobe Photoshop is essential for this subject.

Assessment Photoshopped magazine cover and image manipulation  
Photoshoots Research and analysis of photographs/photographers

Using a DSLR camera  
Examination Extra-Curricular Items and Activities \$50

### 3D Art (Sculpture)

Students develop skills in making sculpture with a strong focus on working with different types of clay. Other art forms may include papier mache and mixed media. Topics and themes investigated include Dreams and Nightmares, Masks and Magic, and World Issues. Students lead their own creative inquiry on these topics and document the process in their visual diary before making final artworks.

Each topic studied includes written activities which examine the work of specific artists, art movements and their historical and cultural backgrounds.

Assessment  
Folio of artworks Visual diary activities  
Written task Examination

Extra-Curricular Items and Activities \$50

### Dance

Students will develop a range of physical skills, including; flexibility, strength and coordination, over the course of several practical lessons. They will be involved in learning and creating dance routines, and preparing for performances. Students will learn different styles of dance to deepen their knowledge and dance technique.

Assessment  
Written Analysis Learnt Dance Work  
Own Choreography & Report Dancers Body Assignment  
Examination

Extra-Curricular Items and Activities \$30

### Drama

Drama helps students build confidence through group work, brainstorming of ideas and collaborative problem solving. They engage in small and large groups, explore themes through improvisation, script writing as well as developing creative ideas for performances. Students explore emotions via actions and reactions, communicate meaning through expressive skills such as voice, movement and gesture. Technical skills related to theatrical productions are also explored by experimenting with space, character development and analysis, design elements such as sets, props, costumes, lighting etc. Students investigate different theatrical styles, write scripts, read and interpret original texts. They also view, analyse and evaluate professional or amateur performances, and also take part in the performing arts nights.

Assessment  
Written research assignment Script writing  
Performance to a selected audience  
Analysis and evaluation of a (professional) performance  
Examination Extra-Curricular Items and Activities \$30

### Music

In music students get the opportunity to continue to learn a variety of different instruments such as guitar, piano, voice, cello, violin, trumpet, saxophone and flute. Students will further develop their skills in reading music notation and ear training. Music technology is also used to record and edit performances. In addition to classroom activities, students also have access to the opportunity to have instrumental lessons in their chosen instrument (extra charge).

Assessment  
Practical Exercises Theory Test  
Performance to an audience Examination  
Written analysis on Music appreciation

Extra-Curricular Items and Activities \$40

## 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

Design Task      Investigation Task  
Digital Test      Practical  
Examination

Extra-Curricular Items and Activities \$25

### Hands on Health

Hands on Health is a relatively new elective informing students on the latest National and Global 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 of making healthy, informed food choices as well as exploring the impacts of poor food choices on the health and wellbeing of individuals and groups.

#### Assessment

CAT 1: Nutrition and Exercise – Presentation Task  
CAT 2: Mental Health – Research Task  
CAT 3: Sexual Advice Column – Written Response  
CAT 4: Health Dimensions – Online Test

### Health and Personal Fitness

This elective is for students who want the opportunity to participate in a range of sports and lifestyle activities to increase participation in low to moderate intensity physical activity and improve nutrition for lifelong benefits. Activities will depend on student interests however, they could include various activities like aerobics, walking, rollerblading, yoga, etc. They will also learn about issues relating to health and fitness, with emphasis on mental health and wellbeing, nutrition, sexuality and discrimination in sport. Some parts of this course will have additional excursion costs.

#### Assessment

CAT 1: Body Systems – Test  
CAT 2: Discrimination in Sport – Investigation  
CAT 3: Invasion Games – Practical  
CAT 4: Health in Australia – Written

Extra-Curricular Items and Activities \$30

### 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

CAT 1: National Parks – Research Task  
CAT 2: Climate Change – Research Analysis  
CAT 3: Participation – Practical  
CAT 4: Outdoor Activities – Journal  
Extra-Curricular Items and Activities \$200

### Physical and Sport Education

This elective is designed for students to enhance their ability to participate in a wide variety of moderate to high intensity sports or specialize in activities of interest such as weight training, as a way of further improving skill level, fitness and sporting tactics. Key issues such as codes of conduct, teamwork, drugs in sport and leadership will be a key focus. Theoretical content will cover the body systems, fitness components and injury prevention, whilst students learnt to plan training sessions and gain coaching experience.

#### Assessment

CAT 1: Circuit and Continuous Training – Analysis  
CAT 2: Advanced Body and Energy Systems – Test  
CAT 3: What's the Cause? – Data Analysis  
CAT 4: Participation – Practical

Extra-Curricular Items and Activities \$30



## Technology Studies

### Just Desserts

The Just Desserts elective focuses on all that is sweet and delicious. Students will spend one lesson a week producing a range of complex and interesting desserts, pastries and sweet treats. Students will learn industry practical techniques and how to modify some desserts standards and make them appealing to suit a range of dietary requirements. The skills and knowledge taught in this course lead into year 11 Food Studies as students investigate the science of food and evaluate the reactions that take place when you cook and prepare desserts. Students learn about chocolate production from bean to bar and the ethics of cocoa bean harvesting. Students are given the opportunity to design their own dessert to produce in a practical lesson.

#### Assessment

Dietary Investigation                      Food Science  
Dessert Design and Production      Sensory Evaluations

Extra-Curricular Items and Activities \$50

### Future Foods

Are you curious about how we will feed 10 billion people on the planet by 2050? Will technology save the planet from the negative environmental impacts of agriculture or will we return to slow food and traditional farming techniques and permaculture? How will our diets look in the future? Do pesticides give you cancer? Why is everyone gluten-free these days? This elective seeks to answer all of these questions and explores the future of food and food technology including alternative foods such as insects, plant based meat alternatives and lab-grown meat.

Future Foods allows students to investigate how our current food system and seek the answers to the questions of tomorrow.

This elective is an excellent platform into VCE Food Studies Study Design.

#### Assessment

Future Foods Investigation  
Dish Design and Production  
Product Testing Evaluations  
Food Preparation Techniques



### Product Design: Jewellery Focus

In this Year 10 Product Design course students will learn to think creatively to solve design problems, develop their drawing skills and learn new practical skills in a move towards VCE Product Design. They will learn a range of skills and techniques used in the production of costume and fine jewellery. Students will learn about the design factors that influence commercially available products and learn how to source and use research to creatively design and develop unique pieces of jewellery. They will gain an understanding of ethical sourcing and use of materials and how sustainable and ethical, design, manufacturing and consumer choice can make an impact. Through the investigation of materials and techniques students will learn about their properties and develop the skills needed to manufacture their own designs. Specialist tools and equipment will be used to produce unique, one off and batch produced pieces of jewellery. Students will work with 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.

#### Assessment

Portfolio  
Monogram Production  
Design Journal  
Ethical design and Methods of Manufacture Report  
Examination

Extra-Curricular Items and Activities \$50

For more information contact Ms.Law

### Fashion Design

In the year 10 Fashion Design course students move another step closer to VCE, developing their practical skills and skills in design with a focus on ethics and sustainability. Students will develop their sewing machine skills, learn various embellishment techniques, design and produce items of clothing and accessories. In the theory side of the course students explore the future of fashion and research new and emerging sustainable fashion ideas like upcycling. Students will develop a portfolio of ideas and influences as they work towards developing a style unique to themselves.

#### Assessment:

Portfolio  
Design Brief  
Sustainable Fashion  
Upcycled Outfit

Extra-Curricular Items and Activities \$30

## Product Design and Technology: Furniture Focus

In this Year 10 Product Design course students will learn to think creatively to solve design problems, develop their drawing skills and learn new practical skills in a move towards VCE Product Design. Using contemporary design as inspiration students will work as a designer/ maker to develop a design portfolio and a prototype of a furniture product out of two or more materials. Students will learn about the factors that influence commercially available products and gain an understanding of ethical sourcing and use of materials and the impact of Sustainability in Design. They will learn a range of drawing techniques and develop these to visually communicate design ideas and develop them into technically drawn plans. They will develop their practical skills and use a range of, tools, machinery, processes and techniques to safely manufacture/ produce a prototype of the product designed in their portfolio.

### Assessment

Design Brief	Design Portfolio
Furniture Prototype	Product Analysis
Examination	

Extra-Curricular Items and Activities \$50

For more information contact Ms Law

## 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
- 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.

### Assessment

3D Modelling  
Physical Computing  
Programming

Databases  
Examination

## Systems - Making Things Move

Systems engineering making things move are programmable models that explore Design options for Prototype vehicles designed by students. It is a basic study of Mechanisms and Integrated Circuitry that enable the student to design and build a moving vehicle. Whether that be in the form of a Fairground ride, a light house, a model car or other electromechanical device.

This course includes Electronic circuitry, Microprocessors, Gearing mechanisms and could include coding in Arduino.

Assessment will include the production of a Model and Folio, Theory that covers the Engineering Process and Principles as well as end of Semester Exam.

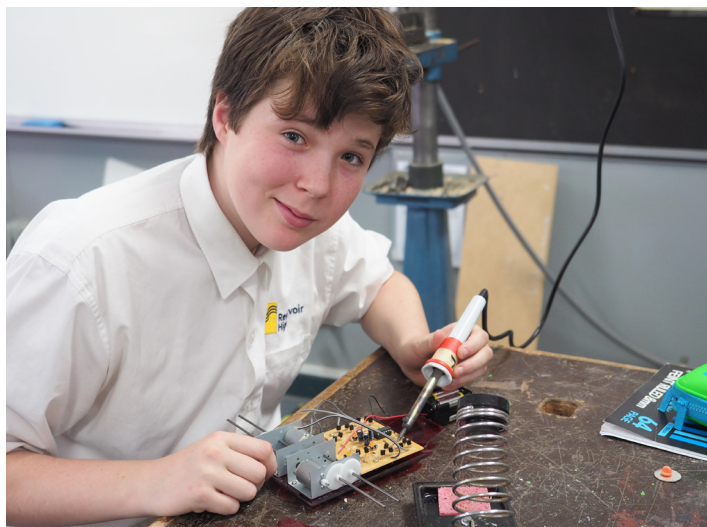
This is a preparation subject for VCE Systems Engineering.

### Assessment

Research Booklet	Design Brief
Wombat Design	Wombat Production
Examination	

Extra-Curricular Items and Activities \$50 For more

information contact Ms Law or Mr Brewer



## Language Study

### Italian

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 and an understanding of the language and culture. Some of the out of class activities students may experience include excursions to Lygon Street, restaurant visit, cooking classes, Yr. 9 University of Melbourne Italian Poetry competition, drama competitions, film viewings, etc.

A range of topics including: family, environment / climate change, technologies/ social media, animals, relationships may be explored via short texts, poems, scenarios, role plays, comprehension exercises, listening tasks, film studies and cultural assignments.

This subject is designed as a pathway to the VCE subject Italian.

Assessment  
Writing Task                      Cultural Task  
Speaking Task                    Examination  
Listening and  
Responding Task                Extra-Curricular Items and Activities \$40

### Chinese Culture and Society

Chinese is a living language in the Australia community and thereby offers many opportunities for authentic emersion. Asian cultures are widely represented in modern Australian life. This subject will explore aspects of Chinese and some other Asian cultures.

Students will focus on gaining an understanding of Asian culture as well an understanding of the Chinese language. Some of the out of class activities students may experience include excursions to China Town, restaurant visit, cooking classes, Chinese art and crafts, film viewings, Victorian Chinese Reading Competition, etc.

A range of topics including: School life and Education, Asian Mythologies and Legends, Social Etiquette and Business Relationships, Technologies/ Social Media, The Environment / Climate Change, Relationships , may be explored via short texts, poems, scenarios, role plays, comprehension exercises, listening tasks and cultural assignments.

This subject is designed as a pathway to the VCE subject Chinese Language, Culture and Society (Specifically for Non-Chinese background students).

Assessment  
Writing Task                      Cultural Task  
Speaking Task                    Examination  
Listening and  
Responding Task                Extra-Curricular Items and Activities \$40

## Science

### Physics: Unlocking the Universe

This elective focuses on our understanding of the Universe and the physical world we live in.

Questions that fuel physics:

We are told the World spins - what physics proves this to be true? Why don't we fall off this spinning world? Does this constant turning affect light intensity that enters our atmosphere? When we jump, why do we tend to return to the Earth's surface? We send planes into the air, but ever wonder what keeps them up there? What is the link between force, mass, gravity and acceleration? What is electricity and in what ways can we use it? All of these questions are answered through Physics: by Unlocking the Universe.

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

Assessment  
Practical Assessment                      Test  
Responses To Short & Extended Questions  
Research Project                              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?
- With a focus on COVID-19, 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  
Interactive Poster                      Oral Presentation  
Test    Research Project  
Responses To Short & Extended Questions  
Examination

## Year 10 Extended Investigation

Extended Investigations gives students the opportunity to select and conduct their own research project. The study is driven by you, the student, and focuses on learning and refining skills that support all other subjects.

In Extended Investigations you are able to research any area you are interested in and take control and direction of your own learning.

You will learn essential skills including:

- Critical thinking
- Research skills
- Academic writing
- Time management
- Note taking
- Reading for meaning

Across the semester you will develop an Extended Investigation (research project) on a topic of your choice. It's basically a "Choose your own Adventure!"

Assessment

Written Rationale	Written Research Plan
Critical Thinking Test	Written Report Poster



## Chemistry

This elective will focus on atoms that make up the Universe and how they react together. You will develop an understanding of how atoms bond to form different materials and how the bonding type influences the properties of the materials. Some of the questions we will investigate are as follows:

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? How do atoms come together to create matter? How can the rates of reactions be controlled? Why do atoms chemicals react at all? How can we use chemistry to create positive changes for society?

Chemistry is a mixture of theoretical study and experimental work. You must be prepared to work hard to get the most out of this subject. Chemistry 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	Test
Responses To Short & Extended Questions	
Research Project	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.

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?

### Assessment

Two Common Assessment Tasks will be selected from the following:

Practical activity	Test
Presentation	Examination
Media Response	

## The Law and You

This subject will explore legal issues relating to young people. It will provide a 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

Research assignment      Oral presentation  
 Criminal & Civil law newspaper article task  
 Court hierarchy test

Excursion - \$10

## Be Your Own Boss

Within 'Be Your Own Boss', students will explore the nature of Business Management, Accounting and Finance, evaluate the alternatives to small business ownership and describe various forms of business ownership. Students will investigate the cause and effect of transactions in small businesses and understand how the financial position of a business can impact the decision making processes. Students will analyse the ways in which the financial performance of a business can be impacted by internal and external influences and how budgeting can increase the ability of an organisation to achieve its goals and objectives. Finally, students will understand how to record transactions of businesses and create reports that are useful for decision making from a business and personal perspective. Students will have an opportunity to apply this knowledge through a practical business activity of running their own short term business.

Some of the areas we will cover are:

- How to start up your own business
- Different types of business ownership
- Responsible sourcing of resources
- Handling finance of a business
- Balance sheets and budgeting for business

### Assessment

Short answer & extended response questions  
 Communication test  
 Running your own business research task  
 Oral presentation  
 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  
Oral presentation  
Examination

## Deadly Stories

The subject will explore the past and contemporary experiences of Indigenous Australians through the stories of significant First Nations individuals in history. Students will learn about important ideas and concepts (such as sovereignty and self-determination), cultural values, important events, laws, and policies through the stories of significant individuals and how those individuals have brought about change both today and in the past. Students will gain an understanding of social justice and human rights issues related to Indigenous Australians, exploring examples of activism and resilience through art, music and film.

Some of the stories covered in the unit will focus on the experiences of:

- Gary Foley
- Pemulwuy
- Adam Goodes
- Vincent Lingiari
- Tarneen Onus-Williams
- Lidia Thorpe

As well as musicians such as Philly, Mo'Ju, DRMNG NOW and Briggs.

Some of the topics covered will include:

- Local Indigenous cultural practices, storytelling, and kinship structure
- The frontier wars
- The Stolen Generations and discriminatory policies
- Mabo and Native Title
- Referendum, reconciliation, and other campaigns for change
- The Voice to Parliament and the fight for Treaty

Assessment

- Research project
- Oral presentation
- Short answer & extended response questions
- Film analysis
- 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  
Oral Presentation  
Comparative Poetry Task  
Greek Theatre: Text Response  
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  
Comparative Film Analysis  
Individual Genre Research Task #1  
Individual Genre Research Task #2  
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).

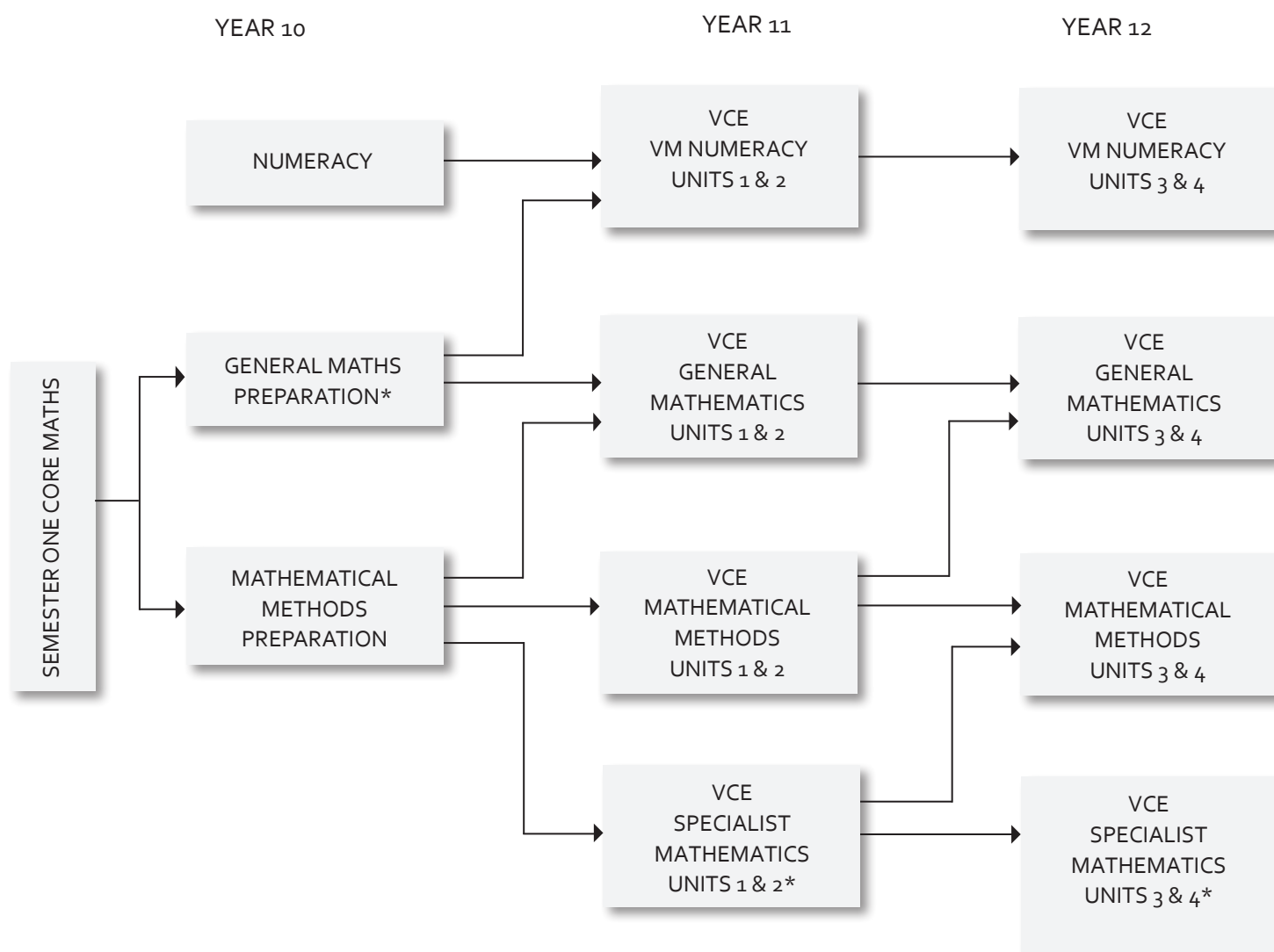
Before making a choice students should have a discussion with their Year 9 Maths teacher and their parents.

The choice will be reviewed after the Semester 1 Mathematics Exam and teacher recommendations are considered.

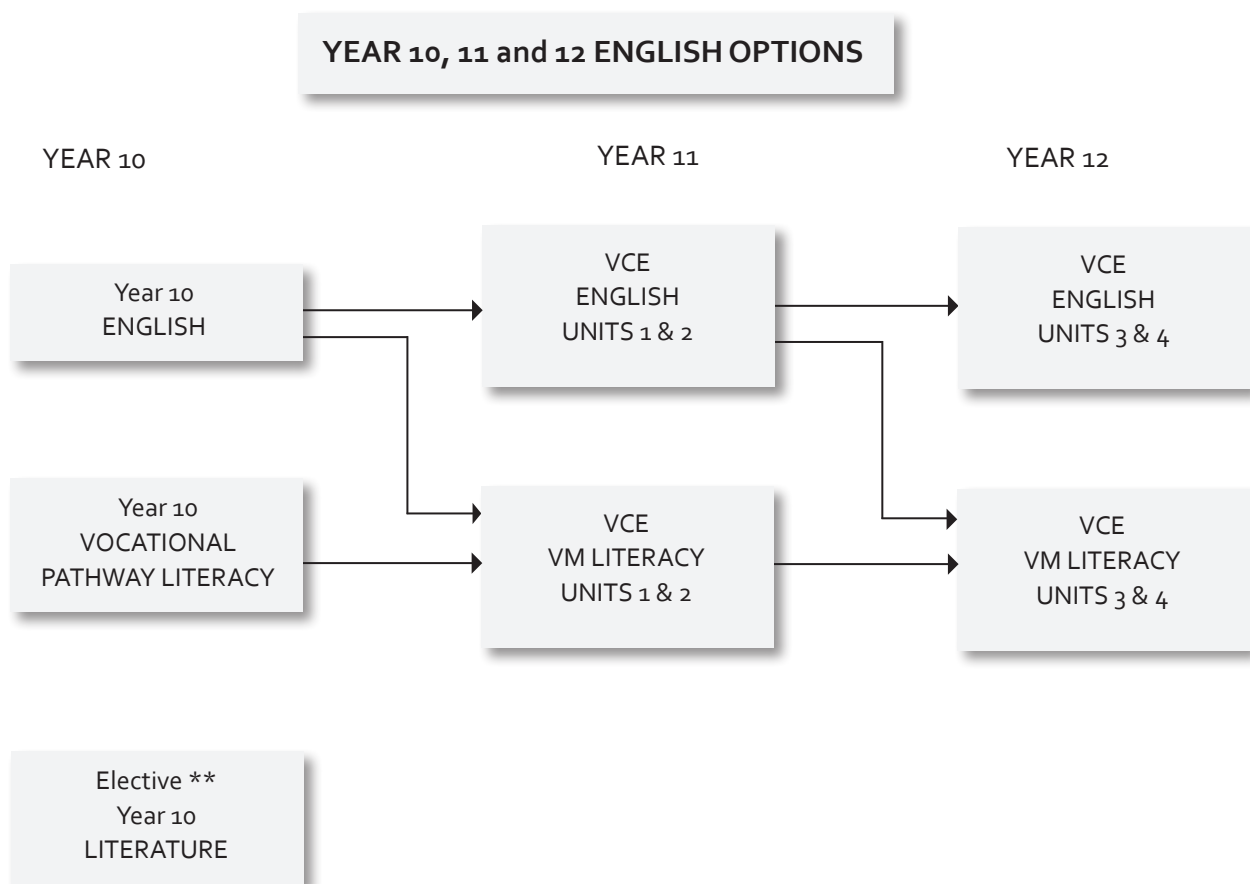
Students who may wish to study Maths Methods preparation during semester 2 must work hard during semester 1 in order to gain the required skills for Maths Methods and/or General Maths Specialist during year 11.

## Maths Pathways

### YEAR 10, 11 and 12 MATHEMATICS OPTIONS



\*Students selecting Specialist Mathematics must also select Mathematical Methods for the same unit sequence, unless they have successfully completed Mathematical Methods at that level previously.



\* In Exceptional circumstances (in the event of a change of Pathways) a student may progress from Year 10 Vocational Pathways Literacy to VCE English Units 1 & 2. This would be considered on a case-by-case basis and as part of the consideration student achievement would be a factor.

\*\* Electives are offered at Year 10 to either broaden or deepen a student's interest in a particular area of study.



# YEAR 11 & 12 PROGRAMS 2024

# Victorian Certificate of Education (VCE)

## Minimum requirements for the award of the VCE

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

- at least three units from the English Group, two of which must be a Unit 3–4 sequence
- and an additional three Unit 3–4 sequences of 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 12, students must complete 10 units of study (i.e. 5 units per semester); the 5 units could be fully completed at Reservoir High School or could be 4 units at RHS and one external unit. External unit could be a university enhancement study, language completed through a provider like VSL or external VET.

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, including VCE VM, are required to complete an externally set and marked test of generalised achievements in June. 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.



## 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 Education Vocational Major Stream (VCE VM)

In 2023, the Victorian Certificate of Applied Learning (VCAL) will be replaced by a new two-year Vocational Major Stream within the VCE. There will no longer be Intermediate or Senior VCAL for enrolment.

In 2023, VCAL students will be enrolled in the new VCE Vocational Major Stream.

The VCE Vocational Major will be recognised internationally, be valued by employers and will build on the strengths of VCAL including:

- flexible timetables that allow students to study at school, TAFE and work
- opportunities to experience real-life workplaces
- subjects that will build students skills and prepare them for life after school
- greater access to high quality VET learning, either in school, a neighboring school or a local TAFE

## What subjects do I have to do in 2024?

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

**1. Literacy** VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study.

**2. Numeracy.** This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

**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 VCE VM 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 VCE VM strand must include two units of a VET subject. To meet this requirement all VCE VM students must take 2 VET subjects in school or one at school and one other 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 2023 at other venues is shown in the table on the next page. Please also carefully read the guidelines.

Students have signed on to Head Start pathways in industries including building and construction, community services and health, business and technology services, and primary industries. Head Start students spend more time doing relevant, paid, on-the-job training while completing their senior secondary certificate at school. The program helps students to develop skills and experience that employers value. Head Start helps students to get the best start in their career.

We have a Head Start Cluster Coordinator who comes in each week to Reservoir High School to support students who choose to undertake a SBAT. Students are helped to source a suitable workplace and are given support on an ongoing basis so that they are best placed to succeed. With the new Vocational Pathways Certificate beginning in 2023 we believe a SBAT would be a fantastic opportunity for students to take advantage of skill shortage areas and secure employment in a range of industries.

Students are encouraged to speak to Mr Devine in Careers if a SBAT interests them and they would like more information.

## Victorian Pathways Certificate (VPC)

The Victorian Pathways Certificate (VPC) is a new inclusive and flexible certificate.

It offers an engaging curriculum and additional support for you to develop the work-related skills and capabilities you need to succeed.

The VPC is normally completed in year 11 and 12, but it is flexible so it can be started earlier or finished over a longer period than 2 years. The coursework is designed and delivered at a more accessible level than the VCE and VCE Vocational Major. You can study the VPC at your own pace and your teachers will assess your progress through a range of classroom learning activities.

Reservoir High may allow you to start the VPC at any time during the school year. The time you take to finish the VPC is flexible.

You should discuss the VPC's suitability for you with Mr Chen, Ms Purches and your family.

Your VPC will include:

- VPC Literacy
- VPC Numeracy
- VPC Work Related Skills
- VPC Personal Development Skills
- Spending some time in a workplace as part of your learning. This is known as Structured Workplace Learning

You can also add more VCE VM options, or choose to include vocational education and training (VET) in the VPC.

We will help you develop a program that suits your learning needs and interests.

If you've missed a lot of school or have additional learning needs, the VPC will help you progress to the VCE Vocational Major, entry level TAFE, VET or to get a job.

## VET at Reservoir High 2024

Vocational Education and Training refers to enhanced senior school studies, which enable a secondary student to combine their VCE or VCAL studies with vocational training.

Features of VET:

- It is an accredited vocational education and training program (usually over two years).
- It enables students to complete a nationally recognised vocational qualification (e.g. Certificate II in Hospitality) and a senior secondary certificate such as VCE and/or VCAL at the same time.
- It allows students to go directly into employment or receive credit towards further study.
- It focuses on students developing industry specific and workplace skills.
- It is a vocationally oriented school program designed to meet the needs of industry.
- During the work placement, a student will undertake specific tasks in order to demonstrate competence. They will be regularly monitored and may be assessed on the job.

## Structured Workplace Learning Recognition (SWL)

A student can gain credit towards the VCE or VCAL by successfully participating in SWL and completing the workplace reflections.

## Contribution To VCE

VET may contribute to VCE. Some VET programs have a Victorian Curriculum Assessment Authority (VCAA) recognised Unit 1-4 structure. Partial or full completion of other programs may contribute via Block Credit to the completion of VCE.

- Scored VCE VET program can contribute to the Primary four in the ATAR or as a fifth or sixth subject.
- Non-scored VCE VET programs usually provide credit at Units 1-4. Unscored increments which previously contributed the average of the primary four, including those for unscored VCE VET and block credit, will instead be calculated using 10% of the lowest study score of the primary four.
- VET Block Credit recognition can be used towards satisfactory completion of the VCE.

## Contribution To VCE VM

- VET contributes to the Industry Specific Skills Strand and/or Work Related Skills Strand.

## Why do a VET Subject?

### VET INCREASES STUDENTS' PATHWAYS

- Broadens options
- Develops students' capacities to make decisions and solve problems
- Helps students to gain confidence and improve communication and interpersonal skills through learning in an adult setting
- Fosters positive feedback by enabling students to demonstrate specific skills and competencies
- Matches students' interests and career directions through the provision of strong pathways
- VET GIVES NATIONAL QUALIFICATIONS AND SKILLS
- Upon successful completion of the program, students may be awarded with a nationally recognised VET certificate, or contribution toward this certificate
- VET qualifications may articulate directly into further education and training at TAFE through documented pathway agreements
- VET provides access to a range of different technologies related to the type and place of work

### VET PREPARES STUDENTS FOR THE WORKFORCE

- Provides the opportunity to trial a career and helps students explore possible areas of interest which promote further study and work choices
- Allows students to develop strong links with industry and local community employers whereby students may be offered part time/casual work
- Improves employment prospects
- Helps students gain knowledge of employers' expectations and real working conditions
- Assists in transition from school to work

## VET Certificates (offered externally at other schools) available for VCAL and VCE students of Reservoir High School

- 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 provided by the Northern Melbourne VET Cluster of schools and institutes. The courses may require students to attend classes at different venues around the Northern region.
- 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.

## Please be aware, however, 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.

While any of these course courses may be included in VCAL or VCE, advice should be sought as to your suitability.

Students in VCE must not select a course that impacts upon their VCE timetable. Wednesday afternoon or at times outside of school hours are the only acceptable times for a VCE student to do an external VET subject.

All courses have a required material cost. These are to be paid to Reservoir High. Subject material costs will be confirmed later in the year. Indicative costs based upon 2020 charges are provided below for some of our more popular courses.

Different courses attract fees based upon the cost of materials provided as part of each course. Subject material charges can range from \$200-\$650 depending upon the course and materials used. Please discuss charges with Mr Devine beforehand to gain an understanding of what you may expect to be charged in 2024.

No refunds will be given for courses not attended after the end of February 2024. There is a short period to try the course chosen before a full commitment to your chosen is made.

A full list of all VET courses available to RHS students is included in the NMVC VET handbook given to students during Course Counselling.

## VET FEES 2024 (TBC)\*

***NOTE: Course fees are subject to change and will be confirmed later in the year. Any charges will need to be paid in Term 4 in 2023 to confirm enrolment in a VET subject in 2024. The College will pay for the tuition cost for the VET study at the Registered Training Organisation. This covers the bulk of the VET course cost.***

Venue	VET Course
Northern College of Arts & Technology	Certificate II in Automotive Vocational Preparation
Northern College of Arts & Technology	Certificate II in Building & Construction (Carpentry)
Northern College of Arts & Technology	Certificate II in Plumbing
Northern College of Arts & Technology	Certificate II in Engineering Studies
Northern College of Arts & Technology	Certificate II in Dance
Parade College	Certificate II in Building & Construction (Carpentry Pre-apprenticeship)
Parade College	Certificate II in Plumbing
Parade College	Certificate II in Electro Technology Pre-Vocational
Bundoora Secondary College	Certificate III in Allied Health Assistance (partial completion)
Bundoora Secondary College	Certificate III in Early Childhood Education and Care (partial completion)
IMVC at Northern College of Arts Technology	Certificate III in Make Up

\*For a full list of VET courses offered in 2024 please refer to the 2024 NMVC VET Handbook Please see the Careers Team for more information.

# COULD YOU BE THE NEXT HEAD START SUCCESS STORY?

## 1. WHAT IS HEAD START?

HEAD START is a Victorian Education Department program available at Reservoir High School. It allows students to begin their Apprenticeship or Traineeship whilst studying, and converts into a full time program when they graduate.



## 2. LEARN AND EARN

The tailored program is incorporated into a normal school timetable so students can complete their studies while working in their chosen career path. Students must be 15 years or older and are supported every step of the way by a Head Start Coordinator.



## 3. INDUSTRIES AVAILABLE

Head Start is available across all industries. These include the traditional trades such as Carpentry and Plumbing, as well as the Health and Community sectors, Civil Construction, Agriculture, Child Care, Business, IT, Engineering and many more.



If you would like to get a head start in your career, contact the Head Start Coordinator at Reservoir High School or send an introductory email to [Head.Start.NEM@education.vic.gov.au](mailto:Head.Start.NEM@education.vic.gov.au)

## VCE/VET/VCAL Subjects Offered

Accounting  
Australian and Global Studies  
Biology  
Bridging English as an Additional Language (EAL)  
Business: VCE /VET Certificate II  
Business Management  
Chemistry  
Computing  
Data Analytics  
Dance  
English  
EAL (English as an Additional Language)  
Food Studies  
Health and Human Development  
History  
Legal Studies  
Literature  
Mathematics - General Unit 1 & 2  
Mathematics - General Unit 3 & 4  
Mathematics - Specialist Units 1 - 4  
Mathematics - Methods Units 1 - 4  
VCE Music Performance  
VCE/VET Certificate III Music Industry  
Outdoor and Environmental Studies  
Physical Education  
Physics  
Product Design  
Psychology  
VET Sport and Recreation  
Studio Arts  
Systems Engineering  
Theatre Studies  
Visual Communication Design

**HEADSTART**  
APPRENTICESHIPS AND TRAINEESHIPS

THE  
EDUCATION  
STATE

VICTORIA  
State  
Government

# Year 11 and Year 12 Unit Descriptions

## Accounting

### Unit 1 Role of Accounting in business

In this unit students are introduced to the key ideas of the establishment of a business and the role of accounting in business success or failure. They consider the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

### Unit 2 Accounting & decision making for a trading business

In this unit the students will record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions. Students will be able to record and report for accounts receivable and accounts payable, and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations. Students develop an understanding of the accounting processes for non-current assets and the issues that can arise when determining a valuation for a non-current asset; calculate and apply depreciation using the straight-line method and undertake recording and reporting of depreciation.

#### Assessment

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

- structured questions (manual and ICT-based)
- folio of exercises (manual and ICT-based)
- a case study (manual and ICT-based)
- report (written, oral or ICT-based).

#### Essential Equipment

- Textbook as shown on booklist and supporting workbook
- Scientific calculator

### Unit 3 Financial accounting for a trading business

In this unit the student are able to record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of the accounting system, including ethical considerations. They will be able to record transactions and prepare, interpret and analyse accounting reports for a trading business.

### Unit 4 Recording, reporting, budgeting and decision making

In this unit the student will record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports. The student will prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business.

#### External Assessment

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

#### Assessment

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

- structured questions (manual and ICT-based)
- folio of exercises (manual and ICT-based)
- a case study (manual and ICT-based)
- report (written, oral or ICT-based).

#### Essential Equipment

- Textbook as shown on booklist and supporting workbook
- Checkpoints Accounting 2023
- Scientific calculator

For more information contact Ms Duhandzija

## Art Creative Practice

This course is focused on making artworks through experimenting, developing, and refining creative ideas. Students also examine artists in different societies, cultures and historical periods. One or more of the following subjects must have been completed in Year 9/10

- Photography
- 2D Art
- 3D Art
- Visual Communication Design

### Unit 1

In this unit you will:

- study and visit art exhibitions
- develop and make visual responses based on personal interests and ideas to do with Identity
- explore three different art forms from a choice of painting, drawing, ceramics, photography, sculpture, digital art, collage and mixed media
- document and evaluate your creative practice in a visual diary
- examine artists in different societies, cultures and historical periods, developing your own interpretation and viewpoints.

### Unit 2

In this unit you will:

- explore your own choice of social and cultural ideas or issues to make and present at least one finished artwork using collaborative approaches
- refine the use of art materials and techniques
- critically reflect on, evaluate, and document your creative practice in a visual diary including a peer critique
- analyse and compare the practices of artists and artworks from different cultures and historic time periods

### Unit 3

In this unit you will:

- study and visit art exhibitions
- develop your own personal ideas using research that examines one artwork and the practice of an artist to produce at least one finished artwork
- present and reflect on your artmaking in a critique to peers
- apply and explore ideas and an area of personal interest to create a body of work

### Unit 4

In this unit you will:

- present and reflect on your artmaking in a critique to peers
- resolve and present a folio of final artworks
- compare the practices of historical and contemporary artists, and analyse and interpret the meanings and messages in their artworks.

### Assessment

#### Unit 1 and 2

- folio of artworks
- visual diary
- critique
- Outcome tests
- Unit examination

#### Units 3 & 4:

- written report
- folio of artworks
- visual diary
- critique
- Outcome test
- End of year VCAA external examination

### Essential Equipment

- One A3 visual diary per year
- A4 plastic display folder and standard workbook
- Basic school supplies

Extra-Curricular Items and Activities \$150

For more information contact Ms Sarroff



## Australian and Global Politics

### Australian Politics

#### Unit 1 Ideas, Actors and Power

In this unit students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda.

#### Unit 2 Global Connections

This unit introduces students to the global community and the global actors that are part of this community. In Area of Study 1 students explore the myriad ways lives have been affected by the increased interconnectedness- the global links- of the world through the process of globalisation. In Area of Study 2, students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of the global cooperation and to respond to issues of global conflict and instability.

#### 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

#### Unit 3 Global Actors

In this unit students investigate the key global actors of contemporary global politics. They use evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interests and power as they relate to the state, and the way in which ONE Asia-Pacific state uses power to achieve its objectives.

#### Unit 4 Global Challenges

Students investigate key global challenges facing the international community in the 21st century. They examine and analyse the debates surrounding TWO ethical issues that are underpinned by international law. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises and consider the varying effectiveness of responses and challenges to resolving them.

- VCE Global Politics is a contemporary study and focus must be on examples and case studies from their the last 10 years.

#### 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 Ms Duhandzija and Mr Devine



## Biology

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity.

### Unit 1 How do organisms regulate their functions?

In this unit you will learn about:

- The cell as the structural and functional unit of life
- Cell growth, replacement and death of stem cells
- Differentiation, specialisation and renewal of cells
- How systems function through cell specialisation in plants and animals
- The role homeostatic mechanisms play in maintaining organisms internal environment

### Unit 2 How does inheritance impact on diversity?

In this unit you will learn about:

- Reproduction and the transmission of biological information
- Chromosomes to explain the process of meiosis
- How genes, environment and epigenetic factors influence phenotypic expression
- Inheritance of characteristics and analyse inheritance patterns
- Asexual and sexual reproductive advantages and disadvantages
- Use of reproductive cloning technologies
- Structural, physiological and behavioural adaptations to enhance survival

### Unit 3 How do cells maintain life?

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.
- Malfunctions of the human immune system
- Students complete a major SAC on pathogens and antibiotic factors that aim to control the spread of disease.

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

In this unit, students will focus on population genetics and human impacts on biological processes, including:

- Processes of evolution and patterns of biological change
- Evidence for 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
- Human change over time
- 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 and Online Learning Resource as shown on the booklist.

For more information contact Mr Irvin, Ms Best, Mr Lewis or Ms Purches



## Business Management

### Unit 1 Planning a business

#### The business idea

Students investigate the concept of entrepreneurship. They consider how business ideas are created and how conditions can be fostered for new business ideas to emerge.

#### Internal environment and planning

Students investigate how the internal environment affects the approach a business takes to planning and the extent to which planning is successful that may act as pressures or forces on business.

#### External business environment and planning

Students consider the external environment consists of all elements outside a business that may act as pressures or forces on business operations.

### Unit 2 Establishing a business

#### Marketing a business

Students need to explain how establishing a customer base and marketing presence supports the achievement of business objectives, analyse effective marketing and publish relations strategies and apply these strategies to business related case studies.

#### Staffing a business

Students investigate the importance of staff to a business, discuss the staffing needs for a business, and evaluate staff-management strategies from both an employer and staff perspective.

#### 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

#### Essential Equipment

- Textbook as shown booklist
- Study On

### Unit 3 Managing a business

#### Human Resource Management

Students investigate considerations for the effective management of employees including theories of motivation and how they are applied to the management of employees.

#### Operations Management

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

### 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.

#### 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

#### External Assessment

End of year exam worth 50% of the overall study score.

#### Essential Equipment

- Textbook as show on booklist
- Checkpoints Business Management 2023

Excursions Units 1-4 - \$30

For more information contact Ms Duhandzija or Ms Michael

The VCE VET Business program aims to:

- provide participants with the knowledge, skills, and competency that will enhance their training and employment prospects within a broad range of business and industry settings.
- enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

Skills gained through VET Business are in areas including: Information and Communications Technology, Administration, Communication, Creativity and Innovation, Design, Finance, Knowledge Management, Leadership and Workforce Development.

### Unit 1 & 2

In these units you will complete the following competencies:

- Contribute to health and safety of self and others
- Work effectively in a business environment
- Handle mail
- Create and use spreadsheets
- Use digital technologies to communicate remotely
- Identify suitability for micro business
- Participate in environmentally sustainable work practices
- Organise and complete daily work activities
- Work effectively with others
- Use business technology

### Units 3 & 4

In these units you will complete the following competencies:

- Deliver and monitor a service to customers
- Organise workplace information
- Design and produce business documents
- Recommend products and services
- Organise personal work priorities and development

### Assessment

Units 1 & 2

- Examination each semester

Units 3 & 4

- \* end of year exam if completing scored assessment

### Essential Equipment:

Student workbook included in subject specific cost. Scientific Calculator

VCAA recommends 80 hours of workplacement over the two years.

For further information contact Mr Devine, Ms Gasbarro or Ms Duhandzija

### Unit 1 How can the diversity of materials be explained?

In this unit you will study:

- The properties of elements and the periodic table
- Ionic, metallic and covalent materials
- Quantifying atoms and compounds using moles

### Unit 2 Water - What makes water such a unique chemical?

In this unit you will study

- Acids and base reactions in water
- Redox reactions and the reactivity series of metals
- The properties of water and analysis techniques for aqueous solutions

### Unit 3 - How can chemical processes be designed to optimise efficiency?

In these units you will study:

- Obtaining energy from fuels
- Improving yields of chemical production

### Unit 4 - How are organic compounds categorised, analysed and used?

In this unit you will study:

- The reactions and synthesis of organic compounds
- The chemistry of food molecules

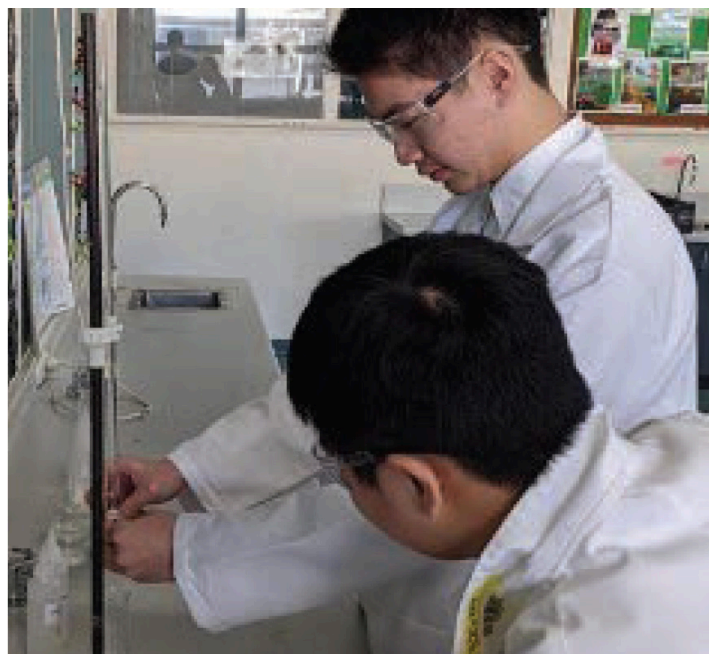
### Assessment

- Practical reports
- Research investigation (Unit 1) and practical investigations (Units 2 and 4)
- Tests and exams

### Essential Equipment

- Textbook as shown on the booklist
- Scientific calculator

For further information, contact Mr Pesavento



## 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 Sinderberry



## Data Analytics

### 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 an infographic, 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 Mr Sinderberry

**Unit 1 The Dancer's Body**

In this unit you will:

- Study the physical structure of the body
- Learn to apply safe dance practices
- Examine health and nutrition and how it affects dancers
- Examine your own dance works and the work of others
- Learn a group dance routine and choreograph a routine of your own
- Practice and develop physical skills and improvisation

**Unit 2 Time, Space and Energy**

In this unit you will:

- Study the use of time, space and energy in your own work and the work of other choreographers
- Learn a group routine and choreograph a routine of your own
- Practice and develop physical skills and improvisation

**Unit 3 & 4 The Expressive Intention of the Dancer  
Dance Maker**

In these units you will:

- Study and write about solo and group routines created by major Twentieth Century choreographers
- Learn one group dance
- Create 2 solo routines
- Write about the processes involved in dance making
- Practice dance skills and improvisation

**Units 3 & 4 The Dancer as a Choreographer and Analyst**

In these units you will:

- Study and analyse solo and group dance routines created by major choreographers
- Learn one group dance routine
- Create 2 solo routines; the Unit 3 Skills solo and the Unit 4 Composition solo
- Write about the processes involved in dance making
- Further develop and extend physical skills and improvisation techniques

**Assessment**

Unit 1 and 2

- Written Analyses
- Learnt Group Dances
- Own Choreography & Report
- Dancers Body Assignment
- Exam

Units 3 & 4:

- Written Analyses & Reports
- Learnt Group Dance
- Unit 3 Skills Solo
- Unit 4 Composition Solo
- Exam

Extra-Curricular Items and Activities - Units 1-4 -

\$30 For more information contact Ms Hudson

**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 Exploring Texts**

In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.

**Crafting texts**

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

**Reading and Exploring Texts**

In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text.

**Exploring Argument**

In this area of study, students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

In this subject you will:

- Complete a range of written responses including extended analytical, creative and persuasive pieces
- 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
- Mid-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 Ms Pryor or Ms Warren

## EAL (English as an Additional Language)

### Units 1 – 4 EAL

VCE English and English as an Additional Language (EAL) focuses on the how English language is used to create meaning in print and digital texts of varying complexity. Texts selected for study are drawn from the past and present, from Australia and from other cultures, and comprise many text types, including media texts, for analysis 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 Exploring Texts

In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.

For this outcome, students will read and explore one set text, or extracts from the set text.

### Crafting Texts

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

### Exploring Argument

In this area of study, students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context.

On completion of this unit the student should be able to explore and develop analysis of persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation

### Listening to texts

In this area of study students develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts. Listening skills are developed in the context of Areas of Study 1 and 2 and specific speaking and listening activities.

In this subject you will:

- Complete a range of written responses including extended analytical, creative, comparative and persuasive pieces
- 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 3 and 4

- Complete all class work
- Satisfactorily complete all learning outcomes
- Complete school assessed coursework (SACs)
- End of year exam

### Essential Equipment

- Dictionary (print)

For more information contact Ms French

## Food Studies

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 Studies (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 adaptations 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 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.)
- There is a range of 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 Elliot or Ms Usher



### 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 and 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.

Subject charge: \$150

Any additional information see Ms Usher

## Health and Human Development

### Unit 1 Understanding health and wellbeing

In this unit you will:

- Define multiple dimensions of health and wellbeing
- Describe key health indicators used to measure the health of Australians
- Identify personal perspectives and priorities relating to health and wellbeing
- Enquire into factors that influence health attitudes, beliefs and practises
- Explain the complex interplay of influences on health and wellbeing
- Analyse data reflecting the health status of Australians
- Investigate the roles and sources of major nutrients, using food selection models
- Conduct independent research on a particular health issue facing Australia's Youth

### Unit 2 Managing health and development

In this unit you will:

- Examine the developmental transitions from youth to adulthood
- Explore the characteristics of respectful, healthy relationships
- Describe elements of the Australian health care system
- Build your capacity to access and analyse health information
- Investigate challenges and opportunities presented by digital media and health technologies
- Consider issues relating to the use of health data and access to quality health care

### Unit 3 Australia's Health in a globalised world

In this unit you will:

- Explore the key concepts relating to health, wellbeing and illness
- Understand the benefits of optimal health and wellbeing
- Describe the fundamental conditions required for health and health improvement
- Analyse and evaluate variations in the health status of Australians
- Analyse the progression of change in public health approaches within a global context
- Evaluate health promotion strategies system

### Unit 4 Health and Human Development in a global context

In this unit you will:

- Analyse factors that influence health status and burden of disease globally
- Define human development and sustainability concepts
- Analyse the relationship between the sustainable development goals and their role in the promotion of health and human development
- Evaluate the effectiveness of global aid programs

#### Assessment

Unit 1 and 2

- Data analysis
- Media analysis
- Written reports
- Case study analysis
- Structured questions
- Semester exams

Unit 3 and 4

- Written reports
- Case study analysis
- Structured questions
- Data analysis
- Semester exams

#### Essential Equipment

- Textbook as shown on booklist

Excursions - Units 1-2 - \$20

For more information contact Ms Gray (Unit 1&2) or Ms Farrugia (Unit 3&4)



## History

### Unit 1 Modern History (1918 - 1939)

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. In AOS<sub>1</sub> Ideology and conflict students investigate:

- What impact did the treaties which concluded World War One have on nations and people?
- What were the dominant ideologies of the period?
- What impact did the post-war treaties, the development of ideologies and the economic crisis have on the events leading to World War Two?

In AOS<sub>1</sub> the student should be able to explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two. In AOS<sub>2</sub> the student should be able to explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the inter-war years. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2, focusing on one or more of the following contexts: Italy, Germany, Japan, USSR and/or USA.

### Unit 2 Modern History (1945-2010)

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. In AOS<sub>1</sub> In this AOS students investigate:

- What were the causes of the Cold War?
- What were the key characteristics of the ideologies of communism in the USSR and democracy and capitalism in the USA?
- What was the impact of the Cold War on nations and people?
- What led to the end of the Cold War?

On completion of this unit the student should be able to explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more particular conflicts in the period.

In AOS<sub>2</sub> students investigate:

Challenge and change

- What were the significant causes of challenge to and change in existing political and social orders in the second half of the twentieth century?
- How did the actions and ideas of popular movements and individuals contribute to change?
- What impacts did challenge and change have on nations and people?

On completion of this unit the student should be able to explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people.

### Assessment

Assessment tasks over Units 1 and 2 should include the following:

- a historical inquiry
- an analysis of primary sources
- an analysis of historical interpretations
- an essay
- Examination

### Essential Equipment

- Textbook as shown on booklist for Twentieth Century History

### Units 3 and 4 History: Revolutions

Revolutions mark deliberate attempts at new directions and they share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation.

As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur, as well as important international repercussions.

Revolutions involve destruction and construction, dispossession and liberation, they polarise society and unleash civil war and counter-revolution, making the survival and consolidation of the revolution the principal concern of the revolutionary state. In defence of the revolution, under attack from within and without, revolutionary governments often deploy armed force and institute policies of terror and repression. The process of revolution concludes when a point of stability has been reached and a viable revolutionary settlement made.

The study of a revolution in VCE will consider differing perspectives and the reasons why different groups have made different judgments of the history of the revolution.

Students will study the following revolutions: one for Unit 3 and one for Unit 4:

The Chinese Revolution  
The Russian Revolution

### External assessment

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

### Assessment

A historical inquiry  
Evaluation of historical sources  
Extended responses  
An essay

### Essential Equipment

Textbook as shown on booklist.

Excursions - Units 1-2 - \$20

For further information see Ms Duhandzija or Ms Warren

## Legal Studies

### Unit 1 - Guilt and Liability

In unit 1 you will be:

- Investigating types of law such as criminal law and civil law
- Describing the court hierarchy
- Explaining the purposes of criminal law
- Explaining types of crime against the person and crimes against property
- Describing civil rights protected by the law
- Explaining possible defences to both crimes and civil claims

### Unit 2 - Sanctions, Remedies and Rights

In unit 2 you will be:

- Explaining the role of the jury in a criminal trial
- Explaining the types of sanctions such as fines and imprisonment
- Explaining the role of the jury in a civil trial
- Describing the purposes and types of remedies such as damages and injunctions
- Providing an overview of the ways in which rights are protected in Australia
- Describing the approach adopted by one other country in protecting rights

### Unit 3 - Rights and Justice

In unit 3 you will be:

- Investigating the principles of justice: fairness, equality and access
- Explaining the rights of the accused and victims in our justice system
- Discussing the means used to determine criminal cases
- Evaluating the ability of the criminal justice system to achieve the principles of justice
- Explaining the key concepts in the Victorian civil justice system
- Evaluating the ability of the civil justice system to achieve the principles of justice

### Unit 4 - The People and the Law

In unit 4 you will be:

- Discussing the significance of High Court cases involving the interpretation of the Australian Constitution
- Evaluating the ways in which the Australian constitution acts as a check on parliament in law making
- Discussing the factors that affect the ability of parliament and the courts to make law
- Evaluating the ability of these law-makers to respond to the need for law reform
- Analysing how individuals, the media and law reform bodies can influence a change in the law

### Assessment

Unit 1 and 2

- A folio of exercises
- Structured questions
- A classroom presentation
- A report
- End of semester exam

Unit 3 and 4

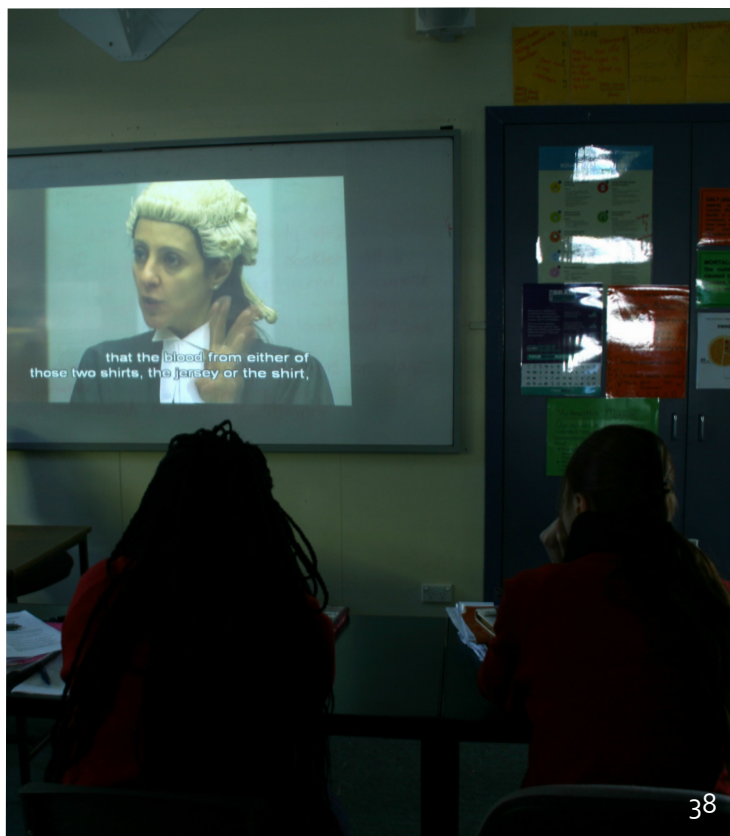
- A case study
- Structured questions
- An essay
- A report in written format
- A report in multimedia format
- A folio of exercises
- End of year exam

### Essential Equipment

- Textbook as shown on booklist
- Checkpoints

Excursion to courts - Myki & Lunch (Unit 1)

For more information contact Ms Duhandzija



## Languages: Chinese (Mandarin)

The VCE language course is designed to encourage active usage of the Chinese language, both written and spoken. The units are arranged in themes and topics of interest and use to students of all backgrounds. Some themes may focus on language usage in areas such as commerce and community services, whereas others may concentrate on exploring social and cultural issues of interest to students and teachers.

As the world becomes increasingly dominated by multinational corporations, the ability to engage with people from different language and cultural backgrounds is vital for the future. Apart from those studying the language of their background and for future overseas travel, there is an increasing number who see a clear link between the language and possible future career prospects. More specifically, a second language is desirable for careers in Retail, Hospitality, Trade, Banking, International education, International business and Tourism.

### Chinese Language, Culture and Society

Students develop an understanding of the language, social structures, traditions and contemporary cultural practices of diverse Chinese-speaking communities. They extend their study of the Chinese language, develop the skills to critically analyse different aspects of the cultures of Chinese-speaking peoples and their communities, and gain insight into the connections between languages, cultures and societies.

#### Unit 1

In this unit students focus on important aspects of life in modern China. They explore the tradition of filial piety and examine and explore the impact of generational change in families. Students analyse the schooling system to consider and reflect on cultural values in China. They participate in discussions and analyse research about family and education in China.

Assessment tasks for this unit are:

- magazine article in English
- article in Chinese
- an oral presentation in Chinese

#### Unit 2

This unit focuses on the importance of myths, legends and Chinese art. Aspects of Chinese culture are explored through Chinese mythology as reflected through contemporary culture. Students undertake research related to, for example, mythology, legends and art.

#### Assessment

- written research report in English
- informative article in Chinese
- role-play in Chinese

#### Unit 3

In this unit you will:

examine significant and influential schools of thought throughout Chinese history and their impact on contemporary culture in China. Students explore and discuss in English the significance of Chinese philosophy and concepts related to contemporary Chinese culture and Chinese-speaking communities. Students present information on leisure in China.

#### Unit 4

(This block contains a large amount of garbled text, likely a scanning artifact or placeholder. It appears to be a list of items or a detailed description, but the characters are illegible.)

#### Assessment

##### Unit 3

- Discuss in English the significance and influence of two Chinese philosophies and Guanxi in contemporary Chinese culture.
- Understand and use information from a spoken text related to an aspect of leisure and lifestyles in Chinese-speaking communities and present this information in spoken Chinese.
- Read and comprehend written texts in Chinese about aspects of life in a Chinese-speaking community and write a report in Chinese.

##### Unit 4

- Investigate contemporary Chinese social and culture values in English and produce a written report in English.
- Establish and maintain a spoken exchange in Chinese about an employment-related issue experienced by young people in Chinese-speaking communities.
- Read and comprehend written texts in Chinese about the world of work in China and produce a written text in Chinese.

For more information contact Ms Liao

## Chinese Second Language

This study of Chinese is underpinned by the concepts of communicating and understanding languages and cultures. There are five macro skills that inform all language use: listening, speaking, reading, writing and viewing. Connections, comparisons and communities provide the context for learning Chinese while the interpersonal, interpretive and presentational contexts define the ways in which students use Chinese.

### Unit 1

In this unit you will:

- Use language as a tool for communication to establish and maintain an informal, personal spoken interaction in Chinese.
- Interpret information on different texts in Chinese, such as a written, spoken, audio or visual format.
- Present cultural products or practices from Chinese-speaking communities in written format

#### Assessment

- Participate in a conversation, interview or role-play
- Listen to a conversation and view a map to write directions  
Read an article and listen to an announcement to write instructions
- Create a written presentation which may include pictures

### Unit 2

In this unit you will:

- Respond in writing in Chinese to spoken, written or visual texts presented in Chinese
- Analyse and use information from written, spoken or visual texts to produce an extended written response in Chinese
- Research cultural products or practices that demonstrate an aspect of the Chinese culture studies

#### Assessment:

- Respond in a written letter or an email to a radio announcement or editorial
- Describe in writing an experience seen from different perspectives
- Evaluate opposing arguments put forward on an issue, such as attitudes to health or the long-term impact of social media on society
- Present and explain an aspect of culture, referring to a portfolio or a PowerPoint presentation

### Unit 3

In this unit you will:

- Research, investigate and present information on a cultural product or practice from a Chinese-speaking community.
- Analyse and respond in writing information extracted from written, spoken and viewed texts in Chinese.
- Present information, concepts and ideas in an extended written response to persuade an audience of a point of view or evaluate existing ideas and opinions.

### Unit 4

In this unit you will:

- Research, investigate and present information on a cultural product or practice from a Chinese-speaking community.
- Analyse and respond in writing information extracted from written, spoken and viewed texts in Chinese.
- Present information, concepts and ideas in an extended written response to persuade an audience of a point of view or evaluate existing ideas and opinions.

#### Assessment

School-assessed coursework (25%) Outcomes 1, 2, and 3

Unit 4 School-assessed coursework (25%) Outcomes 1, and 2

End-of-year examination:

Oral component (10%)

Written component (40%)

## Chinese First Language

This study of Chinese is designed to aim at students with an extensive background in the Chinese culture and language, and exposes students to more advanced linguistic techniques.

The four language skills—listening, speaking, reading and writing are further developed based on six different areas of study, traditional Chinese families, environmental issues, personal world, modern and traditional Chinese art, Chinese legends and myths, impact of modern technology.

### Unit 1

In this unit you will:

- Establish and maintain a spoken or written exchange related to an issue of interest or concern.
- Listen to, read and recognise information and ideas from spoken and written texts.
- Produce a personal response to a fictional text

#### Assessment

- Discussion or reply to personal letter/fax/email
- Listen to a spoken text and read a written text to obtain information and ideas in a different text type
- Oral presentation or written response

### Unit 2

In this unit you will:

- Participate in a spoken or written exchange focusing on the resolution of an issue.
- Listen to, read, and extract and compare information and ideas from spoken and written texts.
- Produce an imaginative piece in spoken or written form.

#### Assessment

- Formal letter/fax/email or role play
- Listen to two spoken texts and read two written texts and compare information obtained in a given format in Chinese
- Journal entry or personal account or short story

### **Unit 3**

In this unit you will:

- Express ideas through the production of original texts.
- Analyse and use information from spoken texts.
- Exchange information, opinions and experiences.

### **Unit 4**

In this unit you will:

- Analyse and use information from written texts.
- Respond critically to spoken and written texts which reflect aspects of language and culture

### **Assessment**

- Unit 3 School-assessed coursework (25%)  
Outcomes 1, 2, and 3
- Unit 4 School-assessed coursework (25%)  
Outcomes 1, and 2
- End-of-year examination  
Oral component (10%) Written component (40%)

For more information contact Ms Liao

## Mathematics – General

### 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:

- Data Analysis
- Recursion & Financial Modelling
- Matrices & their applications
- Networks & Decision Making

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 Ms Qu or Mr Siertsema

### 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
- Recursion & Financial Modelling
- Matrices & their applications
- Networks & Decision Making

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 Ms Qu, Mr Siertsema or Mr Lewis

## Mathematics – 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 encouraged to enrol in both Specialist Mathematics and Mathematical Methods 1 & 2 to develop a broader range of mathematical skills.

In these units you will study:

- Algebra, structure and number
- Discrete mathematics
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations and Statistics
- Data Analysis, probability and statistics

Units 1 & 2 cover six prescribed areas of study and within these, a variety of topics that address the skills needed to prepare for Units 3&4 Specialist Mathematics.

In these units you will study:

- Logical Connectives and Boolean Algebra
- Methods of Proof
- Modelling Sequences
- Graph Theory
- Matrix Arithmetic and Transformations
- Functions and Graphs
- Vector Geometry
- Complex Numbers
- Probability and Statistics

Some of these topics will be addressed in more detail than others so to best prepare students for the topics that await them in Units 3&4 Specialist Mathematics.

To successfully meet the outcomes students will need to:

- Define and explain key concepts in relation to the topics from the selected areas of study and apply 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 or approaches in at least three areas of study.

### Assessment

#### Unit 1 & 2

- Assignments
- Structured questions
- Problem solving tasks
- Mathematical Investigations
- 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 Demaria

### 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:

- Logic and Proof
- Functions and Graphs
- Algebra
- Calculus
- Vectors and Cartesian Equations
- 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

For more information contact Mr. Trajkovic or Mr Demaria

## 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
- Mathematical Investigation
- 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

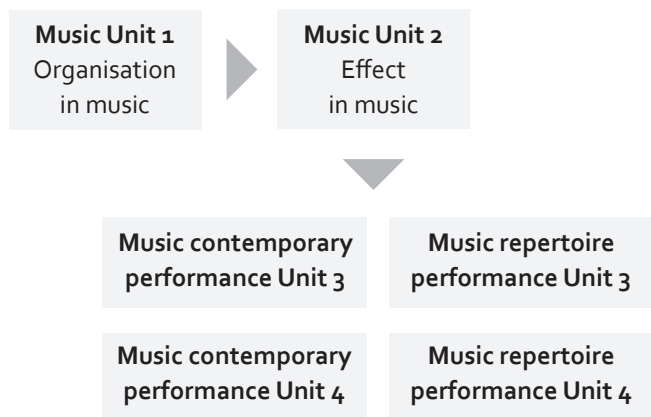
- Textbook as shown on booklist
- TI-nspire CX CAS Graphing calculator

For more information contact Mr Lorenti, Ms Veljanovska or Mr Demaria



## VCE Music Performance

This subject is for students who want to continue to develop their instrumental music skills, playing and singing either solo or group. Students must choose and focus on a principal instrument for this study.



### Unit 1 Organisation in Music

In this Unit you will:

- Present performances of selected group and solo 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 your musicianship skills.

### Unit 2 Effect in Music

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 performances and develop performance skills.
- Practice related technical work.
- Create an original composition or improvisation and play previously unseen music.

### Unit 3&4 Music contemporary performance or Music repertoire performance

In this Unit you will:

- Select a program of group and solo works for performance from works, including Australian artists.
- Develop instrumental and performance techniques to improve your performances.
- Develop skills in performance, technical skills, and music language (theory, aural, listening).
- Apply your knowledge through analysis and comparison of ways in which performers have interpreted a variety of works, including works created by Australian composers/songwriters after 1980 and works by composers working in other times and locations.

### Assessment

#### Unit 1 and 2

- Performance exam
- Technical skills instrumental performance and presentation
- Music composition
- Music language exam (music notation, aural skills and listening analysis)

#### Unit 3 and 4

- Performance exam
- Technical skills instrumental performance and presentation
- Music language exam (music notation, aural skills and listening analysis)

### Essential Equipment and prerequisites

- Textbooks as shown on the booklist
- All VCE Music Performance students must undertake private instrumental lessons with a Teacher, either at Reservoir High School or with another provider outside of School hours

Extra-Curricular Items and Activities \$50, plus \$200 for individual on-site Instrumental Lessons

For more information contact Mr Luttick or Ms French

### Sound Production Specialization

This subject is for students who are interested in the technical side of the music industry.

#### Units 1&2 can include

- Mixing live sound for bands
- Repairing and maintaining equipment
- Making a music Demo
- Practical software skills; Ableton Live and Protools
- Work effectively in the music industry
- Workshops with professionals
- Composing simple songs and music pieces
- Health and Safety

#### Units 3&4 offer scored assessment and units can include

- Sound recording
- Mixing and editing in a studio environment
- Operating sound systems
- Installing and disassembling audio equipment
- Manage audio input sources
- Workshops with professionals
- Copyright law and infringements

#### Assessment

- Demonstrations and observations
- Written tests , assignments and research reports
- Practical assessment tasks such as
  - Editing sound on a computer
  - Setting up and recording instruments and bands
  - Setting up PA's

#### Assessment

##### Unit 1 and 2

- Examination each semester

##### Unit 3 and 4

- End of Year exam if doing a scored assessment
- 40 hours of work placement over the two years is recommended.

#### Extra-Curricular Items and Activities \$280

Course materials include the use of sound equipment and workbook

For further information contact Mr Devine, Ms Gasbarro or Mr Bailey

### Unit 1 Connections with outdoor environments

This unit examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing outdoor environments.

Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments, the factors that affect an individual's access to experiencing outdoor environments and how they connect with outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them act sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

#### Unit 2 Discovering Outdoor Environments

This unit focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments.

In this unit students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.

Students develop the practical skills required to minimise the impact of humans on outdoor environments. They comprehend a range of vocational perspectives that inform human use of outdoor environments. Through reflecting upon their experiences of outdoor environments, students make comparisons between outdoor environments, as well as develop theoretical knowledge about natural environments.

#### Unit 3 Relationships with Outdoor Environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia over 60,000 years.

Students consider several factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in multiple experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences, students make comparisons between, and reflect upon, outdoor environments, as well as develop theoretical knowledge and skills about specific outdoor environments.

#### Unit 4 Sustainable Outdoor Environments

In this unit students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population.

Students examine the importance of the sustainability of human relationships with outdoor environments and the urgent need to balance human needs and the needs of outdoor environments.

They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable Australian outdoor environments in contemporary Australian society.

Students engage in multiple related experiences in outdoor environments, conducting an ongoing investigation into the health of, and care for, these places. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments and evaluate the strategies and actions they employ. Through these practical experiences, students reflect upon outdoor environments and make comparisons between them by applying theoretical knowledge developed about outdoor environments.

As global citizens, students investigate how individuals and community members take action towards promoting sustainable and healthy outdoor environments and describe possible solutions to threats facing outdoor environments and their sustainability.

#### 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

#### Activities may include

Geocaching, orienteering, high ropes, caving, abseiling, overnight expeditions or snow based activities.

Excursions Unit 1 & 2 - \$160  
Unit 3 & 4 - \$200

## 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 Movement Skills and Energy for Physical Activity

In these units you will:

- Investigate and analyse biomechanical and skill acquisition principles to analyse movement skills.
- Apply information from and participate in, a variety of practical activities to develop and refine movement skills.
- Evaluate strategies to enhance skills from a coaching perspective
- Analyse the role and contribution of major body and energy systems during physical activity.
- Explain factors that cause fatigue and suitable recovery strategies

### Unit 4 Training to Improve Performance

In these units you will:

- Participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods and principles
- Analyse data, after conducting an activity analysis to assess fitness
- Investigate the physiological, psychological and sociological requirements of training to design and evaluate an effective training program

#### 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 (Unit 1-4)

## Physics

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 natural world.

### Unit 1 How is energy useful to society?

In this unit, students will learn:

- Fundamental ideas and models used by physicists to understand and explain energy
- Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity
- How physics ideas can be applied to societal issues, such as communication, climate change and global warming
- Wave models and particle models to study light
- Energy transfers and how light and thermal energy relate to one another

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

In this unit, students will learn:

- Investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

In the second part of this unit, students choose from one of eighteen options to perform an investigation to justify a stance, response or solution to a contemporary societal issue or application. The options are:

- Climate science
- nuclear energy
- flight
- structural engineering
- biomechanics
- medical physics
- bioelectricity
- optics
- photography
- music
- sports science
- electronics
- astrophysics
- astrobiology
- Australian traditional artefacts and techniques
- particle physics
- cosmology
- local physics research

### Unit 3 How do fields explain motion and electricity

In this unit, students will learn:

- How to use Newton's laws to investigate motion in one and two dimensions
- The field as a model used by physicists to explain observations of motion of objects not in apparent contact.
- How to compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another.
- The importance of the field to the motion of particles within the field.
- The production of electricity and its delivery to homes.

### Unit 4 How have creative ideas and investigation revolutionised thinking?

In this unit, students will learn:

- Some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe
- The limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light.

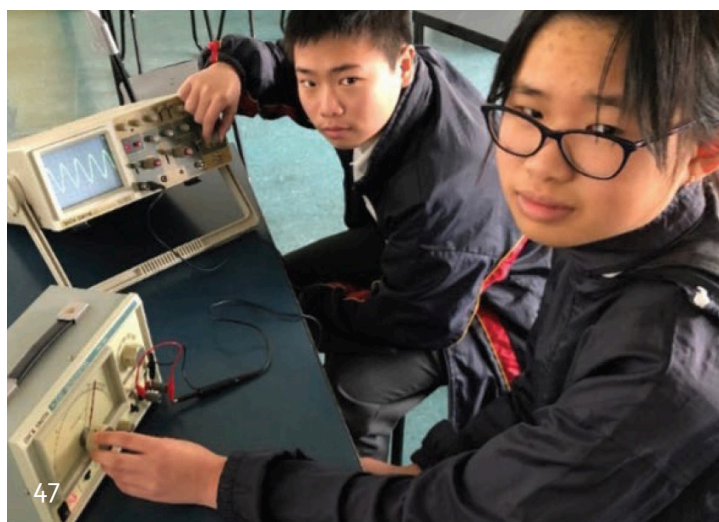
Students will also undertake a student-designed scientific investigation involving the generation of primary data relating to fields, motion or light.

- 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 Mr Demaria, Mr Lorenti or Mr Campbell-Miller



## Product Design

### Unit 1: Sustainable product redevelopment

#### Outcome 1

In this Unit Students will Learn about Sustainable product redevelopment. They will learn about and consider contemporary practices of designers who claim to incorporate sustainable practices. Students will be introduced to the product design process. They will design and plan the redevelopment of a product, developing a different product with consideration given to sustainability issues.

#### Outcome 2

Students will produce and evaluate their redeveloped product. Students will refer to their working drawings and scheduled production plan. Using tools, equipment and machines for specific purposes they will select and apply appropriate materials and processes to make their redeveloped product and compare this with the original product.

#### Assessment

- A Design Portfolio
- A Finished Product and records of production and modifications.
- A short-written report

### Unit 2: Collaborative design

#### Outcome 1

In this unit students will learn about Collaborative Design and will work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. Students will investigate an historical or a contemporary design movement or style for inspiration and will design and plan their product or range of products collaboratively in response to a design brief.

#### Outcome 2

Students will learn how to justify, manage and use appropriate production processes to make a product safely. They will evaluate both individually and as a member of a team, the processes and materials used and the suitability of a product or components of a group product/s against the design brief.

#### Assessment

- A Design Portfolio
- A Product and records of production and modifications.

#### Essential Equipment

- Textbook
- A3 Portfolio Folder
- A4 Plastic Display Folder
- Sketchbook
- A range of pencils including, HB Pencils, 2B and 6B
- Fine liners

Extra-Curricular Items and Activities \$50

For more information contact Ms Law



## Psychology

### Unit 1 How are behaviour and mental processes shaped?

In this unit students will:

- Learn about the structure and function of the brain.
- Discover the history of our understanding of the brain.
- Develop an 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.
- Conduct their own research investigation on a topic of their choice.

### Unit 2 How do internal and external factors influence behaviour and mental processes?

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 on a topic of their choice.

### Unit 3 How does experience affect behaviour and mental processes?

### Unit 4 How is mental wellbeing supported and maintained?

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
- Scientific poster
- Outcome tests
- Unit examinations

Unit 3 and 4

- Research investigations
- Evaluations of research
- Media review/responses
- Scientific poster
- Outcome tests
- End of year exam

### Essential Equipment

- A textbook and accompanying work book as shown on the booklist.

For more information contact Ms Barker or Ms Swain



Units 1&2 in Sport and Recreation aims at bringing students into the sector by learning the fundamentals of time management, coaching, organisation and presenting ideas in a practical nature. Students will understand to deliver a coaching session to a group of students through both verbal and non-verbal communication skills. Students will learn new facilitation techniques to ensure that their messages are received by their participants. Practical based activities make up the majority of course to ensure that students experience hands on learning to engage with the sport and recreation sector. Students will complete activities such as:

- Coaching small groups
- Working in groups to identify hazards
- Role plays
- Simulations
- Equipment maintenance
- Customer service
- Digital fluency

Units 3&4 in Sport and Recreation can attribute towards students primary top 4 subjects for ATAR as well as being a block credit benefit for the 5th or 6th subject completed. Students build upon their coaching experience and deliver sessions to foundation level participants. Students will undertake a planning process to successfully plan programs for either individuals or groups and then deliver these in an engaging manner. Students will focus on scaffolding their knowledge and understanding the key knowledge to excel in the end of year VCAA exam. Students will complete activities such as:

- Coaching small groups
- Collaborating to identify hazards
- Planning, delivering and reviewing programs
- Role plays
- Simulations
- Creation of education material
- Digital fluency

Extracurricular items and activities: \$130

Includes a workbook, a Sport & Recreation top to do physical activity in. Please note that, as part of the course, regular excursions to JettsGym are conducted. Students are also required to purchase a 6 week pass to JettsGym at \$60.

For more information please see Mr Todoroski

### 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 the 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

- This area of study provides students with the opportunity to produce, test and evaluate an operational model.
- Students build a mechanical or electromechanical system using materials.
- Students document their findings and decisions
- They test and modify the model, aiming to achieve optimum performance.
- They review how they have applied the Systems Engineering Process and how they have taken account of the factors that influenced the design, planning, production and use of their system.

### 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 Electrotechnology Systems

- In this area of study students produce, test, diagnose and evaluate functional electrotechnology.
- 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.

#### Essential Equipment

- A4 Plastic Display Folder
- Textbook

Extra-Curricular Items and Activities - Unit 1-4 - \$60

For further information contact Mr Butler and Ms Law

## Unit 3: Integrated and Controlled Systems

In this unit students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems.

### Outcome 1

#### Integrated and Controlled Systems Design

- Students learn about the integration, calibration and control of mechanical and electrotechnological systems, how they work and can be adjusted, as well as how their performance can be calculated and represented diagrammatically in a range of forms.
- Students learn fundamental physics and applied mathematics to solve systems engineering problems.
- Students learn how to investigate, analyse and apply concepts and principles, and use components to design, plan and commence production of an integrated and controlled mechanical and electrotechnological system using the systems engineering process.
- Students investigate the factors that influence the creation and use of their integrated and controlled system, and demonstrate innovation and creativity as well as project management skills.

### Outcome 2

#### Clean Energy Technologies

- Students gain an understanding of energy sources and the application of technologies to convert energy sources into power for engineered systems. They consider the relevance of designing systems that are beneficial to the economy, environment and society.
- Students analyse and compare the benefits, limitations and impacts of using different forms of energy sources, including the wastes that are produced and cradle-to-cradle (C2C) analysis.
- Students discuss the advantages and disadvantages of renewable and non-renewable energy sources, and analyse and evaluate the technology used to harness, generate and store non-renewable and renewable energy, and look at examples of improvements in energy systems.

### Unit 4: Systems Control

In this unit students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts.





## Outcome 1

### Producing and Evaluating Integrated and Controlled Systems

- Students continue the development of an integrated and controlled system they researched, designed, planned and commenced production of in Unit 3, Area of Study 1.
- Students learn how to support the production, testing, diagnosis and evaluation of their systems, subsystems and use of components with appropriate documentation, and with reference to technical data.
- Students learn about evaluation and how they refer to the systems engineering process and the factors that have influenced the creation and use of the system. They also consider improvements that could be made to both the system and the process.

## Outcome 2

### New and Emerging Technologies

- Students learn about new or emerging systems engineering technologies and processes that have been developed within the last eight years or that are in the developmental stages and may not yet be commercially available.
- Students learn about scientific, technological, environmental, economic and societal and human factors that led to the development of the new or emerging technologies and develop an understanding of how it operates and is used.
- Students learn to consider the likely impacts and resulting advantages and disadvantages of the systems in relation to social, economic and environmental factors.
- Students investigate new and emerging technologies intended for use in different fields, such as defence operations, aerospace, health, sports and enhancement of human physical capabilities, security and intelligence gathering, robotics and automation, metrology, transportation and education, or combinations of these, many made possible through the use of digital technologies.

## Assessments

### Unit 3 and 4

- Any one or combination of written reports/multimedia-simulation presentations/oral presentation.
- A systems and engineering e-electronic and hard copy folio.
- A manufactured mechanical and electrotechnological integrated and controlled system
- Examination

## Essential Equipment

- Textbook
- A4 Plastic Display Folder
- A4 plastic pocket refill

Extra-Curricular Items and Activities \$50

For more information contact Mr Butler and Ms Law

# Theatre Studies

## Unit One – Pre-Modern Theatre Styles and Conventions

This unit will focus on:

- Identifying and describing the distinguishing features of theatre styles and scripts from the pre modern era
- Exploring play scripts excerpts from the pre-modern era of theatre
- Applying acting, directing and design elements in interpreting plays from the pre- modern eras
- Analysis of a professional performance from a pre- modern era

## Unit Two – Modern Theatre Styles and Conventions

This unit will focus on:

- Identifying and describing the distinguishing features of theatre styles and scripts from the modern era
- Application of production roles to interpret scripts or excerpts of scripts from the modern era
- Analysis and evaluation of a professional performance from the modern era

## Unit Three – Staging Theatre

This unit will focus on:

- Staging Theatre
- Interpreting a script (working as a member of the production team)
- Analysing and evaluating theatre

## Unit Four – Researching and Presenting Theatrical Possibilities

This unit will focus on:

- Describing and justifying a scene interpretation through the application of production roles
- Interpreting a monologue from the prescribed structures
- Analysing and evaluating a performance

## 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

Extra-Curricular Items and Activities \$35

For more information contact Ms Rossini

# 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
- Develop a presentation that displays to an audience your ideas and solutions.

## 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

## Essential Equipment and prerequisites

- Textbooks as shown on the booklist
- A3 Visual diary per year
- Plastic wallet and workbook
- A laptop with the School's recommended specifications to support the high-processing demands of software programs such as Adobe Illustrator and Photoshop

Extra-Curricular Items and Activities \$120

For more information contact Ms Lacey or Ms Sarroff



**A culture of pride and respect.**



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