



**BRIGHTON**  
SECONDARY COLLEGE

ARTWORK BY ANGUS WARREN



# YEAR 11 & 12 HANDBOOK



# CONTENTS

<b>INTRODUCTION</b>	<b>5</b>		
<b>ACCOUNTING</b>	<b>6</b>		
<b>AUSTRALIAN &amp; GLOBAL POLITICS</b>	<b>7</b>		
<b>BIOLOGY</b>	<b>8</b>		
<b>BUSINESS MANAGEMENT</b>	<b>9</b>		
<b>CHEMISTRY</b>	<b>10</b>		
<b>DRAMA</b>	<b>11</b>		
<b>ECONOMICS</b>	<b>12</b>		
<b>ENGLISH / ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)</b>	<b>14</b>		
<b>ENGLISH LANGUAGE</b>	<b>18</b>		
<b>FOOD STUDIES</b>	<b>19</b>		
<b>FRENCH</b>	<b>20</b>		
<b>GEOGRAPHY</b>	<b>21</b>		
<b>HEALTH AND HUMAN DEVELOPMENT</b>	<b>22</b>		
<b>HISTORY - 20TH CENTURY</b>	<b>23</b>		
<b>JAPANESE SECOND LANGUAGE</b>	<b>24</b>		
<b>LEGAL STUDIES</b>	<b>25</b>		
<b>LITERATURE</b>	<b>28</b>		
<b>MATHEMATICS FLOWCHART</b>	<b>29</b>		
<b>GENERAL MATHEMATICS</b>	<b>30</b>		
<b>MATHEMATICAL METHODS</b>	<b>31</b>		
<b>SPECIALIST MATHEMATICS</b>	<b>32</b>		
		<b>MEDIA</b>	<b>33</b>
		<b>MUSICAL PERFORMANCE</b>	<b>34</b>
		<b>OUTDOOR &amp; ENVIRONMENTAL STUDIES</b>	<b>35</b>
		<b>PHYSICAL EDUCATION</b>	<b>38</b>
		<b>PHYSICS</b>	<b>39</b>
		<b>PRODUCT DESIGN AND TECHNOLOGY (TEXTILES)</b>	<b>40</b>
		<b>PRODUCT DESIGN AND TECHNOLOGY (WOOD)</b>	<b>41</b>
		<b>PSYCHOLOGY</b>	<b>42</b>
		<b>STUDIO ARTS</b>	<b>43</b>
		<b>VISUAL COMMUNICATION AND DESIGN</b>	<b>46</b>
		<b>VET (VOCATIONAL EDUCATION &amp; TRAINING) STUDIES</b>	<b>47</b>
		<b>BDP AT BSC - SUBJECTS GUIDE</b>	<b>55</b>





# INTRODUCTION

## AT BRIGHTON SECONDARY COLLEGE, WE OFFER A RANGE OF SENIOR PROGRAMS:

- **VCE - VICTORIAN CERTIFICATE OF EDUCATION**
- **VET/ASBA - VICTORIAN EDUCATION AND TRAINING/AUSTRALIAN SCHOOL BASED APPRENTICESHIP OR TRAINEESHIP**
- **IB - INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (MORE DETAILED INFORMATION IS AVAILABLE IN THE IB HANDBOOK)**

There are over 70 studies available in VCE, and those available at Brighton Secondary College are listed in this handbook with an outline of each study and related assessments for Year 11 (Units 1 & 2). Detailed information relating to Year 12 (Units 3 & 4) studies can be found on the VCAA website: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

There are a large range of VET programs within the VCE and those that we offer are as part of a cluster arrangement and are all conducted off-site. Students who express interest in a VET program will need to attend a selection interview with a member of the Careers team. The VET offerings are listed at the end of this handbook.

Students considering completing the IBDP in Year 11 and 12 should refer to the IB Handbook.

Over the two years of VCE, students must do:

English Units 1, 2, 3, and 4 (from English, English Language, EAL or Literature.)

- Year 11 students must choose English/English Language/Literature.
- Year 12 students must choose an English subjects + 4 other subjects (5 in total)
  - Five other subjects which may include VET and/or an external language. A Unit 3/4 study may be chosen if Unit 1/2 of that study was satisfactorily completed the previous year.
  - High performing students may also consider a University Extension study as part of their course.
  - Students may include a VET study/Apprenticeship or Traineeship as part of their course.
  - Students may also study a language externally (not offered by the College) as part of their course.

Students who select Outdoor & Environmental Studies in their choices will be required to meet the conditions for selection outlined in the College's Outdoor Education Policy.

There is an extensive Careers and Pathways program conducted for students in Year 11 and 12 throughout the year including individual course selection, interviews, VTAC interviews, Careers Expo and guest speakers.

## HIGHER EDUCATION STUDY

Highly performing and highly dedicated Year 11 students are encouraged to consider the opportunity to study a first-year university study (Extension Study) as part of their final year in Year 12. A large range of studies are available at a number of tertiary institutions. Selection of places in these studies are extremely competitive and highly sought after. For those students who become involved, it is a very worthwhile and academically motivating experience.

For more information: <https://vcaa.vic.edu.au/curriculum/vce/Pages/HigherEdStudiesVCE.aspx>

# ACCOUNTING

## UNITS 1 & 2

### DESCRIPTION OF COURSE CONTENT

#### UNIT 1: ROLE OF ACCOUNTING IN BUSINESS

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. 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.

Students record financial data and prepare reports for service businesses owned by sole proprietors. Students also apply relevant accounting principles and financial indicators to measure business performance and take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental.

#### UNIT 2: ACCOUNTING AND DECISION-MAKING FOR A TRADING BUSINESS

In this unit, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance. This unit also highlights the need for ethical considerations for business owners when making business decisions, including financial, social and environmental.

#### ASSESSMENT FOR UNITS 1 & 2

Folio of tasks, Case study, Assignment, SACs and Exam

#### RELATIONSHIP TO FURTHER OPTIONS

It is strongly recommended that students complete Units 1 & 2 before undertaking Units 3 & 4.

#### WHY STUDY THIS UNIT?

There are multiple career opportunities available to students who have a background in accounting. These include: Accounting, marketing, small business ownership, law, journalism, real estate, insurance, banking and financial, computing, engineering, stock broking, teaching, community service and welfare work

Accounting, marketing, small business ownership, law, journalism, real estate, insurance, banking and financial, computing, engineering, stock broking, teaching, community service and welfare work.

# AUSTRALIAN & GLOBAL POLITICS

## UNITS 1 & 2

### DESCRIPTION OF COURSE CONTENT

#### 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.

Area of Study 1: Power and ideas

Area of Study 2: Political actors and power

#### 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 global cooperation and to respond to issues of global conflict and instability

Area of Study 1: Global links

Area of Study 2: Global cooperation and conflict

#### ASSESSMENT FOR UNITS 1 & 2

Australian and Global Politics is assessed through research reports, case studies, essays and oral presentations.

#### RELATIONSHIP TO FURTHER OPTIONS

It is strongly recommended that you successfully complete Units 1 and 2 before undertaking Global Politics Units 3 and 4.

#### WHY STUDY THIS SUBJECT?

Australian and Global Politics will give students a broad understanding of the political forces that shape our world, which is important in a world where facts and fiction are often weaved together in the same sentence in the name of entertainment. In this course students are asked to develop the skills to accurately dissect political discourse and draw their own informed conclusions about the state of affairs both nationally and internationally. Australian and Global politics opens doors into fields as varied as journalism, diplomacy, international affairs, government, law, and education.

# BIOLOGY

## UNITS 1 & 2

### DESCRIPTION OF COURSE CONTENT

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. As well as increasing their understanding of scientific processes, students develop insights into how knowledge in biology has changed, and continues to change, in response to new evidence, discoveries and thinking. The course is vocabulary heavy but less mathematically based than physics or chemistry.

### UNIT 1: HOW DO ORGANISMS REGULATE THEIR FUNCTIONS?

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

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

### UNIT 2: HOW DOES INHERITANCE IMPACT ON DIVERSITY?

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

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

A student-directed research investigation into a contemporary ethical issue is to be undertaken in Area of Study 3. The investigation relates to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

### ASSESSMENT OF UNIT

Practical reports, second hand data analysis, fieldwork reports, research, posters, media analyses tests and exams.

### RELATIONSHIP TO FURTHER OPTIONS

It is recommended that students complete Units 1 & 2 before undertaking Units 3 & 4.

### WHY STUDY THIS UNIT?

Biology helps us to understand healthy lifestyles, explanations given by medical professionals, the nutritional quality of food, and how to keep our gardens and pets healthy. Biology is important to those who might be considering a career in a medical or veterinary field, agriculture, forest management, environmental science, animal management, management of a forest or marine park, and many other careers. A range of research opportunities are also available to those who choose to go on to do advanced studies in biology, zoology and botany, including honours, masters or doctoral degrees. Careers that use biological knowledge include: Medical Scientist, Laboratory Supervisor, Laboratory Manager, Medical Technician, Research Assistant, Laboratory Assistant, Clinical technician Neurophysiologist, Ambulance Officer, Medical Representative, Myofascial Therapist, Drug Rehabilitation, Hospital Pharmacy Management, Retail Pharmacy, Naturopathy, homeopathy, traditional medicine, Biology Teacher, Scientific Representative, Wine Maker, Marine Ecology, Marine Biologist, Waste Management Officer, Recycling Biomedical Waste, Fitness Consultant, and Surf-Life Saving.

For more information about careers in biotechnology, go to <http://www.biotechnologyonline.gov.au/career/careers.html>

# BUSINESS MANAGEMENT

## UNITS 1 & 2

### DESCRIPTION OF COURSE CONTENT

#### UNIT 1 - PLANNING A BUSINESS

- How Business ideas are created through a range of sources, such as identifying a gap in the market,
- technological developments and changing customer needs.
- Business environment that may act as pressures or forces on the operations of a business.
- Types of legal business structures and business models
- Major planning and decisions necessary at the commencement of a business.
- Corporate social responsibility management issues regarding business planning.

#### UNIT 2 - ESTABLISHING A BUSINESS

- Legal requirements and financial considerations when establishing a business.
- Essential features of effective marketing.
- Market research processes.
- Issues in marketing.
- Cost and benefit of Public relations to a business.
- Staffing needs for a business
- Corporate social responsibility management issues regarding marketing and staffing of a business.

### ASSESSMENT OF UNIT

Will include a mix of the following:

- Case studies and Written reports
- Oral and Multi-media presentations
- Business surveys and analysis
- Preparation of a business plan

### RELATIONSHIP TO FURTHER OPTIONS

Provides a good foundation to Units 3 & 4, but is not a prerequisite.

### WHY STUDY THIS UNIT?

#### CAREER OPPORTUNITIES

Accounting, business consultant, marketing, small business ownership, human resource management, journalism, banking and financial, operations management, engineering, stock broking and teaching

# CHEMISTRY

## UNITS 1 & 2

### DESCRIPTION OF COURSE CONTENT

Chemistry explains why everything looks, acts and reacts the way it does. It is the study and the explanation of all things. With the basic building blocks of matter a plant or a bridge or whole universe can be created. Chemistry is a challenging course with lots of experimental investigations. The course relies heavily on mathematics.

#### UNIT 1: HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Students are introduced to quantitative concepts in chemistry including the mole concept. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

#### UNIT 2: WHAT MAKES WATER SUCH A UNIQUE CHEMICAL?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry, analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. Throughout the units, students use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

**Mathematics comes into this unit a lot. If you struggle with maths or if balancing an equation sounds like a magic trick to you, try biology or psychology instead.**

#### ASSESSMENT OF UNIT

Assessment in Chemistry may involve a selection of the following:

- annotations of a practical work folio of activities or investigation
- a report of a practical activity or investigation
- a modelling activity
- media response
- problem solving involving chemical concepts, skills and/or issues
- a reflective learning journal/blog related to selected activities or in response to an issue
- data analysis
- a test comprising multiple choice and/or short answer and/or extended response
- a report of a student-designed quantitative laboratory investigation

#### RELATIONSHIP TO FURTHER OPTIONS

It is strongly recommended that you successfully complete Units 1 & 2 before undertaking Units 3 & 4. This is important because most of Units 3 & 4 assumes you have a strong knowledge of the concepts introduced in Units 1 & 2.

#### WHY STUDY THIS UNIT?

Chemistry is a prerequisite for many courses in the biological sciences, physical sciences, medical sciences, and engineering. For example, in 2009, a study score of at least 35 in Units 3 & 4 Chemistry is listed as a requirement for entry to the new generation Bachelor of Biomedicine degree at the University of Melbourne; and at Monash University, a study score of at least 25 in Units 3 & 4 Chemistry is required to commence its Bachelor of Biomedicine course.

Knowledge of a specific field of chemistry is necessary for many careers. Those fields include, for example, Agricultural Chemistry, Analytical Chemistry, Biochemistry, Biotechnology, Chemistry Teacher, Chemical Engineering, Chemical Information Specialists, Chemical Sales, Chemical Technology, Colloid and Surface Chemistry, Consulting Consumer Product Chemistry, Environmental Chemistry, Food and Flavour Chemistry, Forensic Chemistry, Geochemistry, Hazardous Waste Management, Inorganic Chemistry, Materials Science, Medicinal Chemistry, Organic Chemistry, Oil and Petroleum Industry, Physical Chemistry, Polymer Chemistry, Pulp and Paper Chemistry, Research and Development Management, Science Writing, Textile Chemistry, and Water Chemistry

# DRAMA

## UNIT 1 INTRODUCING PERFORMANCE STYLES

In this unit students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived.

This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

Students apply play-making techniques to shape and give meaning to their performance. They manipulate expressive and performance skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in a range of performance styles. They document the processes they use as they explore a range of stimulus material, and experiment with production areas, dramatic elements, conventions and performance styles.

In this unit the terms character, performance, story and style may be understood as one or more characters, performances, stories or styles.

## UNIT 2 AUSTRALIAN IDENTITY

In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of Australian identity. They examine selected performance styles and explore the associated conventions. Students further develop their knowledge of the conventions of transformation of character, time and place, the application of symbol, and how these conventions may be manipulated to create meaning in performance and the use of dramatic elements and production areas.

Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work, where possible, by professional actors.

#### Assessment

##### UNIT 1

- devise and document solo and/or ensemble drama works based on experiences and/or stories.
- perform devised drama works to an audience based on experience or stories.
- analyse the development, and the performance to an audience, of their devised work.
- analyse the presentation of ideas, stories and characters in a drama performance by professional or other drama practitioners.

##### UNIT 2

- devise and document the processes used to create a solo or ensemble performance that reflects an aspect or aspects of Australian identity and contemporary drama practice.
- present a devised performance that reflects aspects of Australian identity and contemporary drama practice.
- analyse the development, and performance to an audience, of their devised work.
- analyse and evaluate a performance of a drama work by Australian practitioners.

# ECONOMICS

## UNITS 1 & 2

### DESCRIPTION OF COURSE CONTENT

#### UNIT 1 - THE BEHAVIOUR OF CONSUMERS AND BUSINESSES

- Identify basic economic problems of scarcity and the need for economic decision making
- Discuss the factors that influence the decision making of consumers and businesses
- The purpose of economic activity and the influence on material and non-material living standards
- The effect of technology on business behaviour
- The evolution of business and changing goals
- Analyses of written, visual and statistical evidence
- Folio of tasks, SACs and exams

#### UNIT 2 - CONTEMPORARY ECONOMIC ISSUES

- The meaning of both long-term economic prosperity and environmental sustainability
- Factors that might affect future growth such as an ageing population
- The difference between absolute poverty and relative poverty
- Causes of income inequality, unemployment and sovereign debt
- The challenges faced by developing nations in alleviating poverty
- Causes and implications of global inequality
- Analyses of written, visual and statistical evidence

### ASSESSMENT OF UNITS 1 & 2

#### UNIT 1 - THE BEHAVIOUR OF CONSUMERS AND BUSINESS

- Students will be required to analyse written, visual and statistical evidence
- Tasks may include: case studies, economic simulation activities, presentations, fieldwork and analysis, debate, a folio of applied economic exercises, formal SAC assessment under test conditions and exams

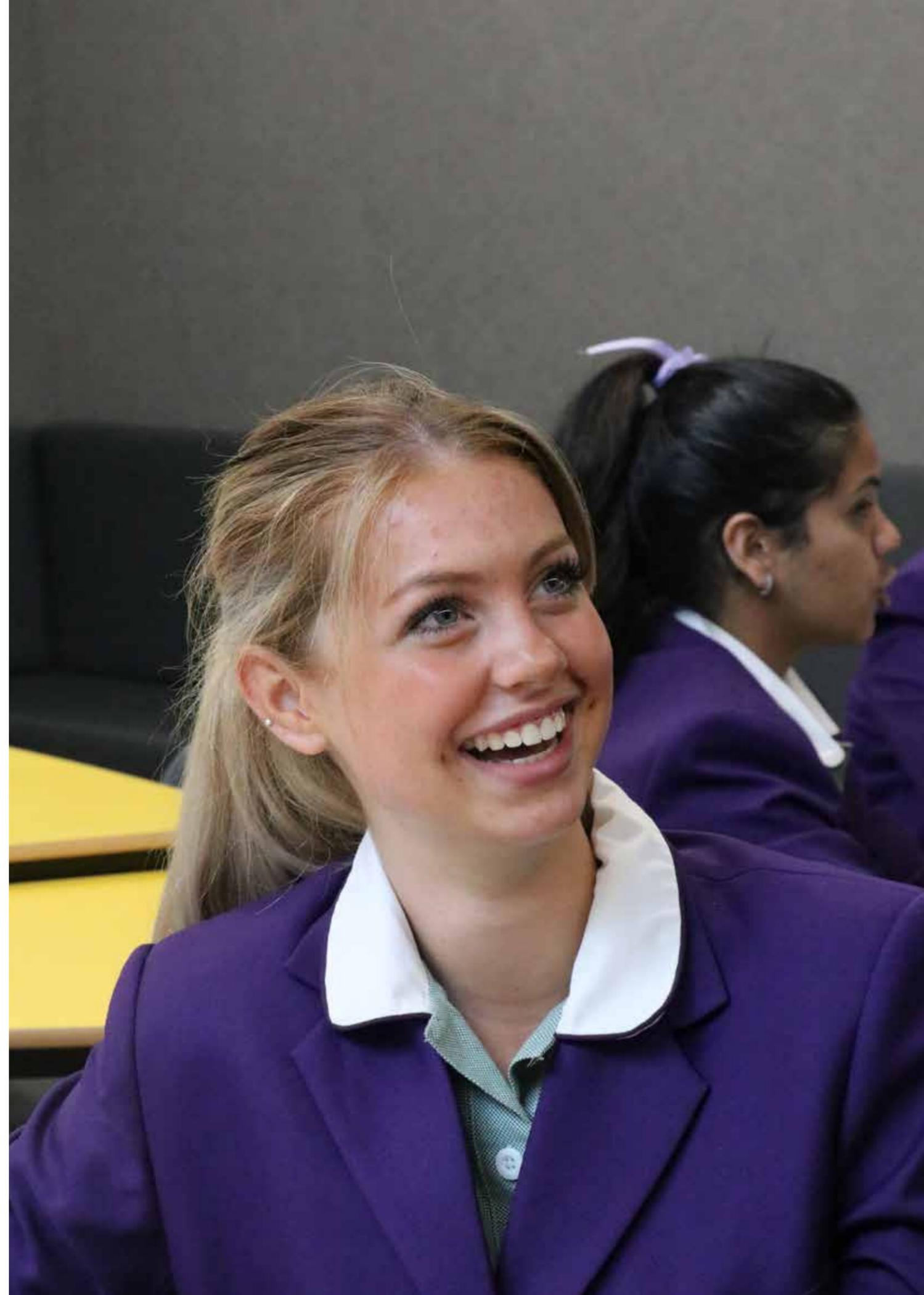
### RELATIONSHIP TO FURTHER OPTIONS

It is strongly recommended that students complete Units 1 & 2 before undertaking Units 3 & 4.

### WHY STUDY THIS UNIT?

#### CAREER OPPORTUNITIES

Accounting, marketing, small business ownership, law, journalism, real estate, insurance, banking and financial, computing, engineering, stock broking, teaching, statistician, investment analyst and social research.



# ENGLISH / ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

## UNITS 1 & 2

### DESCRIPTION OF COURSE CONTENT

VCE English focuses on how English language is used to create meaning in written, spoken and multi-modal 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.

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts students studying English become confident, articulate and critically aware communicators. Students will study of a range of texts, including novels, films, plays and the media. This study will build on the learning established through the Victorian Curriculum English in the key discipline concepts of language, literature and literacy, and modes of speaking, reading and writing.

This study enables students to:

- extend their English language skills through thinking, listening, speaking, reading, viewing and writing
- enhance their understanding, enjoyment and appreciation of the English language in its written, spoken and multimodal forms
- analyse and discuss a range of texts from different periods, styles, genres and contexts
- understand how culture, values and context underpin the construction of texts and how this can affect meaning and interpretation
- understand how ideas are presented by analysing form, purpose, context, structure and language
- convey ideas, feelings, observations and information effectively in written, spoken and multimodal forms to a range of audiences
- demonstrate in the creation of their own written, spoken and multimodal texts an ability to make informed choices about the construction of texts in relation to purpose, audience and context
- think critically about the ideas and arguments of others and the use of language to persuade and influence audiences
- extend their use of the conventions of Standard Australian English with assurance, precision, vitality and confidence in a variety of contexts, including for further study, the work place and their own needs and interests
- extend their competence in planning, creating, reviewing and editing their texts for precision and clarity, tone and stylistic effect.

### UNIT 1

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

#### Area of Study 1 – Reading and creating texts

On completion of this unit the student should be able to produce analytical and creative responses to texts.

#### Area of Study 2 – Analysing and Presenting Argument

On completion of this unit the student should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

### UNIT 2

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

#### Area of Study 1 – Reading and comparing texts

On completion of this unit the student should be able to compare the presentation of ideas, issues and themes in two texts

#### Area of Study 2 – Analysing and presenting argument

On completion of this unit the student should be able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

### ASSESSMENT OF UNIT

You will be assessed by coursework assignments which are written or presented in class, and examinations at the end of each semester.

### RELATIONSHIP TO FURTHER OPTIONS

Success in Units 1 and 2 leads to Units 3 and 4 of the study.

### WHY STUDY THIS UNIT?

Your Study Score for entry to university must feature English/Literature as a component. Success in this Unit demonstrates a level of expertise in English which employers and higher education consider essential. A study score in English is often a prerequisite for a large percentage of University courses.



# ENGLISH LANGUAGE

## UNITS 1 & 2

### DESCRIPTION OF COURSE CONTENT

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit. Informed by the discipline of linguistics, English Language provides students with metalinguistic tools to understand and analyse language use, variation and change.

Students will develop and refine their skills in reading, writing, listening to and speaking English, they will read widely to develop their analytical skills and understanding of linguistics and are expected to study a range of texts, including publications and public commentary about language in print and multimodal form.

This study enables students to:

- describe and analyse the structures, features and functions of spoken and written English language using an appropriate metalanguage
- investigate language acquisition, use, variation, and change over time
- reflect critically on attitudes to language in both its historical and contemporary contexts, with particular focus on identity, social cohesion and the distinctiveness of Australian English
- explore and analyse the interplay between convention and creativity in language use
- develop an awareness of their own critical, selective and innovative use of language and apply it to their own writing and speaking
- demonstrate, in the creation of their own texts, effective and competent use of Standard Australian English to meet the demands of further study, the workplace, and their own needs and interests.

### ASSESSMENT OF UNIT

You will be assessed by coursework assignments which are written or presented in class, and examinations at the end of each semester.

#### UNIT 1: LANGUAGE AND COMMUNICATION

##### Area of Study 1 – The nature and function of language

On completion of this unit the student should be able to identify and describe primary aspects of the nature and functions of human language.

##### Area of Study 2 – Language acquisition

On completion of this unit the student should be able to describe what children learn when they acquire language and discuss a range of perspectives on how language is acquired.

#### UNIT 2: LANGUAGE CHANGE

##### Area of Study 1 – English across time

On completion of this unit the student should be able to describe language change as represented in a range of texts and analyse a range of attitudes to language change.

##### Area of Study 2 – Englishes in contact

On completion of this unit the student should be able to describe and explain the effects of the global spread of English in terms of both conformity and diversity, through a range of spoken and written texts.

### RELATIONSHIP TO FURTHER OPTIONS

Success in Units 1 and 2 leads to Units 3 and 4 of the study. It is strongly recommended that you successfully completing Units 1 and 2 before undertaking Units 3 and 4 of the study

### WHY STUDY THIS UNIT?

Students with a naturally analytical mind will be best suited to this subject. The study supports language-related fields such as psychology, the study of other languages, speech and reading therapy, journalism and philosophy. It also supports study and employment in other communication-related fields, including designing information and communications technology solutions or programs.

Your Study Score for entry to university must feature English/Literature/English Language as a component. Success in this Unit demonstrates a level of expertise in English which employers and higher education consider essential. A study score in one of the English subjects is often a prerequisite for a large percentage of University courses

# FOOD STUDIES

## UNITS 1 & 2

### DESCRIPTION OF COURSE CONTENT

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

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

Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments

### STRUCTURE

The study is made up of two units.

#### UNIT 1: FOOD ORIGINS

#### UNIT 2: FOOD MAKERS

Unit 1 focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

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

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

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

### ASSESSMENT OF UNIT

Students are assessed in both practical and theory classes, selected from production reports, tests, multi-media presentations, written reports. Students complete an end of semester exam.

### RELATIONSHIP TO FURTHER OPTIONS

Units 1 and 2 lead to Units 3 and 4. Even though they are not a prerequisite, some of the skills and knowledge gained in them gives students a head start in Year 12. Food Studies works in well with the VET hospitality course.

### WHY STUDY THIS UNIT?

This study gives students a hands-on understanding of food and how to prepare a wide variety of foods for a variety of situations. It also gives students an understanding of food preparation, production and processing and helps them to improve their ability to prepare high quality foods.

# FRENCH

## UNITS 1 & 2

### DESCRIPTION OF COURSE CONTENT

Year 11 students of French study three prescribed themes: the individual, the French speaking communities and the changing world. By the end of Year 11, students should be able to discuss, write, read and understand spoken texts about those themes in French.

### ASSESSMENT OF UNIT

Students will be assessed on five macro skills: reading, listening and viewing, speaking and writing.

#### UNIT 1:

- Outcome 1: Exchange meaning in a spoken interaction in French.
  - Outcome 2: Interpret information from two texts on the same subtopic presented in French, and respond in writing in French and in English.
  - Outcome 3: Present information, concepts and ideas in writing in French on the selected subtopic for a specific audience or purpose.
- UNIT 2:
- Outcome 1: Respond in writing in French to spoken, written or visual texts presented in French.
  - Outcome 2: Analyse and use information from written, spoken or visual texts to produce an extended written response in French.
  - Outcome 3: Explain information, ideas and concepts orally in French to a specific audience about an aspect of culture within communities where French is spoken.

### RELATIONSHIP TO FURTHER OPTIONS

Unit 3 and 4 French

### WHY STUDY THIS UNIT?

French VCE studies allow learners to gain more in-depth knowledge and understanding of the French language, culture and people. Studying French offers more employment opportunities throughout the world because French is spoken by 250 million people in the French speaking countries. French is useful in travel, education, linguistics, interpreting, science, art, cooking, law, medicine, engineering and other related fields. Studying a language in general is proven to develop parts of the brain that enhance memory and foster open-mindedness.

# GEOGRAPHY

## UNITS 1 & 2

### DESCRIPTION OF COURSE CONTENT

VCE

#### UNIT 1 - HAZARDS AND DISASTERS:

Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people.

Hazards represent the potential to cause harm to people and/or the environment. They include those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena.

#### UNIT 2 - TOURISM - ISSUES AND CHALLENGES

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

There is an interconnection between places tourists originate from and their destinations throughout the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism.

### ASSESSMENT OF UNIT

Assessment in Geography may include fieldwork reports, structured questions, case studies, reports and a folio of exercises.

### RELATIONSHIP TO FURTHER OPTIONS

It is strongly recommended that students complete Units 1 & 2 before undertaking Units 3 & 4.

### WHY STUDY THIS UNIT?

VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. This study in particular enables students to develop a sense of wonder and curiosity about people, culture and environments throughout the world, develop knowledge and understanding of geographic phenomena, and develop a range of skills to assist in analysing information and making informed judgments and decisions about geographical challenges.

In VCE Geography, students develop a range of skills, many of which employ spatial and digital technologies. Investigative skills develop students' ability to conduct geographic study and inquiry including the collection of primary data through observation, surveys, fieldwork, and the collection of data and information from relevant secondary sources.

# HEALTH AND HUMAN DEVELOPMENT

## UNITS 1 & 2

### DESCRIPTION OF COURSE CONTENT

#### UNIT 1 – THE HEALTH AND DEVELOPMENT OF AUSTRALIA’S YOUTH

- Understanding health and development
- Youth health and development
- Health issues for Australia’s youth

#### UNIT 2 – CHILD AND ADULTHOOD HEALTH AND DEVELOPMENT

- Childhood Health and development
- Adult health and development
- Health issues for the Australian population

### ASSESSMENT OF UNIT

- Case study analysis
- Data analysis
- Visual presentation
- Multimedia presentation, using more than two data types
- Oral presentation, such as debate or podcasts
- Blog
- Test
- Written response, such as a research assignment

### RELATIONSHIP TO FURTHER OPTIONS

Units 1 & 2 are not prerequisites for Units 3 & 4.

### WHY STUDY THIS UNIT?

Health and human development enables students to investigate the dynamic influences on health and development across the lifespan. Students will develop the knowledge, attitudes, values and skills to become actively involved in shaping the influences that determine their own health and development, and the health of their local and national communities.

### CAREER OPPORTUNITIES

Nursing, dietician, teacher, health promotion officer, social worker, welfare officer, psychologist.

# HISTORY – MODERN HISTORY

## UNITS 1 & 2

### DESCRIPTION OF COURSE CONTENT

#### UNIT 1 – CHANGE AND CONFLICT

Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

- an overview of the significant events of the late 19th century and the first half of the 20th
- the consequences of World War One
- the significant ideologies that strengthened, challenged and/or weakened empires and/or nation states
- continuity and changes to political structures and systems of nation
- significant individuals who contributed to political change
- the significant causes of World War Two
- the significant changes in how society was organised and the ways this influenced how people lived their lives
- continuity and change to the social life and experiences of people, such as race, gender, sexuality, ethnicity, class, political and religious affiliation
- the methods and consequences of inclusion and/or exclusion of certain groups from participating in the society,
- the ways in which particular forms of cultural expression such as art, literature, architecture, film and music both influenced and reflected social, economic and political change
- the reasons for government, group and individual attempts to control, influence or resist cultural expression and use propaganda to challenge, influence and/or change political and social agendas
- the perspectives and experiences of those affected by social and cultural change

#### UNIT 2 – SOCIAL AND CULTURAL CHANGE

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

- the causes of the Cold War and the significant features and tensions of the Cold War
- the economic, political and social characteristics of the competing ideologies of communism in the USSR, and liberal democracy and capitalism in the USA and Europe
- the significant features and consequences of the peace conferences at Yalta and Potsdam
- the establishment and goals of the UN
- proxy wars and conflicts that reflected the consequences of tensions and divisions of the Cold War.
- the causes, significant events and conditions that challenged traditional social, political and/or economic structures of power
- the local and global ideas that influenced continuity and/or change, such as decolonisation, nationalism, theocracy, self-determination, state-building, nation-building, racism, sexism, feminism, egalitarianism and equality
- significant individuals, movements and/or groups who challenged existing structures of social, political and/or economic power and contributed to change
- the extent to which change occurred and goals and ideas were successfully achieved and implemented
- the perspectives and experiences of those who challenged and demanded change and those who resisted change

### ASSESSMENT OF UNIT 1 & 2

Essay, Historical Inquiry, Analysis of Primary sources, Evaluation of historical interpretations

### RELATIONSHIP TO FURTHER OPTIONS

Provides a good foundation to units 3 & 4, but is not a prerequisite.

### WHY STUDY THIS UNIT?

#### CAREER OPPORTUNITIES:

Anthropologist, conservator, author, criminologist, cultural heritage officer, lawyer, journalist, historian, lecturer, multimedia developer, project manager, public relations, publisher, researcher, teacher, travel agent and tour operator

# JAPANESE SECOND LANGUAGE

## UNITS 1 & 2

### DESCRIPTION OF COURSE CONTENT

The areas of study for Japanese Second Language comprise themes and topics, grammar, text types, vocabulary and different kinds of writing. There are three prescribed themes:

#### THE INDIVIDUAL

Personal identity and lifestyle, Relationships, Aspirations, education and careers

#### THE JAPANESE-SPEAKING COMMUNITIES

The Japanese-speaking communities, Significant people, Living in a Japanese community/Visiting Japan

#### THE WORLD AROUND US

Global and contemporary society, Community and media, The influence of technology

### ASSESSMENT OF UNIT

#### UNIT 1:

**Outcome 1.** Exchange meaning in a spoken interaction in Japanese.

**Outcome 2.** Interpret information from two texts on the same subtopic presented in Japanese, and respond in writing in Japanese and in English

**Outcome 3.** Present information, concepts and ideas in writing in Japanese on the selected subtopic for a specific audience and purpose.

#### UNIT 2:

**Outcome 1.** Respond in writing in Japanese to spoken, written or visual texts presented in Japanese.

**Outcome 2.** Analyse and use information from written, spoken or visual texts to produce an extended written response in Japanese.

**Outcome 3.** Explain information, ideas and concepts orally in Japanese to a specific audience about an aspect of culture within communities where Japanese is spoken.

### RELATIONSHIP TO FURTHER OPTIONS

Units 3 & 4 Japanese Second Language

### WHY STUDY THIS UNIT?

Japan is a country with a fascinating language, culture and history. Studying the language and the culture as part of VCE studies broadens students' world view and enables them to better understand their own place in the world. Learning a language enhances students' logical and thinking skills and challenges them to develop communication skills which can open the world to them.

# LEGAL STUDIES

## UNITS 1 & 2

### DESCRIPTION OF COURSE CONTENT

#### UNIT 1 - GUILT AND LIABILITY

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Some topics covered include:

- the principles of justice: fairness, equality and access
- the characteristics of an effective law
- types of crime such as crimes against the person and crimes against property
- defences to crime and
- the possible impact of the offence on individuals and society
- possible plaintiffs and defendants to a civil dispute
- Torts such as defamation, trespass, negligence and nuisance

#### UNIT 2 - SANCTIONS, REMEDIES AND RIGHTS

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Some topics covered include:

- Juries
- Sanctions and remedies
- Human rights

### ASSESSMENT OF UNIT

Will include a mix of the following: Case studies, mock script or role plays, essays and tests, audio or visual presentation, folio and research reports and action plans and reports.

### RELATIONSHIP TO FURTHER OPTIONS

Provides an excellent foundation to units 3 & 4, but is not a prerequisite.

### WHY STUDY THIS UNIT?

#### CAREER OPPORTUNITIES

Lawyer, Court officer, law clerk, legal secretary, police officer, prison officer, teaching, marketing, accounting, community and welfare work



# LITERATURE

## UNITS 1 AND 2

### DESCRIPTION OF COURSE CONTENT

This course is ideal for the keen, independent reader of fiction, who is able to write fluently and enjoys the close reading of fiction texts. The course involves intensive study of a range of challenging fiction, both from past and contemporary social and cultural contexts, and includes the close study of plays, novels, short stories, poetry and films.

This study is designed to enable students to:

- develop an enjoyment of literature through reading widely, imaginatively, critically and independently;
- gain an understanding of the variety of human experience;
- develop a critical awareness of cultures past and present, as they are represented in literature;
- read closely and engage in detailed critical analysis of the key literary features;
- develop interpretive skills and extend their understanding of the different ways literary texts are constructed;
- develop the capacity to write confident analytical and creative responses to texts.

### UNIT 1

This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text.

### UNIT 2

The focus of this unit is on students' critical and creative responses to texts. Students extend their exploration of the ideas and concerns of the text. They understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings.

### ASSESSMENT OF UNIT:

You will make personal, creative, critical and analytical responses to these texts, showing your understanding of character, language, structure and meaning of these texts.

You will be assessed by completing a variety of written responses to literature, and examinations at the end of each semester.

### RELATIONSHIP TO FURTHER OPTIONS

It is strongly recommended that you successfully complete Units 1 and 2 before undertaking Units 3 and 4 of the study.

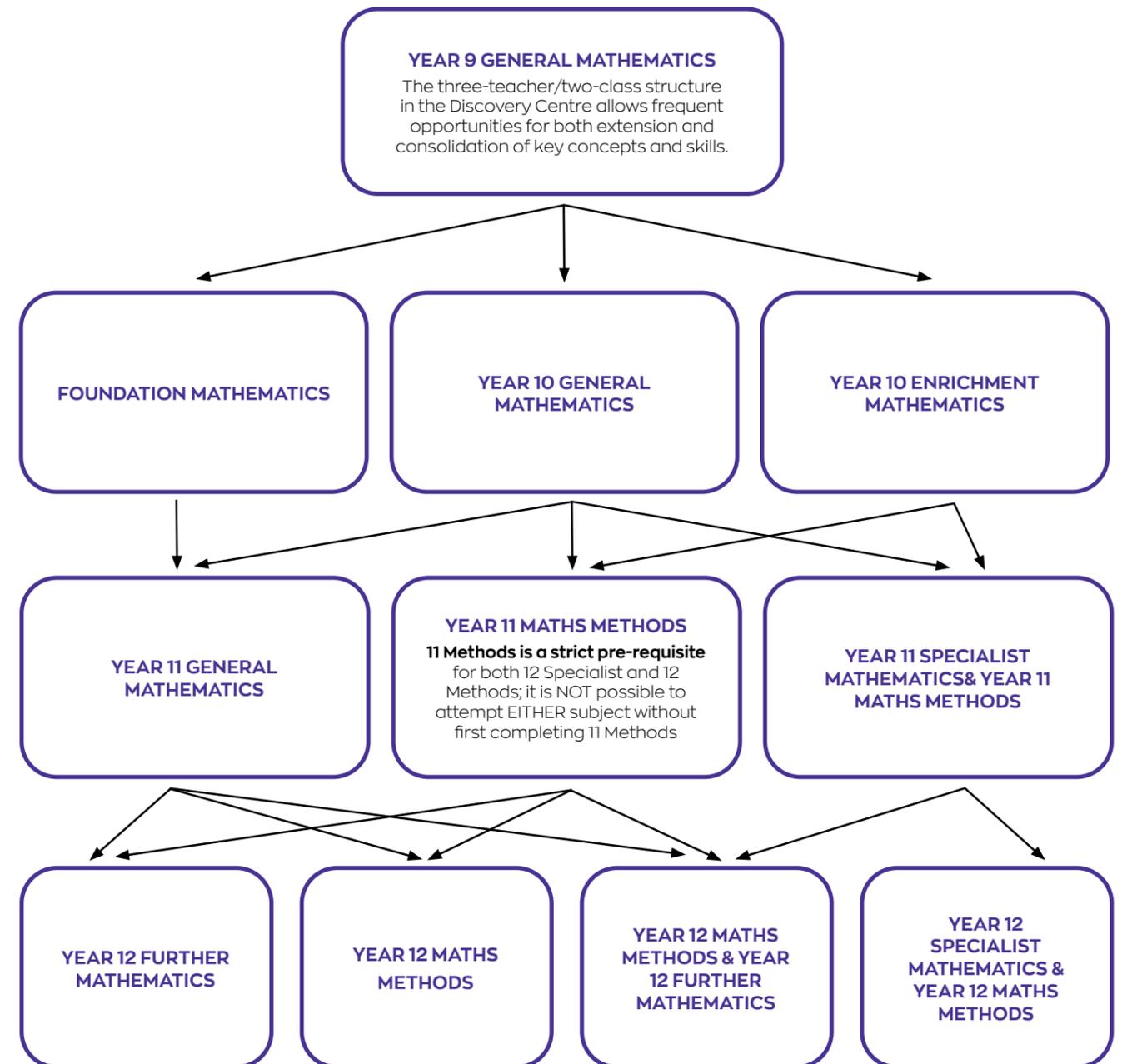
### WHY STUDY THIS UNIT?

Your Study Score for entry to university must feature English/Literature as a component.

Success in this subject demonstrates a high level of expertise in close reading, analysis of language, and ability to express ideas fluently and cogently, which many employers and higher education consider very important. The independent reading and study needed for this course are evidence of self-reliance and personal motivation to succeed.

As Literature is a subject that builds strong written and communication skills, as well as critical thinking skills, it links well into fields such as the media, journalism, publishing, advertising, PR and education.

# MATHEMATICS FLOWCHART



# GENERAL MATHEMATICS

## UNIT 1 & 2

### DESCRIPTION OF COURSE CONTENT

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

The areas of study will be selected from:

#### UNIT 1 & 2:

- Algebra and structure
- Arithmetic and number
- Discrete mathematics
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations
- Statistics

### ASSESSMENT OF UNIT

Students will be assessed across three outcomes with class tests, application and analysis tasks. The use of technology will generally be embedded in these tasks.

#### OUTCOME 1

Define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures.

#### OUTCOME 2

Select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts.

#### OUTCOME 3

Select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

### RELATIONSHIP TO FURTHER OPTIONS:

General Mathematics is excellent preparation for students considering studying Further Mathematics 3 and 4. This subject also fulfils many University and TAFE Mathematics prerequisites. A satisfactory result in General Mathematics at Year 11 standard is looked at favourably by employers overall, and employers looking for new apprentices in particular.

### WHY STUDY THIS UNIT?

Do you like Maths but don't necessarily want a career in Maths? Do you want to learn the real mathematics you'll use in your everyday life? Are you able to work with data and manipulate lists of numbers on a CAS Calculator? Do you like shapes, especially triangles? Do you know how to budget and the difference between borrowing and lending, a mortgage and an annuity? Do you want the option of choosing Further Mathematics 3 & 4 in Year 12?

# MATHEMATICAL METHODS

## UNITS 1 & 2

### DESCRIPTION OF COURSE CONTENT

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving.

#### UNITS 1 & 2:

- Functions and graphs
- Algebra
- Calculus
- Probability and Statistics

### ASSESSMENT OF UNIT

Students will be assessed across three outcomes with class tests, application and analysis tasks. The use of technology will generally be embedded in these tasks.

#### OUTCOME 1

Define and explain key concepts and apply a range of related mathematical routines and procedures.

#### OUTCOME 2

Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.

#### OUTCOME 3

Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

### RELATIONSHIP TO FURTHER OPTIONS

Mathematical Methods Units 1 & 2 provides a pathway to the Year 12 study of Mathematical Methods Units 3 & 4. It is also required (in addition to Specialist Units 1 & 2) for students wishing to undertake Specialist Maths Units 3 & 4.

Students are advised to carefully check which level of Mathematics will best suit their needs for any tertiary courses.

### WHY STUDY THIS UNIT?

Is Maths one of your favourite subjects? Maths Methods is the subject for you! A successful study of Maths Methods at Year 11 (along with Specialist) will enable you to choose any of the Mathematics subjects offered at Year 12. For those keeping their options open or as a preparation for any level of Year 12 Maths, this subject is an excellent choice for students beginning their VCE studies.

# SPECIALIST MATHEMATICS

## UNIT 1 & 2

### DESCRIPTION OF COURSE CONTENT

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of those students who intend to pursue careers involving a higher level of Mathematics.

The areas of study will be selected from:

#### UNITS 1 & 2:

- Algebra and structure
- Arithmetic and number
- Discrete mathematics
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations
- Statistics

#### ASSESSMENT OF UNIT

Students will be assessed across three outcomes with class tests, application and analysis tasks. The use of technology will generally be embedded in these tasks.

#### OUTCOME 1

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.

#### OUTCOME 2

Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.

#### OUTCOME 3

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.

#### RELATIONSHIP TO FURTHER OPTIONS

This subject will open access to every VCE Mathematics pathway, as well as associated careers that require good mathematical skills. Specialist Mathematics Units 1 & 2 in conjunction with Mathematical Methods Units 1 & 2 provides the necessary background to study Specialist Mathematics Units 3 & 4.

#### WHY STUDY THIS UNIT?

Are you enjoying Year 10 Enrichment Mathematics? Do you wish to deepen your understanding of Mathematics in readiness for two fantastic years studying Mathematical Methods in Years 11 and 12? Do you wish to explore the more rigorous aspects of mathematical structure and proof? Do you wish to study Specialist Mathematics in Year 12?

Students would be expected to choose Specialist Maths Units 1 & 2 concurrently with Maths Methods Units 1 & 2.

# MEDIA

## UNITS 1 & 2

### DESCRIPTION OF COURSE CONTENT

The Media Studies course introduces students to the basic concepts of the study of the media as well as allowing students to create their own media products. The main areas of study are Representation and Technologies of Representation, New Media, Media Production and the Australian Media Industry.

In these units students will analyse a range of media forms and study codes and conventions that relate to them. Basic concepts of communication studies are investigated, recent and historical changes to the media are considered and issues relating to the Australian media industry are examined. Students also produce a range of media products based on their own research and analysis.

#### ASSESSMENT OF UNIT

There are various forms of assessment in Media Studies. Students will be given the opportunity to demonstrate their understanding of the key knowledge and skills through practical tasks such as the production of videos and magazines. Students will also complete written Assessment Tasks such as research reports, short answer questions and extended written responses. Production and Theory tasks are given roughly equal weighting. There is an exam at the end of both semesters.

#### RELATIONSHIP TO FURTHER OPTIONS

Units 1 & 2 provide good knowledge and skills to move into Units 3 & 4 although they are not a compulsory prerequisite of Units 3 & 4, they are highly recommended.

Media Studies could be chosen to complement subjects such as Drama, Visual Communication, Studio Art and IT.

#### WHY STUDY THIS UNIT?

Media Studies teaches us the knowledge and skills to become active viewers and then creators of the media that surrounds our everyday lives. The practical components allow students to be creative and communicative while learning how to work towards a professional level of skill.

Studying Media leads directly into many careers including Journalism, Public Relations, Advertising, Marketing, Film and Television Production, Magazine Production and Radio Production.

Options for future study include University and TAFE courses such as Communications, Media, Journalism, Film-making Professional Writing and Editing and Animation.

# MUSICAL PERFORMANCE

## UNITS 1 & 2

### DESCRIPTION OF COURSE CONTENT

This course is designed for students who already play an instrument and want to further develop their performance skills either solo or as a group. You will study a wide variety of music and develop technical skills on your instrument and/or voice. There will be regular opportunities to perform for audiences in a variety of situations. Students looking to study this course should have basic theory and aural skills and be having weekly lessons on their instrument or voice.

### PERFORMANCE

- Select, research and learn a program of music to perform.
- Develop instrumental skills and musicianship through regular practice.
- Develop group skills through rehearsing and performing with other musicians.
- Explore artist influences, compositional and performance techniques.
- Interpret and arrange music to create expressive and engaging performances.

### PREPARING FOR PERFORMANCE

- Develop effective approaches to individual practice and group rehearsal.
- Develop rehearsal strategies and trial the use of a range of instrumental techniques.
- Research and practise relevant material that will enhance your ability to perform in the character and style of the music.
- Identify strengths and weaknesses in your performance capabilities.
- Develop a planned approach to address these challenges in order to optimise your performance.

### MUSIC LANGUAGE

- Develop music theory, notation and aural skills.
- Identify, notate and re-create short musical phrases.
- Analyse excerpts of music.
- Learn and use appropriate music language.
- Identify, describe and discuss how elements of music are manipulated by musicians to enhance a performance.

### ORGANISATION OF SOUND

- Create an original composition or perform an improvisation.
- Identify characteristics from performance pieces which can be used and explored.
- Explore a range of strategies used by relative artists in order to explore creative possibilities.
- Use a range of tools to create, notate, record, present and perform the composition or improvisation.

### ASSESSMENT OF UNIT

- Group and solo performances.
- Folio of technical work.
- Original composition or improvisation.
- Written and aural exam.

### RELATIONSHIP TO FURTHER OPTIONS

- Music Performance Units 3 & 4
- Music Investigation Units 3 & 4

### WHY STUDY THIS UNIT?

Studying music as part of a balanced VCE program provides a fun, creative and social outlet which can help reduce stress and anxiety. The craft of learning an instrument teaches students focus and concentration, skills which carry over into other subjects and aspects of life after school. Succeeding in music can lead to work in the Industry as a Songwriter, Touring performer, Producer, DJ, Sound Engineer, TV and Film scoring, Teaching and Music Therapy.

# OUTDOOR & ENVIRONMENTAL STUDIES

## UNITS 3 & 4 (FOR YEAR 11 STUDENTS)

### DESCRIPTION OF COURSE CONTENT

#### UNIT 3 - RELATIONSHIPS WITH NATURAL ENVIRONMENTS

- Historical and current perspectives
- Interactions and relationships with the Australian environment as expressed by indigenous cultures
- The role of environmental movements in changing human relationships with Australian environments
- Technology and commercialisation of outdoor activities
- Risk taking behaviour in the outdoors

#### UNIT 4 - THE FUTURE OF HUMAN-NATURE INTERACTIONS

- Interacting with the environment through outdoor activities
- The impact of outdoor activities on the environment
- Conflicts of interest in the environment
- Actions taken to maintain a healthy environment
- Management strategies for sustainability

### ASSESSMENT OF UNIT

- Outdoor activities and camps
- Case studies
- Written Reports
- Research Analysis
- Oral Presentation
- End of semester examination

### RELATIONSHIP TO FURTHER OPTIONS

#### CAREER OPPORTUNITIES

P.E./Outdoor Education Teacher, Park Ranger, Recreation Officer, Outdoor Guide, Environmental Scientist, Environmental Research.

#### WHY STUDY THIS UNIT?

Outdoor Education is the study of how humans interact with the environment. In this study outdoor activities provide the means for students to develop experiential knowledge of environments. Students will then relate those outdoor experiences to the theory component of the subject. The study also focuses on human impacts on natural environments and nature's impact on humans, with a particular focus on outdoor recreation. Outdoor education also provides students with the skills and knowledge to safely participate in activities such as mountain biking, surfing, camping, bush-walking and cross-country skiing.



# PHYSICAL EDUCATION

## UNITS 1 & 2

### DESCRIPTION OF COURSE CONTENT

#### UNIT 1 – THE HUMAN BODY IN MOTION

##### Area of Study 1 - How does the musculoskeletal system work to produce movement?

In this area of study students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement. Through practical activities they explore the major components of the musculoskeletal system and their contributions and interactions during physical activity, sport and exercise.

##### Area of Study 2 – How does the cardiorespiratory system function at rest and during physical activity?

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

#### UNIT 2 – PHYSICAL ACTIVITY, SPORT AND SOCIETY

##### Area of Study 1- What are the relationships between physical activity, sport, health and society

In this area of study students focus on the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan. Students explore the social, cultural and historical influences on participation in various forms of physical activity, including sport. They investigate at the individual and population levels the physical, social, mental and emotional benefits of participation in regular physical activity and the potential negative physical, social, mental and emotional consequences of physical inactivity and sedentary behaviour, including hypokinetic diseases such as Type 2 diabetes and obesity.

##### Area of Study 2 – What are the contemporary issues associated with physical activity and sport?

In this area of study student's focus on a range of contemporary issues associated with physical activity and/or sport at the local, national and global level. They investigate in detail one issue relevant to physical activity and/or sport. Possible issues suitable for investigation include declining levels of physical activity across the lifespan, active transport, gender equity in physical activity and sport, cultural diversity and inclusion in physical activity, risk management and safety in physical activity and sport, children competitive sport, the community and recreation, access to physical activity for population groups such as children, rural and remote communities, cultural groups, Aboriginal and Torres Strait Islanders and people with disabilities.

### ASSESSMENT OF UNIT

- Written reports
- Laboratories
- Data analysis
- Case studies
- Multimedia presentation
- Oral presentation
- End of semester examination

### RELATIONSHIP TO FURTHER OPTIONS

Provides a good foundation to units 3 & 4, but not a prerequisite.

### WHY STUDY THIS UNIT?

Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. Students will analyse the processes associated with skill development and biomechanical principles, thereby providing opportunities to reflect on factors that affect performance and participation, as well as improve their own performance.

### CAREER OPPORTUNITIES

Physiotherapy, nursing, teaching, coaching, fitness instructor, personal trainer, sports scientist, sports person, recreation officer.

# PHYSICS

## UNITS 1 & 2

### DESCRIPTION OF COURSE CONTENT

Physics concerns the smallest sub-atomic particles through to the largest galaxies. Physics relies heavily on mathematics and includes the study of the fundamental particles that make up all matter.

#### UNIT 1: WHAT IDEAS EXPLAIN THE PHYSICAL WORLD?

Ideas in physics are dynamic. As physics explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

#### UNIT 2: WHAT DO EXPERIMENTS REVEAL ABOUT THE PHYSICAL WORLD?

In this unit, students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sport science. The option enables students to pursue an area of interest by investigating a selected question.

Algebra and trigonometry are key concepts to physics. We suggest you consider this before choosing to study physics.

### ASSESSMENT OF UNIT

Assessment may consist of annotated folios of practical activities, data analysis, device design and construction, reports, modelling activities, media responses, summary practical reports, reflective writing, tests and exams.

### RELATIONSHIP TO FURTHER OPTIONS

It is strongly recommended that students complete Physics Units 1 & 2 and Mathematical Methods Units 1 & 2 before undertaking Physics Units 3 & 4.

Physics Units 3 & 4 assumes that students have a sound knowledge of these two units.

### WHY STUDY THIS UNIT?

Physics is listed as a prerequisite for many tertiary courses, together with or as an alternative to Mathematical Methods, Specialist Mathematics, Biology or Chemistry. It provides preparation for future studies in Engineering, Physical Sciences or related fields.

Some jobs can become available after completing Year 12 if you have successfully completed VCE Physics and Mathematics. With these subjects, you do not necessarily have to complete a university degree to enter a worthwhile career.

# PRODUCT DESIGN AND TECHNOLOGY (TEXTILES)

## UNITS 1 & 2

### DESCRIPTION OF COURSE CONTENT

There are two outcomes for both Units 1 and 2.

#### UNIT 1

**Outcome 1:** Students gain an understanding of the design process by producing a folio based on the modification of an already existing design. Students create their own design brief, evaluation criteria and production plan. They also develop fashion illustrations and research to coincide with their final garment.

**Outcome 2:** Using sewing machines and hand sewing, students construct their garment designed in Outcome 1. During this process, students assess the risks associated with the production of their garment and techniques of how to safely and effectively prevent and avoid injuries. On the completion of their item, students evaluate their process and final garment according to their evaluation criteria created in Outcome 1.

#### UNIT 2

**Outcome 1:** Students work within a group to create a team design brief, evaluation criteria and production plan. They can choose to create a garment independently or as a team according to their group's design brief. Students develop fashion illustrations, research and peer evaluations to coincide with their final garment.

**Outcome 2:** Using sewing machines and hand sewing, students construct their garment designed in Outcome 1. During this process, students assess the risks associated with the production of their garment and techniques of how to safely and effectively prevent and avoid injuries. On the completion of their item, students evaluate their process and final garment using an in depth evaluation report.

It is strongly recommended that students have completed Years 9 & 10 Textiles as a foundation for this course.

### ASSESSMENT OF UNIT

1. Units 1 & 2 Outcome 1 - Folio
2. Units 1 & 2 Outcome 2 - Production and Final Garment
3. Exam (Units 1 and 2)

### RELATIONSHIP TO FURTHER OPTIONS

- Unit 3/4 of the study and post VCE
- Fashion design
- Textile design

### WHY STUDY THIS UNIT?

To form the basis for a career in one or more of any of the following:

- Fashion design
- Fashion editorial
- Fashion merchandising
- Textile design
- Fashion stylist

# PRODUCT DESIGN AND TECHNOLOGY (WOOD)

## UNITS 1 & 2

### DESCRIPTION OF COURSE CONTENT

#### UNIT 1: MATERIALS, PROCESSES AND DESIGN

The 3 main areas of study are:

- Properties and uses of materials
- Methods of communicating ideas
- Production processes.

#### UNIT 2: PARAMETERS OF DESIGN

The 3 main areas of study are:

- Design considerations and constraints
- Materials in design, development
- Design and realisation

### ASSESSMENT OF UNIT

Assessment is in the form of folio work, short tests, assignments and the completion of a practical product.

### RELATIONSHIP TO FURTHER OPTIONS

There are no pre-requisites for Units 3 and 4 Design Technology. However, it would be preferable for students to have chosen Units 1 and 2 before attempting Units 3 and 4.

Students who chose Design Technology may also wish to choose Visual Communication and Design to compliment the design aspects of the course and further strengthen those skills.

### WHY STUDY THIS UNIT?

Students who enjoy drawing, designing and making would benefit from this course. Post VCE options include Industrial design, interior design, visual communication, cabinet making, builder etc.

# PSYCHOLOGY

## UNITS 1 & 2

### DESCRIPTION OF COURSE CONTENT

Psychology is the study of behaviour. It gives an insight into brain function and structure, and how humans grow, learn, develop and ultimately behave. Some of you will already have had the opportunity to study Unit 1 and 2 Psychology at Year 10, and the chance to complete a Year 12 subject a year early is too important to miss. For others, Psychology offers an understanding of those around us and ourselves.

There are many aspects of the Psychology course that are based in the biology of the body, and particularly the brain, but the analytical approach makes this a truly different science.

### UNIT 1: HOW ARE BEHAVIOR AND MENTAL PROCESSES SHAPED?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

### UNIT 2: HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOR AND MENTAL PROCESSES?

A person's thoughts, feeling and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

### ASSESSMENT OF UNIT

Assessment may include a report of a practical activity involving the collection of primary data, a research investigation involving the collection of secondary data, media analysis/response, problem solving involving psychological concepts, skills and/or issues, a test comprising multiple choice and/or short answer and/or extended response, a report of an investigation into internal and/or external influences on behaviour.

### RELATIONSHIP TO FURTHER OPTIONS

Units 3 and 4 Psychology

### WHY STUDY THIS UNIT?

Psychology is a good companion to Biology and Health and Human Development. It provides a helpful introduction to Psychology for those who go on to study the subject at tertiary level.

Psychology is relevant to careers such as Counselling Psychology, Clinical Psychology, Clinical Neuropsychology, Community Psychology, Educational and Developmental Psychology, Forensic Psychology, Health Psychology, Organisational Psychologists, Academic Psychologists, and Sport Psychologists.

Psychology also provides useful general knowledge about stress management, child development, human relationships, people management and learning. This knowledge is relevant to any career and can help us to maintain healthy lifestyles.

# STUDIO ARTS

## UNITS 1 & 2

### DESCRIPTION OF COURSE CONTENT

#### UNIT 1: ARTISTIC INSPIRATION AND TECHNIQUES

This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas through art-making. Students explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas.

#### Area of Study 1: Developing Art Ideas

**Outcome 1:** On completion of this unit, the students should be able to source inspiration, identify individual ideas and use a variety of methods to translate these into visual language.

#### Area of Study 2: Materials and Techniques

**Outcome 2:** On completion of this unit, the student should be able to explore and use a variety of materials and techniques to support and record the development of individual ideas to produce artworks.

#### Area of Study 3: Interpretation of Art Ideas and Use of Materials and Techniques

On completion of this unit, the student should be able to discuss how artists from different times and cultures have interpreted sources of inspiration and used materials and techniques in the production of artworks.

#### UNIT 2: DESIGN EXPLORATION AND CONCEPTS

#### Area of Study 1: Design Exploration

**Outcome 1:** Design Exploration And Concepts

On completion of this unit, the student should be able to develop an individual design process, including visual research and inquiry, in order to produce a variety of design explorations to create a number of artworks.

#### Area of Study 2: Ideas and Styles in Artworks

**Outcome 2:** Design Aesthetics

On completion of this unit, the student should be able to analyse and discuss the ways in which artists from different times and cultures have created aesthetic qualities in artworks, communicated ideas and developed styles.

### ASSESSMENT OF UNIT

#### UNIT 1:

- A selection of exploratory work showing sources of ideas and inspiration translated into visual form through the use of variety of materials and techniques
- Minimum 2 finished artworks
- Short answer responses

#### UNIT 2:

- A folio including design explorations and artworks
- Minimum 2 finished artworks
- Short answer responses

### RELATIONSHIP TO FURTHER OPTIONS

#### UNITS 3 AND 4 OF STUDIO ARTS

University / TAFE study in various courses

#### WHY STUDY THESE UNITS?

If you are interested in: Fine Art, Art Education, Architecture, Art Therapy, Photography, Art History, Graphic Design, Gallery Direction, Illustration, Museum Curator, Animation, Art Conservation, Interior Design, Product Design, Industrial Design, Fashion Design, Visual Merchandising, Set and costume design, Multimedia



# VISUAL COMMUNICATION AND DESIGN

## UNITS 1 AND 2

### DESCRIPTION OF COURSE CONTENT

Visual Communication and Design introduces students to the field of design, knowledge of colour, technical drawing, freehand illustration, and design concept development and computer software applications. There are three assessment outcomes each semester, each having a focus in one of these areas. Students develop the skills to understand the design process and how to best use it when embracing product design, brand development and forms of layout design. The application of the elements and principles of design increase their knowledge of the design field and provide the necessary structure for working in this field.

### ASSESSMENT OF UNIT

Students are assessed by topic criteria and are encouraged to actively work to meet these requirements, both in and out of class. The assessment outcome is broken up into manageable parts and students work to complete these usually over a four-week period. Students are assessed as they work through the design process working to a Design Brief. Tests and an exam are the final means of assessment at the end of the semester.

### RELATIONSHIP TO FURTHER OPTIONS

Units 1 and 2 lead to Units 3 and 4. Even though they aren't a prerequisite, many of the skills and knowledge gained transfer to Units 3 and 4 and provide a sound basis for students to develop their knowledge of the design field. The VET Multi Media course also enhances the skills acquired through this course.

### WHY STUDY THIS UNIT?

This study provides students with a hands-on understanding of the visual world in which we live and increases their awareness of aesthetics and an appropriate application of these in a visual sense. It also provides the basis for a career in one or more of any of the following: Graphic Design, Industrial and Product Design, Design for the Built Environment, Publishing and Layout Design. It also provides a background for anyone who wants to work in a creative field.

# VET (VOCATIONAL EDUCATION & TRAINING) STUDIES

## VET PROGRAMS - OUTLINES

VET (Vocational Education & Training) programs have a particular industry focus and provide students with curriculum based competencies that are developed and assessed to a standard deemed appropriate by industry. The program is normally delivered one half day per week over a two year period during Years 11 and 12. There are a very small number of exceptions to this where students are required for a different time. Senior School students at Brighton Secondary College are able to undertake a VCE/VET program offered by TAFE Colleges or other Registered Training Organisations. All VET classes are off campus, mainly at either Holmesglen TAFE or Sandringham Secondary College. A small number are offered elsewhere. Please note, that all VET courses will incur additional costs.

### BENEFITS

- Students will gain an insight into a specific industry through an accredited training program that is recognised by the industry.
- Students will experience a more hands on or applied form of learning.
- A VET study will provide students with a Nationally Accredited Certificate **and** credits towards their VCE.

### SUCCESSFUL COMPLETION OF VET CERTIFICATE IN A SENIOR SECONDARY PROGRAM WILL PROVIDE STUDENTS WITH:

- a VET certificate issued by a Registered Training Organisation (RTO) and credits towards the completion of their VCE certificate
- two Statements of results: One issued by the VCAA giving details of units completed in the VCE and a second one identifying units of competence/modules completed in the VET qualification
- a contribution to their ATAR which can improve access to further education
- pathways into employment and/or further VET qualifications
- workplace experience including structured workplace learning.

### STUDENTS VALUE VET BECAUSE:

- it allows them to combine general and vocational studies which for many, provides a practical focus in a range of industry areas
- it provides direct experience of business and industry.
- It allows students to experience an applied, or practical, learning environment.

### EMPLOYERS VALUE VET BECAUSE IT:

- contributes to the development of entry level skills for their industry
- provides students with a practical and focused introduction to workplace requirements
- enhances the employability of students
- enables industry to contribute to educational programs in schools
- enables industry to participate in local community networks.

### PARENTS SHOULD NOTE:

- There will be an additional cost for VET subjects. Currently, parents pay between \$50 and \$400 a year. This amount covers the materials component of the cost of the course. There is an additional instruction fee that can be as high as \$2,500 that is paid by Brighton Secondary College with some subsidy support from the government. This instruction fee is non-refundable after the fourth week of the program.
- Students who enrol in the first year of a VET program are expected to complete the full year. If for any reason a student withdraws after the fourth week of the program, parents would then be required to pay the non-refundable instruction fee that the College will have paid.
- Students who withdraw at the end of the first year will receive a Unit 1&2 VCE credit and a statement showing the completed modules from the training certificate.

### AT BRIGHTON SECONDARY COLLEGE, WE WILL BE OFFERING THE FOLLOWING VET PROGRAMS:

CERTIFICATE	SCORED*	CAMPUS
Cert. III in Allied Health Assistance	Yes	Holmesglen TAFE - Moorabbin
Cert. II in Automotive Studies		Kangan TAFE - Docklands
Cert III in Beauty Services		Holmesglen TAFE - Moorabbin
Cert. II in Building and Construction - Carpentry (Partial)		Holmesglen TAFE - Chadstone
Cert. II in Construction Pathways		Holmesglen TAFE - Chadstone
Cert. II in Dance	Yes	Sandringham Sec. Coll. & Some Private Dance Schools.
Cert. III in Design Fundamentals		Holmesglen TAFE - Chadstone
Cert. II Early Childhood Education & Care		Holmesglen TAFE - Moorabbin
Cert. II Electro technology Studies (Pre-Vocational)		Holmesglen TAFE - Moorabbin
Cert. II Engineering	Yes	Holmesglen TAFE - Moorabbin
Cert.III in Events		Holmesglen TAFE - Moorabbin
Cert. II Applied Fashion Design & Technology		Holmesglen TAFE - St Kilda Rd.
Cert II Horticulture		Holmesglen TAFE - Glen Waverley
Cert. II in Hospitality	Yes	Holmesglen TAFE - Moorabbin 2 <sup>nd</sup> Year: Front of House stream - Moorabbin Kitchen Operations - Glen Waverley
Cert. III in Information, Digital Media & Technology (Games Stream) - Partial	Yes	Holmesglen TAFE - Moorabbin
Cert. III Interior Decoration (Retail Services)		Holmesglen TAFE - Chadstone
Cert. III in Laboratory Skills	Yes	Holmesglen TAFE - Moorabbin
Cert. III in Music Industry (Performance)	Yes	Sandringham Sec. Coll.
Cert. II in Sport and Recreation	Yes	Holmesglen TAFE - Moorabbin & Sandringham Sec. Coll.
Cert.III in Tourism		Holmesglen TAFE - Moorabbin

### \*SCORED:

Scored programs have examinations in November of the second year as for other VCE Unit 3&4 subjects. Students receive a study score out of 50 that may be counted as a primary four subject in the construction of their ATAR.

### NON SCORED SUBJECTS:

A score is derived for these subjects out of 5. (10% of a full study score) These programs may be counted as a 5th or 6th subject in the construction of the ATAR.

### OTHER VET PROGRAMS:

The programs listed above are all reasonably accessible to Brighton Students in terms of distance.

For a complete list of accredited VET subjects, go to: <https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx>

## CERTIFICATE III IN ALLIED HEALTH ASSISTANCE-SCORED

### DELIVERED BY HOLMESGLEN MOORABBIN

This course is perfect for secondary students wishing to continue to study or work in the Allied Health or Health Industry and is delivered as a two year, part time course.

The course will be delivered through a mixture of online activities, classroom delivery and laboratories, including in a state-of-the-art allied health laboratory, community apartment and a simulated hospital environment.

During this course, students will gain industry specific training in basic medical terminology, anatomy and physiology, infection control and communications in the health industry.

They will also develop practical skills in patient movement and transport, taking clinical measurements and first aid.

## CERTIFICATE II IN AUTOMOTIVE STUDIES

### DELIVERED BY KANGAN - DOCKLANDS

This program provides general knowledge and practical workshop skills in motor mechanics, auto electrical, parts interpreting, light engines and engine reconditioning.

The program is a great introduction to the automotive industry and gives you the opportunity to gain valuable work readiness and real world skills. This program will give you the skills to achieve competencies that will enhance your employment prospects in the automotive or automotive-related industries.

Sample Program Outline: Remove and Refit Batteries, Apply sealants, Recharge Batteries, Operate Electrical Test Equipment, Clean a Vehicle, Use and maintain measuring equipment, Remove and replace wheel and tyre assemblies, Remove and replace cylinder head, Dismantle and assemble carburettor, Dismantle and assemble 4-stroke multi-cylinder engine, Dismantle and assemble fuel pump, Remove and replace radiator, Remove and replace clutch assembly, Job Seeking Skills.

Future Employment Opportunities: Automotive Air-conditioning Fitter, Automotive Electrician, Parts Interpreter, Bicycle Technician, Brake Mechanic, Exhaust Fitter and Repairer, Heavy Vehicle Motor Mechanic, Vehicle Serviceperson, Light Vehicle Motor Mechanic.

## CERTIFICATE III IN BEAUTY SERVICES

Delivered by Holmesglen – Moorabbin Campus

Study the Certificate III in Beauty Services and gain the hands-on skills you need to start work as a beautician. You will learn to provide a range of beauty services including nail, waxing, lash and brow and make-up.

Career opportunities, include:

- beautician
- beauty therapist

Pathways to further study:

- SHB40115 Certificate IV in Beauty Services
- SHB50115 Diploma of Beauty Therapy

The focus is on making sure you have a strong customer-service approach when consulting with clients, so you're ready to walk into a job at your future salon.

In the first year students will complete make up artistry skills and pedicure/manicure skills, which includes nail services, make up and other related salon services. First Aid is also completed in the first year.

In the second year, students will complete a higher level of complexity for the make up, as well as completing waxing skills.

All students will complete a first aid course as part of the program.

## CERTIFICATE II IN BUILDING AND CONSTRUCTION - CARPENTRY - (PARTIAL)

### DELIVERED BY HOLMESGLEN - CHADSTONE

This is a two year course which opens up employment opportunities in the building construction and building design industries by providing skills and knowledge required by the carpentry and building trades. The Certificate II in Building and Construction is designed to enhance carpentry and/or associated building trades apprenticeship prospects. During the course you will gain experience in using hand and power tools, and learn a wide range of carpentry skills

including how to install windows and doors, wall framing, interior fixing and roofing.

If you wish to complete the entire pre-apprenticeship certificate, you will need to undertake units beyond the requirements of the VCE/VET program.

Successfully completing this course gives you credit towards a Certificate III in Carpentry Apprenticeship. You will need to have a contract with an employer before continuing your training as an apprentice. This course is suitable if you have an interest in carpentry, joinery, stair building or shop fitting.

## CERTIFICATE II IN CONSTRUCTION PATHWAYS

### DELIVERED BY HOLMESGLEN - CHADSTONE

This program will provide students skills and knowledge across the building trades of tiling, bricklaying and carpentry.

For students who are interested in the building trades but are not sure which one in particular, this program could help that decision making by giving an introduction to a variety of trades.

This certificate will provide pathways into further studies in the areas of Bricklaying / blocklaying; carpentry; wall and floor tiling; joinery; shopfitting.

## CERTIFICATE II IN DANCE-SCORED

### DELIVERED BY SANDRINGHAM SECONDARY COLLEGE (SCORED)

The Dance program involves accredited training which aims to provide students with technical and performance skills as well as the knowledge to establishing a career within the entertainment industry. The program involves group and solo performances.

Certificate II in Dance aims to provide students with the technical and performance skills to begin the process of establishing a career in the dance industry. It enables students to develop the knowledge and skills to participate in a variety of dance routines and leads to further education and training in the performing arts industry. Units 1 and 2 include developing basic levels of physical condition for dance performance and basic dance techniques, sourcing information on the history and theory of dance and applying it to students own area of work. Units 3 and 4 involves students sourcing and applying entertainment industry knowledge, preparing for a dance performance, refining basic dance techniques, applying basic dance techniques for performances.

**Sample Program Outline:** Source and apply industry knowledge; Apply basic First Aid; Develop a basic level of physical condition for dance performance; Develop basic dance techniques; Source information on history and theory and apply it to own area of work; Prepare self for a dance performance; Refine basic dance techniques; Apply basic dance techniques for performances.

## CERTIFICATE III IN DESIGN FUNDAMENTALS - NOT SCORED

### DELIVERED BY HOLMESGLEN - CHADSTONE

This certificate introduces students to graphic design, preparing them for a wide range of art and design courses at certificate, diploma and degree level.

Students will be introduced to a wide variety of drawing materials and techniques when producing finished design pieces using the Adobe suite of products including Photoshop, Illustrator and Indesign.

Throughout the course, students will create illustrations both manually and digitally, explore layout and typography and how to apply colour in a variety of contexts.

On successful completion of the course, students will have prepared a folio of design products, learnt how to present them professionally and participated in an exhibition of their work.

## CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE

### DELIVERED BY HOLMESGLEN - MOORABBIN

This qualification enables you to work effectively as part of a professional team, plan experiences and provide education and care to children, facilitating their leisure and play and enabling you to foster children's development. You will also be required to undertake several days of field placements in a variety of early childhood settings.

Graduates may work under direct supervision and, in some settings, may also have limited supervisory responsibilities of volunteers. You are required to have an understanding of a range of cultures and work with local communities in the provision of services.

Students will gain skills including gaining an understanding of legal and ethical requirements, engaging with young children and their families, facilitating children's leisure and play and fostering holistic development and wellbeing.

## CERT. II ELECTRO TECHNOLOGY STUDIES (CAREER START)

### DELIVERED BY HOLMESGLEN - MOORABBIN

This course is a pre-vocational electrical course, designed to provide an introduction to the electrical/electronics industries in areas such as air-conditioning, electrical, refrigeration or instrumentation. It enables you to develop

broad based competencies in a range of electro technology fields such as lighting, general power, fire protection and security, robotics, instrumentation, optical data and voice systems, electrical motors and control systems. It also enables you to make more informed choices in the selection of vocational career paths and gain a recognised credential and credits for further training as an apprentice or trainee in the electro technology industry.

During this course, you are required to provide overalls, work boots and clear safety glasses.

## CERTIFICATE II IN ENGINEERING (FABRICATION STREAM)-SCORED

DELIVERED BY HOLMESGLEN - MOORABBIN (SCORED)

Engineers are interested in how things work and are employed to design, invent, create, maintain and improve everything from buildings to bridges and aeroplanes, to plastics and computers. This course aims to provide pre-employment training and pathways in the engineering manufacturing or related industries and accommodate entry into the wider engineering industry. The program incorporates theory and practical based modules with a work placement component that allows you to gain valuable work readiness and real world skills.

Fabrication tradespeople learn to make and repair metal fabricated products including the shaping, cutting and welding of metal.

The Engineering program will provide you with a taste of the varied manufacturing and engineering career possibilities as well as information and skills to help your with your future education, training and employment.

**Sample Program Outline:** Machining, Fabrication, Hand and Power Tools, Electro technology principles, Engineering drawings, Plan the manufacture of components, Handle engineering materials, Manufacture components, Cutting, grinding and turning,

**Future Employment Opportunities:** Mechanical Fabrication, Automotive Engineer, Fitter and Turner, Metal Trades Assistant, Tool Maker, Mechanical Engineer, CNC Operator.

## CERTIFICATE III IN EVENTS

DELIVERED BY HOLMESGLEN - MOORABBIN

Coordinating festivals, weddings, conferences, special events or functions requires certain skills. The Holmesglen Certificate III in Events course aims at providing a real insight into the events industry and the skills and knowledge required to be successful in this career.

Throughout the course you will learn how to communicate event ideas, gather information, plan and organise activities, work in teams and solve problems.

In your first year you will develop and promote a special themed event, put an event proposal together for an 'in house' customer and organise an end of year event. The focus for the second year is to further develop your skills and knowledge of the events industry, by running a larger Holmesglen in house event. This will further develop you skills in meeting management, team building, client liaison and co-ordinating the event.

This course is a great introduction into the Diploma of Events where you will continue to utilise these skills and further develop knowledge within this industry, and ultimately run your own events. This course is suitable if you have an interest in event management, wedding planning, international event coordination and festival or sporting coordination.

## CERTIFICATE II IN APPLIED FASHION DESIGN AND TECHNOLOGY

DELIVERED BY HOLMESGLEN - CITY ST. KILDA

The VCE VET Applied Fashion Design and Technology program provides an introductory overview of fashion design which may lead to employment opportunities producing fashion products where a basic understanding of design skills is required. It is particularly suitable for those who are self-employed and involved in low volume production (eg for markets, repairs and alterations). Completion of this program will provide you with a folio of fashion design work suitable for use at interview for a variety of fashion design courses from certificate, through to diploma and degree level. You may be able to claim credit transfer for some units, when apply for further study in the VET sector.

The Applied Fashion Design and Technology program involves design, sewing, and pattern making modules exposing you to creative production oriented environment within the fashion industry. This program incorporates a variety of industry areas including clothing manufacturing, alterations, dressmaking, costume design and clothing/fabric retail.

VCE VET Applied Fashion Design and Technology provides students with basic design and development skill and knowledge to prepare them for work in the fashion industry. Students will be provided with the opportunity to acquire and develop skills in sewing, design processes, working with patterns, applying standards and interpreting basic sketches. Units 3 and 4 of the program include identifying fibres and fabrics, fabric performance and handling, garment repairs, alterations, basic pattern-making principles, preparing and market design concepts. This is a hands-on qualification that allows for some creative expression to develop and be displayed in the practical projects undertaken.

**Future Employment Opportunities:** Employment opportunities may include a clothing tradesperson, product tester/inspector, product dispatcher, garment cutter, pattern maker, designer or milliner.

## CERTIFICATE II IN HORTICULTURE

DELIVERED BY HOLMESGLEN - WAVERLEY

**BECAUSE THIS PROGRAM IS AT THE WAVERLEY CAMPUS, PRIVATE TRANSPORT WILL BE REQUIRED.**

This course is suitable if you have an interest in aboriculture, production horticulture, floriculture, turf management, parks, gardens, nurseries and landscaping.

This course offers you the opportunity to acquire a wide range of skills. You will learn how to build timber and retaining walls, maintain gardens, test soil, drive a tractor, use ae ride-on mower, and identify pests and diseases in plants. It is a great course if you want to work outdoors in a variety of situations.

This course also offers an introduction to careers in areas such as landscape gardening, nurseries, turf management and aboriculture. Undertaken at the Holmesglen specialised horticulture training centre, this course is a great introduction to the horticulture industry.

During the course, you must wear boots and overalls. Also, it incorporates an extensive practical component, therefore some degree of physical fitness is preferred.

## CERTIFICATE II IN HOSPITALITY-SCORED

DELIVERED BY HOLMESGLEN - CHADSTONE (SCORED)

The first year of this course will give you an introduction to the hospitality industry with skills to work in both the kitchen and restaurant. All skills learned will be immediately attractive to employers. You will have the opportunity to work with state-of-the-art equipment at either Moorabbin or Waverley campuses. Among the many things you will learn are:

- How to follow hygiene procedures
- Prepare and present food
- How to interact with guests in live restaurant service

On completion of the first year you will receive a Food Handlers Certificate or equivalent, Responsible Service of Alcohol certificate and Certificate II in Hospitality.

The second year of the course will give you the choice of learning the skills required to gain employment in a fine dining restaurant (Hospitality stream) or commencing a career as a Chef (Kitchen Operations stream). You will receive specialist instruction in the Institute's restaurants and kitchens at Waverley or Moorabbin campuses and will participate in the operation of the restaurants.

On successful completion of your first year, you will be awarded a Certificate II in Hospitality. On successful completion of your choice of stream in your second year, you will receive either an enhanced Certificate II in Hospitality (Hospitality Stream) or a Certificate II in Kitchen Operations (Kitchen Operations Stream).

**Career Opportunities:** Barista, Food & Beverage Attendant, Kitchen hand, Apprentice Chef

## CERT. III INFORMATION TECHNOLOGY - GAMES CREATION (PARTIAL)

DELIVERED BY HOLMESGLEN - MOORABBIN (SCORED)

Partial completion of the Certificate III in Information Technology (Games Creation) program is designed to introduce and engage enthusiastic and passionate students to the game industry. The program is an ideal introduction to enter the world of game development. Students undertake a range of learning experiences including caring for and installing computer hardware, creating and editing digital images, programming games and creating 2D digital animations, using advanced features of computer applications, building and maintaining a gaming website, web administration and client support. Sample Program Outline: Care for and install computer hardware; Create and edit digital images; Programme games and create 2D digital animations using advanced features of computer applications; Build and maintain a gaming website, web administration and client support.

**Future Employment Opportunities:** Completing this certificate course provides a pathway to the higher level Certificate IV and into the Diploma.

The focus of the course is on three main roles in the games industry: Games Designer, Games Programmer, and Games Artist. This program prepares students for employment operating under supervision as a junior games developer in the IT, multimedia and games industry.

## CERTIFICATE III IN INTERIOR DECORATION RETAIL SERVICES

DELIVERED BY HOLMESGLEN - CHADSTONE

This course is designed to develop the knowledge and skills required for the selection and coordination of interior furnishings and finishes in the decoration of domestic and commercial interiors. You study interior decoration and will learn the practical skills and knowledge to plan and implement creative design and decoration solutions for commercial and residential applications.

You will also learn skills in computing (CAD), presentation methods, restoration decoration, soft and hard material application, colour theory and lighting design. You will have the opportunity to use Photoshop, Illustrator, Word and

Excel during the program, which will assist you in developing fantastic portfolios, required in the application for all art-based courses.

## CERTIFICATE III IN LABORATORY SKILLS -SCORED

### DELIVERED BY HOLMESGLEN - MOORABBIN (SCORED)

During this course, you can complement and expand your scientific studies by gaining the practical skills and knowledge to assist in collecting and preparing samples and to carry out, measure and record results of experiments in the physical, chemical, biological or life sciences. You will learn skills in maintaining a laboratory, routine sampling and testing, recording data, and using laboratory computing programs. You will also learn how to prepare cultures, perform sterile techniques and assist with field work.

This course will be undertaken in the new state-of-the-art laboratories at Holmesglen Moorabbin where you will have access to equipment that can usually only be found in a technical setting. This program leads to the award of a qualification that articulates directly to further qualifications including the Certificate IV in Laboratory Techniques, Diploma of Laboratory Technology and Advanced Diploma of Laboratory Operations. This course is suitable if you have an interest in biological testing, biotechnology, chemical testing, environmental monitoring, food testing and pathology testing.

If you are studying Chemistry as a VCE study, this VET program will enhance those studies.

## CERTIFICATE III IN SPORT AND RECREATION

### DELIVERED BY HOLMESGLEN - MOORABBIN (SCORED)

If you are enthusiastic about physical fitness and sport, this course is for you. Study the Certificate III in Sport and Recreation and build a solid background in the industry, ideal if you are considering a career such as a sports and recreation officer, fitness instructor, recreation officer or sporting coach.

The course places an emphasis on sporting skills and industry knowledge. In the first year, you will complete an exciting range of sporting related units and develop a basic level of skills of instructing and officiating in a variety of games and sports. You will also develop knowledge of the sporting industry and relevant workplace skills. You will learn about the preparation and equipment required for sporting and recreation sessions, how to conduct these sessions, first aid and how to deal with clients. There will be a wide variety of sports covered which will be tailored to your interests. The second year of the program brings a focus on fitness training and instruction. You will also develop knowledge of sport and recreation markets and participation patterns, and go on to develop public education programs in a related area.

This course is suitable if you have an interest in sports recreation, fitness instructing, sports development and sports coaching.

## CERTIFICATE III VET MUSIC INDUSTRY - (PERFORMANCE)

### DELIVERED BY SANDRINGHAM SECONDARY COLLEGE

Certificate III in Music Industry (Performance) is offered to students under the auspices of the College of Sound and Music Production (RTO #41549). This qualification is for those students who have an interest in music and are keen to develop skills as a musician with the aim to perform and compose music. Music Performance Specialisation provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry.

Depending on the electives chosen, students will work towards composing simple songs or musical pieces and preparing for performances, whilst developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group or as a soloist. Students will gain competencies that will enhance their employment opportunities within the music industry and a recognised qualification that will assist them in making a more informed choice when considering vocational/career pathways.

It is preferred that applicants have prior instrumental and performance experience, but it is not a requirement.

### POSSIBLE FUTURE CAREER OPPORTUNITIES:

- Musician
- Music Technician
- Singer
- Stage Producer
- Producer
- Stage Manager
- Session Musician
- Performer
- Songwriter
- Band member
- Arranger

- Promoter

### PATHWAY OPTIONS

- CUA40915 Certificate IV in Music Industry
- CUA50815 Diploma of Music Industry
- CUA60515 Advanced Diploma of Music Industry

### CONTRIBUTION TO SENIOR SECONDARY CERTIFICATE (NON-VIC SCHOOLS)

- Provide credit towards the attainment of a student's Senior Secondary Certificate
- • Provide credit towards further tertiary study (and may also provide credit towards their ATAR)
- • Support a student's transition from secondary school to employment or further vocational education & training

### CONTRIBUTION TO VCE (VIC SCHOOLS ONLY)

- VCE: Students who complete Certificate III in Music Industry will be eligible for up to five Units of credit towards their VCE: up to three at the Unit 1 & 2 level and a Unit 3 & 4 sequence.
- ATAR: Students wishing to receive an ATAR contribution for the Unit 3 & 4 sequence must undertake scored assessment for the purposes of gaining a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

## CERTIFICATE III IN TOURISM

### DELIVERED BY HOLMESGLEN - MOORABBIN

The tourism industry is an ever changing and exciting industry to work in. Career prospects range from selling dream holidays to customers as a travel agent, working for an airline or cruise company, to guiding Australian or overseas tours.

Holmesglen has a hands on approach to learning about tourism. You will study in a simulated travel office environment using the latest tourism technology. Throughout the course the emphasis is on developing knowledge of the tourism industry, including Australian and international tourist destinations, travel agency operations and promoting attractions. There will be several local tourism based excursions.

You will learn how to prepare quotes, source airfares for domestic flights and sell tourism products and services. You will also be taught how to provide great customer service and participate in safe work practices.

A feature of the year two program is the optional trip to the Gold Coast to explore the tourism industry in Queensland and the operations of a theme park. This course is suitable if you have an interest in travel consultation, reservation sales agent for a tour company or airline, theme park attending, tour guiding and attraction attending.

# IBDP AT BSC - SUBJECTS GUIDE

A critical point to note regarding the International Baccalaureate Diploma Programme is that the course runs throughout the final two-years of Senior School. The following information regarding both the course description and the assessments covers both years, with formal assessment completed in Year 12. Material covered from the beginning of Year 11 is built on over the course of the programme into and throughout Year 12 and all will be reviewed for the final examinations. Coursework for submission is also worked on over the course of the diploma. Students need to be prepared to work consistently and thoroughly in order to achieve their best. All students must study six subjects (one from each of group 1-5 plus group 6 or another from group 2-4) and the core.

## THE IDBP CORE

Every DP student must complete the three core elements.

- Theory of knowledge (TOK) explores questions about knowledge and the process of knowing. TOK emphasizes comparisons and connections between areas of knowledge and encourages students to become more aware of their own perspectives and the perspectives of others.
- Creativity, activity, service (CAS) provides students with the chance to participate in a range of experiences alongside their academic studies. The three strands of CAS are creativity (arts, and other experiences that involve creative thinking), activity (physical exertion contributing to a healthy lifestyle) and service (an unpaid collaborative and reciprocal engagement with the community).
- The extended essay (EE) presents students with an opportunity to explore a topic of special interest, either through one of their six DP subjects or through an interdisciplinary approach. The EE helps students to develop the self-regulated research and writing skills that they need to fulfil their aspirations at university.

## GROUP 1: ENGLISH A - LANGUAGE AND LITERATURE

### Description of Course Content

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Studies in language and literature similarly engages students in an exploration of the nature of the human experience and of the ways in which personal views are constructed and communicated. In their engagement with the characters or the situations portrayed in the texts, students achieve a better understanding of others and of themselves while developing the capacity for empathy. The tasks involved in these courses are also instrumental in developing critical-thinking skills. As students interact with the texts and with each other, they continuously check their hypotheses against the evidence in the texts and against other readers' interpretations to reflect and evaluate how their own assumptions and beliefs frame possible textual meanings. As a result, they acquire the ability to take a critical distance and inspect a statement or hypothesis to determine the extent to which it is supported by fact.

### Area of exploration—time and space

This area of exploration focuses on the idea that language is a social capacity and as such is intertwined with community, culture and history. It explores the variety of cultural contexts in which texts are produced and read across time and space as well as the ways texts themselves reflect or refract the world at large.

### Area of exploration—intertextuality: connecting texts

This area of exploration focuses on the concerns of intertextuality, or the connections between and among media, text and audience involving diverse traditions and ideas. It focuses on the comparative study of texts so that students may gain deeper appreciation of both unique characteristics of individual texts and complex systems of connection.

## ASSESSMENT: STANDARD LEVEL

Assessment component	Weighting
<b>External assessment (3 hours)</b>	<b>70%</b>
<p><b>Paper 1: Guided textual analysis (1 hour 15 minutes)</b></p> <p>The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it.</p> <p><b>Paper 2: Comparative essay (1 hour 45 minutes)</b></p> <p>The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course.</p>	<b>35%</b>  <b>35%</b>
<p><b>Internal assessment</b></p> <p>This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral (15 minutes)</b></p> <p>Supported by an extract from one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:</p> <p>Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied.</p>	<b>30%</b>

## ASSESSMENT: HIGH LEVEL

Assessment component	Weighting
<b>External assessment (4 hours)</b>	<b>80%</b>
<p><b>Paper 1: Guided textual analysis (2 hours 15 minutes)</b></p> <p>The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages.</p> <p><b>Paper 2: Comparative essay (1 hour 45 minutes)</b></p> <p>The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course.</p> <p><b>HL essay</b></p> <p>Students submit an essay on one non-literary body of work, or a literary work studied during the course. The essay must be 1,200-1,500 words in length.</p>	<b>35%</b>  <b>25%</b>  <b>20%</b>
<p><b>Internal assessment</b></p> <p>This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral (15 minutes)</b></p> <p>Supported by an extract from one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:</p> <p>Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied.</p>	<b>20%</b>

## Group 2: Language Acquisition - French B or Spanish ab initio

### Description of Course Content

Language ab initio and language B are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This is undertaken through the study of language specifics (vocabulary and grammar), universal themes, the target language culture and target language texts. This process allows the learner to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity.

### Areas of exploration

Five prescribed themes are common to the syllabuses of French B and Spanish ab initio; the themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are:

- identities
- experiences
- human ingenuity
- social organization
- sharing the planet.

The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas in the DP.

### French B

French B is a language acquisition course designed for students with some previous experience of French. In the course, students further develop their ability to communicate in French through the study of language, themes and texts. Students will continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the French culture.

In undertaking this course students will develop their:

**Receptive skills:** Students understand and evaluate a variety of written and spoken authentic personal, professional and mass media texts; they understand fundamental elements of literary texts such as theme, plot and character. They analyse arguments, distinguishing main points from relevant supporting details and explanations. They use strategies to deduce meaning.

**Productive skills:** Students present and develop their ideas and opinions on a variety of topics, both orally and in writing. They construct and support arguments with explanations and examples. They speak and write at length, and with purpose, in order to meet a wide range of communicative needs: describing, narrating, comparing, explaining, persuading, justifying, evaluating.

**Interactive skills:** Students initiate, maintain and close oral exchanges, displaying some ability to make adjustments in style or emphasis. They use a variety of strategies to maintain the flow of conversations and discussions on a variety of topics relating to course content and the culture. Students use strategies to negotiate meaning and foster communication.

### ASSESSMENT: STANDARD LEVEL

Assessment component	Weighting
<b>External assessment (3 hours)</b>	<b>75%</b>
<p><b>Paper 1 (1 hour 15 minutes)</b></p> <p>Productive skills—writing One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.</p> <p><b>Paper 2: (1 hour 45 minutes)</b></p> <p>Receptive skills—separate sections for listening and reading Listening comprehension (45 minutes) Reading comprehension (1 hour) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p><b>25%</b></p> <p><b>50%</b></p> <p><b>25%</b></p> <p><b>25%</b></p>
<p><b>Internal assessment</b></p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral assessment</b></p> <p>A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.</p>	<b>25%</b>

### ASSESSMENT: HIGH LEVEL

Assessment component	Weighting
<b>External assessment (3 hours)</b>	<b>75%</b>
<p><b>Paper 1 (1 hours 30 minutes)</b></p> <p>Productive skills—writing One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.</p> <p><b>Paper 2 (2 hours)</b></p> <p>Receptive skills—separate sections for listening and reading Listening comprehension (45 minutes) Reading comprehension (1 hour) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p><b>25%</b></p> <p><b>50%</b></p> <p><b>25%</b></p> <p><b>25%</b></p>
<p><b>Internal assessment</b></p> <p>This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral assessment</b></p> <p>A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)</p>	<b>25%</b>

## GROUP 3: BUSINESS MANAGEMENT

### Description of Course Content

Business management is a rigorous, challenging and dynamic discipline in the individuals and societies subject group. The role of businesses is to produce and sell goods and services that meet human needs and wants by organizing resources. Profitmaking, risk-taking and operating in a competitive environment characterize most business organizations. Business management studies the process of decision-making within an organization and examines the use of information technology in business contexts. Business management studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organization, and how these decisions impact upon its stakeholders, both internally and externally. Business management also explores how individuals and groups interact within an organization, how they may be successfully managed and how they can ethically optimize the use of resources in a world with increasing scarcity and concern for sustainability.

The course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

### Course Outline

#### Unit 1: Business organization and environment

- 1.1 Introduction to business management
- 1.2 Types of organizations
- 1.3 Organizational objectives
- 1.4 Stakeholders
- 1.5 External environment
- 1.6 Growth and evolution
- 1.7 Organizational planning tools (HL only)

#### Unit 2: Human resource management

- 2.1 Functions and evolution of human resource management
- 2.2 Organizational structure
- 2.3 Leadership and management
- 2.4 Motivation
- 2.5 Organizational (corporate) culture (HL only)
- 2.6 Industrial/employee relations (HL only)

#### Unit 3: Finance and accounts

- 3.1 Sources of finance
- 3.2 Costs and revenues
- 3.3 Break-even analysis
- 3.4 Final accounts (some HL only)
- 3.5 Profitability and liquidity ratio analysis
- 3.6 Efficiency ratio analysis (HL only)
- 3.7 Cash flow
- 3.8 Investment appraisal (some HL only)
- 3.9 Budgets (HL only)

#### Unit 4: Marketing

- 4.1 The role of marketing
- 4.2 Marketing planning (including introduction to the four Ps)
- 4.3 Sales forecasting (HL only)
- 4.4 Market research
- 4.5 The four Ps (product, price, promotion, place)
- 4.6 The extended marketing mix of seven Ps (HL only)

### Spanish ab initio

Spanish ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. It should be noted that Spanish ab initio is offered at SL only.

In undertaking this course students will develop their:

**Receptive skills:** Students understand, both aurally and in writing, simple sentences and some more complex sentences relating to the five prescribed themes and related topics. They understand simple authentic and adapted written and audio texts and related questions in Spanish.

**Productive skills:** Students express information fairly accurately, in both writing and in speech, using a range of basic vocabulary and grammatical structures. They communicate orally and respond appropriately to most questions on the five prescribed themes and related topics.

**Interactive skills:** Students understand and respond clearly to some information and ideas within the range of the five prescribed themes and related topics. They engage in simple conversations. They use strategies to negotiate meaning and foster communication.

### ASSESSMENT:

Assessment component	Weighting
<b>External assessment (3 hours)</b>	<b>75%</b>
<p><b>Paper 1 (1 hour)</b></p> <p>Productive skills—writing Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.</p> <p><b>Paper 2: (1 hour 45 minutes)</b></p> <p>Receptive skills—separate sections for listening and reading Listening comprehension (45 minutes) Reading comprehension (1 hour) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p><b>25%</b></p> <p><b>50%</b></p> <p><b>25%</b></p> <p><b>25%</b></p>
<p><b>Internal assessment</b></p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral assessment</b></p> <p>A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.</p>	<b>25%</b>

4.7 International marketing (HL only)

4.8 E-commerce

**Unit 5: Operations management**

5.1 The role of operations management

5.2 Production methods

5.3 Lean production and quality management (HL only)

5.4 Location

5.5 Production planning (HL only)

5.6 Research and development (HL only)

5.7 Crisis management and contingency planning (HL only)

**ASSESSMENT: STANDARD LEVEL**

Assessment component	Weighting
<b>External assessment (3 hours)</b>	<b>75%</b>
<p><b>Paper 1 (1 hour 15 minutes)</b> Based on a case study issued in advance, with additional unseen material for section B.</p> <p><i>Section A</i> Syllabus content: Units 1-5 Students answer two of three structured questions based on the pre-seen case study.</p> <p><i>Section B</i> Syllabus content: Units 1-5 Students answer one compulsory structured question primarily based on the additional stimulus material.</p> <p><b>Paper 2: (1 hour 45 minutes)</b></p> <p><i>Section A</i> Syllabus content: Units 1-5 Students answer one of two structured questions based on stimulus material with a quantitative focus.</p> <p><i>Section B</i> Syllabus content: Units 1-5 Students answer one of three structured questions based on stimulus material.</p> <p><i>Section C</i> Syllabus content: Units 1-5 Students answer one of three extended response questions primarily based on two concepts that underpin the course.</p>	<b>30%</b>          <b>45%</b>
<p><b>Internal assessment (15 teaching hours)</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Written Commentary</b> Students produce a written commentary based on three to five supporting documents about a real issue or problem facing an organisation. Maximum 1500 words.</p>	<b>25%</b>

**ASSESSMENT: HIGH LEVEL**

Assessment component	Weighting
<b>External assessment (4 hours and 30 minutes)</b>	<b>75%</b>
<p><b>Paper 1 (2 hours 15 minutes)</b> Based on a case study issued in advance, with additional unseen material for sections B and C.</p> <p><i>Section A</i> Syllabus content: Units 1-5 including HL extension topics Students answer two of three structured questions based on the pre-seen case study.</p> <p><i>Section B</i> Syllabus content: Units 1-5 including HL extension topics Students answer one compulsory structured question primarily based on the additional stimulus material.</p> <p><i>Section C</i> Syllabus content: Units 1-5 including HL extension topics Students answer one compulsory extended response question primarily based on the additional stimulus material.</p> <p><b>Paper 2 (2 hours)</b></p> <p><i>Section A</i> Syllabus content: Units 1-5 including HL extension topics Students answer one of two structured questions based on stimulus material with a quantitative focus.</p> <p><i>Section B</i> Syllabus content: Units 1-5 including HL extension topics Students answer two of three structured questions based on stimulus material.</p> <p><i>Section C</i> Syllabus content: Units 1-5 including HL extension topics Students answer one of three extended response questions primarily based on two concepts that underpin the course.</p>	<b>35%</b>          <b>40%</b>
<p><b>Internal assessment (30 teaching hours)</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Research Project</b> Students research and report on an issue facing an organization or a decision to be made by an organization (or several organizations). Maximum 2000 words.</p>	<b>25%</b>

## GROUP 4: SCIENCES – CHEMISTRY OR SPORTS, EXERCISE, HEALTH SCIENCE

### CHEMISTRY

#### Description of Course Content

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Observations remain essential at the very core of chemistry, and this sometimes requires decisions about what to look for. The scientific processes carried out by the most eminent scientists in the past are the same ones followed by working chemists today and, crucially, are also accessible to students in schools.

The course includes the essential principles of chemistry but also, through selection of an option, allows teachers some flexibility to tailor the course to meet the needs of their students. The chemistry course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of science. It also allows students to develop interpersonal skills, and digital technology skills, which are essential in 21st century scientific endeavour and are important life-enhancing, transferable skills. Students should be able to study a group 4 science subject at SL successfully with no background in, or previous knowledge of, science. However, for most students considering the study at HL, some previous exposure to formal science education would be necessary.

#### Course Outline

##### Core

1. Stoichiometric relationships
2. Atomic structure
3. Periodicity
4. Chemical bonding and structure
5. Energetics/thermochemistry
6. Chemical kinetics
7. Equilibrium
8. Acids and bases
9. Redox processes
10. Organic chemistry
11. Measurement and data processing

##### Additional higher level (AHL)

12. Atomic structure
13. The periodic table—the transition metals
14. Chemical bonding and structure
15. Energetics/thermochemistry
16. Chemical kinetics
17. Equilibrium
18. Acids and bases
19. Redox processes
20. Organic chemistry
21. Measurement and analysis

##### Options (Teacher/Student Choice)

- A. Materials
- B. Biochemistry
- C. Energy
- D. Medicinal chemistry

##### Practical scheme of work

- Practical activities
- Individual investigation (internal assessment—IA)
- Group 4 project

#### ASSESSMENT: STANDARD LEVEL

Assessment component	Weighting
<b>External assessment (3 hours)</b>	<b>80%</b>
<b>Paper 1 (45 minutes)</b> 30 multiple-choice questions on core material.	<b>20%</b>
<b>Paper 2: (1 hour 15 minutes)</b> Short-answer and extended-response questions on core material.	<b>40%</b>
<b>Paper 3 (1 hour)</b> This paper will have questions on core and SL option material. <ul style="list-style-type: none"> <li>• Section A: one data-based question and several short-answer questions on experimental work.</li> <li>• Section B: short-answer and extended-response questions from one option.</li> </ul>	<b>20%</b>
<b>Internal assessment (10 teaching hours)</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. <ul style="list-style-type: none"> <li>• Individual investigation- student choice under teacher supervision</li> </ul>	<b>20%</b>

#### ASSESSMENT: HIGH LEVEL

Assessment component	Weighting
<b>External assessment (3 hours and 30 minutes)</b>	<b>80%</b>
<b>Paper 1 (45 minutes)</b> 40 multiple-choice questions on core material.	<b>20%</b>
<b>Paper 2: (2 hour 15 minutes)</b> Short-answer and extended-response questions on core material.	<b>36%</b>
<b>Paper 3 (1 hour and 15 minutes)</b> This paper will have questions on core and SL option material. <ul style="list-style-type: none"> <li>• Section A: one data-based question and several short-answer questions on experimental work.</li> <li>• Section B: short-answer and extended-response questions from one option.</li> </ul>	<b>24%</b>
<b>Internal assessment (10 teaching hours)</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. <ul style="list-style-type: none"> <li>• Individual investigation- student choice under teacher supervision</li> </ul>	<b>20%</b>

## Sports, Exercise, Health Science

### Description of Course Content

Sports, exercise and health science (SEHS) is an experimental science that combines academic study with the acquisition of practical and investigative skills. It is an applied science course within group 4, with aspects of biological and physical science being studied in the specific context of sports, exercise and health. SEHS involves the study of the science that underpins physical performance and provides the opportunity to apply these principles.

The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sports, exercise and health. Students will cover a range of core and option topics, and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of international dimension and ethics by considering sports, exercise and health relative to the individual and in a global context.

Both theory and practical work are undertaken by all students.

### Course Outline

#### Core

There are six compulsory topics in the core.

1. Anatomy
2. Exercise physiology
3. Energy systems
4. Movement analysis
5. Skill in sports
6. Measurement and evaluation of human performance

#### Additional higher level (AHL)

There are seven additional topics for higher level.

7. Further anatomy
8. The endocrine system
9. Fatigue
10. Friction and drag
11. Skill acquisition and analysis
12. Genetics and athletic performance
13. Exercise and immunity

#### Options

There are four options. Students are required to study any two options.

- A. Optimizing physiological performance
- B. Psychology of sports
- C. Physical activity and health
- D. Nutrition for sports, exercise and health

### ASSESSMENT: STANDARD LEVEL

Assessment component	Weighting
External assessment (3 hours)	80%
Paper 1 (45 minutes) 30 multiple-choice questions on core material.	20%
Paper 2: (1 hour 15 minutes) Short-answer and extended-response questions on core material.	40%
Paper 3 (1 hour) Several short-answer questions (all compulsory) in each of the two options studied	20%
Internal assessment (10 teaching hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. <ul style="list-style-type: none"> <li>• Individual investigation- student choice under teacher supervision</li> </ul>	20%

### ASSESSMENT: HIGH LEVEL

Assessment component	Weighting
<b>External assessment (3 hours and 30 minutes)</b>	<b>80%</b>
<b>Paper 1 (1 hour)</b> 40 multiple-choice questions on core material.	<b>20%</b>
<b>Paper 2: (2 hour 15 minutes)</b> Short-answer and extended-response questions on core material.	<b>35%</b>
<b>Paper 3 (1 hour and 15 minutes)</b> This paper will have questions on core and SL option material. <ul style="list-style-type: none"> <li>• Section A: one data-based question and several short-answer questions on experimental work.</li> <li>• Section B: short-answer and extended-response questions from one option.</li> </ul>	<b>25%</b>
<b>Internal assessment (10 teaching hours)</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. <ul style="list-style-type: none"> <li>• Individual investigation- student choice under teacher supervision</li> </ul>	<b>20%</b>

## GROUP 5: MATHEMATICS – APPLICATIONS AND INTERPRETATIONS

### Description of Course Content

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Problem solving is central to learning mathematics and involves the acquisition of mathematical skills and concepts in a wide range of situations, including non-routine, open-ended and real-world problems. Having followed a DP mathematics course, students will be expected to demonstrate the following:

- 1. Knowledge and understanding:** Recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.
- 2. Problem solving:** Recall, select and use their knowledge of mathematical skills, results and models in both abstract and real-world contexts to solve problems.
- 3. Communication and interpretation:** Transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation; use appropriate notation and terminology.
- 4. Technology:** Use technology accurately, appropriately and efficiently both to explore new ideas and to solve problems.
- 5. Reasoning:** Construct mathematical arguments through use of precise statements, logical deduction and inference and by the manipulation of mathematical expressions.
- 6. Inquiry approaches:** Investigate unfamiliar situations, both abstract and from the real world, involving organizing and analysing information, making conjectures, drawing conclusions, and testing their validity.

### Course Outline

Topic 1 – Numbers and Algebra

Topic 2 – Functions

Topic 3 – Geometry and trigonometry

Topic 4 – Statistics and probability

Topic 5 – Calculus

The Mathematical Exploration – Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.

### ASSESSMENT: STANDARD LEVEL

Assessment component	Weighting
<b>External assessment (3 hours)</b>	<b>80%</b>
<b>Paper 1 (90 minutes)</b> Technology required. Compulsory short-response questions based on the syllabus.	<b>40%</b>
<b>Paper 2: (90 minutes)</b> Technology required. Compulsory extended-response questions based on the syllabus.	<b>40%</b>
<b>Internal assessment component</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	<b>20%</b>
<b>Mathematical exploration</b> Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	

### ASSESSMENT: HIGH LEVEL

Assessment component	Weighting
<b>External assessment (4 hours)</b>	<b>80%</b>
<b>Paper 1 (90 minutes)</b> Technology required. Compulsory short-response questions based on the syllabus.	<b>30%</b>
<b>Paper 2: (90)</b> Technology required. Compulsory extended-response questions based on the syllabus.	<b>33%</b>
<b>Paper 3 (60 minutes)</b> Technology required. Two compulsory extended response problem-solving questions.	<b>20%</b>
<b>Internal assessment component</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	<b>20%</b>
<b>Mathematical exploration</b> Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	

## GROUP 6: FLIM

### Description of Course Content

The DP film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical and global perspectives in film. Students examine film concepts, theories, practices and ideas from multiple perspectives, challenging their own viewpoints and biases in order to understand and value those of others.

DP film students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film.

The film course emphasizes the importance of working collaboratively. It focuses on the international and intercultural dynamic that triggers and sustains contemporary film, while fostering in students an appreciation of the development of film across time, space and culture. DP film students are challenged to understand alternative views, to respect and appreciate the diverse cultures that exist within film, and to have open and critical minds.

At the core of the DP film course lies the need for creative exploration and innovation. Students are challenged to acquire and develop critical thinking, reflective analysis and the imaginative synthesis that is achieved through practical engagement in the art, craft and study of film.

Assessment for the film course is all coursework, there are no examinations.

### ASSESSMENT: STANDARD LEVEL

Assessment component	Weighting
<p><b>External - marked by an IBDP examiner</b></p> <p>Textual analysis Students demonstrate their knowledge and understanding of how meaning is constructed in film. They do this through a written analysis of a prescribed film text based on a chosen extract (lasting no more than five minutes) from that film. Students consider the cultural context of the film and a variety of film elements.</p> <p><b>Comparative study</b> Students carry out research into a chosen area of film focus, identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study.</p>	<p><b>30%</b></p> <p><b>30%</b></p>
<p><b>Internal assessment component</b></p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Film portfolio</b> Students at SL and HL undertake a variety of film-making exercises in three film production roles, led by clearly defined filmmaker intentions. They acquire and develop practical skills and techniques through participation in film exercises, experiments and the creation of at least one completed film.</p>	<b>30%</b>

### ASSESSMENT: HIGH LEVEL

Assessment component	Weighting
<b>External assessment (4 hours)</b>	<b>80%</b>
<p><b>External - marked by an IBDP examiner</b></p> <p>Textual analysis Students demonstrate their knowledge and understanding of how meaning is constructed in film. They do this through a written analysis of a prescribed film text based on a chosen extract (lasting no more than five minutes) from that film. Students consider the cultural context of the film and a variety of film elements.</p> <p><b>Comparative study</b> Students carry out research into a chosen area of film focus, identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study</p>	<p><b>30%</b></p> <p><b>33%</b></p> <p><b>20%</b></p>
<p><b>Internal assessment component</b></p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Film portfolio</b> Students at SL and HL undertake a variety of film-making exercises in three film production roles, led by clearly defined filmmaker intentions. They acquire and develop practical skills and techniques through participation in film exercises, experiments and the creation of at least one completed film.</p> <p><b>Collaborative film project</b> Bringing together all they have encountered during the film course, students at HL work collaboratively in a core production team to plan and create an original completed film.</p>	<p><b>25%</b></p> <p><b>35%</b></p>



## BRIGHTON SECONDARY COLLEGE

**ADDRESS** - 120 Marriage Road, Brighton East VIC 3187

**TELEPHONE** - 03 9592 7488

**EMAIL** - [brighton.sc@education.vic.gov.au](mailto:brighton.sc@education.vic.gov.au)

**WEBSITE** - [www.brightonsc.vic.edu.au](http://www.brightonsc.vic.edu.au)