



BRIGHTON
SECONDARY COLLEGE

YEAR 11 & 12 HANDBOOK

ARTWORK BY HARRY ROBERTS



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INTRODUCTION

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

- **VCE - VICTORIAN CERTIFICATE OF EDUCATION**
- **VCE (VM) - VICTORIAN CERTIFICATE OF EDUCATION (VOCATIONAL MAJOR)**
- **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

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.

From 2023 the VCE will include a new vocational and applied learning program that sits within the VCE, replacing VCAL. This will be referred to as VCE(VM) – VCE with Vocational Major. This program prepares students for apprenticeships, traineeships, further education and training, and university through alternative entry programs or directly into the workforce.

It is a two year program over Years 11 and 12 with most students undertaking between 16-20 units over the two years. Studies are assessed at a school level through authentic assessment activities as for VCE studies. No external examinations for the VCE (VM) specific studies (Work Related Skills units and VCE VM Personal Development Skills units). An ATAR is available for students who complete external examinations (but this is not required for satisfactory completion of VCE(VM)).

Over the two years VCE (VM) students must include:

- VCE English units (1,2, 3&4)
- VCE Mathematics units (Units 1&2 of either Foundation or General Maths)
- VCE (VM) Work Related Skills units (see description at end of VCE studies)
- VCE (VM) Personal Development Skills units (see description at end of VCE studies), and
- VET credits at Certificate II level or above (180 hours)

Students may also do other VCE subjects, and structured workplace learning as part of their program.

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.

ART MAKING AND EXHIBITING.

COMPLETION REQUIREMENTS

VCE

The minimum requirement to obtain the VCE is:

Students must satisfactorily complete a minimum of sixteen units of study including:

- 3 units of English including a unit 3 & 4 sequence from the English Group
- 3 sequences of Units 3 and 4 studies other than English (may include VET)
- Remaining units can be taken from Units 1,2, 3 & 4 (including VET)

All VCE Units 3&4 have external examinations.

VCE VM (VCE VOCATIONAL MAJOR)

To obtain the VCE (VM) students must satisfactorily complete at least 16 units, including:

- 3 VCE English units (including a Unit 3-4 sequence)
- 3 other Unit 3-4 sequences
- 2 VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 hours)

There are no external examinations for the VCE VM specific studies (Work Related Skills units and VCE VM Personal Development Skills units)

An ATAR is available for students who complete external examinations (but not required for satisfactory completion)

At Brighton SC over the two years VCE (VM) students will study:

- VCE English units (1,2, 3&4)
- VCE Mathematics units (Units 1&2 of either Foundation or General Maths)
- VCE (VM) Work Related Skills units (1&2)
- VCE (VM) Personal Development Skills units (1&2)
- VET credits at Certificate II level or above (180 hours) (Units 1,2, 3&4)
- VCE Unit of their choice (Units 1,2 3&4)

Students may also do other VCE subjects, and structured workplace learning as part of their program.

IB DIPLOMA PROGRAMME

- STANDARD LEVEL (SL) SUBJECTS** – minimum 150 hours over 2 years.
- HIGHER LEVEL (HL) SUBJECTS** – minimum 240 hours over 2 years.
- THEORY OF KNOWLEDGE** – minimum 100 hours over 2 years.
- EXTENDED ESSAY** – minimum 60 hours over 2 years.

This equates with approximately 23 formal class contact hours per week plus EE/CAS.

Each subject is awarded a 7 point maximum.

3 HL + 3 SL = 42 points maximum

TOK + EE = 3 points maximum

45 points maximum

- CAS completion is required for award of the qualification.
- 24 points minimum required, with certain conditions, for award of qualification. Students who do not achieve the required score to be awarded the Diploma will be issued with a Certificate.

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>

VCE ACCELERATION FOR YEAR 11 STUDENTS

Highly performing and highly dedicated Year 10 students may be offered the opportunity to study one Unit 3 & 4 subject as part of their Year 11 program. After consideration of students' performances in Semesters 1 and 2, decisions will be made regarding offers. Offers will only be able to be made for subjects where both class sizes and the timetable blocking structure allow for year 11 students to study a particular VCE subject.

Students will be selected on the basis of their performance in Year 10, where the end of semester reports need to show that in a particular subject the student is performing at a Vic Curric level of 'A', and have obtained an attainment of 3 or 4 on the learning attributes on the final process report for the semester. (English, Mathematics and LOTE KLA's will not be included in the process.)

In accepting the offer the student and parent(s) understands that there is an expectation that 5 subjects will be required to be completed during their final year of VCE.

UNITS 1 & 2

DESCRIPTION OF COURSE CONTENT

UNIT 1: EXPLORE, EXPAND AND INVESTIGATE.

Unit 1 focuses using sources of inspiration and individual ideas as the basis for exploring a wide range of materials and techniques as tools for communicating ideas through art-making. Students explore and research how Australian and Indigenous artists manipulate artforms to communicate ideas. Students also explore aspects of the Australian arts industry.

AREA OF STUDY 1. EXPLORE-MATERIALS, TECHNIQUES AND

OUTCOME 1.

On completion of this unit the student will be able to explore the characteristics and properties of materials and demonstrate how they can be manipulated to develop subject matter and represent ideas in art making.

AREA OF STUDY 2. EXPAND-MAKE, PRESENT AND REFLECT.

OUTCOME 2.

On completion of this Area of Study student should be able to explore and use a variety of materials and techniques to support, record and develop individual ideas to produce highly finished artworks.

AREA OF STUDY 3. INVESTIGATE-RESEARCH AND PRESENT.

OUTCOME 3.

On completion of this unit the student should be able to research Australian artists and present information about them in a format appropriate for a proposed exhibition.

UNIT 2: UNDERSTAND, DEVELOP AND RESOLVE.

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

AREA OF STUDY 1. UNDERSTAND-IDEAS, ARTWORKS AND EXHIBITION

OUTCOME 1.

On completion of this unit the student should be able to select a range of artworks from an exhibition and other sources to design their own thematic exhibition.

AREA OF STUDY 2. DEVELOP-THEME, AESTHETIC QUALITIES AND STYLE.

OUTCOME 2.

On completion of this unit the student should be able to explore and progressively document the use of art elements, art principles and aesthetic qualities to make experimental artworks in response to a selected theme.

AREA OF STUDY 3. RESOLVE-IDEAS, SUBJECT MATTER AND STYLE.

OUTCOME 3.

On completion of this unit the student should be able to progressively document art making to develop and resolve subject matter and ideas in at least one finished artwork.

RELATIONSHIP TO FURTHER OPTIONS:

UNIT 3: COLLECT, EXTEND AND CONNECT.

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks.

UNIT 4: CONSOLIDATE, PRESENT AND CONSERVE.

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms.

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 Director, Illustration, Art Museum Curator, Animation, Art Conservation, Interior Design, Product Design, Industrial Design, Fashion Design, Visual Merchandising, Set and costume design, Multimedia

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

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

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

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

Area of Study 1: How do the chemical structures of materials explain their properties and reactions?

In this area of study students focus on elements as the building blocks of useful materials. Students develop their skills in the use of scientific equipment and apparatus. Students conduct flame tests to identify elements in the periodic table. They model covalent, metallic and ionic structures using simple ball-and-stick models and may use computer simulations of the three-dimensional representations of molecules and lattices to better understand structures. They use solubility tables to experimentally identify unknown ions in solution. They respond to challenges such as developing their own reactivity series by reacting samples of metals with acids, oxygen and water.

Area of Study 2: How are materials quantified and classified?

In this area of study students focus on the measurement of quantities in chemistry and the structures and properties of organic compounds, including polymers. Students develop their skills in the use of scientific equipment and apparatus. They perform calculations based on the generation of primary data, such as determining the empirical formula of an ionic compound or hydrated salt and consider how the quality of data generated in experiments can be improved. They construct models to visualise the similarities and differences between families of organic compounds. Students may use common substances in their experiments such as making glue from milk. They investigate the environmental impact of the production of polymers: for example, the recycling of biodegradable polymers derived from natural resources such as bio-polyethylene. Students respond to challenges such as investigating how changing formulations for polymers affects their structure and properties: for example, by creating slime.

Area of Study 3: How can chemical principles be applied to create a more sustainable future?

In this area of study students undertake an investigation involving the selection and evaluation of a recent discovery, innovation, advance, case study, issue or challenge linked to the knowledge and skills developed in Unit 1, including consideration of sustainability concepts (green chemistry principles, sustainable development and the transition towards a circular economy).

UNIT 2: HOW DO CHEMICAL REACTIONS SHAPE THE NATURAL WORLD?

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Area of Study 1: How do chemicals interact with water?

In this area of study students focus on understanding the properties of water and investigating acid-base and redox reactions. They explore water's properties, including its density, specific heat capacity and latent heat of vaporisation. They write equations for acid-base and redox reactions and apply concepts including pH as a measure of acidity. They explore applications of acid-base reactions and redox reactions in society. Students develop their skills in the use of scientific equipment and apparatus. They demonstrate their understanding of concentration using coloured solutions such as ammonium molybdate. Students explore pH: for example, by making their own indicators from natural materials, developing their own pH scale and comparing the accuracy of their indicators with commercial indicators. They investigate redox reactions by comparing corrosion rates of iron in tap water and sea water or building simple cells to power a diode. They respond to challenges such as investigating the action of soda water on seashells and linking their findings to socio-scientific issues such as ocean acidification.

Area of Study 2: How are chemicals measured and analysed?

In this area of study students focus on the analysis and quantification of chemical reactions involving acids, bases, salts and gases. They measure the solubility of substances in water, explore the relationship between solubility and temperature using solubility curves, and learn to predict when a solute will dissolve or crystallise out of solution. They quantify amounts in chemistry using volumetric analysis, application of the ideal gas equation, stoichiometry and calibration curves. Students develop their skills in the use of scientific equipment and apparatus. They use precipitation reactions to purify water. They perform acid-base titrations, such as comparing the ethanoic acid concentrations of vinegar, mayonnaise and tomato sauce. They construct calibration curves to analyse unknown concentrations of substances, such as the amount of nitrates or phosphates in water or soil samples. Students respond to challenges such as determining the set of standards required in setting up a calibration curve in colorimetry.

Area of Study 3: How do quantitative scientific investigations develop our understanding of chemical reactions?

In this area of study students develop a research question related to the production of gases, acid-base or redox reactions or the analysis of substances in water linked to the knowledge and skills developed in Unit 2 and adapt or design and then conduct a scientific investigation to generate appropriate quantitative data.

ASSESSMENT OF UNIT 1 & 2

Assessment may consist of a report of a laboratory activity, reflective annotations of practical activities from a logbook, data analysis, modelling activities, media responses, summary practical reports, reflective writing, tests and exams.

RELATIONSHIP TO FURTHER OPTIONS

It is strongly recommended that students complete Chemistry Units 1 & 2 before undertaking Chemistry Units 3 & 4 as the latter assumes that students have a sound knowledge of these two units. Students should also have a good working knowledge of year 10 Mathematics to support their ability to carry out the various mathematical calculations that are required in Chemistry.

WHY STUDY THIS UNIT?

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

CAREER OPPORTUNITIES

Chemistry opens many career opportunities, many requiring further studies in university, but some require simply completing Year 12, so the latter means you do not necessarily have to complete a university degree to enter a worthwhile career.

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 – ECONOMIC DECISION MAKING

- Identify basic economic problems of scarcity and the need for economic decision making
- The purpose of economic activity and the influence on material and non-material living standards
- Use demand and supply models to explain changes in prices and quantities traded
- Examine one or more markets to gain insight into the factors that may affect the way resources are allocated in an economy
- Study the insights of behavioural economics and how those insights contrast with the traditional model of consumer behaviour
- Analyses of written, visual and statistical evidence
- Folio of tasks, CATs and exams

UNIT 2 – ECONOMIC ISSUES AND LIVING STANDARDS

- The purpose of economic activity and the meaning of material and non-material living standards
- The relationship between the business cycle and economic indicators
- The factors that may affect the level of aggregate demand and aggregate supply and the level of economic activity
- The potential costs of economic growth to environmental sustainability
- applying insights of economic theory and key economic skills to analyse economic issues
- Analyses of written, visual and statistical evidence
- Folio of tasks, CATs and exams

ASSESSMENT OF UNITS 1 & 2

• Tasks may include: case studies, economic simulation activities, presentations, fieldwork and analysis, debate, a folio of applied economic exercises, formal CAT 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

The study of English empowers students to read, write, speak and listen in different contexts. VCE English and English as an Additional Language (EAL) prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

This study enables students to:

- extend their English language skills through reading, writing, speaking, listening, thinking and viewing to meet the demands of further study, the workplace, and their own needs and interests
- enhance their understanding, enjoyment and appreciation of the English language through all modes
- discuss, explore and analyse the form, purpose, context, text structures and language of texts from a range of styles and genres
- discuss, explore and analyse how culture, values and context underpin the construction of texts and how this can affect meaning and understanding
- convey ideas and demonstrate insight convincingly and confidently
- create print, digital and spoken texts
- demonstrate the ability to make informed choices about the construction of texts in relation to purpose, audience and context.

UNIT 1

In this unit, students read and respond personally and creatively to a range of texts.

Area of Study 1 - Reading and Exploring Texts

On completion of this unit the student should be able to make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text.

Area of Study 2 - Crafting Texts

On completion of this unit the student should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

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:

- appreciate the historical, social and cultural roles of language in their lives
- describe and analyse the structures, features and functions of spoken and written English language using appropriate metalanguage
- investigate language acquisition, language choice, use and variation, and language change over time
- reflect on and evaluate attitudes to language in historical, contemporary and individual contexts, with particular focus on identity, social cohesion and the distinctiveness of Australian Englishes
- explore and analyse the interplay between convention and creativity in language use
- develop an awareness of the critical, intentional and innovative use of language and apply this to their own writing and speaking
- become engaged, skilled and effective communicators.

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 identify and describe types of language acquisition, and to discuss and investigate language acquisition in the context of linguistic theories.

UNIT 2: LANGUAGE CHANGE

Area of Study 1 – English across time

On completion of this unit the student should be able to identify and describe language change and its effects on the English language and analyse attitudes to language change.

Area of Study 2 – Englishes in contact

On completion of this unit the student should be able to identify and explain the effects of the global spread of English through 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 complete 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.

UNIT 2

In this unit, students analyse a set text, focussing on how meaning is created. 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 Exploring Texts

On completion of this unit the student should be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.

Area of Study 2 - Exploring Argument

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

ELIGIBILITY FOR EAL

Eligibility for VCE English as an additional language (EAL): To qualify for EAL in VCE a student must have no more than 7 years with English as their main language of instruction or have less than 7 years residency in a predominately English-speaking country (at the time of completion of Year 12).

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.

LITERATURE

UNITS 1 AND 2

DESCRIPTION OF COURSE CONTENT

The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling, and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high-order thinking to express and develop their critical and creative voices.

Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

This study enables students to:

- enjoy reading a range of challenging literary texts
- approach unfamiliar texts and negotiate diverse literary territories with confidence
- explore the ways in which authors craft their writing
- recognise there are many possible ways of interpreting literary texts
- develop their own responses to texts, recognising the impact of form, features and language in the creation of meaning
- write creatively and critically, and develop their individual voice
- consider the views of others, including when developing interpretations
- express their ideas, through all language modes, with insight and flair.

UNIT 1

In this unit, students analyse a range of texts with a focus on language, structure and stylistic choices. They also explore the common features of a distinctive type of literature (movement or genre).

Area of Study 1 – Reading Practices

On completion of this unit the student should be able to respond to a range of texts through close analysis.

Area of Study 2 – Exploration of Literary Movements and Genres

On completion of this unit the student should be able to explore conventions common to a selected movement or genre, and engage with the ideas, concerns and representations from at least one complete text alongside multiple samples of other texts considered characteristic of the selected movement or genre.

UNIT 2

In this unit, students consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation. Students also focus on the text and its historical, social and cultural context.

Area of Study 1 – Voices of Country

On completion of this unit the student should be able to explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators.

Area of Study 2 – The Text in its Context

On completion of this unit the student should be able to analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context.

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.

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. Students research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food, and critically evaluate information, marketing messages and new trends.

Practical activities are integral to Food Studies and include comparative food testing, cooking, creating and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis (including taste testing and use of focus groups).

STRUCTURE

The study is made up of two units.

UNIT 1: FOOD ORIGINS

In this area of study students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures, with a focus on one selected region other than Australia. Through practical activities, students explore the use of ingredients available today that were used in earlier cultures. These activities provide opportunities for students to extend and share their research into the world's earliest food-producing regions, and to demonstrate and reflect on adaptations of selected food from earlier cuisines.

OUTCOME 1

On completion of this unit the student should be able to analyse major factors in the development of a globalised food supply, and through practical activities critique the uses and adaptations of selected food from earlier cuisines in contemporary recipes.

OUTCOME 2

On completion of this unit the student should be able to describe patterns of change in Australia's food industries and cultures, and through practical activities critique contemporary uses of foods indigenous to Australia and those foods introduced through migration.

UNIT 2: FOOD MAKERS

In this unit 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 domestic and small-scale 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.

AREA OF STUDY 1: AUSTRALIA'S FOOD SYSTEMS

In this area of study students focus on commercial food production in Australia, encompassing components of the food systems that include primary food production, processing and packaging, distribution and access through the retail and food service sectors, media and marketing, consumption and waste management.

Students explore the ever-changing and dynamic nature of our food industries and their ongoing importance to Australia's economy. They investigate the characteristics of the various food industries and analyse current and future challenges and opportunities, including the importance of food citizenship.

Students reflect on the sustainability of Australia's food industry, including the impact on food security and food sovereignty. They consider the influences on food industries and, in turn, how the food industries influence people. Students investigate new food product development and innovations, and the processes in place to ensure a safe food supply.

OUTCOME 1

On completion of this unit the student should be able to analyse relationships, opportunities and challenges within Australia's food systems, and respond to a design brief that produces a food product and demonstrates the application of commercial food production principles.

OUTCOME 2

On completion of this unit the student should be able to use a range of measures to evaluate food products prepared in different settings for a range of dietary requirements, and create a food product that illustrates potential adaptation in a commercial context.

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 is challenging and rewarding.

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

- **Outcome 1.** Concepts of health
- **Outcome 2.** Youth health and development
- **Outcome 3.** Health and nutrition

UNIT 2 - CHILD AND ADULTHOOD HEALTH AND DEVELOPMENT

- **Outcome 1.** Developmental transitions
- **Outcome 2.** Youth health literacy

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

Modern History allows students 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.

Answer questions such as:

- To what extent did the events, ideologies, individuals, movements and new nations contribute to the causes of World War Two?
- How did society and culture change?
- How did Cold War ideology contribute to increased tensions and conflict?
- What caused the challenges to existing political and/or social structures and conditions?

UNIT 1 – CHANGE AND CONFLICT

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. This unit focuses first on Germany and the rise of Hitler and then explores the USSR under Stalin.

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.

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?

History allows students to understand how people and societies behaved in the past so we can apply our learning to the present and future. It provides the opportunity to develop many of the key skills required in a changing society such as both written and verbal communication.

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' 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 - THE PRESUMPTION OF INNOCENCE

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

UNIT 2 - WRONGS AND RIGHTS

Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

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

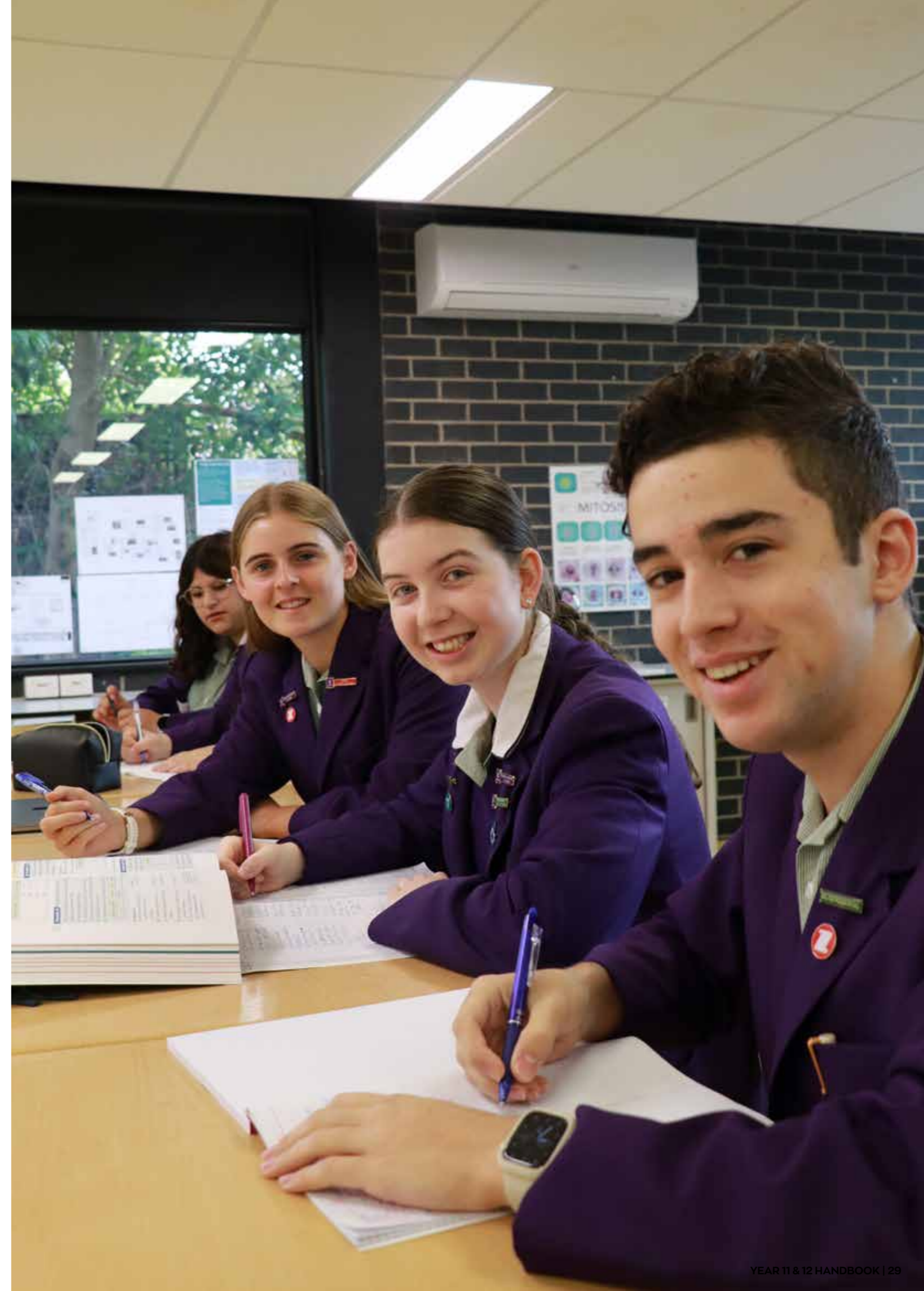
Provides an excellent foundation to units 3 & 4, but is not a prerequisite.

WHY STUDY THIS UNIT?

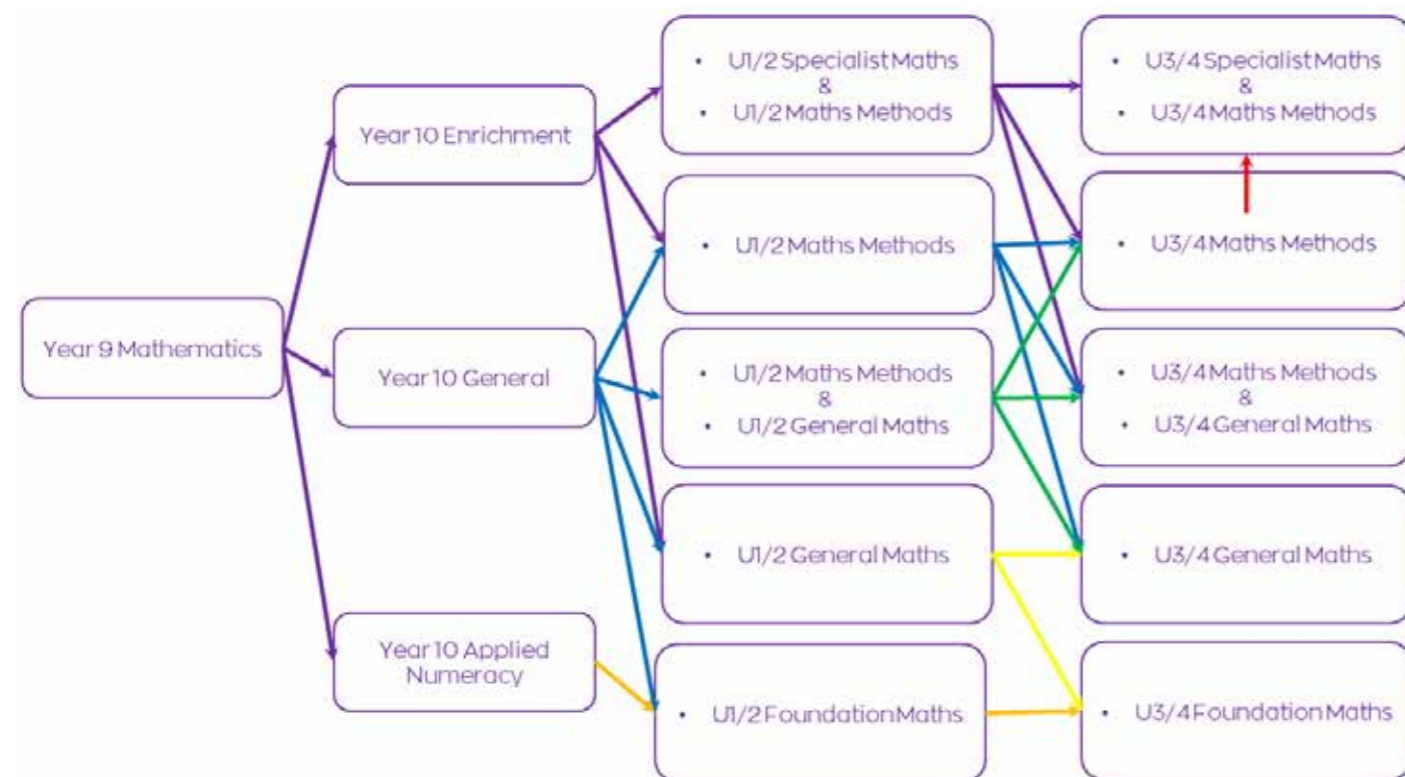
The study of VCE Legal Studies enables students to become active and informed citizens by providing valuable insight into their relationship with the law and the legal system. Students develop knowledge and skills to enhance their confidence and ability to access and participate in the legal system.

CAREER OPPORTUNITIES

Lawyer, Court officer, law clerk, legal secretary, police officer, prison officer, teaching, marketer and accounting.



MATHEMATICS FLOWCHART



FOUNDATION MATHEMATICS

UNIT 1 & 2

DESCRIPTION OF COURSE CONTENT

The content in foundation mathematics focuses on the continuing mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

Unit 1 & 2:

- Algebra, number, and structure
- Data analysis, probability, and statistics
- Financial and consumer mathematics
- Space and Measurement

ASSESSMENT OF UNIT

Students will be assessed in a variety of tasks including portfolio's, assignments, tests, modelling tasks, and mathematical investigations. They will need to show understanding of the following outcomes:

OUTCOME 1

On completion of this unit the student should be able to use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve practical problems based on a range of everyday and real-life contexts.

OUTCOME 2

On completion of this unit the student should be able to apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

OUTCOME 3

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

RELATIONSHIP TO FURTHER OPTIONS:

Student taking Foundation mathematics are best preparing themselves for Foundations units 3 and 4, as well as for utilizing mathematics in vocation or further study. This unit of work is especially useful for students undertaking VET studies.

WHY STUDY THIS UNIT?

If you have struggled to see the relevance of what you learnt in previous classes and want to focus more directly on mathematics that you can apply in your daily life and your potential future job, then this is the course for you.

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
- 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

On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

OUTCOME 2

On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

OUTCOME 3

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving 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? If you answered yes to any of the above then this course would work well for you!

MATHEMATICAL METHODS

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. This study will also help students prepare for tertiary courses in the STEM fields.

Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, algorithmic thinking, coding, 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

On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

OUTCOME 2

On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

OUTCOME 3

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving 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? Might you be interested in a career in any of the STEM fields? If so, then 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
- Number theory
- Discrete mathematics, proof, and coding
- Advanced trigonometry
- Graphing, matrices, and transformations
- Complex numbers, vectors, and kinematics
- 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

On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

OUTCOME 2

On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

OUTCOME 3

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

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? Are you keen on taking a deeper dive into the nature of advanced mathematics? If so this is an excellent course that can really excel your understanding of both pure mathematics and how mathematics is applied in today's world! Students are 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 Media as well as allowing students to create their own media products. The main areas of study are Representation, Media Form Production, Australian Stories and Narratives in Production.

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 advertisements. 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 Animation, App development, Graphic Design, 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, Photography, Journalism, Filmmaking, Professional Writing, Gaming development 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 OUTDOOR ENVIRONMENTS

- **Outcome 1:** Changing human relationships with outdoor environments
- **Outcome 2:** Relationships with Australian environments in the past decade
- **Outcome 3:** Technology and commercialisation of outdoor activities

UNIT 4 - SUSTAINABLE OUTDOOR ENVIRONMENTS

- **Outcome 1:** The importance of healthy outdoor environments
- **Outcome 2:** The future of outdoor environments
- **Outcome 3:** Investigating outdoor environments

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

- How does the musculoskeletal system work to produce movement? What role does the cardiovascular system play in movement?

UNIT 2 - PHYSICAL ACTIVITY, SPORT, EXERCISE AND SOCIETY

- How do physical activity, sport and exercise contribute to healthy lifestyles? What are the contemporary issues associated with physical activity and sport?

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

UNIT 1: HOW IS ENERGY USEFUL TO SOCIETY?

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

Area of Study 1: How are light and heat explained?

In this area of study, students study light using the wave model and thermal energy using a particle model forming an understanding of the fundamental physics ideas of reflection, refraction and dispersion. They use these to understand observations made of the world such as mirages and rainbows. They investigate energy transfers and explore how light and thermal energy relate to one another. They apply light ideas to explain how light is used through optical fibres in communication, and how physics is used to inform global warming and climate change.

Area of Study 2: How is energy from the nucleus utilised?

In this area of study, students build on their understanding of energy to explore energy that derives from the nuclei of atoms. They learn about the properties of the radiation from the nucleus and the effects of this radiation on human cells and tissues and apply this understanding to the use of radioisotopes in medical therapy. Students explore the transfer of energy from the nucleus through the processes of fission and fusion and apply these ideas to evaluate the viability of nuclear energy as an energy source for Australia.

Area of Study 3: How can electricity be used to transfer energy?

Modelling is a useful tool in developing concepts that explain physical phenomena that cannot be directly observed. In this area of study, students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Concepts of electrical safety are developed through the study of safety mechanisms and the effect of current on humans. Students apply and critically assess mathematical models during experimental investigations of DC circuits. They explore electrical safety and the use of transducers to transfer energy in common devices.

UNIT 2: HOW DOES PHYSICS HELP US TO UNDERSTAND THE 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.

Area of Study 1: How is motion understood?

In this area of study, students describe and analyse graphically, numerically and algebraically the energy and motion of an object, using specific physics terminology and conventions. They consider the effects of balanced and unbalanced forces on motion and investigate the translational and rotational forces on static structures. Students apply mathematical models during experimental investigations of motion and apply their understanding of motion and force through a case study.

Area of Study 2: Options: How does physics inform contemporary issues and applications in society?

In this area of study, students develop a deeper understanding of an area of interest within diverse areas of physics. They select from eighteen options, explore the related physics and use this physics to form a stance, opinion or solution to a contemporary societal issue or application. In their explorations, a range of investigation methodologies may be used by students.

Area of Study 3: How do physicists investigate questions?

Systematic experimentation is an important aspect of physics inquiry. In this area of study, students adapt or design and then conduct a scientific investigation to generate appropriate primary qualitative and/or quantitative data, organise and interpret the data, and reach and evaluate a conclusion in response to the research question.

ASSESSMENT OF UNIT 1 & 2

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.

CAREER OPPORTUNITIES

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 a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act. VCE Psychology is designed to enable students to explore the complex interactions between thoughts, emotions and behaviour; develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology; and apply psychological models, theories and concepts to everyday situations to enhance understanding of mental wellbeing.

UNIT 1: HOW ARE BEHAVIOR AND MENTAL PROCESSES SHAPED?

Human development involves changes in thoughts, feelings and behaviours. In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

UNIT 2: HOW DO INTERNAL AND 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 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 individuals and groups, recognising that different cultural groups have different experiences and values. Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. 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.

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

VCE POLITICS

UNITS 1 & 2

DESCRIPTION OF COURSE CONTENT

UNIT 1: POLITICS, POWER AND POLITICAL ACTORS

In this unit, students learn that politics is about how political actors use power to resolve issues and conflicts over how society should operate. It allows students to gradually build on their understanding of what it is to think politically. Students examine how power may be used by political actors in various states to achieve their interests, and they focus on a close study of a contested political issue in Australia.

UNIT 2: DEMOCRACY: STABILITY AND CHANGE

In this unit, students investigate the key principles of democracy and assess the degree to which these principles are expressed, experienced and challenged, in Australia and internationally. They consider democratic principles in the Australian context and complete an in-depth study of a political issue or crisis that inherently challenges basic democratic ideas or practice. Students also investigate the degree to which global political actors and trends can challenge, inhibit or undermine democracy, and evaluate the political significance of these challenges.

ASSESSMENT FOR UNITS 1 & 2

Politics is assessed through tasks such as a political inquiry, a political debate, extended responses, short-answer questions and/or an essay.

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?

VCE Politics introduces students to the complexities of Australian society and the contemporary world. It broadens their outlook through examining how political change and decision-making happens and how power may be used. The study assists students in becoming informed observers of and active participants in Australia's political system, and global citizens who are able to think critically about political issues, crises and challenges to democracy. VCE Politics provides students with opportunities to better understand their own rights, responsibilities and participation as national citizens and members of the global community

CAREER OPPORTUNITIES: diplomat, campaign manager, government, lawyer, journalist, lobbyist, lecturer, activist, policy analyst.

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.

PERSONAL DEVELOPMENT SKILLS

The VCE VM Personal Development Skills study focuses on helping students develop personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing.

Students will examine community participation and how people work together effectively to achieve shared goals. They will investigate different types of communities at a local, national, and global level. Students will look at active citizenship and they will investigate the barriers and enablers to problem solving within the community. Students understand different perspectives on issues affecting their community, they will also plan, implement and evaluate an active response to community need.

The study examines interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. Students participate in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. Students will reflect on how community awareness of their selected issue can be improved.

WORK RELATED SKILLS

VCE VM Work Related Skills allows students to understand and apply concepts and terminology related to the workplace and further studies to understand the complex and rapidly changing world of work and workplace environments. It helps students understand and develop their skills, knowledge, capabilities and attributes as they relate to further education and employment, to develop effective communication skills to enable self-reflection and self-promotion and to practically apply their skills and knowledge.

This subject requires students to think about and investigate potential employment pathways, to develop a career action plan, to seek appropriate advice and feedback on planned career and further study objectives. Students are required to consider the distinction between essential employability skills, specialist, and technical work skills; to understand transferable skills and identify their personal skill and capabilities and promote them through development of a cover letter and resume and through mock interviews.

Students also learn about healthy, collaborative and productive workplaces, workplace relationships and investigate key areas relating to workplace relations, including pay conditions and dispute resolution. Students look at how teamwork and effective communication contribute to a healthy, collegiate workplace. Students also learn about promoting themselves and their skills by developing an extensive professional portfolio to use for further education and employment applications.



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 offered off campus. VET providers include Holmesglen TAFE, Box Hill TAFE, Kangan TAFE and the Academy of Interactive Entertainment.

- VET may be taken as part of a VCE program
- VET cannot be taken in the IBDP
- VET must be taken as part of the Vocational Major Stream

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:

- Except for rare exceptions, there is no additional cost for VET subjects. The instruction and materials costs are covered entirely by Brighton Secondary College and through Government subsidies.
- Students who enrol in the first year of a VET program are expected to complete the full year. If a student were to withdraw after the first semester and change to another subject, they would not receive credit for a VCE Unit 1 subject.
- Students who withdraw at the end of the first year may receive a Unit 1&2 VCE credit and a statement showing the completed modules from the training certificate. But they will not qualify for the VET certificate.
- Students must make their own travel arrangements get to their VET provider in time for the start of their class. In many cases, they may need to travel on public transport.

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 Animal Care	No	Box Hill TAFE: City
Cert. II in Automotive Studies	No	Kangan TAFE: Docklands
Cert. II in Beauty Services	No	Holmesglen TAFE: Moorabbin
Cert. II in Building and Construction - Carpentry (partial)	No	Holmesglen TAFE: Chadstone
Cert. II in Visual Arts	No	Holmesglen TAFE: Chadstone
Cert. III in Design Fundamentals	No	Box Hill TAFE: City
Cert. II Early Childhood Education & Care	No	Holmesglen TAFE: Moorabbin
Cert. II Electro technology Studies (career start)	No	Holmesglen TAFE: Moorabbin
Cert. II Engineering Studies	Yes	Holmesglen TAFE: Moorabbin
Cert. III in Equine Studies	Yes	Box Hill TAFE: City / Elgar
Cert. III in Events	No	Holmesglen TAFE: Moorabbin
Cert. II Applied Fashion Design & Technology	No	Holmesglen TAFE: Chadstone
Cert II Horticulture	No	Holmesglen TAFE: Glen Waverley
Cert. II in Hospitality	Yes	Holmesglen TAFE: Moorabbin
Cert. III in Information, Digital Media and Technology - Partial (Games Stream)	Yes	Holmesglen TAFE: Moorabbin
Cert. III Interior Decoration (Retail Services)	No	Holmesglen TAFE: Chadstone
Cert. III in Laboratory Skills	Yes	Holmesglen TAFE: Moorabbin
Cert. II in Plumbing (Pre-Apprenticeship)	No	Holmesglen TAFE: Chadstone
Cert. II in Salon Assistant (Hair)	No	Kangan TAFE: Richmond
Cert. III in Screen & Media (Game Art)	No	Academy of Interactive Entertainment: City
Cert. II in Sport and Recreation	Yes	Holmesglen TAFE: Moorabbin
Cert. III in Music (Performance)	Yes	Box Hill TAFE: Elgar
Cert. III in Music (Sound Production)	Yes	Box Hill TAFE: Elgar
Cert. III in Tourism	No	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.

If you wish to undertake a VET subject not listed in the table above, ask the Careers staff and we will endeavour to find a provider.

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

See also: <https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/Index.aspx>

CERTIFICATE III IN ALLIED HEALTH ASSISTANCE

DELIVERED BY HOLMESGLEN MOORABBIN (SCORED)

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 III IN DESIGN FUNDAMENTALS

DELIVERED BY BOX HILL – CITY CAMPUS (NOT SCORED)

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)

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 your 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 - CHADSTONE

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 arboriculture, 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 a 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 arboriculture. 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

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

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 II IN PLUMBING

DELIVERED BY HOLMESGLEN - CHADSTONE

The Certificate II in Plumbing (Pre-apprenticeship) is designed to provide entry-level training for those secondary school students who want to pursue employment and career opportunities within the plumbing industry.

Career opportunities, include: Plumbing apprenticeship

- The course is delivered in Holmesglen's specially designed facilities, where an emphasis is placed on providing hands-on practical training.
- Students will be provided with the following skills and knowledge in plumbing, including:
 - technical drawing and plan development
 - plumbing fixtures and fittings,
 - introduction to welding.
- Students will learn the basic language used in relation to materials used, tools and types of work

CERTIFICATE III IN SCREEN AND MEDIA - (GAME ART)

DELIVERED BY THE ACADEMY OF INTERACTIVE ENTERTAINMENT - CITY

The Game Art Foundations course will teach students how to develop 3D environments, characters and animation for interactive games. Game art development is an exciting and dynamic entertainment medium that is quickly being adapted into traditional areas such as architecture, product design and film making as well as emerging technologies such as VR and AR.

The course covers the techniques of making 3D artwork for games including:

- Concept art
- 3D modelling
- Texturing
- Animation
- Lighting
- Gray boxing
- Creating animated game characters
- Creating interactive environments
- Adding audio
- Interactive game play elements

The Game Art Foundations course teaches students best practice for a creative and iterative pipeline with the importance on developing quality 3D artwork for games. Students will work with real-time game engines to showcase their creativity and build their technical knowledge in order to maximise their artwork within fun and engaging game environments.

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 IN MUSIC (SPECIALISING IN PERFORMANCE)

DELIVERED BY BOX HILL - ELGAR

This course will improve your skills in the core fundamentals of music, whether it be musicianship, theory, performance skills, music business, recording and music production skills). Completing this course will set you on the right path, giving you a strong foundation to either continue study or start your career.

You will find our world class purpose built learning facility will give you the opportunity to learn in key areas including

- band workshops, lessons,
- recording studies,
- music notation,
- listening skills,
- performance workshops,
- performance skills,
- instrument lessons,
- basics of copyright,
- WHS (Workplace Health and Safety) and
- working in the music industry.

Study Pathways after successful completion.

You may choose to apply for entry into the Certificate IV in Music (CUA40915) or our world renowned degree programs.

Career Outcomes After successful completion, possible roles may include: ›

- musician
- songwriter
- producer
- band member

CERTIFICATE III IN MUSIC INDUSTRY (SPECIALISING IN SOUND PRODUCTION)

DELIVERED BY BOX HILL - ELGAR

A brand new, multi-million dollar facility awaits all aspiring musicians here at Box Hill Institute! For all students interested in the world of music production or audio engineering looking to cement foundational skills in a creative program. This course will set you on the right path. Study in our world class recording studios and production suites. Key study areas include:

- signal path and audio componentry
- studio skills and setting up audio systems
- basics of copyright
- WHS (Workplace Health and Safety)
- working in the music industry.

This course will provide you with the knowledge to understand the basics of audio in live and studio environments. You will study the fundamentals of sound production business including copyright and working effectively in the music industry.

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 IBDP 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
External assessment (3 hours)	70%
<p>Paper 1: Guided textual analysis (1 hour 15 minutes) 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>Paper 2: Comparative essay (1 hour 45 minutes) 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>	35% 35%
<p>Internal assessment 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>Individual oral (15 minutes) 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: 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>	30%

ASSESSMENT: HIGH LEVEL

Assessment component	Weighting
External assessment (4 hours)	80%
<p>Paper 1: Guided textual analysis (2 hours 15 minutes) 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>Paper 2: Comparative essay (1 hour 45 minutes) 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>HL essay 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>	35% 25% 20%
<p>Internal assessment 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>Individual oral (15 minutes) 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: 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>	20%

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
External assessment (3 hours)	75%
<p>Paper 1 (1 hour 15 minutes) 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>Paper 2: (1 hour 45 minutes) 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>25%</p> <p>50% 25% 25%</p>
<p>Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.</p>	25%

ASSESSMENT: HIGH LEVEL

Assessment component	Weighting
External assessment (3 hours)	75%
<p>Paper 1 (1 hours 30 minutes) 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>Paper 2 (2 hours) 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>25%</p> <p>50% 25% 25%</p>
<p>Internal assessment 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>Individual oral assessment A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)</p>	25%

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)
- 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)

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
External assessment (3 hours)	75%
<p>Paper 1 (1 hour) 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>Paper 2: (1 hour 45 minutes) 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>25%</p> <p>50% 25% 25%</p>
<p>Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.</p>	25%

ASSESSMENT: STANDARD LEVEL

Assessment component	Weighting
External assessment (3 hours)	75%
<p>Paper 1 (1 hour 15 minutes) 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>Paper 2: (1 hour 45 minutes)</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>	<p>30%</p> <p>45%</p>
<p>Internal assessment (15 teaching hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Written Comentary 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>	25%

ASSESSMENT: HIGH LEVEL

Assessment component	Weighting
External assessment (4 hours and 30 minutes)	75%
<p>Paper 1 (2 hours 15 minutes) 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>Paper 2 (2 hours)</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>	<p>35%</p> <p>40%</p>
<p>Internal assessment (30 teaching hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Research Project 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>	25%

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

CHEMISTRY

Description of Course Content

As one of the three natural sciences in the IB Diploma Programme, chemistry is primarily concerned with identifying patterns that help to explain matter at the microscopic level. This then allows matter's behaviour to be predicted and controlled at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking. DP chemistry enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. Integral to the student experience of the DP chemistry course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

Course Outline

Syllabus Component	Recommended Teaching Hours	
	SL	HL
Syllabus Content	110	180
Structure 1. Models of the particulate nature of matter	17	21
Structure 1.1—Introduction to the particulate nature of matter		
Structure 1.2—The nuclear atom		
Structure 1.3—Electron configurations		
Structure 1.4—Counting particles by mass: The mole		
Structure 1.5—Ideal gases		
Structure 2. Models of bonding and structure	20	30
Structure 2.1—The ionic model		
Structure 2.2—The covalent model		
Structure 2.3—The metallic model		
Structure 2.4—From models to materials		
Structure 3. Classification of matter	16	31
Structure 3.1—The periodic table: Classification of elements		
Structure 3.2—Functional groups: Classification of organic compounds		
Reactivity 1. What drives chemical reactions?	12	22
Reactivity 1.1—Measuring enthalpy change		
Reactivity 1.2—Energy cycles in reactions		
Reactivity 1.3—Energy from fuels		
Reactivity 1.4—Entropy and spontaneity (Additional higher level)		
Reactivity 2. How much, how fast and how far?	21	31
Reactivity 2.1—How much? The amount of chemical change		
Reactivity 2.2—How fast? The rate of chemical change		
Reactivity 2.3—How far? The extent of chemical change		
Reactivity 3. What are the mechanisms of chemical change?	24	45
Reactivity 3.1—Proton transfer reactions		
Reactivity 3.2—Electron transfer reactions		
Reactivity 3.3—Electron sharing reactions		
Reactivity 3.4—Electron-pair sharing reactions		
Experimental programme	40	60
Practical work	20	40
Collaborative sciences project	10	10
Scientific investigation	10	10

ASSESSMENT

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade
		SL	HL	
External		3.0	4.5	80%
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions and questions on experimental work	1.5	2.0	36%
Paper 2	Short answer and extended-response questions	1.5	2.5	44%
Internal		10		20%
Scientific investigation	the scientific investigation is an openended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10		20%

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"> • Individual investigation- student choice under teacher supervision 	20%

ASSESSMENT: HIGH LEVEL

Assessment component	Weighting
External assessment (3 hours and 30 minutes)	80%
Paper 1 (1 hour) 40 multiple-choice questions on core material.	20%
Paper 2: (2 hour 15 minutes) Short-answer and extended-response questions on core material.	35%
Paper 3 (1 hour and 15 minutes) This paper will have questions on core and SL option material. <ul style="list-style-type: none"> • Section A: one data-based question and several short-answer questions on experimental work. • Section B: short-answer and extended-response questions from one option. 	25%
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"> • Individual investigation- student choice under teacher supervision 	20%

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
External assessment (3 hours)	80%
Paper 1 (90 minutes) Technology required. Compulsory short-response questions based on the syllabus.	40%
Paper 2: (90 minutes) Technology required. Compulsory extended-response questions based on the syllabus.	40%
Internal assessment component This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	20%
Mathematical exploration 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
External assessment (4 hours)	80%
Paper 1 (90 minutes) Technology required. Compulsory short-response questions based on the syllabus.	30%
Paper 2: (90) Technology required. Compulsory extended-response questions based on the syllabus.	33%
Paper 3 (60 minutes) Technology required. Two compulsory extended response problem-solving questions.	20%
Internal assessment component This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	20%
Mathematical exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	



BRIGHTON

SECONDARY COLLEGE

Address - 120 Marriage Road, Brighton East VIC 3187

Telephone - 03 9592 7488

Email - brighton.sc@education.vic.gov.au

Website - www.brightonsc.vic.edu.au