

SUBJECT SELECTION HANDBOOK

SENIOR YEARS 2010



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NB Where minor changes occur, students will be provided with this information and the online book updated.

FOREWORD

The presentation of this Subject Selection Handbook marks the formal commencement of our Three Year Senior Studies Program.

This initiative is a part of the exciting curriculum revitalization outlined under **Vision 2015**.

Vision 2015 has at its core a commitment to academic rigor, an emphasis on the quality of teaching and learning and, wherever possible, a common experience for all students enrolled at Ivanhoe Grammar School, irrespective of which Campus they attend.

Vision 2015 will vary the academic structure of the School, placing an emphasis on exemplary Primary education (P – Year 5), best practice Middle Years pedagogy (Years 6 – 9) and a Three Year **Senior Studies Program** (Years 10 – 12).

The Senior Studies Program, which will commence for students entering Year 10 at the Early Commencement Program this year, will allow a maintenance of the varied pathways for students, spread the burden of study over three years, provide a greater opportunity for maximizing study scores through a more flexible approach to study patterns and give further emphasis to preparing students for the post-school environment.

The impetus which **Vision 2015** provides to senior students at the School through this Senior Years Program, will be critical in helping to maximize the opportunities for students when they leave Ivanhoe Grammar School.

Roderick D Fraser
Principal

INTRODUCTION

This handbook provides information for students entering or already within the Senior Years - (Years 10, 11 and 12).

YEAR 10

As students enter the Senior Years, the program enables students to select a course of study which not only interests them but is consistent with their abilities. It allows for each individual to evaluate their options, make decisions based on their future pathways, and tailor a program to suit their needs. This program is designed to provide a smooth and informed transition into either VCE or IB for their final 2 years at Ivanhoe Grammar School.

Following the information evening, which provides students and parents with an opportunity to ask questions of the Careers Advisor, VCE Coordinator and the IB Coordinator, students will be required to make their subject selections. In 2009 for the first time selections will be made via an online module. These selections should be made in the knowledge that timetables and blockings are formed based on this information. Parental consent is necessary to successfully submit selections.

To successfully complete Year 10, students must

- undertake a full academic program
- participate in a 7 day adventure activity
- commit to regular community service based on Cadets or environmental and service activities

Guidelines for Subject Selection at Year 10

- All students must study the following core subjects for the year: English, Mathematics, General Science, Humanities, Health and Physical Education, Global Perspectives.
- Electives can be chosen from the range of Year 10 electives or Units 1 & 2 VCE subjects where the faculty guidelines are met.

VCE

To successfully complete VCE, students must –

1. Gain a satisfactory (S) in 16 units.
2. Satisfactorily complete at least four Units 3 & 4 sequences.
3. Satisfactorily complete 3 units of English at least one of which must be at Units 3 & 4 level.

Guidelines for Subject Selection at Year 11 –

- 6 subjects to be selected
- Up to 2 Units 3 & 4 sequences can be chosen if faculty guidelines are met and, after consultation with parents, students are deemed “ready” to be accelerated.

INTERNATIONAL BACCALAUREATE

To successfully complete the IB Diploma Program, students must –

- Achieve a minimum score of 24 points and
- Complete Theory of Knowledge, Extended Essay and Creativity, Action & Service (CAS) compulsory requirements.

Guidelines for Subject Selection at Year 11 –

- Students must choose one subject from each of the six Groups or 1 subject from Groups 1 – 5 and 1 other subject from Groups 3 or 4 With an understanding they are two year studies.
- 3 of these subjects must be “Higher Level” and are chosen at the end of Year 11.

Heads of House at TRC and Level Managers at Plenty as well as Form Tutors are another valuable source of information and support for students and families.

Good luck in the decision making.

KEY DATES

DATE	THE RIDGEWAY CAMPUS	PLENTY
Thursday, June 11	Senior Years Subject Selection Information Evening	
Monday, June 15	Senior Years Curriculum Handbook available on line	Senior Years Curriculum Handbook available on line
Wednesday July 15 – Sunday July 19	Senior Years Subject Selection “live” on-line	Senior Years Subject Selection “live” on-line
Monday July 20 – Thursday July 23	Subject Selections reviewed individually	
Thursday July 24	Modified subject selections completed	
Thursday September 10	Learning Area Heads to have finalised book lists	Learning Area Heads to have finalised book lists
	Booklists for 2010 to be submitted	Booklists for 2010 to be submitted
Monday November 16 – Friday November 20	Subject selections reviewed in light of Semester 2 results	Subject selections reviewed in light of Semester 2 results
	Final subject selections (book lists suitably amended)	Final subject selections (book lists suitably amended)
	Early Commencement Program teacher and student timetables available	Early Commencement Program teacher and student timetables available

CONTACTS FOR CURRICULUM INFORMATION – The Ridgeway Campus

HEAD OF SENIOR YEARS	Mrs Judy Hewett	9490 3462
LEARNING AREA HEADS	NAME	CONTACT
Commerce	Mr Robert Prince	9490 3543
English	Mrs Lolita Johnson	9490 3465
Health and Physical Education	Ms Maureen Fraser	9490 3835
Humanities	Mrs Pam Shire	9490 3784
Information Technology	Mr Robert Prince	9490 3543
Languages Other Than English (LOTE)	Mrs Rina Tascone	9490 3496
Mathematics	Mr Craig Shallcross	9490 3850
Religion Values and Faith	Mr David Gibbs	9490 3457
Science	Mr Stewart Monckton	9490 3537
The Performing Arts	Mr Stephen Carpenter	9490 3538
The Visual Arts	Mr Lawrence Dalton	9490 3715
SENIOR YEARS CO-ORDINATORS		
English	Mrs Marg Nolan	9490 3820
English as a Second Language (ESL)	Mrs Anne Height	9490 3817
Mathematics	Mrs Angela Di Ciocco	9490 3863
Science	Mrs Gai Shadbolt	9490 3476
COURSE MANAGERS		
Enhancement/Distance Education	Mrs Gai Shadbolt	9490 3476
Equestrian Studies Co-ordinator	Mrs Virginia Creed	9490 3737
TAFE Aviation	Mr Greig Wanless	9490 3479
TAFE Hospitality and School Based New Apprenticeship	Mr Franz Mandler	9490 3516
HEAD OF HOUSE		
Athelstane	Mr Glenn Wade	9490 3513
Lincoln	Ms Sheriden Vella	9490 3825
Sherwood	Mr John Doman	9490 3822
Thoresby	Mr Heath De Lany	9490 3783
CURRICULUM		
Director of Research and Learning	Mr Jeff Capuano	9490 3542
International Baccalaureate Coordinator & VCE / VET Coordinator	Mr Ray Grant	9490 3474
ELICOS	Ms Leisl Bruhn	94903796
SPECIAL EDUCATION	Ms Anna Gleeson	9490 3455
CAREERS	Mrs Maria Staikos	9490 3458

CONTACTS FOR CURRICULUM INFORMATION – Plenty Campus

HEAD OF SENIOR YEARS	Mrs Renata Rowe	9490 3781
LEARNING AREA HEADS	NAME	CONTACT
Commerce	Mr Gary Hodges	9490 3872
English	Ms Catherine Lennon	9490 3746
Health and Physical Education	Mrs Wendy Kelly	9490 3743
Humanities	Ms Jane Bellamy	9490 3750
Information Technology	Mr Joseph Papaleo	9490 3873
Languages Other Than English (LOTE)	Mrs Kumiko McLay	9490 3720
Mathematics	Mr Paul Kelly	9490 3725
Global Perspectives	Mrs Kath Horsford	9490 3879
Science	Mr Geoff Place	9490 3719
The Performing Arts	Ms Cissy Goodridge	9490 3754
The Visual Arts	Mr Lawrence Dalton	9490 3715
SENIOR YEARS CO-ORDINATOR		
Mathematics	Mr Rob Faulkner	9490 3797
EQUESTRIAN STUDIES CO-ORDINATOR	Mrs Virginia Creed	9490 3737
ENHANCEMENT STUDIES	Mr Graham White	9490 3727
LEVEL MANAGERS		
Year 12	Mr Graham White	9490 3727
Year 11	Ms Denise Whelan	9490 3728
Year 10	Mrs Samantha Scott	9490 3759
HEAD OF SECONDARY	Ms Renata Rowe	9490 3735
CURRICULUM		
Director of Research and Learning	Mr Jeff Capuano	9490 3542
VCE Co-ordinator	Mr Graham White	9490 3727
International Baccalaureate Coordinator	Mr Ray Grant	9490 3474
TAFE Aviation	Mr Greig Wanless	9490 3479
CAREERS ADVISOR	Mrs Natalie Hutchings	9490 3705
SPECIAL EDUCATION	Ms Anna Gleeson	9490 3455

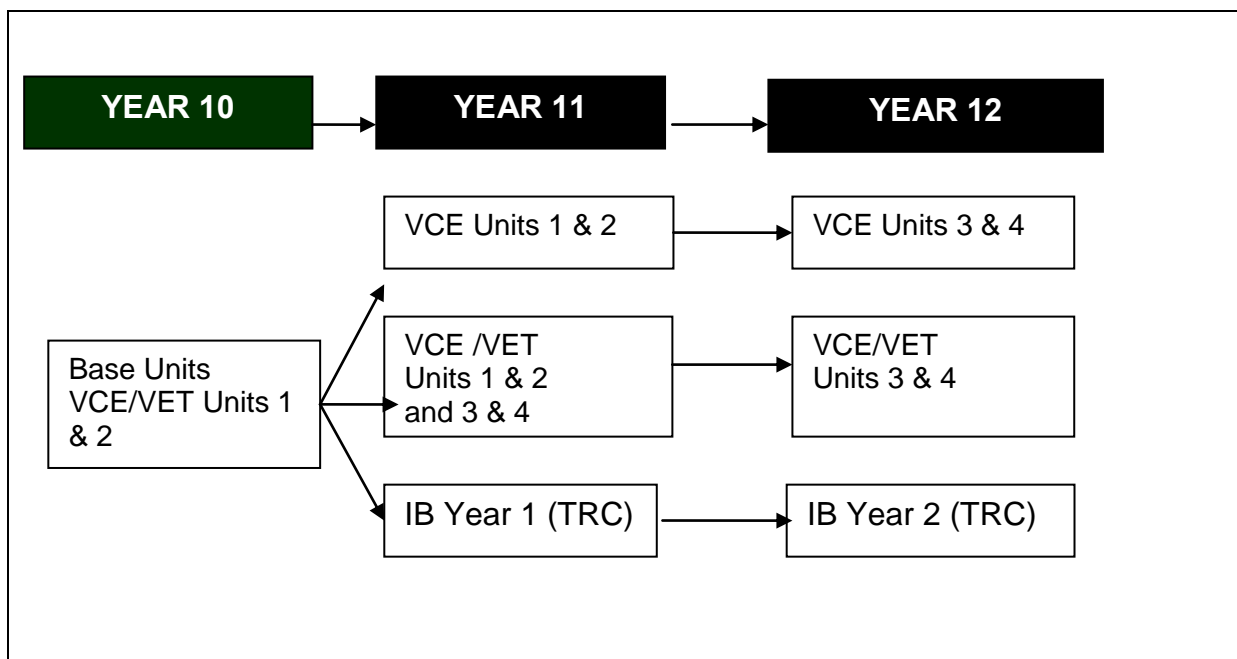
1. Pathways at Ivanhoe Grammar School

Although a majority of students follow the path that culminates with a VCE, other appropriate options exist. Some students choose to enter the International Baccalaureate Diploma (IB) program rather than the VCE. The IB Diploma is only available at The Ridgeway Campus, and is an internationally recognised qualification particularly suited to more able students.

Some students choose to undertake studies in the Vocational Education Training area and complete their VCE with credits in such TAFE courses as Hospitality, or Aviation.

Some students choose to undertake Enhancement Studies during their final VCE or IB year. Enhancement Studies provide students with the opportunity to study and gain credit for First Year university level units while still in the comfort of their own school.

The diagram below shows various pathways at Ivanhoe Grammar School.



- Year 10 students who are interested and deemed ready may undertake up to two Unit 1 and 2 studies.
- Year 11 students who are interested and deemed ready may undertake up to two Unit 3 and 4 studies.
- All Units 1 & 2 in Year 10 and 3 & 4 in Year 11 must meet faculty benchmarks and be approved by the relevant Learning Area Head and Year 9 or 10 Head of House/Level Manager.

(see "contacts" page)

1.1 Victorian Certificate of Education

The Philosophy

The Victorian Certificate of Education (VCE) is a certificate, which recognises the successful completion of a student's secondary education. The studies that make up the VCE are constantly checked against other major world educational programs to ensure that they meet high standards and are genuinely interesting to students. The VCE is a valuable pathway to further study at university, TAFE and the world of work.

Year 10 Program

Ordinarily, each semester Year 10 students undertake:

- A Year 10 standard (Base), core and elective program; or
- A combination of Year 10 Standard (Base) core and electives including up to 2 Unit 1 and 2 sequences. The School needs to be confident that a student considering this option is able to cope with the demands of undertaking Unit 1 and 2 sequences at Year 10. Students are **not** permitted to select Units 1 and 2 English as part of their student program at Year 10.

Year 11 Program

Ordinarily, each semester Year 11 students undertake:

- English and five other Unit 1 or 2 studies; *or*
- English and a combination of Units 1 & 2 and Units 3 & 4 studies. There is an application process to be completed. The School needs to be confident that a student considering this option is able to cope with the demands of undertaking Unit 3 and 4 sequences at Year 11. Students are **not** permitted to select Units 3 and 4 English as part of their student program at Year 11.

Subject Change - Year 11

At the end of Semester One, Year 11 students may wish to review their unit choices for Semester Two. Some Year 11 students will make changes at this point. In some studies it is possible to commence Unit 2 in the study without having undertaken Unit 1.

Year 12 Program

Ordinarily, each semester Year 12 students undertake English and four other Unit 3 or 4 studies as a sequence. However other combinations are possible.

Equivalent National Tertiary Entrance Rank (ENTER)

Scores obtained in Unit 3 & 4 sequences are a key criterion for selection into tertiary courses. These scores are used by the Victorian Tertiary Admissions Centre (VTAC) to calculate a single score called the Equivalent National Tertiary Entrance Rank (ENTER). The ENTER is generated from the scores obtained by a student in the compulsory English study, the next best three studies and 10% of up to two other studies. An approved VCE VET Unit 3 & 4 sequence with a study score may be included in a student's "primary four" studies for the purposes of calculating a student's ENTER.

Assessment and Reporting

As in earlier years the School will generate its own assessments for each student at the end of each semester and also around the middle of each semester. These assessments form the basis of our ongoing reporting to parents on student performance.

Satisfactory Completion of a VCE Unit

In order to gain credit for a VCE unit, students must satisfy their teacher that they have achieved what VCAA refers to as the various "Learning Outcomes" of the study - this requires that students ensure that they satisfactorily meet the criteria of various tasks included in the study.

At the end of a unit, the School will report a student's result to VCAA as **S** (Satisfactory) or **N** (Not Satisfactory). This information will be reported on the VCE certificate forwarded to the student at the end of Year 12.

Reporting for Units 3 & 4

Students undertaking Unit 3 & 4 sequences will receive a study score up to a maximum of 50* at the conclusion of the study. These individual study scores form the basis of the calculation of a student's ENTER. *In the case of LOTE and Specialist Mathematics the study score could be scaled up to a maximum of 55.

*For more information on scaling please refer to information on the VCAA Website
www.vcaa.vic.edu.au

No ENTER will be given unless “S” for English Units 3 & 4 is achieved.

VCE Subject Summary by Learning Area

LEARNING AREA	VCE/VET UNITS 1 & 2	VCE /VET UNITS 3 & 4
COMMERCE	Accounting Business Management (TRC) Economics Legal Studies	Accounting Business Management Economics Legal Studies
ENGLISH	English ESL (TRC) Literature	English ESL (TRC) Literature
HEALTH AND PHYSICAL EDUCATION	Physical Education Health & Human Development	Physical Education Health & Human Development
HUMANITIES	Geography (P) History (20 th Century) International Politics	Geography (P) History (Revolutions) International Studies Religion & Society
LANGUAGES OTHER THAN ENGLISH	Chinese – 1 st Language (TRC) French Japanese	Chinese – 1 st Language (TRC) French Japanese
MATHEMATICS	Foundation Maths (TRC) General Maths A General Maths B Mathematical Methods	Further Maths Mathematical Methods Specialist Maths
SCIENCE	Biology Chemistry Physics Psychology	Biology Chemistry Physics Psychology
TECHNOLOGY	Information Technology	IT – Applications IT – Software Development
PERFORMING ARTS	Drama (TRC) Music: Solo Performance Theatre Studies (P)	Drama (TRC) Music: Solo Performance Theatre Studies (P)
VISUAL ARTS	Art Design and Technology Media (P) Visual Communication & Design	Art Design and Technology (TRC) Media (P) Visual Communication & Design
OTHER	VET Aviation VET Equine Studies (P) VET Hospitality (TRC)	VET Aviation VET Equine Studies (P) VET Hospitality (TRC)

- The final list of subjects that run in any given year will depend upon resourcing constraints and student demand.
- Some subjects offered at The Ridgeway Campus only (TRC) and others at Plenty Campus only (P).

*Global Perspectives is the collective title of the core program for Year 10 made up of VCE Unit 2 Religion & Society and VCE International Politics Unit 2.

1.2 International Baccalaureate Diploma (The Ridgeway Campus)

For further information contact the IB Coordinator (see "contacts" page).

Overview

The focus of this program is the education of the **whole person**, encouraging and facilitating the development of individuals who are able to act intelligently and responsibly in all aspects of life within a complex global society. To that end, its educational philosophy is based on a combination of the principles of:

- **enquiry-based learning;**
- **academic rigour;** and
- **critical thinking.**

The **International Baccalaureate Curriculum and Assessment** branch (IBCA), which is located in Cardiff, Wales, is responsible for the development, review and administration of all aspects of the curriculum program as well as the administration of examinations and internal assessments.

The Mission Statement

The International Baccalaureate Organisation aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Diploma Curriculum

The essence of the IB Diploma Curriculum is that students must study a variety of academic subjects across a range of disciplines over the two-year period of the program. These academic subjects must be balanced with a simultaneous involvement in a range of co-curricular activities, as illustrated by the diagram on the next page.

In order to be eligible for the award of the IB Diploma, students must

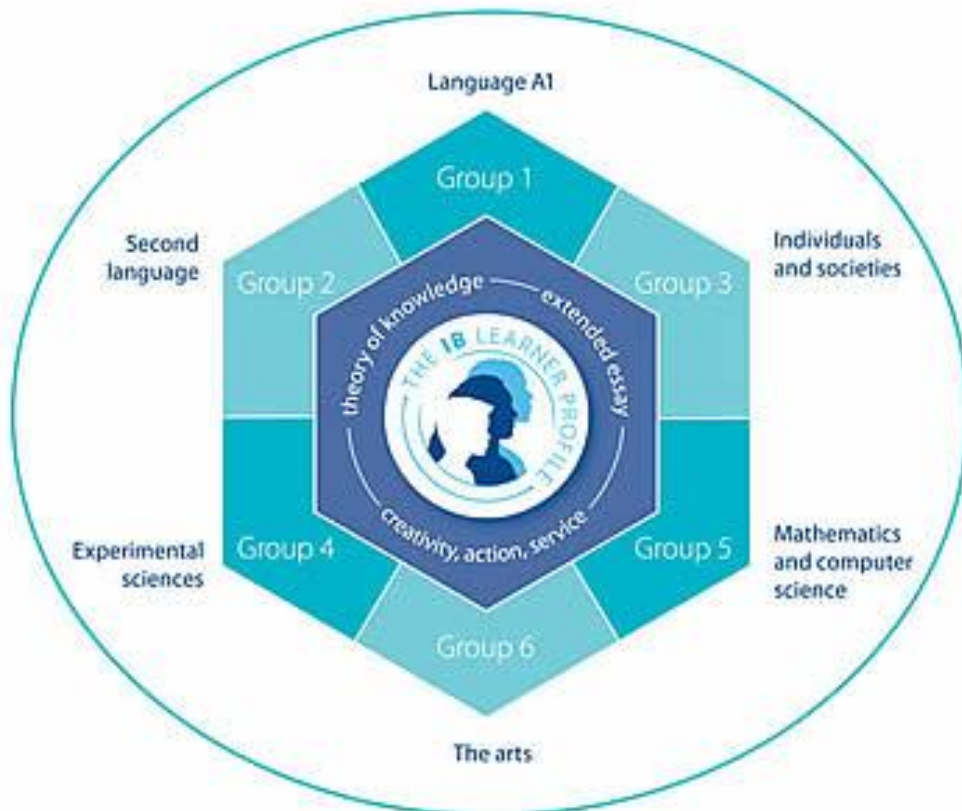
- study **six academic subjects**, one from each of the six subject groups. At least three of these must be taken at a **Higher Level** and the remainder at **Standard Level**;
- achieve a minimum total score of 24 points (see Assessment); and
- complete requirements in the following fields: **Theory of Knowledge, Extended Essay, and CAS (Creativity, Action and Service)**

Students who do not complete the diploma will be awarded an IB Certificate for the examinations that they have completed.

If an IB student wishes to transfer to VCE after their first year of the IB Diploma, full credit can be gained for their IB Diploma work in lieu of Units 1 & 2 (VCE), provided results have been satisfactory.

The Curriculum Hexagon

This hexagon forms the model for the curriculum of the International Baccalaureate Diploma. Students are required to study in all six sectors of the hexagon, as well as complete the three central elements. Final subject offerings are subject to demand and resources.



IB Mathematical Studies may be completed in Year 11 by students who have met required standards in their Year 10 Mathematics course. Students may sit their final examinations in this subject during Year 11. This would require only five IB subjects to be studied in Year 12.

Assessment

Each of the six academic subjects is generally assessed by examinations at the end of Year 12. In some academic subjects, up to 25% of the mark is based on internal assessment. Completing a study in Year 11 means students need only study five subjects while in Year 12 (three of which are Higher Level).

Each subject is graded on a scale of **1** (minimum) to **7** (maximum). Up to **three** additional points can be gained based on performance in the Extended Essay and Theory of Knowledge. All students must pass Theory of Knowledge, the Extended Essay and satisfy the Creativity, Action, Service (CAS) regulations to achieve their IB Diploma.

The maximum score possible is **45**, with a minimum of **24** being required for the award of the Diploma.

Equivalent National Tertiary Entrance Rank (ENTER)

For tertiary selection purposes a Notional ENTER score is calculated each year by the Australian Council of Tertiary Admission Centres (ACTAC). These IB to ENTER equivalencies can vary slightly each year. The conversion table for 2009 appears below.

IB Score	Notional Enter	IB Score	Notional Enter
45	99.95	34	92.55
44	99.90	33	90.95
43	99.80	32	89.05
42	99.70	31	86.85
41	99.30	30	84.00
40	98.90	29	81.30
39	98.20	28	79.45
38	97.50	27	77.35
37	96.60	26	74.95
36	95.30	25	72.25
35	93.90	24	69.95

Three Special Elements of the IB Diploma

1. THEORY OF KNOWLEDGE (TOK)

The Theory of Knowledge course is a central element in the philosophy of the IB. It is the means by which all parts of the IB curriculum are integrated. It involves the study of language, logic, ethics, knowledge and truth. It is also seen as one of the major characteristics that distinguishes the IB from other pre-university curriculum and assessment programs. The course aims to provide IB students with the ability to develop as active learners by being more aware of:

- the nature of knowledge;
- the strengths and weaknesses of different types of knowledge;
- how knowledge is obtained and conveyed to others;
- the difference between fact and opinion; and
- the power of reasoning.

2. THE EXTENDED ESSAY

The Extended Essay is a detailed study of a specific topic within one of the academic subjects of the IB Curriculum. The purpose of the Extended Essay is to engage the student in the processes of independent research, analysis of ideas, and the communication of ideas in a logical, coherent manner. The recommended length of time for candidates to spend on the preparation and writing of the Extended Essay is 40 hours. The essay should be no more than 4,000 words in length. All Extended Essays are completed by the end of the 1st Semester of Year 12.

3. CREATIVITY, ACTION AND SERVICE (CAS)

CAS stands for **C**reativity, **A**ction and **S**ervice. All IB students must undertake at least 150 hours of CAS activities over the two years of the course. The CAS program should contain a balance of creativity, action and service. It is expected that equal time will be spent in each of the three areas of CAS. The purpose of CAS is to challenge and extend the individual by encouraging the development of a spirit of discovery and self-reliance, as well as an exploration of personal skills and interests. It also aims to promote the concept of service, bearing in mind that service may not just be to the school community, but also to the international community, local community, or the environment. A reflective essay of at least 500 words must be written at the conclusion of the CAS component.

IB SUBJECTS AVAILABLE

GROUP 1 LANGUAGE A1 (First Language)	ENGLISH A1
	CHINESE A1
GROUP 2 LANGUAGE B (Second Language)	ENGLISH B
	FRENCH B
	JAPANESE B
	INDONESIAN AB INITIO
GROUP 3 INDIVIDUALS & SOCIETIES	ECONOMICS
	HISTORY
	PSYCHOLOGY
GROUP 4 EXPERIMENTAL SCIENCES	BIOLOGY
	CHEMISTRY
	PHYSICS
GROUP 5 MATHEMATICS	MATHS STANDARD LEVEL (SL)
	MATHEMATICAL STUDIES
GROUP 6 THE ARTS	MUSIC
	VISUAL ART

1.3 Vocational Education and Training (VET)

Vocational Education & Training provides an opportunity for students presently completing their secondary education to gain practical workplace skills and a vocational education certificate alongside their VCE course of study. Vocational Education & Training (VET) is the term used internationally to describe the education and training arrangements that are designed to prepare people for work.

The Ridgeway Campus is able to offer a Certificate II level in Hospitality programs in accord with The Australian Qualifications framework. The Hospitality course can articulate to degree courses with further study.

For students wishing to study Aviation, the School is able to offer a dual credentialed course in Aviation Studies as an after school hours activity. This course is administered from The Ridgeway Campus.

The School is also able to offer Certificate II Equine Industry. This course is run at the Plenty Campus. (This is a full VCE certified course.)

VET in Schools refers to vocational programs that enable students to undertake some accredited TAFE modules as part of their VCE. Such programs allow students to complete a VET certificate *within* the two year VCE. This is done by combining VCE units with approved modules from VET certificate courses. The Victorian Curriculum and Assessment Authority (VCAA) and the State Training Board recognize these approved modules as being equivalent to VCE units (called VCE/VET Units). Alongside their VCE and VET studies, students complete a designated number of hours of workplace training.

VCE/VET Units are recognized as both 1 & 2 and 3 & 4 sequence units, the latter attracting a direct ENTER score study score for Hospitality and Equine Industry courses.

VET in Schools Programs enable students to keep their "options" open. It gives senior students the opportunity to broaden their choice of studies and allows students to transfer into post-school education and/or training smoothly and with advanced standing. Traditionally these programs suit students who are either aiming at a career in these industries or want to gain skills so as to compete in the labour market for entry level positions in the relative industries.

AVIATION STUDIES (Offered at TRC and Plenty)

Introduction

The School has developed a unique pathway for students to commence an Aviation Studies Program, which will lead to all aviation licences and ratings required to be employable by Regular Public Transport and Freight airlines.

Program Benefits

The program aims to give participants the following benefits:

- The program is offered in conjunction with National Aerospace Training at Essendon Airport.
- Students will have the advantage of extensive training and will be flying at a time when many other would-be pilots are just starting their training.
- The program has been developed in a modular format to enable students to adopt a "building block" approach to Aviation Studies. Upon completion of the Introductory Block, additional modules can be undertaken depending upon the level of student commitment and time availability whilst still at school or post VCE.
- The program has been carefully graded and designed to be flexible and as an additional activity to VCE studies. It is offered outside school hours for 2 hours each week during school terms and for varying periods during school holidays for practical flying activities.

- Students wishing to enter aviation as a career are given the unique opportunity of commencing their training before leaving school in a program which provides continual monitoring thereby building a strong history of commitment and achievement - attitudes which future employers are seeking.

Pilot Career Pathways

The School offers the 'Introductory Block' of Aviation Studies to Year 11/12 students to complete at the same time as their VCE studies. The Introductory Block consists of:

- Theory classes covering Basic Aeronautical Knowledge (BAK).
- 10 hours practical flying training in a Cessna 172 aircraft.
- BAK examination.
- Log Book and theory texts.

Costs of this course are available for interested students from the Course Manager.

Whilst most airlines require that students study Physics and Mathematics at Year 11 and 12 for future employment, it is not essential for a career in General Aviation. Should students (after VCE) undertake a formal tertiary course in Aviation Studies, these courses may also require pre-requisites in Year 11 and 12 Physics and Mathematics to be held.

Contact: Course Manager (see "contacts" page)

SIT20207 CERTIFICATE II IN HOSPITALITY (Offered at TRC)

Students who wish to pursue a career in Hospitality will study a range of industry approved units which include: Organise and Prepare Food, Present Food, Develop and Update Hospitality Industry Knowledge, Work with Colleagues and Customers and Serve food and beverage to customers. The competencies achieved will stand students in good stead for further training, as well as providing practical skills.

Upon successful completion of VCE VET Hospitality Units 1 & 2 (Year 11), students receive SIT20207 Certificate II in Hospitality. Students who successfully complete VCE VET Hospitality Units 3 & 4 (Year 12) receive a statement of results indicating partial completion of SIT30707 Certificate III in Hospitality. Students also attain VCE VET units credited towards their overall VCE and a study score for the purpose of ENTER calculation (upon completion of VCE VET Hospitality Units 3 & 4).

Work experience

Students in Year 11 will be required to undertake a minimum of 1 week of work experience, in a hospitality setting. Students have sought work experience position in a variety of places including both 5 star international hotels and local cafes and restaurants. The experience serves students well for the Develop and Update Hospitality Industry Knowledge unit.

Box Hill Institute

Ivanhoe Grammar School is an extended campus of The Box Hill Institute. Certain course units are conducted by Box Hill staff at The Elgar Road Campus of Box Hill Institute, whilst others are delivered by the school's staff at The Ridgeway Campus and students also enrol as Box Hill Institute students. Box Hill Institute are responsible for the quality assurance of the program and also issue the students with their certificates, upon successful completion.

Students undertaking VCE VET Hospitality Units 1 & 2 (Year 11) need to attend Box Hill Institute for 5 morning sessions to complete units in cookery. This component of the course is conducted over parts of Terms 1 school vacation. Students also attend Box Hill Institute one evening per week (4:30pm – 11:00pm approx.) for approximately 18 sessions throughout Terms 1 & 2 to complete the units: serve food and beverage to customers, Apply hospitality skills in the workplace and clean and tidy bar areas.

Students undertaking VCE VET Hospitality Units 3 & 4 (Year 12) need to attend Box Hill Institute for 20 sessions (approx) to complete units in restaurant service. This component of the course is conducted throughout Terms 1 and 2 on a weekly basis, commencing in the mid-afternoon and concluding around 11.00pm.

Pathways

Many past students who have completed the VET course in hospitality have progressed to higher qualifications, through using the VTAC process or by personal interviews. Students have been successful in attaining Bachelor courses in Business and Hospitality Management at institutions including: La Trobe University and Victoria University. Other students are attending Box Hill Institute to study the Diploma and Advanced Diploma courses in Hospitality and Events Management (often via direct entry), while The William Angliss College and Northern Metropolitan Institute of TAFE offer students similar courses. Due to the nature of the VCE subjects and TAFE units of competence undertaken in the hospitality course, some students have been offered **non hospitality specific** university courses. This demonstrates that VET courses can offer diversity in future options.

Students undertaking this course are required to study VCE English, while VCE Information Technology is a strong recommendation.

For students interested in a VET in School Program other than Hospitality, the School is able to make initial enquiries with TAFE Institutes and investigate the possibilities of a workable program. Student and parent enquiries can be directed to the VET in Schools Coordinator or The Careers Councillor.

Mutual Recognition and Recognition of Prior Learning (RPL)

The School will recognise qualifications issued by another RTO, attained by prospective students. Contact should be made to the VET Co-ordinator to obtain the necessary application form.

Tuition Fees

The cost of tuition for the Certificate II in Hospitality is covered by student's general school fees. Approximate additional costs are as follows:

Year 11 – \$280

Year 12 – \$100

Contact: Course Manger (see "contacts" page)

CERTIFICATE II EQUINE INDUSTRY (Offered at Plenty)

The course will be delivered at the Plenty Campus using the Equestrian facilities. Excursions will be arranged from time to time to provide a wide range of learning opportunities. Classes are held every second Friday during term time, from 1.00pm to 5.00pm, with additional assessment days as required. This may include weekends. Enquiries can be directed to Mrs Virginia Creed on 9490 3737.

The course will be delivered by Box Hill TAFE, and classes will be held at the Plenty Campus Equestrian Centre. It is a two-year course, available to students in year 10 and 11 or year 11 and 12. On successfully completing the Certificate students are eligible to sit an examination set by the VCAA in order to earn a studies score. This may be used for the calculation of the student's ENTER score.

COURSE INFORMATION

The course aims to provide:

- Access to direct employment opportunities in the equine or equine related industries, principally as stable or stud hand or as an assistant
- Articulation opportunities into further vocational courses for which links have been created through the importation of competencies from the Racing and Agriculture Training Packages, or where credit transfers are available
- A confirmation of skills and aptitude necessary to enter further TAFE level training courses which then lead to employment in the equine or equine related industries, for example horse breeding, racing, mounted police, veterinary nursing, biological science, retail, coaching

Program Duration

The VCE VET Certificate II in Equine Industry program has a nominal duration of 488–510 hours. This is a guide only, and the actual duration of the training required is affected by students' readiness to be assessed for the particular unit of competence.

Sequence

A Study Score will be available for Certificate II in Equine Industry. Students wanting access to the Study Score must be able to undertake all the units of competence designated as the Unit 3–4 sequence in the same enrolment year. The successful completion of Units 1 and 2 is a pre-requisite for entry into Units 3 and 4.

Study Score

To be eligible for a Study Score students must:

- achieve all of the units of competence designated as the Unit 3–4 sequence
- be assessed in accordance with the tools and procedures specified in the current *Equine Industry Assessment Guide*, published by the VCAA
- undertake an examination in the November examination period, based on the units of competence identified by the VCAA.

Work placement

The VCAA has determined that work placement is an appropriate and important component of all VCE VET programs. The work placement complements the structured training undertaken at the school/RTO. It provides the context for:

- enhancement of skills development
- practical application of industry knowledge
- assessment of units of competence, as determined by the RTO
- increase employment opportunities and marketability

This program has a mandatory work placement component of a minimum of 40 hours, as a number of units of competence require delivery and assessment in the workplace to fully meet the criteria for assessment of competence. Work placement is best undertaken in an actual work environment but a training centre in an institution may provide an appropriate simulated workplace.

Articulation

Successful completion of the Certificate II in Equine Industry will assist students to gain direct access to the following fields:

- racing, where with further training graduates may work as strappers, stablehands or trainers in the harness or thoroughbred area
- horse breeding where graduates may work as stud hands
- coaching in a range of equestrian centres, working as assistants or assistant instructors while also likely to be undertaking further study
- outdoor recreation, where graduates may work as stablehands or in a range of assistant positions while also likely to be undertaking further study
- other associated equine industry destinations, including wholesale/ retail of equine products, equine nutrition, equine massage/ physiotherapy, to the mounted police, to the horse transport industry, or to other equestrian pursuits while also likely to be undertaking further study
- entrance to further education with an equine focus, whether in TAFE, to courses offered by private RTOs or higher education
- courses offered by TAFE and private RTOs in agriculture, horse breeding, horse management, racing, veterinary nursing, biological science
- degrees offered by higher education in science, veterinary science, agriculture, equine specialisations.

Contact: Course Manager (see "contacts" page)

1.4 School Based New Apprenticeships (SBNA)

SCHOOL BASED NEW APPRENTICESHIPS (SBNA) SCHEME

The School Based New Apprenticeships (SBNA) scheme enables secondary school students to undertake the Victorian Certificate of Education (VCE), while being in paid part-time employment and completing a nationally recognised Vocational Education and Training (VET) qualification. Under these arrangements, the student is considered both a full-time student and a part-time employee, with the same employment and training obligations as other New Apprentices or Trainees.

SBNAs at Ivanhoe Grammar School

Whilst SBNAs do not form part of the School's official curriculum offerings, students, with the consent of their parent/guardian, may choose to undertake a New Apprenticeship as part of their VCE program. There are requirements to be met before the School would approve a proposed SBNA for more details contact the Careers Advisor.

1. The student will need to discuss the proposed program with the school Careers Counsellor and Pastoral Heads in order to determine the suitability of the program given the student's needs, aptitudes and interests as well as ensuring that the program can be accommodated within the student's timetable.
2. Where the school will not be the Registered Training Organisation (RTO), the student will need to provide the school with the following documentation:
 - a **Training Contract** which has been signed by an employer and the student's parent/guardian
 - a **Training Plan** that has been agreed to and signed by the employer, the Registered Training Organisation (RTO), such as a TAFE, and the student
 - an **Evidence of Endorsement of School Based New Apprenticeship Form**, commonly known as a Form 1285
 - a **School Based New Apprenticeship School Endorsement Form** issued by the Office of Training and Tertiary Education (OTTE)
3. Should there be any changes to any aspect of the training and/or employment arrangements, the student will need to notify the school immediately.

Once the student has received approval to undertake a School Based New Apprenticeship, the student will be expected to conduct him/herself to the same high standards expected of them in any other school program of studies. Student attendance will be monitored by the school, training provider or workplace supervisor and the school will need to be notified of any absences by the student's parent/guardian.

Responsibility for the completion of all program training tasks and activities shall rest entirely with the student. In particular, where the school is not the RTO and has not been directly involved in securing the SBNA for the student, the school shall attempt to monitor the student's progress, however no responsibility can be accepted by the school where the student fails to meet program requirements or where those responsible for delivering training outcomes, such as the TAFE or an employer, fail to meet their obligations.

Contact: Course Manager (see "contacts" page)

1.5 University Enhancement Studies

General Information

The School has entered into arrangements with both the University of Melbourne and Monash University to provide opportunities to study First Year university subjects. There are some distinct advantages in taking an enhancement study, and these will be discussed with prospective students. However, while it is true that an Enhancement Study is treated as a "sixth subject" in the calculation of an ENTER, this consideration ought not to drive a student's decision to apply to undertake the study.

Student Participation Requirements

Enhancement Studies are suitable for the most able students and are inappropriate for the majority of secondary students. The number of students involved in such programs will be extremely small, and it would be unusual for more than 5-10% of students in any subject cohort in a participating school to be involved.

Guidelines for student participation in Enhancement Studies are as follows:

1. The student will normally have already completed previous studies in a relevant discipline at the Unit 3 & 4 level with excellent results or concurrently be undertaking such studies and have a proven record of high achievement in this discipline in previous years at school. In some areas there are no discipline specific pre-requisites.
2. The student will normally be permitted to undertake Enhancement Studies in one discipline only.
3. The student will concurrently undertake studies in Units 3 & 4 of at least four VCE studies, and must have at least five VCE studies at this level overall, in addition to the university study.
4. All students wishing to undertake Enhancement Studies must have the approval of their VCE Coordinator.

Tertiary Entry

Students undertaking Enhancement Studies are secondary school students and are not degree students of Monash University and the University of Melbourne.

The Victorian Curriculum and Assessment Authority (VCAA) has endorsed the principle that students who are very strong academically should have the opportunity to participate in first-year university study concurrently with their VCE and IB studies. Such studies constitute a part of their Year 12 Program. VCAA has taken the view that students undertaking university study will have these studies recognised by VCAA and reported on the VCE Statement of Results. Completion of university units will be reported by VCAA and the information made available to tertiary selection officers through VTAC.

Students who have undertaken Enhancement Studies and clearly indicate this on their VTAC application will be classified in category V15 by VTAC to highlight to selection officers that they have undertaken tertiary level studies in addition to their VCE results.

An approved tertiary study may be used in the calculation of a ENTER in the following way:

VTAC has advised that students who have successfully completed a tertiary subject as part of an approved program will be awarded a '**grading**' of the ENTER increment rather than the **full** increment for any result of pass or above.

- If a student's results are above the 80th percentile of the enrolled students for each of the units, the student will receive an increment of 5.5 points. (1.5 points only if student is doing the IB)
- If a student's results are above the 60th percentile of the enrolled students for each unit (but not above the 80th percentile), the student will have an increment of 5 points. (1.0 points only if student is doing the IB)

- If a student passes all units, but is not placed above the 60th percentile of enrolled students for all units, the students will have an increment of 4 points. (0.5 points if the student is doing the IB)
- If a student does not pass all units, the student will receive no increment.
- Students undertaking a tertiary level mathematics study in addition to two VCE Mathematics studies are eligible to receive the appropriate bonus for that tertiary level study.

These arrangements for the calculation of a student's ENTER apply to entry to any tertiary course at any tertiary institution in Victoria. As these arrangements apply in lieu of a sixth VCE subject, only one enhancement study may be counted in the calculation of a student's ENTER. Students will normally be expected to satisfy VCE level pre-requisites for any course except where a particular exemption from this requirement has been given by the relevant faculty of that University.

It should be noted that these tertiary selection arrangements are designed to avoid undue advantage or disadvantage to students taking Enhancement Studies in the process of tertiary selection. Conversely it should be noted that students not taking Enhancement Studies are not disadvantaged in the tertiary selection process.

For further information on the ESP (Enhancement Studies Project) and all subjects offered, please contact the Office of Prospective Students at Monash University on (03) 9905 5859 or (03) 9905 3836 or visit the Website: <http://www.monash.edu.au/ps0/esp.html>

Or for information regarding the University of Melbourne Extension Program contact the Information Centre on Tel: (03) 8344 5538 or Fax: 9349 1291 or visit the Website: www.services.unimelb.edu.au/muphas/query/html

APPLICATIONS CLOSE MID NOVEMBER

Contact: Course Manager (*see "contacts" page*)

Subjects Available – see section at end of Handbook for course content

- Accounting
- English
- Japanese
- Media Studies
- History/Politics
- Mathematics
- Physics

1.6 The ELICOS Program (The Ridgeway Campus)

(English Language Intensive Course for Overseas Students)

The Ivanhoe International ELICOS Centre offers a program of intensive English instruction fully accredited by the National ELT Accreditation Scheme (NEAS).

The program provides English instruction for students from non-English speaking backgrounds (usually international students) who have not yet achieved a sufficient level of English proficiency to cope adequately with mainstream study. Students' English needs are assessed on arrival and recommendations are made as to the length of time to be spent in ELICOS. This varies from 10 weeks, for students close to Intermediate level, to 40 weeks for students at Beginner or Elementary levels.

ELICOS classes are part of the normal School timetable and include classes in specific subjects (taught by mainstream teachers) as well as Assemblies and Pastoral Periods.

LEVEL C: BEGINNER-ELEMENTARY LEVEL

The course at this level comprises approximately 80% English classes (including computer use) with the remainder made up of Mathematics, SOSE and Sport/PE.

LEVEL B: PRE-INTERMEDIATE LEVEL

The course at this level comprises approximately 60% English classes (including computer use), the remainder comprising Mathematics, Science, SOSE/Study Skills, Commerce and Sport/PE.

LEVEL A: TRANSITION LEVEL

At this level, the course comprises approximately 55% English, the remainder consisting of Mathematics, Science, Commerce, and Sport/PE.

All classes have access to appropriate School facilities, including the International Centre facilities, Gymnasium, Science Laboratories, Library Resource Centre, Cafeteria and outdoor playing fields.

Contact: Head of ELICOS (see "contacts" page)

2. Special Education

One of the core values of an Ivanhoe Education is the provision of a supportive learning environment where acceptance and tolerance of the individuality of others is highly valued. Special Education therefore aims to help provide this supportive learning environment for 'exceptional' learners. The term 'exceptional' refers to students with learning difficulties/disabilities as well as gifted and talented students.

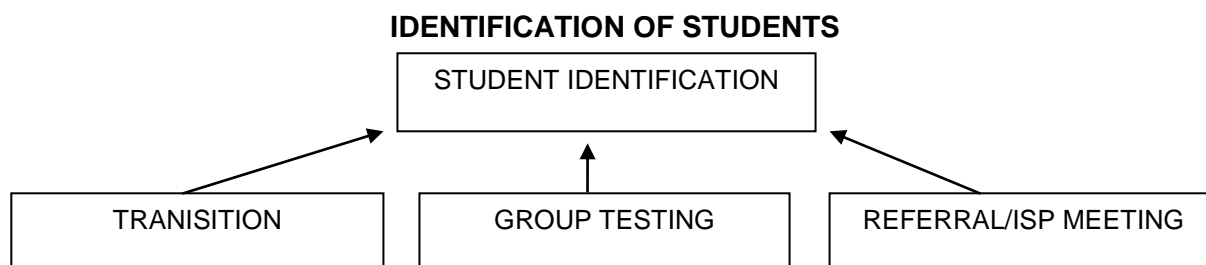
The overall aim of Special Education at Ivanhoe Grammar School is to ensure that all students are able to achieve to their full potential. We achieve this aim in the following ways:

Identifying students with individual learning needs:

- Working in partnership with Heads of House/Level Managers and teachers to ensure the flow of relevant information
- Providing targeted literacy support focusing on the development of particular skills
- Aiding in the development of a differentiated curriculum – development and delivery of curriculum in the classroom that caters for students varied ways of learning

Support Programs

Students identified as requiring assistance from the Special Education Department are offered a range of programs to suit their individual needs. Programs include: reading accuracy and comprehension classes, the 'Galileo Program' (a discussion and mind-challenge workshop for our most academically capable students) and organisational/study skills classes. A letter of offer will be given to students and classes begin once the permission slips have been signed and returned. Students will not be required to miss core subjects such as English, Maths or Science to attend these specialist classes.



Students requiring Special Educational support are identified via:

- **Information acquired through *TRANSITION PROCESS* (both new to school and Year 6 to 7)**
The transition process is designed to detect students with exceptional learning needs through information provided by the parents and previous school.
- **Identified by Yr 7, 9 and 11 *GROUP TESTING* as being exceptional**
The results of the group testing are analysed by the Educational Psychologists and the Special Education Team. Students may be recommended for follow-up diagnostic testing. For example, a Neale Analysis of Reading Ability may be required to further assess a student's reading ability so that an appropriate recommendation may be made. Students demonstrating high ability will be considered for extension either through the curriculum where the curriculum allows for this and/or in individual group situations.
- **Information passed on to Special Education team from *REFERRAL/ISP MEETINGS***
Class teachers/parents are required to inform the Heads of House/Level Managers of their concerns regarding individual students. House/Level Managers meet with the Educational Psychologists and Special Education staff member weekly to discuss these concerns. The Educational Psychologists consult with the Special Education team where a student has a concern with their learning, so that an action plan may be developed. If the student's concern is of a more personal nature, such that counselling may be needed, the Special Education team may be informed but not directly involved.

Contact: Director of Special Education (see "contacts" page)

3. Choosing a Course

As a guide, you might follow these steps for choosing your IB, VCE or VCE/VET program.

1. What career(s) do you have in mind? If you have no ideas in this area you are advised to complete the **'Career Voyage'** program on the school's Intranet. Additional programs are available for students in the Careers Office. Students should also make use of the career planning websites available on the Ivanhoe Grammar School careers webpage for finding direction and information. Work experience is another valuable opportunity for students to trial career options.
2. The **Job Guide** is also a useful resource to explore courses and careers. All Year 10 students will be issued their own copy and is also available in the library.
3. **Pre-requisite subjects** - Establish whether any specific subjects are required for entry into such courses. To do this you should consult the Victorian Tertiary Entrance Requirements (VICTER). All Yr 10 students will be issued with a copy of the VICTER in mid July. Copies for Years 11 and 12 can be found in the School Library and the Careers Office. In most cases the pre-requisites are expressed in terms of Units 3 and 4 sequences (Year 12) but, for some there may be Unit 1 and 2 sequences prescribed. Most universities also publish specific information for IB students. Students can access VTAC Courselink which will generate a list of courses for which they are eligible based on their Year 11 and 12 subject choices. 'Coursecan' is also available to students. This program will list all the courses for which a student has the pre-requisite subjects studied in Years 11 and 12. The Career's Advisors are available for assistance with all of the above.
4. Determine the post-secondary courses that might lead to this career. This is easily accomplished by using the Job and Course Explorer (OZJAC) which contains a wealth of information on courses and careers Australia wide. It is also available on the school's intranet and can be accessed on-line by visiting www.curriculum.edu.au/ozjacweb/

Log in instructions: User Name: 311004 Password: ivanhoe .

5. Open days - Students and parents are encouraged to make use of Open days in Term 3 as these provide an excellent opportunity for students to visit Universities/Institutions in order to research and explore courses of interest. A calendar of open days has been emailed to all Year 11 and 12 students. It can also be accessed on the school's careers webpage.
6. **IB** – remember that you must study a subject from each of Groups 1 – 6. You do not need to indicate which subjects you wish to study at Higher or Standard Level at this stage.
7. **VCE** – some studies require you to complete Units 1 and/or 2 before you undertake Units 3 and 4. For example, Chemistry, Mathematics, Physics and Languages Other Than English (LOTE). Students are advised to check for accurate information with VCE Co-ordinator.
8. Choose subjects in which you have an interest and ability and not on the basis of how a subject is scaled. Students should also consider those subjects which may be useful in a chosen career path even though they are not listed as pre-requisites.
9. Yr 11 and 12 programs should be kept as flexible as possible in order to maximise choices and keep options open, especially if you are still deciding on a career path.
10. Attend the Subject Selection Information Evening.
11. Complete the Subject Selection Form on-line by the due date.

Senior Study Planning Grid

1. Students at Year 10 select 6 subjects each semester. English is mandatory as is subject selection from each of the learning areas of Mathematics, Science, Humanities, Global Perspectives and Health & Physical Education. Students who wish to study VCE Units 1 & 2 sequence in Year 10 must have demonstrated readiness. These students should speak to their Pastoral Head who will review their Year 9 results in order to determine the appropriateness of undertaking a Units 1 and 2 subject at Year 10. A Year 10 student may study a maximum of two Units 1 & 2 sequences (ie 4 VCE units).
2. Students at Year 11 select 6 subjects. The timetable is designed to have blocks of Units 1 and 2 linked to Units 3 and 4. A Year 11 student who has demonstrated readiness may elect to study Units 3 and 4 sequence. These students should speak to their Pastoral Head who will review their Year 10 results in order to determine the appropriateness of undertaking a 3 and 4 subject at Year 11. Prerequisites for subjects provide some indication of what is deemed ready.
3. Students at Year 12 undertaking VCE, select 5 subjects. Normally a student will select five Units 3/4 sequences, including English. Students at Year 12 undertaking IB select 6 subjects.
4. Intended career options need to be taken into account, especially if pre-requisite subjects are required for post-secondary courses.

The grid shown below is provided to assist the planning of your VCE/IB course of study over Years 10, 11 and 12. It should be read from 'right to left' with your intended career(s) as the starting point. What career(s) do you have in mind? List these in the Post Secondary Options column. If you are unsure at this stage as to your future career, you are advised to see the Careers' Advisor.

Determine the post-secondary courses that might lead to this career. List these in the same column. Establish whether any specific studies are required for entry into such courses. To do this consult the Victorian Tertiary Entrance Requirements for our year of entry into tertiary study Handbook issued to all students during Year 10, copies of which are in the school library. In most cases the pre-requisites are expressed in terms of Unit 3/4 sequences (Year 12) but, for some there may be Unit 1/2 sequences prescribed. Enter the pre-requisite studies in the Year 12 and/or the Year 11 columns.

If a Unit 3/4 sequence has pre-requisite Unit 1/2 sequence, which should be completed in the previous year, enter the Unit 1/2 sequence in the Year 11 or Year 10 column. Such studies where this is relevant include Chemistry, Mathematics, Physics and Languages other than English (LOTE). If you are expecting to anticipate an IB subject (2) into Year 11.

Complete the remaining boxes with studies, which are of interest or those in which you would expect to do well.

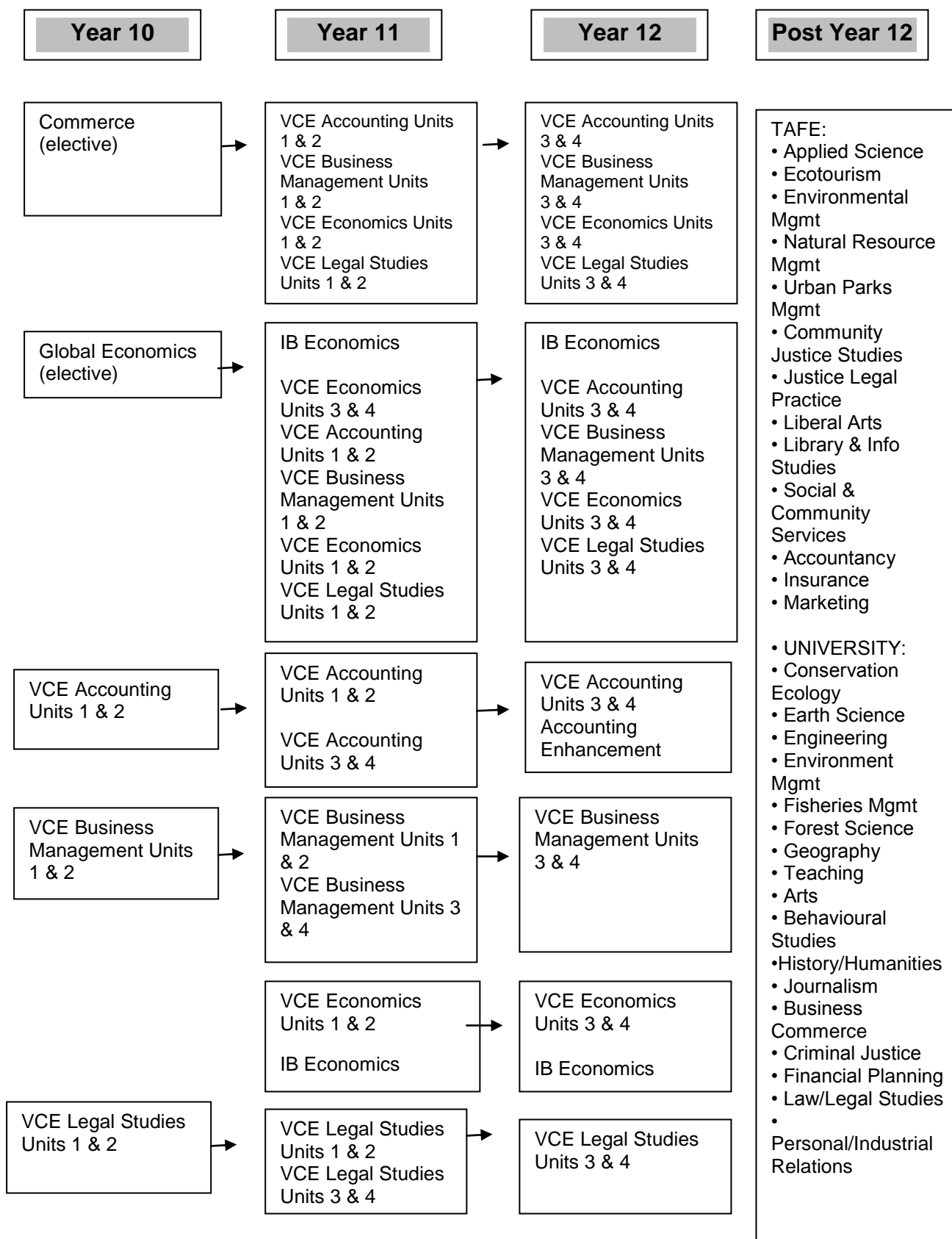
NOTE: The VCE or IB course you have chosen must conform to the VCE and IB following rules.

- VCE - You must complete four units of English.
- Within IB

YEAR 10	YEAR 11	YEAR 12	Post Secondary Option(s) Careers and/or Courses
English	English Units 1 & 2 Or IB First Language 1	English Units 3 & 4 Or IB First Language 2	
General Science			
Health & PE			
Humanities			
Mathematics			
Global Perspectives			

POSSIBLE PATHWAYS

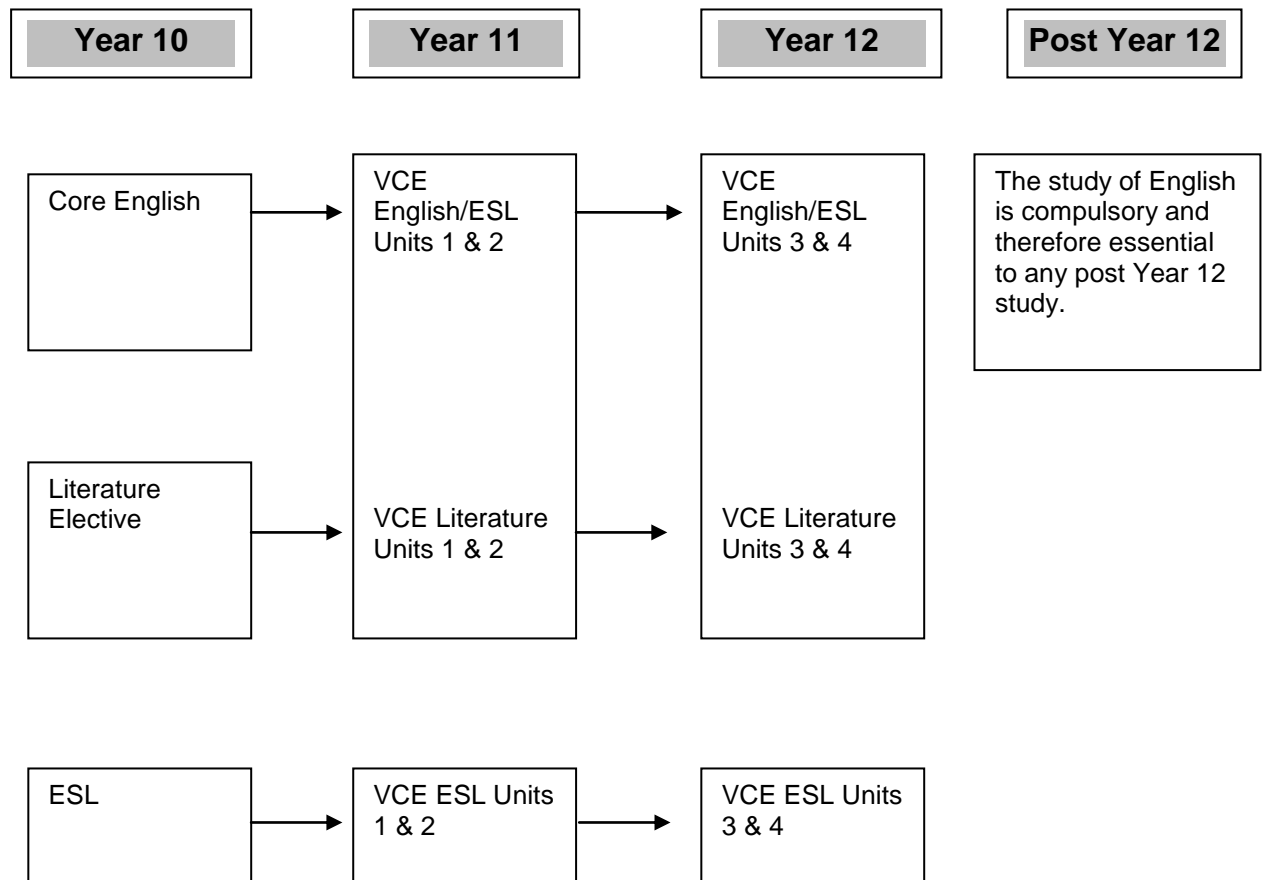
COMMERCE



Students are advised to check prerequisites for tertiary courses with the Career Advisor or University or TAFE Websites. The above list is for example only.

POSSIBLE PATHWAYS

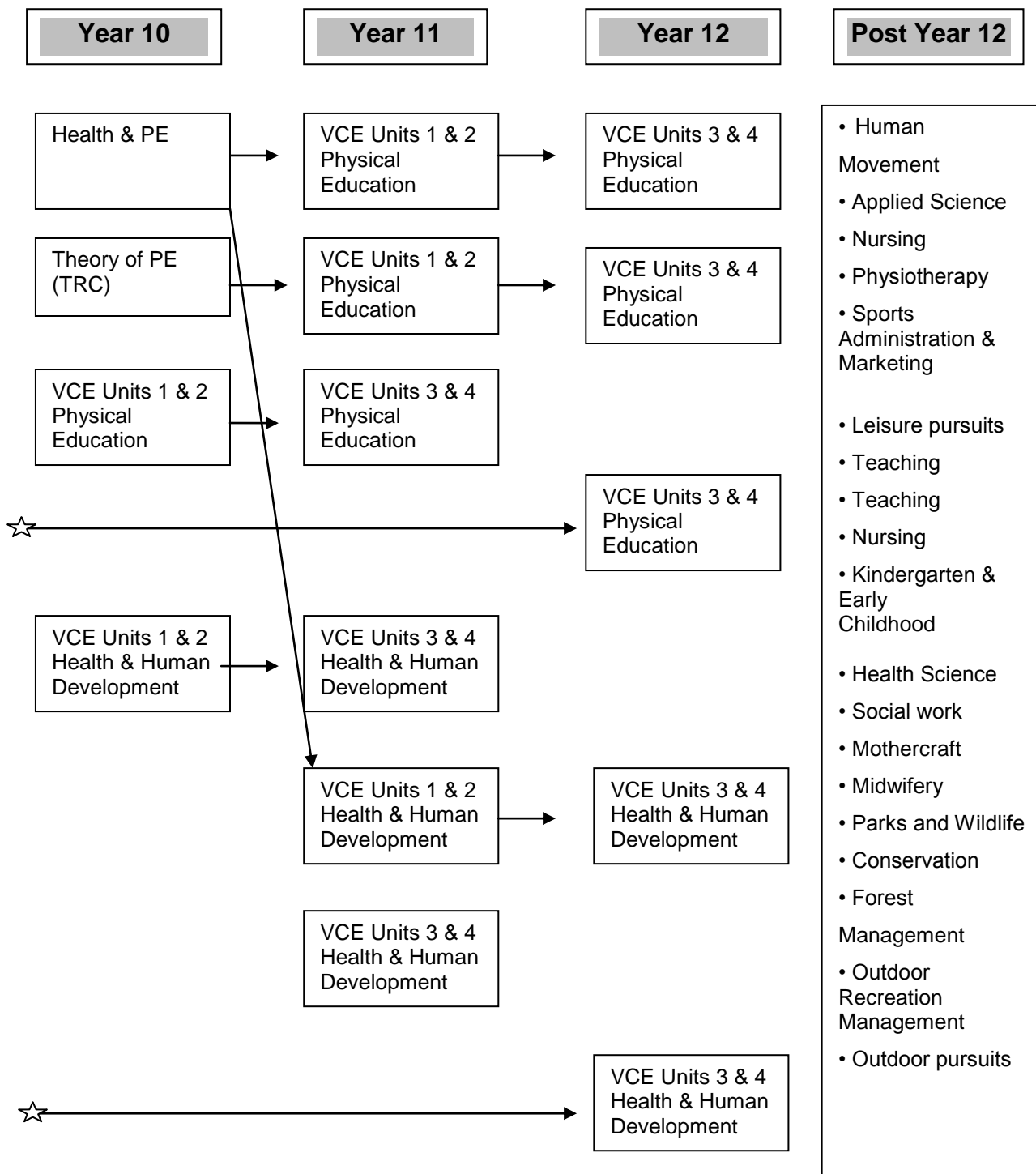
ENGLISH



Students are advised to check prerequisites for tertiary courses with the Career Advisor or University or TAFE Websites. The above list is for example only.

POSSIBLE PATHWAYS

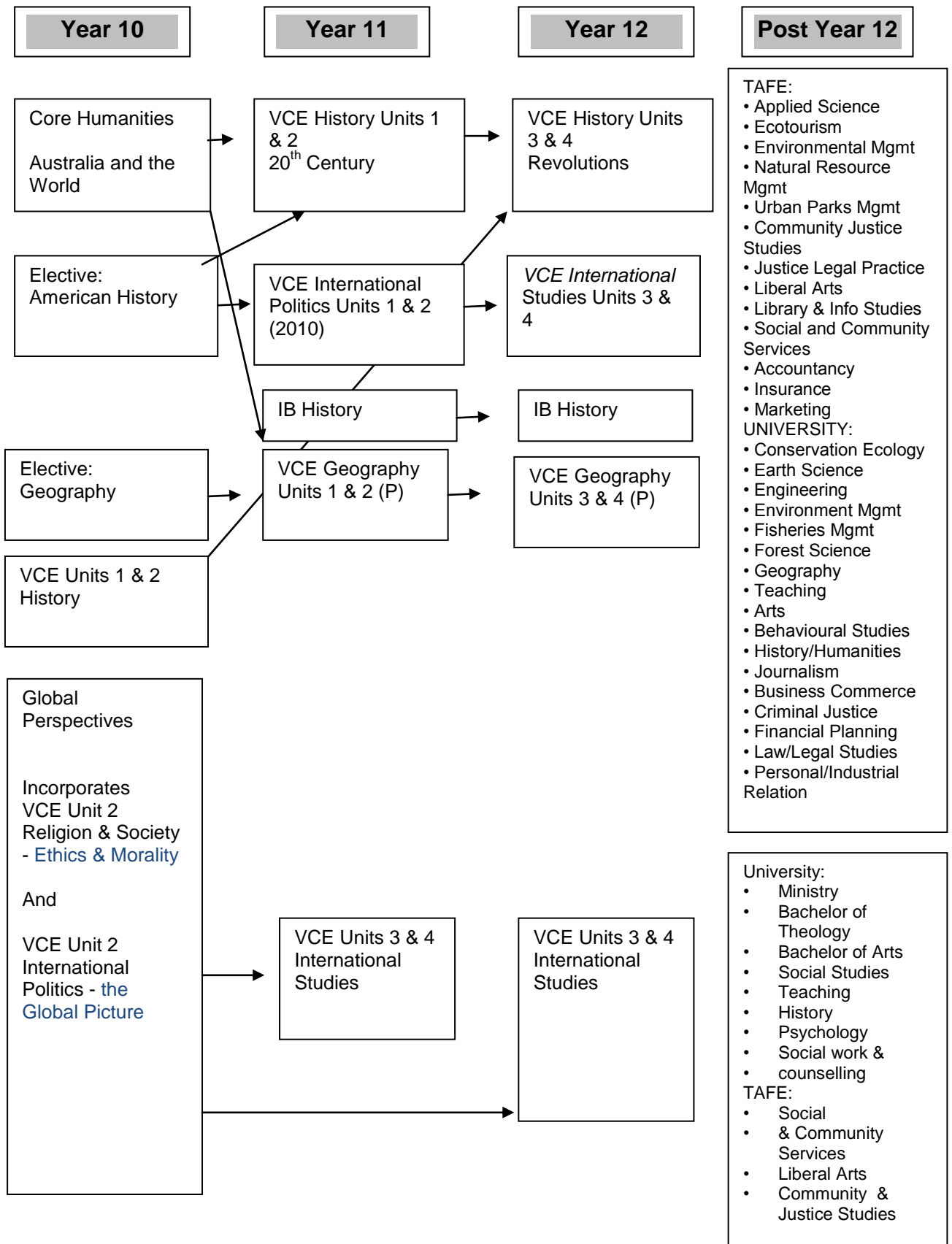
HEALTH & PHYSICAL EDUCATION



Students are advised to check prerequisites for tertiary courses with the Career Advisor or University or TAFE Websites. The above list is for example only.

POSSIBLE PATHWAYS

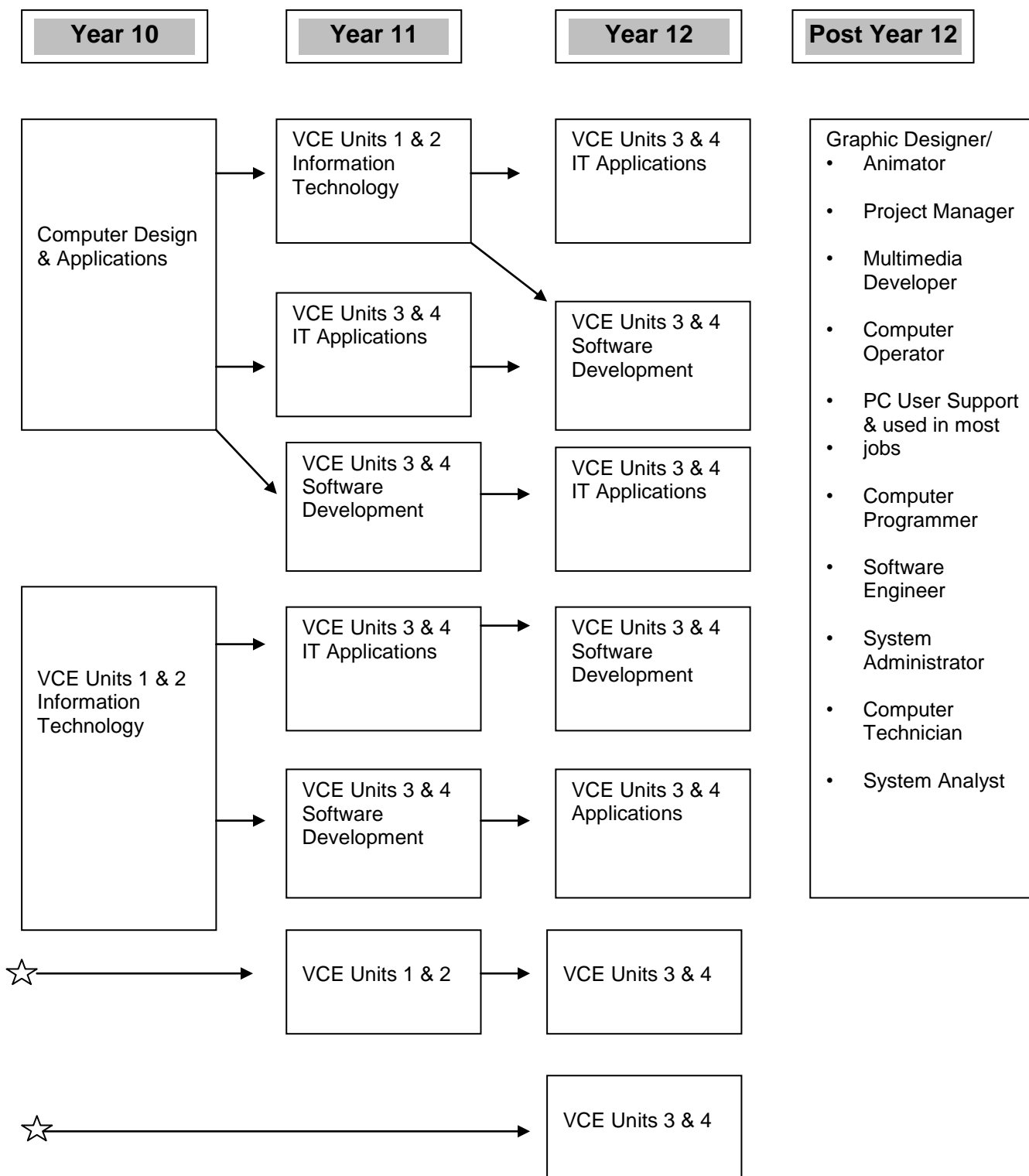
HUMANITIES



Students are advised to check prerequisites for tertiary courses with the Career Advisor or University or TAFE Websites. The above list is for example only.

POSSIBLE PATHWAYS

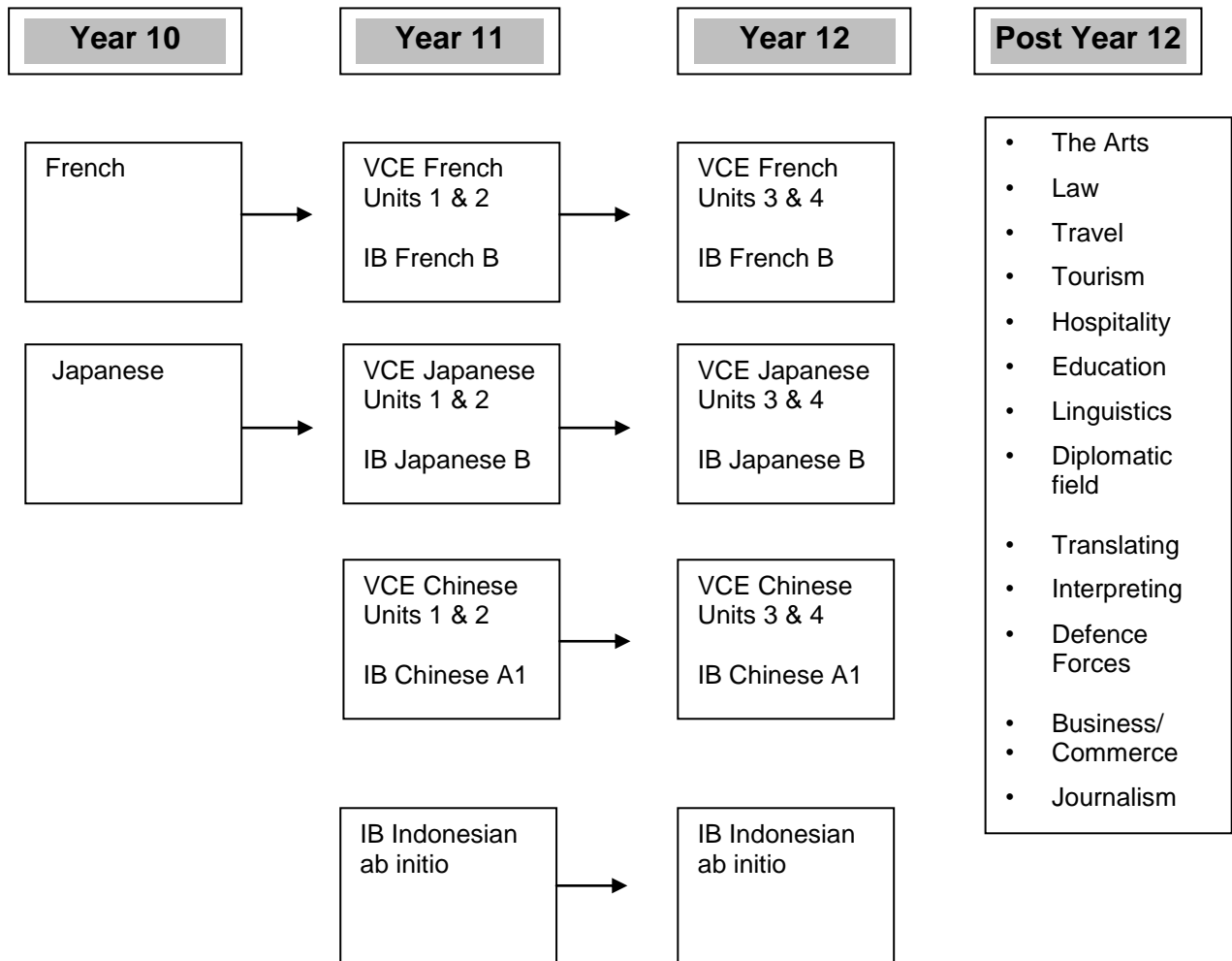
INFORMATION TECHNOLOGY



Students are advised to check prerequisites for tertiary courses with the Career Advisor or University or TAFE Websites. The above list is for example only.

POSSIBLE PATHWAYS

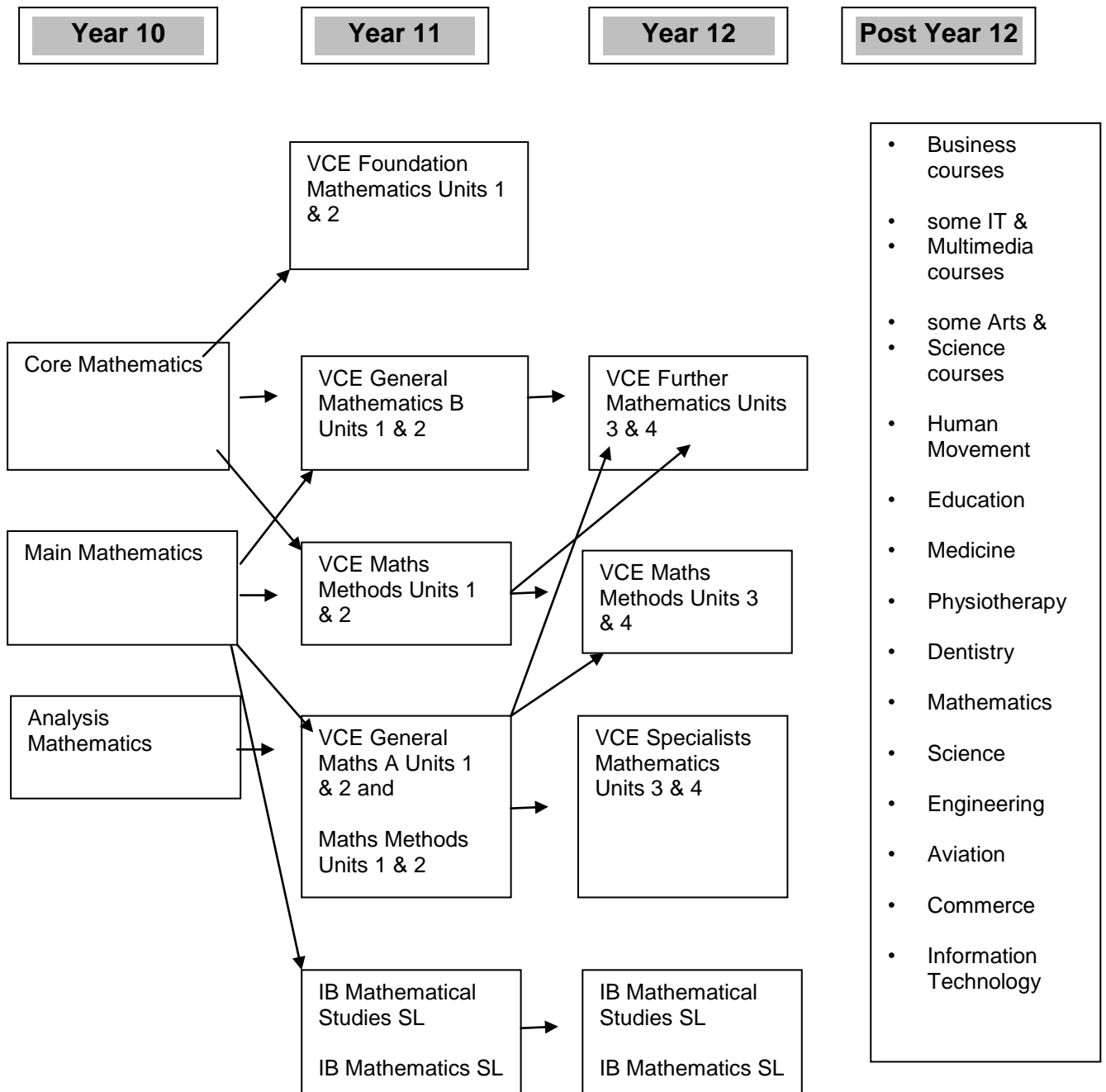
LOTE



Students are advised to check prerequisites for tertiary courses with the Career Advisor or University or TAFE Websites. The above list is for example only.

POSSIBLE PATHWAYS

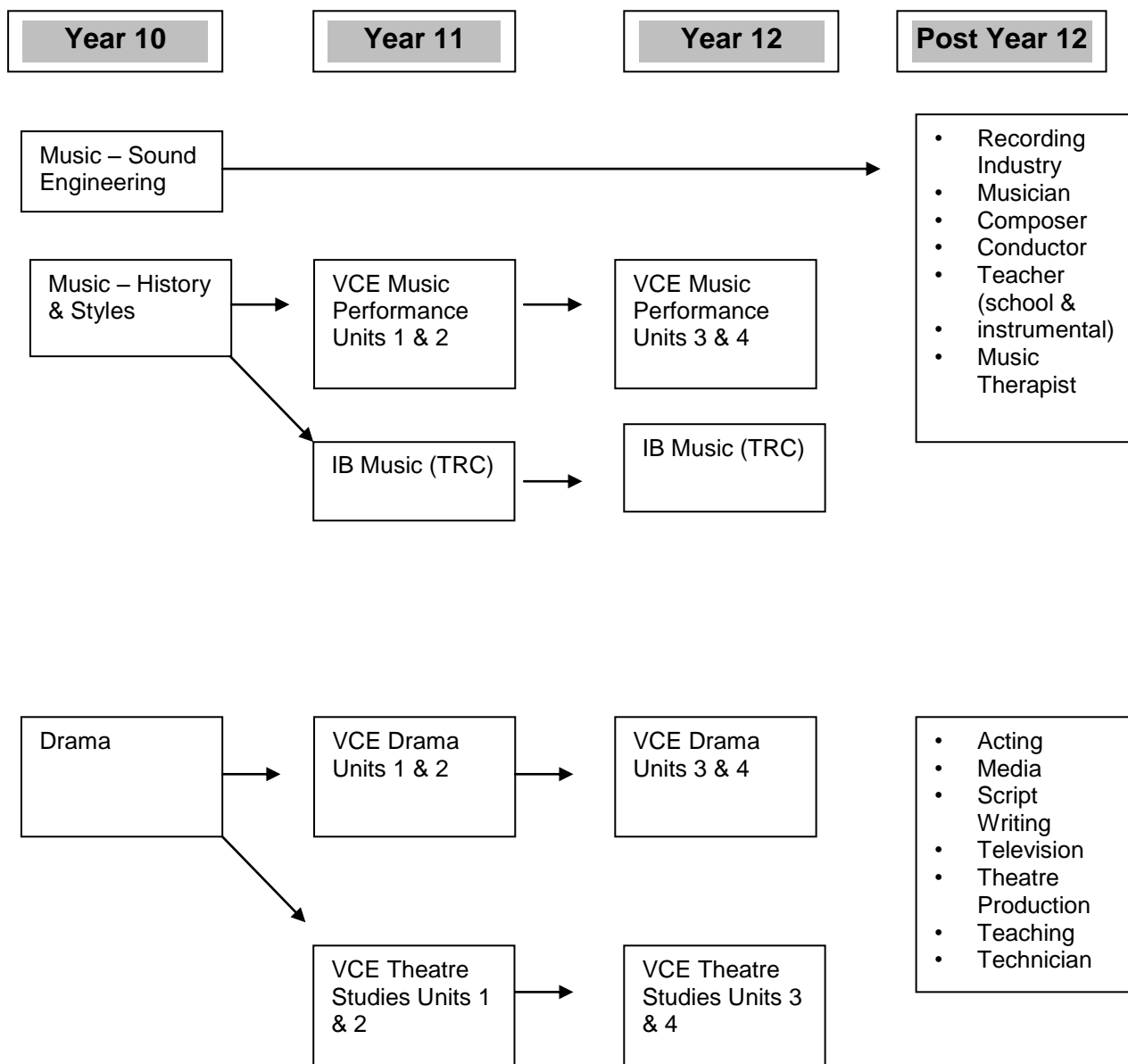
MATHEMATICS



Students are advised to check prerequisites for tertiary courses with the Career Advisor or University or TAFE Websites. The above list is for example only.

POSSIBLE PATHWAYS

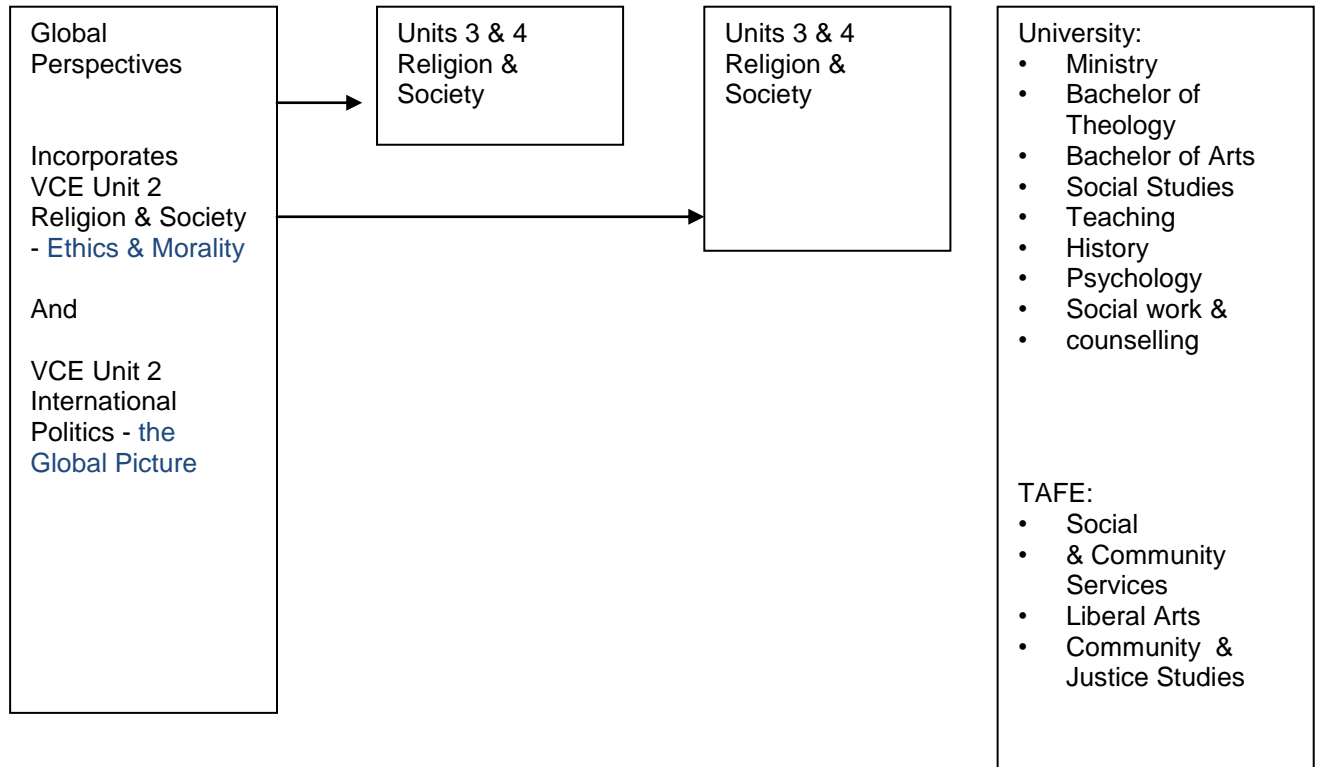
PERFORMING ARTS



Students are advised to check prerequisites for tertiary courses with the Career Advisor or University or TAFE Websites. The above list is for example only.

POSSIBLE PATHWAYS

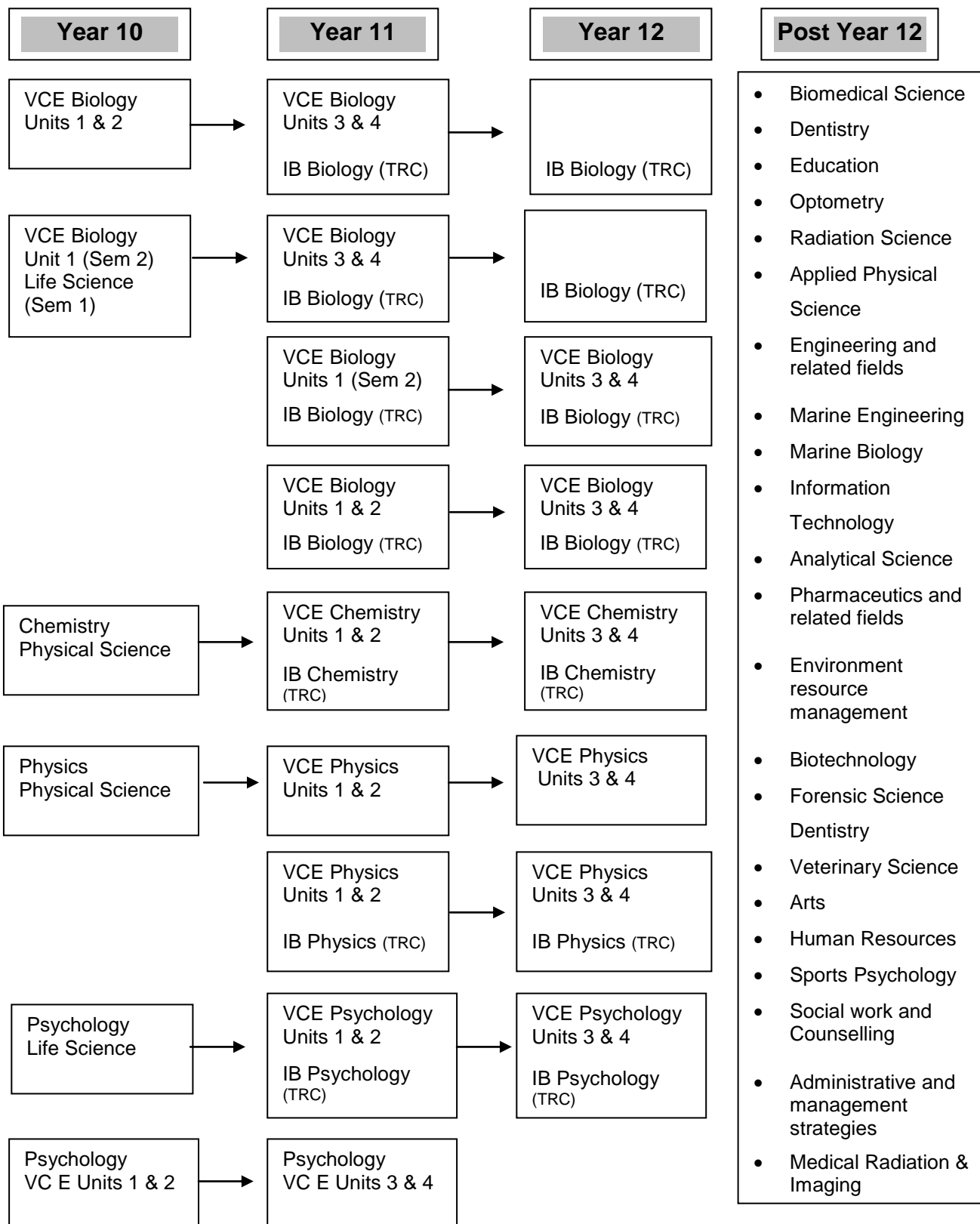
RELIGION, VALUES AND FAITH



Students are advised to check prerequisites for tertiary courses with the Career Advisor or University or TAFE Websites. The above list is for example only.

POSSIBLE PATHWAYS

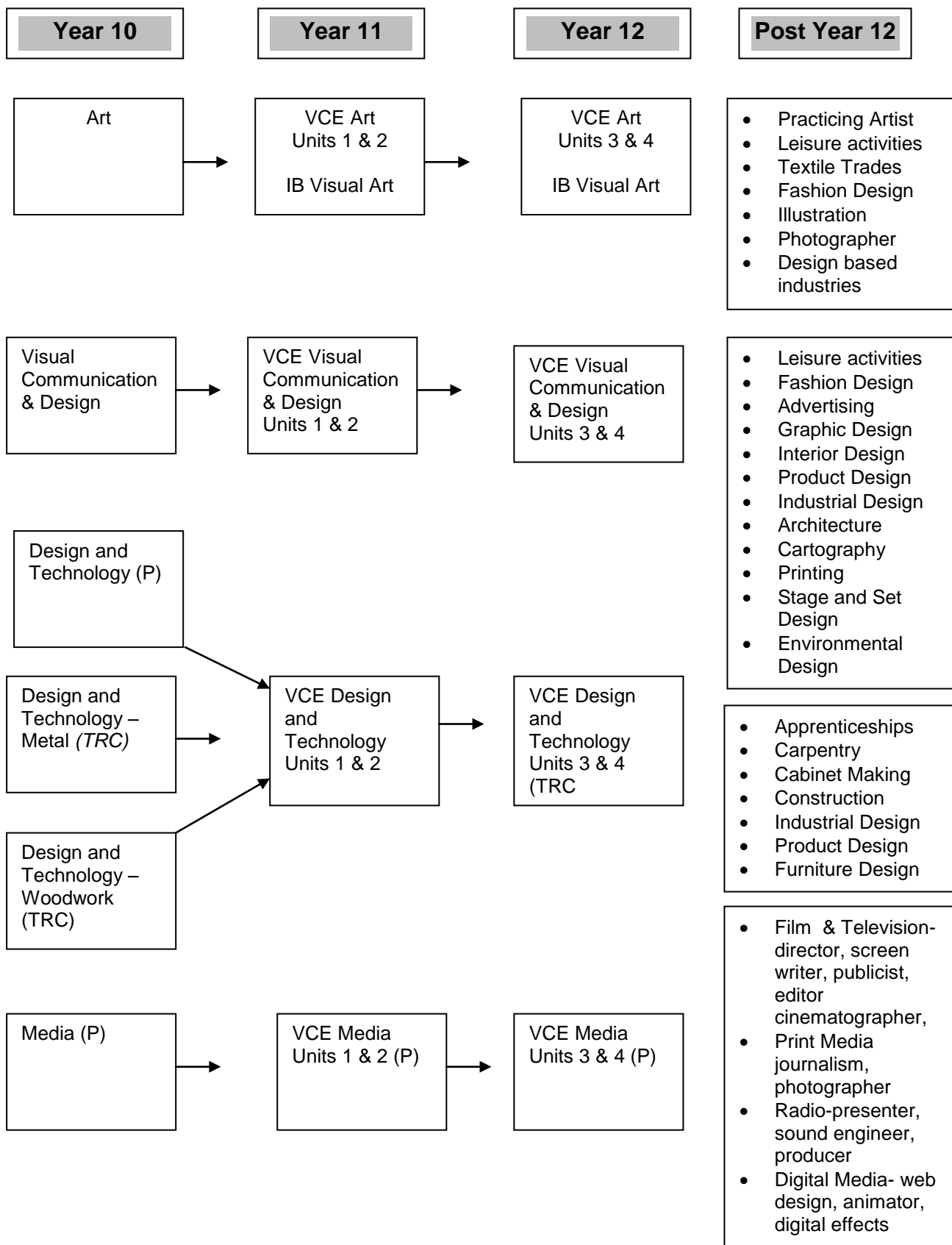
SCIENCE



Students are advised to check prerequisites for tertiary courses with the Career Advisor or University or TAFE Websites. The above list is for example only.

POSSIBLE PATHWAYS

VISUAL ARTS



Students are advised to check prerequisites for tertiary courses with the Career Advisor or University or TAFE Websites. The above list is for example only.

4. The Year 10 Curriculum

Year 10 is regarded as the first year of The Senior Years. Students are expected to take greater responsibility for their learning. To this end, a number of further opportunities for individualising programs open up for students.

All students study English, Maths, Global Perspectives, Health & PE, General Science and Humanities plus between 2 and 4 elective subjects.

4 PERIOD ELECTIVES

- American History
- Art
- Commerce
- Computer Design & Applications
- Design and Technology (P)
- Design & Technology – Metal (TRC)
- Design & Technology - Woodwork (TRC)
- Drama
- ESL Support (TRC)
- Food Technology (P)
- Geography
- Global Economics (TRC)
- Life Sciences - Biology/Psychology
- Literature
- Media (P)
- Music
- Music - Sound Engineering (TRC)
- Physical Sciences - Physics/Chemistry
- Theory of Physical Education (TRC)
- Visual Communication & Design (VC&D)

8 PERIOD ELECTIVES

- French
- Japanese

8 PERIOD ELECTIVES (VCE/VET UNITS 1 & 2)

- Accounting
- Biology *
- Business Management
- Geography (P) *
- Health and Human Development
- History (20th Century) *
- Hospitality (TRC)
- Information Technology
- Legal Studies
- Physical Education *
- Psychology

The numbers of classes per cycle (2 weeks) for these studies are:

- 8 English or ESL
- 8 Mathematics
- 4 Humanities
- 4 Health and Physical Education
- 4 General Science
- 4 Global Perspectives
- 4 Electives (Year 10 Standard)
- 8 LOTE (double electives)
- 8 VCE Units 1 & 2 (double electives)

A Year 10 student can do two VCE Units 1 & 2 from the list.

* If students undertake VCE Units 1 & 2:

- History (20th Century)- they cannot do Year 10 American History
- Geography - they cannot do Year 10 Geography (P)
- Physical Education – they cannot do Year 10 Theory of PE

YEAR 10 CORE

All students will study one of:

ENGLISH

Semester 1

Year Ten English builds on the skills developed in earlier years and is also a preparatory year for either the VCE or IB. A close study of texts will form the basis of the English course at Year Ten. Students will use a variety of print and non-print texts to extend language skills. They will also recognise and challenge cultural stereotypes in texts. A critical appreciation of the range of texts will be encouraged while developing and refining personal responses to them. Students will also be required to develop writing pieces, which will assist them to develop confidence and competence in writing by extending their capacities to communicate clearly in writing. Students will learn to analyse poems from a range of cultures and complete poetry commentaries. A number of speaking and listening tasks will also be a major aspect of the course.

Semester 1

Students continue to build on the skills developed in earlier years and also prepare for the VCE or IB. A close study of texts will continue to form the basis of the English course at Year Ten. Students will use a variety of print and non-print texts to extend language skills. A critical appreciation of a range of texts, from a range of different cultures, will continue to be encouraged while developing and refining personal responses to them. Students will also be required to develop writing pieces which will assist them to develop confidence and competence in writing by extending their capacities to communicate clearly in writing and to critically analyse the use of persuasive writing. A number of speaking and listening tasks will also be a major aspect of the course.

or ENGLISH AS A SECOND LANGUAGE (TRC)

This course aims to strengthen the four basic language skills, to allow students to function effectively in the school and the community. In conjunction with the Subject Support elective taken by all ESL students, it assists students in meeting the demands of their other Year 10 subjects. It teaches the skills of the mainstream English syllabus (responding to novels and short stories; study of issues in the media; writing for different purposes and audiences; oral presentations) but in a more language-focused, small group situation. This allows for systematic language study, focussing on students' areas of weakness. Texts selected for study will encourage the development of cross cultural understanding. The course prepares students for VCE ESL.

or FOUNDATION ENGLISH (TRC)

This provides the opportunity for students to have special assistance in overcoming their weaknesses in standard English and aims to extend their competence in the subject. Through smaller reading tasks and texts, students, who have struggled in the past, will benefit. The skills taught in all Year 10 classes such as: planning, drafting, editing, speaking, listening and reading are all addressed in Foundation English. The subject is taken in lieu of Year 10 English and the course is structured to support new skills which are encountered in Year 11, such as language analysis. It is a VCE accredited subject and is only offered at Units 1 and 2. Therefore, a student would take these two units and then proceed to Year 11 English.

GENERAL SCIENCE

This subject will continue the Science education for all students in Year 10. The content of this course will look at current issues within Science – Genetic Engineering for example – as well as a number of big picture questions, such as The Origin of The Universe and Evolution. The content of this course will be drawn from all of the major science disciplines and will reflect the need to understanding common processes in daily life, as well as providing students with the background knowledge required to have a grasp of new scientific developments that will become significant in their future. Students who are considering studies of Chemistry or Physics in Year 11 are strongly recommended to consider selecting the Physical Sciences Elective and Students who are considering studying Biology or Psychology are strongly recommended to consider selecting the Life Sciences Elective in addition to this core subject.

GLOBAL PERSPECTIVES

All Year 10 Students will undertake this subject.

The core working concept of Global Perspectives is that of 'global issues'. It is around such issues that students are expected to develop their thinking and learning.

Student thinking and learning about global issues is delivered through two VCE units, The Global Picture (Unit 2 - International Politics) and Ethics & Morality (Unit 2 - Religion and Society) Students successfully completing Global Perspectives will therefore have attained two VCE units.

Students undertaking Global Perspectives must consider themes and issues from local, national and global angles whilst developing their own personal perspective. The subject will culminate with all students participating in a Model United Nations Conference that invites students to research and respond to a global issue.

Global Perspectives – Ethics & Morality (VCE Unit 2 Religion and Society) (Single Semester)

This area of study introduces the nature of ethical decision making and the application of such ethical decision making to global issues.

Ethical Method

Various theories of ethical decision making are explored, including appeals to religious or other authority, rules and principles. Notions such as conscience and human rights are analysed. Examples include an assessment of the 'Just War Theory' of military ethics

Religion & Morality

This area of study examines moral values that are upheld by selected world religions. It analyses how these values are expressed and their application and relevance to selected ethical and global issues.

Global Ethical issues

This area of study examines ethical debates conducted in the public arena, focusing on contemporary global issues. Examples include Human Rights and Law & Criminality.

Global Perspectives – The Global Picture (VCE International Politics) (Single Semester)

This area of study focuses on the nature of contemporary international relations.

Looking Out

This area of study provides an introduction to international relations and the key events since WWII that have shaped contemporary international events and relationships. Examples include an assessment of East / West relations.

The International Community

This area of study provides students with the opportunity to investigate and reflect on the concept of an international 'community' and therefore its capacity to share goals and deploy mechanisms for the peaceful resolution of conflict and the protection of human rights. This unit of study will culminate in student participation in a Model United Nations Conference.

Pre-requisite: None

HEALTH AND PHYSICAL EDUCATION

The Health and Physical Education course reaffirms the importance of maintaining an active and healthy lifestyle thereby minimising the risks associated with inactivity and a lack of knowledge and awareness. The course encompasses both practical and theoretical components.

The aim of participating in Physical Education is to develop a proficiency in a range of movement and manipulative skills and focus on ways of improving the quality of their performance during game situations, physical activities and sports. Major game instruction continues to extend upon their current base of skills and knowledge, with the addition of technical and tactical levels of awareness. Students will become more familiar with ancillary roles, such as that of coach and umpire, and will experience these challenges first-hand as part of the Physical Education lesson.

The Health component is ongoing throughout the year and explores three units of study; Mental Health, Sexual Health and Human Development and Global Perspectives in Health. Through these

units students delve into pertinent issues surrounding their lives. They explore current health trends in these areas and study the latest research findings, both in Australia and throughout the world. The aim of the course is to assist students in improving their knowledge and awareness of issues, to learn more about themselves and the world in which they live, to make better informed judgments and to adjust their current lifestyles to maximize health for a longer, healthier life.

HUMANITIES

Semester 1

The focus is on key issues in the development of Australia in the 20th Century and of Australia's place in the world. Federation is the first topic studied, followed by an in depth study of Australia's role in World War 1 with an emphasis on the Gallipoli Campaign and on its legacy. The debate over the issue of conscription is also considered. The final topic is a study of global issues in 1920's and 1930's and their effect on Australia, with emphasis on the Great Depression.

Semester 2

The role of war in Australia's development is continued with the focus on World War 2 and on the Vietnam War. The impact of immigration is considered along with the influence of globalised culture. Crises in the Australian political system are considered, with the emphasis being placed on ideas of national and global citizenship.

MATHEMATICS

Students will be recommended for one of the following courses based on their performance, results and expected study pathways in Years 11 and 12.

CORE MATHEMATICS

The Year 10 Core course is set to provide the core skills for the study of Foundation Mathematics or General Mathematics B at year 11 which leads to Further Mathematics at year 12, the most popular VCE mathematics.

Practical learning methods will be used and technology will be utilised as a key pedagogical implement for the exploration, investigation and discovery of mathematical ideas.

Key topics studied will include: algebra; probability; measurement; trigonometry & geometry; linear graphs; linear equations; financial mathematics and statistics. There will be at least one assessment per topic plus two examinations at the end of each semester. The assessment per topic will be either a test, investigative project, problem solving task or a combination of these and book work.

CAS calculators will be used to enhance the students' understanding of mathematical concepts and allowed in all graded assessment.

NB students who study this subject will not be prepared for Mathematical Methods or IB SL or IB Mathematical Studies.*

Pre-requisite: None

MAIN MATHEMATICS

Year 10 Main Mathematics consolidates Mathematical skills learnt throughout previous years of schooling to provide a solid foundation for the VCE Mathematics courses of Mathematical Methods, Further Mathematics and IB Mathematics Standard Level or IB Mathematical Studies*. Students will be required to commit to a rigorous study routine, and will be expected to display independence in setting and carrying out their study tasks and to take responsibility for their learning.

Key topics will include: linear and quadratic relationships; algebra, probability; trigonometry and measurement; and financial arithmetic. There will be at least one assessment item per topic plus two examinations at the end of semester. Examination 1 focuses upon skills and is completed without the use of technology. Examination 2 contains multiple choice and analysis questions and assumes the use of CAS technology. The assessment per topic may include a test, investigative project, problem solving task or analysis task.

Pre-requisite: A pass of 55% or above in Year 9.

ANALYSIS MATHS

Mathematical Analysis follows the Year 10 Main Mathematics course outline but extends students who are ready for more analysis work.

This study provides the additional pathways to study VCE units of General Maths A leading to Specialist Mathematics units 3 and 4.

Pre-requisite: A pass of 85 % or above in Year 9.

*IB studies only offered on the Ridgeway campus

4 PERIOD ELECTIVES

AMERICAN HISTORY

The aim of this course is to provide an overview of the way in which America's past has contributed to its position as one of the major powers of the Twenty First Century. Comparisons between the past and present will be made throughout the year.

Semester 1

The course begins with an emphasis on the geography of the area and then considers the original American occupants. The European settlement is then studied leading to a detailed analysis of the American Revolution. Finally students study the Westward expansion of European settlement in America.

Semester 2

The issues of slavery and the American Civil War are examined in detail, followed by America's emergence as a great economic and political power in the Twentieth Century. The civil rights struggles of the 1960s are also studied.

Pre-requisite: None

ART

Students are encouraged to use their visual diaries to explore issues and develop personal art ideas. Students develop personal aesthetic and critical awareness in writing and talking about art in their visual diary, through visual analysis tasks and through class discussions, focusing on use appropriate terminology when making, discussing and writing about art.

Semester 1

Students develop a folio of artworks based on a personal theme as an expression in a sculptural form. Students will be introduced to concepts involved with various mediums of sculpture from Ancient Egyptian to Michelangelo, through to Rodin, Hans Arp, Henry Moore, Brancusi with a focus on "sculpture in the round". Students will make a personal investigation and discuss and analyse the artistic qualities of 3 artists. A Study of Australian and international sculpture and sculptors will inform students about the purpose, meaning and the cultural context of sculpture in Public places.

The second unit involves students learning how to observe, document and create artworks based on the theme. Students will be encouraged to draw from observation, take digital photos and research images drawn from these environments. Students will use their Visual Diaries to investigate and research their theme and will develop ideas using a range of mediums. Students will trial techniques and explore a variety of approaches and subject matter related to their theme. They will apply the elements and principles of art as they develop their skills and concepts related to the theme.

Semester 2

During the second semester students will complete a printmaking unit. The focus will be on aspects of the aesthetic from the environment through history to the present day. The focus for the unit will be on the use of subject matter from the natural world. Students will focus on creating a series of prints which explore progressive changes to an image and which develop line, tone, colour, texture, limited space and contrast. Analysis in this unit may include interpretation of the environment in a range cultural contexts.

The second unit for the semester will focus on an investigation of artists' perception and representation of themselves through a study of Self-Portraiture, focussing on a variety of forms throughout history to the present day such as the Expressionists. Students will develop a personal artwork and will be encouraged to explore themes of personal interest. Students develop their concepts in a variety of media and complete their own Self-Portrait, primarily as a painting. Students will also discuss and evaluate different types of Self-Portraits from past and present contexts.

At the completion of each semester students will sit an examination. Examinations will be based on artists studied.

Pre-requisite: None

COMMERCE

This subject will provide a background for students wishing to undertake any of the following subjects in Years 11 - Accounting, Business Management, Economics and Legal Studies.

The elective aims to give students an introduction to the world of business and the Business Studies subjects studied at the VCE level. A series of modules covering The Australian Economy, Marketing, Management and Finance and the Law will be the core themes covered during the year.

Semester 1

Semester 1 will be built around students undertaking two broad themes.

- A look at the Australian economy and its interaction with the global economy.
- E Commerce – what it is and how it works
- Marketing your product and selling to a Global market place

Assessment for this Semester will be based on a combination of class assignments and a final examination.

Semester 2

Semester 2 will have two broad themes.

Management/Finance

- Managing a Business - roles of managers and stakeholders
- Types of businesses
- Personal attributes of successful leaders and their styles
- Financial Management
- Budgeting – personal and business budgets
- Sources of finance

You and the Law

What is law and why do we need it?

- Main types – criminal and civil
- Courts in our system

Business and the Law

- Contracts – formation, offer, acceptance etc
- Consumer rights
- Business ethics

Assessment for this Semester will be based on a combination of class assignments and a final examination.

Pre-requisite: None

COMPUTER DESIGN AND APPLICATIONS

Participation in Information Technology education provides students with the knowledge and skills necessary for solving various information problems. In this course, students will be given an opportunity to learn more about basic and intermediate programming skills in order to utilise them in making games, robotic control, as well as databases, spreadsheets and web development for science and/or business applications. The subject is designed to allow students who complete the subject at a very high standard to bypass Year 11 Information Technology and enter Year 12 Information Technology while still in Year 11.

Pre-requisite: None

DESIGN AND TECHNOLOGY (P)

Participation in Design and Technology provides students with the knowledge and skills necessary for producing quality products that effectively either solve a problem or meet a need. They do so within a context that enables them to acquire an understanding of technology's role in the world and of the effects that specific technologies or processes have on society and the environment. Design and Technology also develops student skills in creating and communicating ideas, and in solving complex and varied problems.

Students will be provided opportunities to further develop and enhance their experiences of the Technology Process by exploring in greater depth the four phases of investigating, designing, producing and evaluating. A diverse range of projects will enable students to gain new practical skills, knowledge and experience.

Students will use information and communication technologies (ICT) to assist them with specific research tasks and to also enable them to develop the skills necessary to produce quality two and three dimensional drawings and designs.

Throughout this study students will be given the opportunity to gain a greater awareness and knowledge of international design styles and techniques and of the global responsibility that designers need to make in regards to sustainability, use of resources and working collaboratively to ensure a better relationship of mutual dependence between all elements and all life forms within and across cultures, environments and social systems.

Correct workplace procedures shall be discussed and put into practice so that students are able to competently contribute to a safe working environment. Students will learn how to safely and correctly work with and use a range of both hand and power tools. They will also learn the required skills to design, construct and evaluate a range of timber projects which meet either their own or a client's needs, through a task specific design brief.

At the completion of each semester students will sit an examination.

Pre-requisite: None

DESIGN AND TECHNOLOGY – METAL (TRC)

Semester 1

The major topic of Design and Technology- Metal involves the experimentation and investigation of metals, glass and their characteristics. Materials such as copper, brass, alloys, pewter, sterling silver and steel will be the focus. Students learn and test the processes of bending, casting, joining and shaping in order to develop and understanding of the qualities and creative potential of these materials. Jewellery and other products may be designed and produced.

Semester 2

In this semester the focus changes to Major Projects and Design Briefs to enable students to prepared for study at year 11 and 12.

Students will design and make to both student directed and teacher directed design briefs which will build on the skills and techniques developed in semester 1. Students will use a range of materials, and specialized tools to complete their work. In response to the design brief and through the application of ICT, students will investigate and research current and past designs and designs from a range of cultures. This work will be used to inspire and generate ideas and students will be required to apply problem solving techniques to further develop their own idea. Skills and techniques will be trialed and experimented with as students move to the making stage. Making of the final product will be done in accordance with the needs established in the design brief.

Note: Students will be required to pay for materials and hardware supplied by the School.

Pre-requisite: Recommended to have completed Year 9 Design & Technology.

DESIGN AND TECHNOLOGY - WOODWORK (TRC)

The Year 10 course is essentially the application of those skills taught at Year 9, but allows students to become more involved in the creative and planning stages of their projects. Students are encouraged to create projects for their own needs, taking into account sources of and sustainability of materials.

Semester 1

Each student is encouraged to design their own project, paying particular attention to the use, proportion and suitability of materials, method of construction and cost when formulating the design. Research plays a major part in the design process. ICT in the form of internet searches and Computer Aided Design are useful tools in this regard.

Semester 2

Students will continue to work on their project and/or commence a new project as more than one project may be constructed during the course of the year.

Students will be required to pay for all materials and hardware supplied by the School. However, students are encouraged to source and supply their own materials as this forms an important part of the overall design and construction process.

Pre-requisite: Recommended to have completed Year 9 Materials Technology (Woodwork).

DRAMA

The Year 10 Drama course aims to further develop students' ability to work as an ensemble. Students observe and apply the use of physicality, voice and facial expressions to create clearly drawn characters which are realised in a performance. Students will explore a theatre practitioner and apply relevant theories to their own work. Students explore the theatrical possibilities of solo performance, both scripted and self devised. Students prepare a scripted performance piece with the purpose of engaging an audience. They apply elements of stagecraft such as costumes, props, lighting and sound and critically analyse and evaluate their own work.

Drama (TRC)

Semester 1

This semester aims to develop students' skills in the areas of stage-based presentation and delivery of material, through speech and acting. Skills in the use of humour, farce and satire are developed through a range of class activities. Students also discuss and analyse forms of advertising and prepare monologues for a performance assessment. This course also focuses on the history of theatre and dramatic styles, through a study of medieval theatre.

Semester 2

This semester students build on skills previously learnt in Drama, relating to the development of character. Students develop an understanding of the importance of developing a well rounded, multi faceted, realistic character. This is supported through activities such as monologues, improvisations, and discussions which further develop character building and character interaction. In terms of theory, students will study Renaissance and Elizabethan Theatre. Shakespeare and his contribution to theatre will also be investigated. A key goal for the semester is the preparation of an end of year performance - a piece chosen, produced and directed by students in the class.

Pre-requisite: None

Drama (P)

Semester 1: Drama Scripts: Interpretation and Presentation

This semester students develop expressive skills and gain an awareness of a variety of theatrical styles. Students examine Stanislavski's system and apply some of the techniques studied to create and analyse characters. They interpret, rehearse and perform a scripted scene. They explore the theatrical possibilities of solo performance. Students interpret, rehearse and perform a monologue. They maintain a working journal, to record, reflect and analyse class work.

Chorus Work

Students examine chorus work and explore the use of movement and voice in presentation. Working collaboratively in groups, students prepare a chorus interpretation of 'Medea'.

Semester 2: Ensemble Production

Students research, develop and prepare a scripted performance piece and accompanying production brief. They take charge of stagecraft elements other than acting and work collaboratively to develop a production that is shown to a live audience. They critically analyse and evaluate their own performances in a reflective journal.

Pre-requisite: None

ESL SUPPORT

Subject Support is an elective only open to ESL students. Students learn study strategies and skills to improve their subject specific language. There is no direct assessment for this subject, as students use this time to gain assistance with assessment tasks for other mainstream subjects. This subject will only be offered if there is sufficient demand.

GEOGRAPHY

Geography is the study of physical and human environments. It provides a useful bridge between the Arts and the Sciences and equips students with the knowledge and skills to observe the earth, the interactions between human and physical phenomena and to evaluate strategies for the use and management of the world's resources.

The essential skills developed in Geography are the ability to identify and collect evidence from fieldwork, photos, satellite images and IT data and to record, represent and interpret this data. These skills are transferable and will help students in their other subjects.

Semester 1

Topics will be chosen from the following -

"Energise" – Students consider energy use on a global scale. Particular attention will be paid to oil use and the issues related to these such as global warming. Nuclear energy and related issues such as uranium depleted fuel will also be studied.

"Point Break" - A study of Coasts: processes, landforms and management.

This will include fieldwork to either Port Phillip Bay or the Surf Coast.

"Urbanise" – Students evaluate the urban world which now contains over half of humanity. They will particularly study the process of urbanisation in the local area with specific in depth study of the significance of vehicles. Through field and class work, students will examine development and resource issues.

Semester 2

"Disaster" – Students evaluate the nature and impact of natural disasters on a global scale. They study the mechanisms of the disasters in the biosphere, atmosphere, lithosphere and hydrosphere and the management techniques which may be applied to them. The role of international bodies is considered as are current issues.

"Crossing Borders" – In this students study the character of human movement such as by tourism, migration and refugees. They evaluate the factors creating these movements and the impacts of them.

Pre-requisite: None

GLOBAL ECONOMICS

This Elective is designed to introduce students to the study of Economics. A number of contemporary issues have been identified and will be examined during the course of the year.

The elective is designed as a preparation for the following Years 11 and 12 subjects:

- VCE Units 3 – 4 Economics (for students who gain an overall average of 80% and who have Head of Department approval)
- IB Economics
- VCE Units 1 -2 Economics

Assessment will reflect approaches found in both the VCE and IB courses and will involve class tests, short answer responses, case study analysis, a research essay/report and examinations.

Course content will focus on the following contemporary issues:

Markets

- what they are and how they allocate resources
- the price mechanism
- types of market structures
- market failure with a focus on issues such as carbon trading

Economic Growth and Economic Development

- measures of growth and development
- Aggregate demand and Aggregate supply
- The Business cycle
- What is development?
 - o Characteristics of less developed economies
 - o The development process
 - o Strategies for development

Economic Management

- The role of government in a modern economy
- Management tools – an introduction to fiscal and monetary policy
- Inflation/unemployment and income distribution – how governments deal with these

Trade and Globalisation

- Why do nations trade?
- Exchange rates and the balance of payments
- Free trade v Protection
- Economic integration

Case Study

All students will undertake a major research essay on a current economic issue (eg The Global Financial Crisis, Carbon Trading). The essay will develop an in depth level of understanding of the issue by allowing them to demonstrate and apply their knowledge of economic theory to the issue). The essay will be around 2000 words in length and be undertaken during Semester Two.

Pre-requisite: None

LIFE SCIENCES (Biology/Psychology)

This elective is intended for any student who intends to study Biology or Psychology at VCE level or Biology in the International Baccalaureate Diploma Program.

The content of the course will be based around the following structure.

1. The nature, extent and classification of Biodiversity.
2. The Origins and Nature of Australian Ecosystems.
3. Biological Organisation – from molecules to Biosphere.
4. Biochemistry – molecules and reactions.
5. What is Psychology – why psychologists are scientists?
6. Behaviour in groups.
7. Forensics – DNA evidence or the workings of the mind.
8. Research project in either Biological or Psychological context.
9. Genetics – a more sophisticated investigation.
10. Psychology – Empirical Research Activities
11. The Human Brain – its structure and function.
12. Intelligence – how it is measured, its distribution in the human population.

NB: This elective is NOT available to students who have selected the Biology Unit 1 and 2 Elective.

Pre-requisite: None

LITERATURE

If you are considering undertaking the International Baccalaureate you are strongly recommended to take this subject.

Semester 1

The course begins with an exploration of the short story and then moves to Ancient Greek drama, as well as the novel. The study of poetry is also a key feature of the course. Students are expected to read closely and critically and respond in a variety of ways, in writing and orally.

Semester 2

Love in Literature is the focus in this half of the year. Students study not only Shakespeare but also a play by Oscar Wilde. They are expected to understand the ways in which the dramas are constructed and to develop an appreciation of the period and the worldview as represented in the works. Poetry is studied concurrently and students continue to develop their appreciation of the layers of meaning and the literary qualities of the work.

Pre-requisite: A pass of 60% in Year 9 English

MEDIA (P)

Media is a broad topic that traverses a range of media forms, from newspapers to computer games and everything in between. The modern world is a media world and students of today actively and passively consume a wealth of media texts every day. A student may wake up to an alarm set to the radio, or their favourite CD. Once they're up they may watch a morning TV program, check their emails, MSN a friend, then as they head for school they will see billboards, advertising on the sides of trams and buses, will hear snippets on the radio or perhaps listen to their ipod and this is all before the school day begins. The aims of this course are to build an awareness of the media around them and equip them to process it actively and critically. Of course, media cannot help but be influenced by the culture in which it is created, the norms and nuances of a society are embedded in its' texts and this, too, is an important aspect of the study.

Media at year 10 is a course which encourages students to become critically aware of all aspects of the Media within a cultural framework. It aims to develop and nurture creativity, risk-taking, technical skills and a critical eye. A range of media texts are explored across the mediums film and television, radio, print and multimedia and students develop a diverse set of technical skills. The course encompasses theoretical, analytical, ICT and practical tasks and students overall knowledge is assessed by written assignments, group projects, practical assessments and examinations.

Some of the units covered may include:

Film and Television: Students develop an understanding of the production and story elements that construct a narrative text and analyse this in at least one text. A range of narrative structures will be considered, local and international. Students will also produce their own short film or TV segment.

Print: Students look at how print texts are constructed, key issues relating to this medium such as the journalists code of ethics, privacy, misrepresentation and digital editing of images will be explored. Students will produce their own print text.

Radio and podcasting: Students look at traditional radio and the new digital world of podcasting and the globalisation of our media through the digital environment. Students will produce their own radio show and/or podcast.

Issues: A contemporary issue in the media will be analysed which could relate to any medium and/or culture, this will culminate in a written assessment.

All units will have a theoretical, ICT, technical and/or practical component and will feature in the exams.

Pre-requisite: None

MUSIC: Performance and Culture

The Music course aims to develop skills in solo and ensemble performance, composition and arranging, aural perception skills and the study of Perspectives on performance optimises performance through the study of score analysis including historical, social and cultural contexts, especially those applying to the Twentieth Century. The study of music language includes interval, scale and mode recognition, identifying chords and chord progressions, and melodic transcription.

Music Performance

Over the course of the year

Students develop skills in the Theory of Music and general Music Appreciation; Aural Perception (developed using the computer generated aural program *Auralia*); complete a performance of an unprepared work; attend rehearsals in a performance ensemble and make written observations of ensemble performances. Students complete a Creative Organisation activity and complete an Investigation and written report. Solo performance involves developing skills in solo performance, preparing technical work and presenting a performance program in front of an audience of persons other than or as well as the class group.

Semester 2: Contemporary Music (TRC)

This course is a survey of the primary musical styles and compositional trends of the Twentieth Century. Representative source works will be analysed and the major musical figures of the period will be discussed. Topics will include the transition from nineteenth century romanticism, impressionism,

expressionism, through the atonal revolution, neo-classicism, the twelve-tone system, serialism, (including integral serialism), constructivism, (electronic music and extended techniques), neo-romanticism and minimalism. The course is designed to provide students with an overview of the major trends of twentieth century composition; in particular, the ways in which these styles relate to one another in a broad sense. Assessment areas are identical to those required in the Semester One course.

Pre-requisite: Students entering this course should have completed the Year 9 Classroom Music program and should have practical skills on a primary musical instrument.

MUSIC: SOUND ENGINEERING (TRC)

In year 10, sound recording technology and audio engineering is taken as an elective. A program of relevant theoretical and practical experience will be designed to suit the students undertaking the course each year. The course focuses on 3 key areas; theory/terminologies; practical ability and team-based cooperative activities.

These are explored through:

- Theoretical studies and analysis
- Listening/aural skill development
- Various live/studio recording sessions
- Mixing, mastering and CD Production

Enrolment in this course requires participation with the Associated Co-Curricular Activity Program, ie involvement as a sound recordist with the performance ensembles, which form part of the recognised music activity in the school. The Music Performance Ensembles are: Golden Orchestra, String Orchestra, Concert Band, The Ridgeway Secondary Campus Chorale and other chamber ensembles that are organised as part of the broader Music Program.

Semester 1: Basic recording and technologies

Students develop skills using audio software and in understanding terminologies and technical descriptions in the area of sound engineering and various procedures used in preparing and recording sound. Projects are undertaken progressively such as stereo recording, mixing and audio processing. The assessment of the theory and quality of sound engineering is completed via aural and written examination. Practical experience using various recording equipment such as: microphones, mixers and digital recording desks, will be carried out as an essential part of this course. Students will record basic real world recording scenarios in both musical and non-musical contexts and environments.

Semester 2: Advanced recording and technologies

This course is a progression and development stream from the knowledge and skills acquired during the Semester 1 course, (Basic recording and technologies unit is a necessary pre-requisite). Projects are undertaken progressively and recording scenarios will be more advanced, using multi-track recording, overdubbing techniques, mixing and mastering. Students will need to record some of the Music Performance Ensembles of the school and are required to be available at selected performances and/or rehearsals.

A recording and mixing project, consisting of eight individual instruments will be conducted where students create their own mix and present this to the class. This will be a major assessment project for this semester. Stereo mastering of material previously mixed will be conducted and will form an additional assessment project. The overall assessment of the theory and quality of sound engineering is completed via aural and written examination.

Pre-requisite: There is no Year 10 class pre-requisite for this course, although experience as an instrumental musician would be of considerable value in the development of skills as a sound recordist and audio engineer. The ability to communicate with performance musicians using the music vernacular would be highly valued. The completion of the Year 9 Sound engineering course would be desirable.

PHYSICAL SCIENCES (Physics/Chemistry)

This elective is intended for any student who intends to study Chemistry or Physics within the VCE or International Baccalaureate Diploma programs.

The content of the course will be based around a selection from the following:

1. The Theory of Measurement.
2. Periodic Table Trends and uses.
3. Chemical Reactions, Formulae and equations.
4. Making and Breaking Bonds – Chemical Changes.
5. Hydrocarbons and Polymers.
6. Detailed Electricity analysis.
7. Introduction to Electronics.
8. Data Acquisition and Analysis.
9. Simple and Complex machines – Levers, Gears and Pulleys.
10. Introduction to Astrophysics.
11. A more detailed study of motion including Newton's Laws.
12. A study of astronomy and space exploration including rocketry.

Students are expected to have a working computer at the majority of classes. Much of the course is centered around the use and application of computers to the various areas of study.

Pre-requisite: None

THEORY OF PHYSICAL EDUCATION (TRC)

The Year 10 course is highly recommended before studying VCE Unit 1 and 2 Physical Education, but not a prerequisite.

Semester 1

This section of the course is designed for participants to understand and be able to apply knowledge to the structure and functions of the Systems of the human body. These include terminology relating to Movement and our Anatomy, the Muscular and Skeletal System (including Joints), Energy Systems and the Circulatory System. Students become more widely familiar and understand how these Systems work both at rest and when performing exercise - both aerobically and anaerobically: how these systems contribute to performance and allow acute movement specific to sporting situations. Students are required to participate in and complete written reports on Labs, respond to topic tests as well as sit an examination on the material covered.

Semester 2

Students investigate the Health and Performance related Components of Fitness, the differences between the two and ways to train and improve upon them. This is assisted when they add the new found skills and awareness of Training Principles and Training Methods. An in depth look at Drugs in Sport will reveal the most common types as well as the problems associated with their use on the individual and society. We also zero in on the processes involved with Psychology in Sport and how mental strength contributes to consistency of performance. This is all combined with the knowledge acquired in Semester 1, to formalise the course as one whole. Students are required to participate in and complete written reports on Labs, respond to topic tests as well as sit an examination on the material covered. A major research task that requires students to design a comprehensive training program will also be assessed.

Pre-requisite: None

VISUAL COMMUNICATION AND DESIGN (VC&D)

During the first semester students continue to develop abilities in the application of subject specific conventions and methods. Conventions included are orthogonal, paraline and perspective drawing. Methods explored are freehand and instrumental drawing, rendering and information and communication technologies (ICT). Primarily the ICT component involves the application of subject specific software, such as Adobe Illustrator, Photoshop and Indesign, and may include digital photography. Work in this area will involve the completion of a series of tasks which require the application of conventions, the development (through trials) and application of methods, the production of final presentations and tests requiring the application of specific conventions.

During the second semester the focus of the course shifts to the design process. In short the design process requires students to produce design solutions in response to a design brief. The solution is expected to meet the requirements of client needs such as specific constraints, achieve a stated purpose and appeal to a target audience such as a niche or special interest group. This process involves a number of stages. Following having an understanding of the brief students conduct research, generate, develop and refine ideas, produce mock ups and final presentations and on achieving a resolution complete an evaluation of the final design. During this process students apply and develop abilities in critical thinking, problem solving, research, use of subject specific methods, media and materials and use design elements and principles. The international context of design will be explored through research and inspiration. For example design solutions achieved in response to a problem specific to that culture or the design brief may require students to produce design solutions in an international context. Chosen areas of design vary and may include one or a combination of graphic, product, environmental and architectural design.

Students will also analyse work produced by others. This will involve an analysis of the purpose, social, historical and cultural contexts and target audience of visual communications. Media, methods and materials used will also be examined and students will complete an analysis of the design elements and design principles used.

At the completion of each semester students will sit an examination.

Pre-requisite: None

8 PERIOD ELECTIVES

LOTE

The study of LOTE (French/Japanese) aims to challenge the language student. Students will be using all skills and knowledge learnt from their previous years of study to extend themselves in preparation for senior years of language study. Students will learn and develop many new skills for survival linguistically, grammatically and culturally. The study of LOTE in the Senior Years of Study will become more real and students will become immersed in their chosen language.

Topics covered in both languages will be current, relevant and topical. Students will easily relate to them, maintaining interest in the subject and keeping them engaged.

As part of the theme of Internationalism, students will undertake the study of a topic chosen by the student that will look at the importance and relevance of their chosen study of LOTE. Students will be asked to look at:

- *why students study their LOTE and its benefits*
- *what economic impact and relevance the country of their chosen LOTE has globally*

Students will choose a topic of their choice and give a comparative analysis of the country of the chosen LOTE with Australia, for example, health, government, lifestyle, family, work. Some assessment for this will be in the LOTE and some in English.

FRENCH

Semester 1

This semester aims to extend the student's ability to use French to conduct the everyday aspects of life, understand and convey factual knowledge, information and opinions. The students will be involved in authentic French situations employing diverse text types such as emails, photo stories, interviews, realia, tables, school reports, children's books, postcards, articles, memoirs, recipes, maps and song lyrics. Themes and topics covered this semester will be daily routines, school exchanges, school subjects and reports, transport, tourism, travel and cuisine. Cultural awareness will be raised through the analysis of the French school system and its subjects and reports, overseas exchanges, a virtual visit to Morocco, discussion of North African and French regional cuisine and a brief investigation of Belgium, Switzerland, New Caledonia and Quebec.

Semester 2

This semester aims to continue extension of the student's ability to use French to conduct the everyday aspects of life, understand and convey factual knowledge, information and opinions. Authentic French situations employing diverse text types such as agony aunt letters, photo stories, horoscopes, personal accounts, shopping lists, supermarket receipts, quizzes, poems, reviews, entertainment guides, maps, articles, diaries and comic strips. serve as the basis. Themes and topics experienced this semester will be friendships and relationships, parties, personalities, first dates, music, films, going out, getting around Paris and Pari-Roller. Leisure activities and nightlife in Paris, Pari-Roller, the world of high fashion, Asterix comics will be investigated. Students will also research French explorers in the Pacific, links between Australia and France in the two World Wars, and some important people in French history.

Pre-requisite: A pass of 60%t Year 9.

JAPANESE

Semester 1

These 2 units are designed to extend the students' knowledge and skills in understanding, speaking, listening, reading and writing the language. Students are required to converse and write in Japanese on the topics of my town, house, room, and introduce their family and typical Japanese family life. Also they will learn about Japanese and Australian festivals and events, typical Japanese diet and popular Australian and Japanese foods. They will learn the different conjugation forms of adjectives, verbs and plain verbs to express certain activities and experience in written and oral form to use counters, times and dates, describe the location of items and give and understand directions in Japanese in written and oral form. They will continue their study of Kanji characters.

Semester 2

These 2 units are designed to extend the students' knowledge and skills in understanding, speaking, listening, reading and writing the language. Students are required to converse and write in Japanese comparing Japanese seasons and trips, the differences between Australian and Japanese cities and schools, careers and part time jobs. They will learn the different conjugation forms of adjectives, verbs to express suggestion and permission, the ability or necessity to do something in written and oral form. They will continue their study of Kanji characters.

Pre-requisite: A pass of 60% Year 9.

VCE UNITS 1 & 2 ELECTIVES AVAILABLE TO SELECTED YEAR 10 STUDENTS

Subject descriptions may be found in the next section of the Handbook.

COMMERCE

- ACCOUNTING
- BUSINESS MANAGEMENT
- LEGAL STUDIES

HEALTH AND PHYSICAL EDUCATION

- HEALTH AND HUMAN DEVELOPMENT
- PHYSICAL EDUCATION

HUMANITIES

HISTORY 20TH CENTURY
GEOGRAPHY (P)

INFORMATION TECHNOLOGY

SCIENCE -

- BIOLOGY
- PSYCHOLOGY

HOSPITALITY (VET)

5.1 VCE Units 1, 2, 3, & 4 Descriptions - ENGLISH

ENGLISH 1 & 2

Unit 1

The focus of this new course is on comprehending, appreciating and analysing the ways in which texts are constructed. The aim is to develop competence and confidence in creating written, oral and multimodal texts. There is an emphasis on writing for specific purposes and audiences arising from the study of a particular context as depicted in set texts. This unit encourages the extension of language skills through developing the capacity to speak and write effectively for a range of purposes and audiences. Students are required to consider critically a range of material and respond to it effectively from a personal point of view; extend their capacities to communicate clearly both orally and in writing.

Unit 2

The focus of this Unit is on comprehending, appreciating and analysing the ways in which texts are constructed. The aim is to develop competence and confidence in creating written, oral and multimodal texts. There is an emphasis on writing for specific purposes and audiences arising from the study of a particular context as depicted in set texts. This unit encourages the extension of language skills through developing the capacity to speak and write effectively for a range of purposes and audiences. Students are required to develop and refine personal responses to texts and express responses effectively in a variety of forms; to consider critically a range of material and respond to it effectively from a personal point of view, extend their capacities to communicate clearly both orally and in writing.

ENGLISH 3 & 4

Unit 3

The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context and the ability to explain choices they have made as authors.

Unit 4

The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

ENGLISH AS A SECOND LANGUAGE (ESL) (TRC) 1 & 2

Unit 1

This unit encourages the extension of English language skills through a focus on text study, writing skills and oral communication. Students undertake activities that will help them to achieve three outcomes. For Outcome 1, students are required to read, discuss and respond to a set text (which may be fiction, non-fiction, print or film) and respond to it in oral or written form. For Outcome 2, students will read a range of texts relevant to a particular Context, then create their own written texts for specific audiences and purposes. For Outcome 3, students will examine the way that language is used to present a point of view. They will complete an oral or written presentation which analyses a selected piece of persuasive writing.

Unit 2

In this unit, students will continue to read and respond to a variety of texts, and will further develop skills and confidence in creating their own written and oral texts. For Outcome 1, students will read a set text and discuss the ways that characters, ideas and themes are presented. They will construct a response in written or oral form. For Outcome 2, students will read a range of texts relevant to a particular Context, then create their own written texts for specific audiences and purposes. For Outcome 3, students will further develop their ability to identify and discuss the way that language is used to present a point of view. They will also be required to present a reasoned point of view on a particular issue, in oral or written form.

ENGLISH AS A SECOND LANGUAGE (ESL) (TRC) Unit 3 & 4

Unit 3

This unit encourages the extension of English language skills through the achievement of two outcomes. Firstly, students are required to produce critical responses to both literary and non-literary texts and, through the use of oral language, to interact positively, critically and confidently with audiences in formal and informal settings. To demonstrate achievement of this outcome, they are required to discuss in detail the ideas, experiences and issues dealt with in a selected text and in current media texts and to construct both a written text response and a written presentation of their point of view on a media issue. Secondly, they are required to present complex ideas and information to an audience through a prepared oral presentation.

Unit 4

This unit encourages the extension of English language skills through the achievement of two outcomes: firstly, to develop and justify a detailed interpretation of selected texts and secondly to communicate complex ideas and information effectively, through finished pieces of writing for different purposes. To demonstrate achievement of these outcomes, students are required to construct an extended written response to one or more texts and to construct two pieces of writing, selected from a given list, written for different specified audiences and purposes, and including one personal or imaginative piece.

LITERATURE

The study of literature is a means of exploring and making sense of human experience. The process of making meaning involves asking questions such as: whose experiences and what experiences are given voice in the text? How are they created through the text's use of language and literary devices? What seem to be the main ideas and pre-occupations of the text? What does the text's representation of characters and events suggest about the views and values of the text? In what ways, if any, does the text appear to be shaped by the cultural context in which the text was produced? These units examine such questions and involve students in analysing a range of texts, developing skills in reading closely and critically, and discussing and debating various ways of interpreting and evaluating texts.

LITERATURE 1 & 2

Unit 1

This unit enables students to develop effective reading strategies, to examine the ideas and views of life that are presented in the literature studied and relate what they read to their own lives and social contexts. Students develop an understanding of, and a critical response to, contemporary literature, and analyse and interpret literary texts for a variety of purposes.

Unit 2

The focus of this unit is on developing reading strategies and personal responses to literature, and an understanding of how themes and ideas in texts comment on personal and social experiences. It covers a wide variety of literature with an emphasis on works from different historical periods.

Pre-requisite: 75% or better in Year 10 English.

LITERATURE 3 & 4

Unit 3

This unit explores the use of language in various kinds of texts and the ways in which readers respond to and interpret them. It considers the ideas and beliefs that texts represent, and the views and values of life expressed through texts. It also examines how literature may reflect or comment on social, historical and cultural contexts.

Unit 4

This unit explores the use of language in various kinds of texts and the ways in which readers respond to and interpret them. It considers the ideas and beliefs that texts represent, and the views and values of life expressed through texts. It also examines how literature may reflect or comment on social, historical and cultural contexts. Emphasis will be placed on students analysing the development of their own response to a text, as well as attention to literary theory.

Pre-requisite: Satisfactory completion of Literature Units 1 & 2

5.1 VCE Units 1, 2, 3, & 4 Descriptions – HEALTH & PHYSICAL EDUCATION

HEALTH AND HUMAN DEVELOPMENT 1 & 2

Unit 1: The Health and Development of Australia's Youth

In this unit, students are introduced to the concepts of Health and Human Development with a particular focus on Australian Youth. The transition from childhood to adulthood is a time that brings about enormous changes in physical, social, emotional and intellectual development. There is wide variation in development as a result of inherited and environmental factors. This unit provides an opportunity for students to explore the physical, social, emotional and intellectual changes that occur and the inherited and environmental factors that influence health and development. Students work towards identifying a range of challenges, and have the opportunity to investigate a challenge area in detail and justify recommendations for action that could optimise the health and development of youth.

Unit 2: Individual human development and health issues

Individual human development is perceived as involving a series of orderly and predictable changes which can be classified as physical, social, emotional and intellectual. This unit focuses on three areas of study: The first is the lifespan stages of childhood- where students study the period from conception to approximately twelve years, exploring the physical development, as well as the social, emotional and intellectual changes that occur. The second area of study explores adulthood, the health status of adults and how individuals accumulate life experiences that affect their health and individual human development. The third area of study looks at Australia's health issues and how they impact on Australia's health system. Students use statistical data to identify emerging trends and evaluate a range of views relating to pertinent health issues.

Pre-requisite: None

HEALTH AND HUMAN DEVELOPMENT 3 & 4

Unit 3: Australia's Health

Australians enjoy good health and are among the healthiest population group in the world when compared to other developed countries. Two areas of study are investigated in this unit. Area one looks at understanding Australia's health by investigating the burden of disease and the health of population groups within Australia. Students analyse how biological, behavioural and social determinants of health contribute to various health issues. Area of study two examines different models of health and health promotion. They investigate the roles and responsibilities of governments in addressing health needs and promoting good health for all.

Unit 4 – Global Health and Human Development

This unit takes a global perspective on achieving sustainable improvements in health and human development. In the context of this unit human development is about creating an environment in which people can develop to their full potential. Area one has students exploring global health, human development, sustainability and their interdependencies. They identify similarities and differences in the health status and analyse reasons for this. Area of study two explores the role of international organisations including the UN and WHO in achieving sustainable improvements in Health and Human development. Students consider strategies designed to promote health and sustainable human development globally as well as Australia's contribution to international health programs.

Pre-requisite: None

PHYSICAL EDUCATION 1 & 2

Unit 1: Learning and improving skill

This unit looks at a range of factors that influence learning and improving physical skills and the role of the coach in making this happen. The ways in which a coach influences his or her athletes can have a significant effect on their performance, and the methods and approaches that the coach puts into practice will impact on the individual athlete in different ways. By studying various sports psychology concepts such as arousal and anxiety, and the effects these can have on performance, students will be able to apply these psychological principles to the sporting arena.

Students will also focus on general principles that are common to analysing physical performance and learning physical skills, and the biomechanical principles of movement involved in these skills. The unit approaches the biomechanics of physical skills from the perspective of improving physical performance. Students use practical activities to enhance the theoretical understanding of factors involved in learning and improving skill.

Unit 2: The active body

This unit introduces the students to an understanding of physical activity, including the relationships between body systems and physical activity, the place of physical activity in contributing to well being in students' own lives as well as within the wider community, and the classification of physical activity in terms of type and experience. Such knowledge is important to student understanding and is best delivered through a variety of practical activities.

The students will look at a range of factors that influence performance in physical activity. It is recognised that regular participation in physical activity is important for the health of individuals and the community. Students will investigate how the patterns of physical activity vary across the lifespan, including the physical, social and emotional benefits of participation in physical activity. A theoretical model, the Stages of Change, will be used to understand engagement with physical activity.

Pre-requisites if undertaken in:

Year 10 - Year 9 H & PE score of 75%

Year 11 – Year 10 H & PE score of 65%

PHYSICAL EDUCATION 3 & 4

Unit 3: Physiological and participatory perspectives of physical activity

This unit introduces students to an understanding of physical activity from a physiological perspective. In particular, the contribution of energy systems to performance in physical activity is explored, as well as the health benefits to be gained from participation in regular physical activity. The underlying physiological requirements of an activity being used for health or for fitness are the same.

There are many factors that influence an individual to initially begin and then continue on with some form of regular physical activity. In this unit, students study and apply various models to identify strategies that will be effective in promoting participation in some form of regular activity.

Unit 4: Enhancing physical performance

Improvements in physical performance, in particular fitness, depend on the ability of the individual or coach to acquire, apply and evaluate knowledge and understanding about training. Exercise physiology is concerned with individual responses and adaptations through exercise. Students experience a variety of practical activities involving a range of training methods and fitness activities. Students learn to accurately assess the particular energy and fitness needs of the sport or activity for which the athlete is training, through analysis of data collected from a game or activity.

Pre-requisite if undertaken in:

Year 11 – 65% average across all Year Core

Year 12 – None

5.1 VCE Units 1, 2, 3, & 4 Descriptions – COMMERCE

ACCOUNTING 1 & 2

Unit 1

This unit focuses on the accounting and financial management of a small business. Students will be introduced to the processes of gathering, recording and reporting of financial information for use by the owner in a small business. There will also be an introduction to the use of information and communications technologies in undertaking these accounting procedures.

Students will learn about the role of accounting in effective decision making, using single entry recording of financial information for sole proprietor service businesses. Reporting is restricted to the cash basis.

Assessment for this Unit is based on Classroom Exercises, Tests and an Examination

Unit 2

This unit focuses on the accounting and financial operations of a sole proprietor trading business. Students will be introduced to an accounting system using the accrual approach for recording and reporting, which recognizes the impact of credit transactions.

Students look at tools of analysis and interpretation in order to assist in the evaluation of business performance.

Assessment for this Unit is based on Classroom Exercises, Tests and an Examination

Pre-requisites if undertaken in:

Year 10 - Year 9 English score of 75%

Year 11 - None

ACCOUNTING 3 & 4

Unit 3

This unit focuses on accounting and financial issues of a small business, operating as a sole proprietor. Students are introduced to a double entry system using the accrual basis of accounting. The unit emphasizes the role of accounting as an information system and the role of information and communications technology in completing procedures. It also investigates alternative approaches of accounting and their impact on financial reports, consideration on the importance of stock control in a business and the application of accounting principles and qualitative characteristics of accounting information.

Students are required to use information and communications technology to record transactions in double entry and in preparing information for financial decision making.

Unit 4

This unit further develops the role of accounting in providing information, with the main focus on accounting information for management. It covers recording and reporting for trading businesses, using perpetual inventory recording on the accrual basis. Budgeting for cash, financial performance and financial position are also covered in this unit. Financial and key performance indicators are used to evaluate business profitability, liquidity, stability and efficiency in order to assist with the making of business decisions.

Pre-requisites: Satisfactory completion of Accounting Units 1 & 2

BUSINESS MANAGEMENT 1 & 2

Unit 1

This unit focuses on general business concepts, which apply to the management of organizations of varying size, complexity or industry setting. These concepts will give students an understanding of the characteristics of a range of businesses, knowledge of the internal and external environments of these businesses. Ethics and socially responsible management is also an important consideration for business and as a result of business activity, will have an impact on the various stakeholders of the small business. Finally, students investigate the various decisions and planning that is required to be undertaken prior to the commencement or purchase of a small business.

Unit 2

This unit focuses on the importance of effective communication in achieving business objectives. It includes communication both internally and externally to business with special attention to the functions of marketing and public relations. Students develop knowledge of fundamental aspects of business communication and are introduced to skills related to effective use in different contexts.

Pre-requisites if undertaken in:

Year 10 - Year 9 English score of 75%

Year 11 - None

BUSINESS MANAGEMENT 3 & 4

Unit 3

This unit focuses on the operation of large organisations. Students examine the context in which large-scale organizations conduct their business, focus on aspects of their internal environment and then look at the operations management function. Students develop an understanding of the complexity and challenge of managing large organizations and have the opportunity to compare theoretical perspectives with practical applications.

Unit 4

This unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

Pre-requisites: None

ECONOMICS 1 & 2

Unit 1

This unit focuses on issues of importance to the Australian economy. A look at our market based system where buyers and sellers meet to exchange resources and create goods and services is the main area of emphasis. A case study approach allows students to make meaningful connections between economic theory and the workings of different markets in the Australian economy. Also the importance of sustainable development and economic growth rates in influencing our standard of living will be looked at. Students are required to complete a number of exercises including: applied economic exercises; analyse newspaper articles of current economic issues; and conduct an investigation of an economic issue.

Unit 2

The first half of this unit focuses on the changing nature of Australia's population, employment and demographics and the impact that change will have on future economic growth rates and living standards. Also the nature of economics and economic decision-making, with particular reference to the Australian economy and its external relationship with other economies will also be studied by looking at issues such as trade, development economics and economic globalisation. Students are required to: complete a number of exercises including: applied economic exercises; prepare a folio of current economic issues; and undertake a research essay.

Pre-requisite: None

ECONOMICS 3 & 4

Unit 3

This unit focuses on the level of economic activity and the factors that affect the achievement of the objectives of the Australian economy. An introduction to microeconomics via an analysis of the market system and its role in resource allocation will take place and will be followed by a look at macroeconomics and the government's focus on the various economic objectives that it has in place for managing the economy. Students are required to complete applied economic exercises; undertake a research essay; and complete a report on economic objectives and performance.

Unit 4

This unit focuses on policies used to manage the Australian economy. Both demand side (fiscal and monetary policies) and supply side policies will form the basis of student understanding. Students are required to complete applied economics exercises and undertake a research essay.

Pre-requisites – satisfactory completion of Economics Units 1 & 2 or a score of 80% in Year 10 Global Economics.

LEGAL STUDIES 1 & 2

Unit 1: Criminal law and justice

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

Unit 2: Civil law and the law in focus

This unit focuses on the effective resolution of civil disputes. It looks at the processes and procedures involved in civil litigation and the possible defences to civil claims within our legal system available to enforce the civil rights of our citizens. As well as the judicial procedure to resolve civil disputes, the unit also investigates the alternative avenues of dispute resolution and their effectiveness. This unit provides students with the opportunity to explore a specific area of law and to analyse contemporary legal issues.

Pre-requisite: None

LEGAL STUDIES 3 & 4

Unit 3: Law-making

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

Unit 4: Dispute resolution

This unit explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution with a view to comparing and evaluating the operation of the various dispute resolution methods. Students develop an understanding of criminal and civil pre-trial and trial processes and procedures which operate within the Victorian legal system. The current operation of the jury system in criminal and civil trials will be examined and students will also review the operation of the adversary system, giving consideration to its strengths and weaknesses. Students will compare features of the adversary and inquisitorial systems of dispute resolution. In this unit students evaluate the effective operation of the Victorian legal system and make recommendations for possible improvement and reform.

Pre-requisites: None

5.1 VCE Units 1, 2, 3, & 4 Descriptions – HUMANITIES

GEOGRAPHY 1 & 2 (P)

Unit 1: Natural Environments

This unit investigates the geographic characteristics of natural environments and landforms and the natural processes that shape and change landscapes. Students examine very dramatic changes to the natural environment such as volcanoes, the natural and human processes of change in a coastal landscape and the forest environment.

Unit 2: Human Environments

This unit investigates the characteristics of rural and urban environments which are primarily developed by human activities. Students examine urban and rural processes such as housing, transport, industrial location, tourism, and agriculture. A number of human environments will be studied including the Plenty Valley growth corridor, the development of Melbourne and the forces of rural urban migration in a Third World country such as Vietnam.

Pre-requisite: None

GEOGRAPHY 3 & 4 (P)

Unit 3: Regional Resources

This unit investigates the characteristics and management of resource, in particular, water in the Murray Darling Basin. Social, historical, environmental, political and economic factors all come in to play in the planning of policies and strategies to ensure the sustainability of water resources in this region. Students will also investigate another resource and prepare a field work report based on a field trip. This may include local recreation resources or retailing resources in Melbourne.

Unit 4: Global Responses

This unit investigates the geographic characteristics of global phenomena such as climate change and population. Governments, organisations, groups and individuals respond to such global phenomena in different ways. Students will examine a range of policies and strategies that promote sustainable global development by analysing different types of data relevant to global warming. They will evaluate and prepare a research report on global population.

Pre-requisite: None

HISTORY 1: & 2

Unit 1: 20th Century (1900-45)

This unit explores many of the events and new ideas that occurred in the first half of the twentieth century. It is based on European history and it examines the new forms of economic and political organisation and cultural expression that emerged during this period. Topics include World War I, the Weimar Republic, the rise of fascism and World War II. Students are required to demonstrate outcomes centred around changes in political, social and cultural ideas.

Unit 2: 20th Century (Post 1945)

This unit examines some of the main events, competing ideologies and social movements since 1945. It explores the increasing interplay between domestic events and international developments that has been a feature of this period. Topics include the Cold War, the Vietnam War, the Cuban Missile Crisis and the collapse of communism in Eastern Europe. Students are required to demonstrate outcomes centred around an understanding of competing ideologies and around increasing internationalism.

Pre-requisites if undertaken in:

Year 10 - Year 9 Humanities a score of 80%

Year 11 - None

HISTORY 3 and 4: REVOLUTIONS

This course requires a study of two Revolutions: French and Russian. One is chosen for Unit 3 and the other one for Unit 4.

For each Unit, there are two areas of study:

- a) revolutionary ideas, leaders, movements and events, and
- b) creating a new society.

Pre-requisite: It is not necessary to have completed Units 1 and 2 History to study at Units 3 and 4 level, but a sound result in Year 10 Humanities is a good indicator of success.

Pre-requisites if undertaken in:

Year 11 - Year 10 Humanities score of 80% or satisfactory completion of History Units 1 & 2

Year 12 - None

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INTERNATIONAL POLITICS 1 & 2

Unit 1: Politics, Power and People

This unit introduces students to the study of politics. The first area of study involves a comparison between a democratic country and a non-democratic one and looks at how power is used in each. The career of a modern, internationally recognised political leader is also studied as an example of the use of power.

Unit 2: The Global Picture

This unit concentrates on modern international events. It involves the study of global development since 1945 with emphasis on modern conflicts and terrorism. It includes studying examples of international cooperation on key issues eg the environment; and also the lack of cooperation.

Pre-requisites: None

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INTERNATIONAL STUDIES 3 & 4

Unit 3

This Unit investigates recent global politics and the nature of conflict since the end of the Cold War. The first area of study focuses on the idea of globalisation and its effect on organisations and on individual countries. The second area of study examines the nature of conflict in the modern world, including global terrorism.

Unit 4

This Unit focuses on international relations. The first area of study focuses on the distribution of political power in the Asia Pacific region. The second area of study examines Australian foreign policy in the Asia Pacific region, and the world.

Pre-requisites if undertaken in:

Year 11 - Year 10 Humanities score of 80%

Year 12 - None

5.1 VCE Units 1, 2, 3, & 4 Descriptions – INFORMATION TECHNOLOGY

INFORMATION TECHNOLOGY 1 & 2

Unit 1: IT in action

This unit focuses on how individuals use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to create information that persuades, educates or entertains. They also explore how their lives are affected by ICT and strategies for influencing how ICT is applied. Students develop an understanding of the role technology plays in inputting, processing, storing and communicating data and information. For each outcome of this unit, students use software to create solutions and information products. Students will undertake activities using software tools selected from these types of software: web authoring and multimedia authoring. Additional types of software may be used, such as image editing software. For Outcome 2, students will use database management software to solve information problems.

Unit 2: Pathways

This unit focuses on how individuals and organisations, such as sporting clubs, charitable institutions, small businesses and government agencies use ICT. Students acquire and apply a range of knowledge and skills to create solutions and information products that meet personal and clients' needs. They also examine how networked information systems are used within organisations.

Students will develop their knowledge and skills using two different software tools. One tool must be a programming or scripting language that enables students to manipulate data, for example, Javascript, Actionscript, Visual Basic, Java, php. The other software tool will be selected from these types of software: web authoring and multimedia authoring, and, where appropriate, will be supported by image editing software. Students will also explore career pathways that involve using knowledge and skills associated with programming or scripting languages.

Pre-requisites if undertaken in:

Year 10 - Year 9 English and any Mathematics score of 75%

Year 11 - Year 10 English, any Mathematics or Computer Applications and Design score of 60%

INFORMATION TECHNOLOGY 3 & 4: IT Applications

Unit 3

In Unit 3, students use web authoring and database management software to solve information problems. Unit 3 focuses on how individuals or organisations use ICT to solve information problems and to participate actively in a society where use of ICT is commonplace. Students acquire and apply knowledge and skills in solving information problems to assist in decision-making and in managing tasks and timelines. Students also explore how the capabilities of networked information systems support teams of workers or learners to solve problems and share knowledge.

Unit 4

This unit focuses on how ICT is used by organisations to solve ongoing information problems and in the strategies to protect the integrity of data and security of information. Students develop and acquire knowledge and skills in creating solutions and information products using spreadsheet software that can be re-used in the future with new sets of data. When solving information problems, students apply all of the problem-solving stages: analysis, design, development, testing, documentation, implementation and evaluation. In this unit students explore how organisations manage the storage, communication and disposal of data and information in order to minimise threats to the integrity of data and security of information, and to optimise efficient information handling.

Pre-requisites if undertaken in:

Year 11- Year 10 English and Computer Applications and Design score of 70%

Year 11- Year 10 English and Unit 1 & 2 IT score of 65%

INFORMATION TECHNOLOGY 3 & 4: Software Development

Unit 3

Unit 3 focuses on the techniques and procedures for determining the ability of networked information systems to meet organisational needs and on how the development of purpose-designed software, using a programming language, helps fulfil these needs. Students explore the roles and functions of networked information systems, and the types of networks. They apply three phases of the waterfall model of the systems development life cycle (SDLC): analysis, design and development. They use this concept as the methodology for making changes to networked information systems. Students also explore how the development of programs is influenced by legal obligations and ethical considerations. The general purpose programming language selected will be studied for both Unit 3 and Unit 4.

Unit 4

This unit focuses on techniques, procedures and strategies to develop, implement and evaluate proposed networked information systems. Students explore the technical, human, procedural, economic and management factors that need to be considered when undertaking these phases of the systems development life cycle (SDLC). The development phase is realised through the creation of software solutions using the programming language studied in Unit 3.

Pre-requisites if undertaken in:

Year 11 - Year 10 English score of 75%

Year 12 - None

5.1 VCE Units 1, 2, 3, & 4 Descriptions – LOTE

CHINESE 1 & 2 (Native Speakers Only) (TRC)

UNIT 1

On completion of this unit students are able to establish and maintain a written or spoken exchange related to an issue of interest or concern. Students are expected to demonstrate the knowledge and skills to use structures related to explaining, persuading and commenting on issues both real and imaginary. Students should be able to listen to, read and reorganise information and ideas from written and spoken texts. They are expected to respond appropriately for the context, audience and purpose described. Students should be able to produce a personal response to a fictional text, providing personal comment / perspective on aspect of the text.

Unit 2

On completion of this unit students should be able to participate in a written or spoken exchange focusing on the resolution of an issue. Students are expected to demonstrate the knowledge and skills to use structures related to informing, explaining, persuading, agreeing and disagreeing. Students are expected to read, listen to and extract and compare information and ideas from written and spoken texts. Students should also be able to produce an imaginative piece in written or spoken form and be able to apply the conventions of relevant text types, for example; journal entry, story or spoken personal account using structures related to describing, recounting and narrating.

CHINESE 3 & 4 (Native Speakers Only) (TRC)

Unit 3:

On completion of this unit students should be able to express ideas through the production of original texts, demonstrating knowledge and skills of using structures related to describing, recounting and narrating and varying style and register for audience, context and purpose. Students are expected to be able to analyse and use information from spoken texts, summarising and synthesising ideas and information from a range of sources. Students should be able to exchange information, opinions, and experiences, for example, participating in interviews, debates or discussions on known and unknown topics.

Unit 4

On completion of this unit students should be able to analyse and use information from written texts. Students are expected to infer points of view, attitudes, emotions from context and / or choice of language and summarise and synthesise information from texts. Students should be able to respond critically to spoken and written texts which reflect aspects of language and culture. Students are expected to identify, compare and evaluate values, attitudes and beliefs expressed in a range of Chinese texts or procedures related to topics / special area. They should be able to analyse and compare themes, experiences and the creation of effect in informative, imaginative, evaluative and persuasive texts.

FRENCH 1 & 2 (LOTE)

Unit 1

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience; listen to, read and obtain information from written and spoken texts; and produce a personal response to a text focusing on a real or imaginary experience. This will involve the ability to communicate effectively using a range of structures related to describing, explaining and commenting on past, present or future events or experiences, both real and imaginary. Knowledge of a wide range of text types will be involved.

Unit 2

On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions; to listen to, read, and extract and use information and ideas from spoken and written texts; and to give expression to real or imaginary experience in written or spoken form. This will involve the ability to communicate effectively using a range of structures related to asking for or giving assistance or advice, suggesting, explaining, agreeing and disagreeing; to apply the conventions of relevant text types; and to use structures related to describing, recounting, narrating, reflecting upon past, present or future events.

Pre-requisite: Year 10 French score 60%

FRENCH 3 & 4 (LOTE)

Unit 3

The student expresses ideas through the production of personal or imaginative texts, focussing on events in the past present or future. This is assessed by a 250 word personal or imaginative written piece. The student analyses and uses information from spoken texts. This is assessed by a response to specific questions, messages or instructions, extracting and using information requested. The student exchanges information, opinions and experiences, by presenting factual information, using a range of question forms, exchanging opinions and ideas, asking and giving advice, using the appropriate form of address, describing and commenting on aspects of the past, present and future, linking and sequencing ideas. This is assessed by a three to four minutes role-play, focussing on the resolution of an issue.

Unit 4

The student analyses and uses information from written texts. This is assessed by a response to specific questions, messages or instructions, extracting and using information requested. The student responds critically to spoken and written texts which reflect aspects of the language and culture of the French-speaking communities. This is assessed by a 250-300 word informative, persuasive or evaluative written response and a three to four minutes interview on an issue related to texts studied.

Pre-requisite: French Units 1 & 2 score 60%

JAPANESE 1 & 2 (LOTE)

Unit 1

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. Students are required to: converse in Japanese on a range of general topics; convey orally in Japanese the meaning and flavour of the language, for example in an announcement, Program segment, recitation or song; produce personal and imaginative writing in Japanese; understand oral, visual and written Japanese information, select from and use this information in writing for a given purpose.

Unit 2

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. Students are required to give advice or assistance, make suggestions, explain situations, and convey ideas and opinions orally and in written form in Japanese. They are also expected to describe, recount, reflect on or narrate events and experiences; understand oral, visual and written Japanese information and convey this information in a different discourse form in Japanese.

Pre-requisite: Year 10 Japanese score 60%.

JAPANESE 3 & 4 (LOTE)

Unit 3

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. Students are required to: participate in a discussion or negotiation; exchange and justify opinions and ideas, make a sustained presentation or participate in a short scripted performance. Giving particular attention to appropriate and expressive pronunciation, intonation and phrasing; produce persuasive, personal or imaginative writing.

Unit 4

This unit is designed to extend student's knowledge and skills in understanding, speaking and writing the language. Students are required to: present and defend a point of view to an audience; participate in a performance, giving particular attention to appropriate and expressive pronunciation, intonation and phrasing; produce evaluative or informative writing; combine and adapt information for a given purpose.

Pre-requisite: Japanese Units 1 & 2 score 60%

5.1 VCE Units 1, 2, 3, & 4 Descriptions – MATHEMATICS

MATHEMATICS

Students may change levels between Years 11 and 12. Changes may only be made to a line above the chosen one. Eg Main → Maths Methods Units 1 & 2 ↑ Further Maths Units 3 & 4.

MATHEMATICAL METHODS (CAS) 1 & 2

Unit 1

This unit involves the study of functions & graphs (polynomials and exponentials), algebra, rates of change and probability. Students are required to: apply mathematical knowledge and skills creatively to solve problems in unfamiliar situations, including real-life situations; learn and practise mathematical algorithms, routines and techniques, and use them to find solutions to standard problems. CAS calculators are used to enhance the students understanding of mathematical concepts. Students who have studied year 10 Core Mathematics are not prepared for Mathematical Methods

It is not recommended to undertake Mathematical Methods (CAS) 1 & 2 and General Mathematics B as a combination.

Unit 2

This unit involves the study of functions and graphs (trigonometric and logarithmic), rates of change & calculus, probability and counting techniques. Students are required to: apply mathematical knowledge and skills creatively to solve problems in unfamiliar situations, including real-life situations; learn and practise mathematical algorithms, routines and techniques, and use them to find solutions to standard problems; and undertake independent investigative projects. CAS calculators are used to enhance the students understanding of mathematical concepts.

Pre-requisite: Year 10 Mathematics Main and Analysis score 70%

MATHEMATICAL METHODS (CAS) 3 & 4

Unit 3

This unit involves the study of functions & graphs (polynomial, trigonometric and exponential and logarithmic functions) and calculus. Students are required to: apply mathematical knowledge and skills creatively to solve problems in unfamiliar situations, including real-life situations; learn and practise mathematical algorithms, routines and techniques, and use them to find solutions to standard problems. CAS calculators are used to enhance the students understanding of mathematical concepts.

Unit 4

This unit involves the study of functions and graphs, calculus, algebra, and the study of random variables and; discrete and continuous probability distributions. Students are required to: apply mathematical knowledge and skills creatively to solve problems in unfamiliar situations, including real-life situations; learn and practise mathematical algorithms, routines and techniques, and use them to find solutions to standard problems. CAS calculators are used to enhance the students understanding of mathematical concepts.

Pre-requisite: Mathematical Methods Units 1 & 2 60%

GENERAL MATHEMATICS (A) 1 & 2

Unit 1

This unit involves the study of number systems; algebra; descriptive statistics; bivariate data; and variation. Students are required to: apply mathematical knowledge and skills creatively to solve problems in unfamiliar situations, including real-life situations; learn and practise mathematical algorithms, routines and techniques, and use them to find solutions to standard problems; and undertake independent investigative projects. CAS calculators are used to enhance the students understanding of mathematical concepts.

Unit 2

This unit involves the study of sequences & series; vectors; polar coordinates; complex numbers; solution of non-right angled triangles; and mensuration of a circle. Students are required to: apply mathematical knowledge and skills creatively to solve problems in unfamiliar situations, including real-

life situations; learn and practise mathematical algorithms, routines and techniques, and use them to find solutions to standard problems; and undertake independent investigative projects. CAS calculators are used to enhance the students understanding of mathematical concepts.

Pre-requisite: Year 10 Mathematics Analysis score 75%

This subject must be studied with Mathematical Methods (CAS). It cannot be studied with General Mathematics (B).

SPECIALIST MATHEMATICS 3 & 4

Unit 3

This unit involves the study of co-ordinate geometry; trigonometric functions; complex numbers; calculus; and vectors. Students are required to: apply mathematical knowledge and skills creatively to solve problems in unfamiliar situations, including real-life situations; learn and practise mathematical algorithms, routines and techniques, and use them to find solutions to standard problems. Graphing or CAS calculators are used to enhance the students understanding of mathematical concepts.

Unit 4

This unit involves the study of differential & integral calculus; differential equations; kinematics; and mechanics. Students are required to: undertake a problem-solving task; learn and practise mathematical algorithms, routines and techniques, and use them to find solutions to standard problems. Graphing or CAS calculators are used to enhance the students understanding of mathematical concepts.

Pre-requisite: General Mathematics A and Mathematical Methods Unit 1 & 2 score 70%

GENERAL MATHEMATICS (B) 1 & 2

Unit 1

This unit involves the study of topics chosen from; arithmetic; algebra; functions and graphs; statistics; financial arithmetic and networks. Students are required to: apply mathematical knowledge and skills to solve problems in unfamiliar situations, including real-life situations; learn and practise mathematical algorithms, routines and techniques, and use them to find solutions to standard problems. CAS calculators are used to enhance the students understanding of mathematical concepts.

Unit 2

This unit involves the study of topics chosen from; bivariate data; geometry; trigonometry; number patterns and financial arithmetic. Students are required to: apply mathematical knowledge and skills to solve problems in unfamiliar situations, including real-life situations; learn and practise mathematical algorithms, routines and techniques, and use them to find solutions to standard problems. CAS calculators are used to enhance the students understanding of mathematical concepts.

Pre-requisite: Year 10 Main Mathematics score 50% or Core Mathematics score 65%

FURTHER MATHEMATICS 3 & 4

Unit 3

This unit involves the study of data analysis and one module chosen from: number patterns and applications, geometry and trigonometry, graphs and relations, business related mathematics, networks and decision mathematics or matrices and applications. Students are required to: apply mathematical knowledge and skills to solve problems in unfamiliar situations, including real-life situations; learn and practise mathematical algorithms, routines and techniques, and use them to find solutions to standard problems; undertake an independent applications tasks based on the core material; and complete an analysis task on the first module. Graphing or CAS calculators are used to enhance the students understanding of mathematical concepts.

Unit 4

This unit involves the study of two modules chosen from: number patterns and applications, geometry and trigonometry; graphs and relations; business related mathematics; networks and decision mathematics or matrices and applications. Students are required to: apply mathematical knowledge and skills to solve problems in unfamiliar situations, including real-life situations; learn and practise mathematical algorithms, routines and techniques, and use them to find solutions to standard

problems; and undertake independent analysis tasks based on each module. Graphing or CAS calculators are used to enhance the students understanding of mathematical concepts.

Pre-requisite:

- At least 50% in Mathematical Methods Units 1 or 2 or General Mathematics A in the end of year examination.
- At least 60% in the General Mathematics B end of year examination.

FOUNDATION MATHEMATICS UNITS 1 & 2 (TRC)

In Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work and study. This will be covered through the topics of; space, shape and design, patterns and number, handling data and measurement. The subject will be taught through themed topics such as “living out of home, owning a car, maths around the world and design & development in the home”.

Assessment for this course will include projects, topic tests and a single examination per semester with technology allowed.

Pre-requisite: None

NB Foundation Mathematics does not lead to a VCE Units 3-4 mathematics study.

5.1 VCE Units 1, 2, 3, & 4 Descriptions – PERFORMING ARTS

DRAMA 1 & 2 (TRC)

Unit 1: Dramatic Storytelling

This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories.

Students examine storytelling through the creation of solo and/or ensemble devised performance/s and manipulate expressive skills in the creation and presentation of characters. They develop an awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance style/s. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, theatrical conventions and performance styles from a range of social and cultural contexts. This unit also involves analysis of a student's own performance work and analysis of a performance by professional and other drama practitioners. In this unit students use performance styles from a range of contexts associated with naturalism and non-naturalism.

Unit 2: Creating Australian Drama

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 art work, a text and/or an icon from a contemporary or historical Australian context. Students use a range of stimulus material in creating performance and examine performance styles from a range of cultural and historical contexts. Theatrical conventions appropriate to the selected performance styles are also explored. Students' knowledge of how dramatic elements are enhanced or manipulated through performance is further developed in this unit. This unit also involves analysis of a student's own performance work as well as the performance of an Australian work. An Australian work might:

- be written, adapted or devised by Australian writers or theatre-makers;
- reflect aspects of the Australian identity, for example the indigenous voice, the Celtic perspective, the twentieth or twenty-first century migrant experience, the refugee experience, the urban and bush perspectives.

In this unit, students use performance styles from a range of historical, cultural and social contexts including styles associated with non-naturalism.

Pre-requisites: None

DRAMA 3 & 4

Unit 3: Ensemble Performance This unit focuses on non-naturalistic drama from a diverse range of contemporary and/or cultural performance traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the creation, development and presentation of an ensemble performance. Collaboration to create, develop and present ensemble performance is central to this performance. Students use and manipulate dramatic elements, expressive skills and performance styles to enhance performance. They select stagecraft and theatrical conventions as appropriate to the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance. A professional performance that incorporates non-naturalistic performance style/s and production elements selected from the prescribed *VCE Unit 3 Drama Playlist* published annually in the *VCAA Bulletin* will also be analysed.

Unit 4: Solo Performance (TRC)

This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students complete two solo performances. For a short solo performance they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work. In the development of a second solo performance, they devise, rehearse and perform an extended solo performance in response to a prescribed structure published by the Victorian Curriculum and Assessment Authority. The processes involved in the creation and presentation of character/s in solo performance are analysed and evaluated.

Pre-requisite: None

MUSIC PERFORMANCE 1 & 2

Unit 1

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

Unit 2

This unit further develops skills in practical music and performance in solo and group contexts. Students present a prepared program(s) of solo and group works, demonstrate prepared technical work, perform previously unseen music and develop skills in aural comprehension. Selected works are analysed to enhance performance interpretation and to understand their context, influences, characteristics and styles. This unit also focuses on music theory relevant to performance and used in the analysis of music.

Pre-requisite: 5th Grade AMEB or equivalent

MUSIC PERFORMANCE - SOLO 3 & 4

Unit 3

This unit focuses on the preparation and presentation of Solo works. Students use performance techniques to develop understanding of interpretation of a range of styles. Ensemble performance, solo technical work and unprepared performance broadens music performance skills. Aural comprehension skills and understanding of the structure and characteristics of a group work are also developed.

Unit 4

This unit focuses on the preparation and presentation of a solo program of works demonstrating through performance an understanding of interpretation. Understanding of musical structure and characteristics of a group of work are further developed. Ensemble performance, technical work and unprepared performance and studies in aural comprehension extend music performance skills.

Pre-requisite: 6 th Grade AMEB or equivalent

THEATRE STUDIES 1 & 2 (P)

Unit 1: Theatrical styles of the pre – modern era

This unit enables students to develop an understanding of three distinct theatrical periods of the pre-modern era focusing on works prior to 1880s in both their written form and in performance. Through practical workshops students gain knowledge of how these periods have shaped and contributed to the world of pre- modern theatre. Students develop an understanding of how acting and other stagecraft can be informed by different theatrical styles and contexts. Students examine the processes of developing character, the actor - audience relationship and the use of acting skills to enhance text interpretation. Students will develop the ability to critically analyse a live theatrical performance of a play script from the pre- modern era.

Unit 2: Theatrical styles of the modern era

This unit focuses on interpretation of play scripts with an emphasis on performance. Students study at least three distinct theatrical movements from the modern era focusing on works from the 1880s to the present. Students develop an understanding of the contexts, origins, theatrical styles, production processes, use of stagecraft and performance possibilities of each play script. Through working collaboratively, students gain an understanding of how stagecraft is applied in the production process. Students study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance from the modern era.

(Stagecraft includes: acting, direction, dramaturgy, stage management, set design, costume, lighting, properties, make-up and sound)

Pre-requisite: None

THEATRE STUDIES 3 & 4 (P)

Unit 3

This unit focuses on the development of skills which contribute to the interpretation of a play script in performance. Students develop a thorough knowledge and understanding of the four stages of the production process- planning, development, production season and evaluation. Students are required to fully understand how stagecraft can be used to interpret a play script. They must demonstrate proficiency and skill in two areas of stagecraft and analyse how they influenced, shaped and informed the performance using appropriate theatrical language. Working collaboratively students become familiar with how the historical, cultural and social contexts were interpreted on stage. Students will attend a live production, selected from the prescribed Theatres Studies Unit 3 Playlist and develop the skills required to analyse and evaluate play script interpretation and stagecraft application.

UNIT 4:

Unit 4 requires students to interpret and perform a monologue from a play script selected from the prescribed monologue list. They are required to develop a theatrical brief that outlines an interpretation of the scene from which the monologue was taken. This will include the historical, cultural and social contexts of the play script and demonstrate an understanding of how an actor creates a character based on the scene. Students will attend a live production selected from the prescribed Theatre Studies Unit 4 Playlist and develop the skills required to analyse and evaluate how the play script was interpreted by the actors in the production. Students refine their use of language and terminology.

Pre-requisite: None

5.1 VCE Units 1, 2, 3, & 4 Descriptions – RELIGION, VALUES & FAITH

RELIGION AND SOCIETY UNITS 3 & 4

Having studied Religion Values and Faith formally from Years 7-10, our students can now continue with one of the most popular VCE subjects. This study is designed for all students interested in the great questions of life. Students will be provided with an opportunity to openly study a religious tradition without bias towards any one tradition.

Unit 3: The Search for meaning

In Units 3 students will study beliefs and the ways that they create meaning for communities and individuals.

You will study:

- A range of core beliefs within one or more religious traditions.
- Interplay between religious beliefs and life experiences commitment, suffering death and human relationships. Considering the nature and purpose of human life.
- The maintenance of belief within a selected tradition and how this is expressed and communicated.
- The development and reinterpretation of the expression of the belief in relation to internal and external factors.

Unit 4: Challenge and response

In Unit 4 students will study the internal and external developments which challenge significant beliefs of the selected tradition and the enduring social and historical consequences that result.

You will study:

- Challenges to religious traditions and their responses to these challenges.
- Vision associated with the religious tradition and its relationship to society.
- Significant individuals who have been inspired by the religious beliefs and their desire to implement their vision about the ideal human community.

Pre-requisite: None

5.1 VCE Units 1, 2, 3, & 4 Descriptions – SCIENCE

BIOLOGY 1 & 2

Unit 1

In this unit students study the similarities and differences shown by all living things. Whether an organism is unicellular or multicellular, whether they live in depths of the ocean or in the tissues of another organism they all face similar set of challenges. These include the gathering of energy, removal of waste and reproduction. Though there are many differences between living things there are many similarities and differences. With a special emphasis on cells students will relate differences in structures to their function. The cell as the structural and functional unit of living things will be studied in detail. The two key areas of focus within this unit are the Nature and Function of Cells, including the role of Biological Molecules and The Nature of Organ systems that will address how whole organisms meet their requirements for life. Students are required to undertake a variety of activities including practical work to investigate the ways in which cells and organisms function.

Unit 2

This unit examines the relationships between an organism and its environment. Students will examine how the exact nature of the physical environment changes and alters the nature of the organisms that live within that environment. Students will study how energy and matter move within ecosystems. Students will consider how organisms are adapted to their environment, the range of human impacts on the environment and how natural systems can change over time. Students will undertake a range of activities including an investigation of an ecosystem.

Pre-requisites if undertaken in:

Year 10 - Year 9 Science score of 75%

Year 11 – Year 9 Science score of 75% or Year 10 Life Sciences

BIOLOGY 3 & 4

Unit 3

This unit examines the range of molecules and biochemical processes that are indicators of life. This will include a study of the biomolecules, such as proteins, and the biochemical processes that are common in both autotrophic and heterotrophic organism. This will include the study of both cellular respiration and photosynthesis. The universality, structure and function of DNA will be studied. The students will investigate how cells communicate with each other and how their cellular processes are regulated. Students will study how cells recognise “self” and “non-self” and how this relates to defence against disease. This unit will form a very strong link to Unit 1.

Unit 4

This unit examines the mechanisms of biological inheritance and evolution. Students will study how genes are transmitted from generation to generation. This unit will also include consideration of the consequences for society of developments in modern biology such as advances in biological technology, including genomics. Students will study a range of tools and techniques used in association with the study of DNA. Students will study the evidence for evolution of life forms over time. Students are required to: undertake investigations of the genetic basis of inheritance and development, applied genetics, and variation, natural selection and evolution; and use practical skills and analyse information drawn from scientific literature and other sources as part of the investigations.

Pre-requisite: Satisfactory completion of Biology Unit 1

CHEMISTRY 1 & 2

Unit 1 The Big Ideas of Chemistry

Students study the Periodic Table which provides a frames work for studying the chemistry of the elements using their chemical and physical properties to locate their position. The electron configuration of an element, its tendency to form a particular bond type and its ability to behave as an oxidant or reductant are studied and linked to an elements position in the periodic table. A study of the development of the internal structure of an atom illustrated the way in which scientific theories and models are formed.

Students study models for metallic, ionic and covalent bonding, polymers and the importance of chemistry in their everyday lives investigation the use of materials and how they have changed.

Unit 2: Environmental Chemistry

Students study the Atmosphere which supplies life-giving gases and the temperature to sustain all living things along with Water which is used by both plants and animals. The chemical reactions involved are investigated. Students will investigate how chemistry is used to respond to the effects of human activities on our environment. Typical tasks include monitoring the concentration of wastes in the effluent from an industrial plant and monitoring air quality.

Students continue to use and develop the language of Chemistry, its symbols and chemical formulae and equation to explain observations and data collected from experiments.

Pre-requisites if undertaken in:

Year 11 – Year 10 General Science and Year 10 Physical Sciences score of 70%

CHEMISTRY 3 & 4

Unit 3: Chemical Pathways

In this unit students investigate the scope of techniques available to the analytical chemist. Each technique depends on a particular property or reaction of the chemical being investigated. Consequently students gain an understanding of how and why each technique works whether on their own or in combination with another technique.

Students also investigate organic reaction pathways and the chemistry of particular organic molecules gaining detailed knowledge of the structure and bonding of these compounds. As well, the role of organic molecules in the generation of biochemical fuels and forensic analysis is investigated.

Students will continue to investigate the application of green chemistry principles to chemical processes and to use chemical language, symbols and equations to explain observations and data collected from experiments.

Unit 4: Chemistry at Work

In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Features that affect chemical reactions such as rate, yield and position of equilibrium are investigated learning how an understanding of these features is used to obtain optimum conditions in the industrial production of a selected chemical.

Students investigate how energy is produced from available energy resources and consider the efficiencies, advantages and disadvantages of each resource. In particular Galvanic cells, electrolytic cells and fuel cells are studied.

Students will continue to investigate the application of green chemistry principles to chemical processes and to use chemical language, symbols and equations to explain observations and data collected from experiments.

Pre-requisite: Satisfactory completion of Units 1 & 2

PHYSICS 1 & 2

Unit 1

Unit 1 consists of two prescribed areas of study; Nuclear and Radioactive Physics and Electricity. Students also complete a detailed study in Energy from the Nucleus. Students are required to complete a set of practical investigations, quantitative and qualitative exercises, research assignments and an extended practical investigation in conjunction with topic tests and an examination.

Unit 2

Unit 2 consists of two prescribed areas of study: Movement and Wave-like Properties of Light and a detailed study in the area of Astronomy or Flight. Students complete inquiries into Movement and Energy transformation and the behaviour of Light through quantitative and qualitative exercises and use their acquired knowledge to explain physics phenomena or issues. Students are required to complete research assignments in conjunction with topic tests and an examination.

Pre-requisite: Year 10 Science or Mathematics Analysis score 65%

PHYSICS 3 & 4

Unit 3

Unit 3 focuses on the ideas that underpin much of the technology found in areas such as communications, commerce and industry. It consists of two prescribed areas of study: Motion in one and two dimensions; Electronics and photonics; and a detailed study. Investigating Structures and Materials. Mathematical modelling is applied to all areas, and practical work is undertaken that complements the theory and develops experimental technique. Students are required to complete a set of practical investigations in conjunction with topic tests, 3 SACs (one of which is an extended Practical Investigation) and an external examination.

Unit 4

Unit 4 develops models to explain the complex interactions of light and matter. Students continue to have extensive and regular experimental work in the laboratory. Unit 4 consists of two prescribed areas of study: Interactions of light and matter; Electric Power; and a extended study Recording and Reproducing Sound. Mathematical modelling continues to be used to organise and identify trends in data. Students are required to complete a set of practical investigations in conjunction with topic tests, 3 SACs and an external examination.

Pre-requisite: Satisfactory completion of Units 1 & 2

PSYCHOLOGY 1 & 2

Unit 1

This unit introduces students to the scientific study of psychology as the investigation into human behaviour and the mental processes that determine it; including perception, cognition and emotion. Students learn about the use of theories, models and controlled observations to describe and explain human behaviour. The focus of this unit is an introduction to the scientific foundation of psychology. In this context, human behaviour is examined in social situations where certain behaviours are seen to be a consequence of environmental processes. Individual development of cognitive and perceptual abilities is also explored.

Unit 2

In this unit students learn about different methods and models that describe and explain human behaviour. This unit focuses on internal physical, chemical and biological processes that inform behaviour. This context is based on the understanding of neuronal structures and the nervous system at the basic level. Methods of studying the differences in behaviour between people are evaluated. **The study of individual behaviour in social situations is explored where behaviours can be influenced by attitudes resulting from environmental influences. Measurement tools applied to studies of attitude are investigated**

Pre-requisites if undertaken in:

Year 10 - Year 9 Life Sciences score 75%

Year 11 – Year 10 General Science score 60%

PSYCHOLOGY 3 & 4

Unit 3

The first area of study focuses on the nervous system, the brain's major structures, and the autonomic nervous system. The study of visual perception explores the general characteristics of sensory systems and the ways in which the visual perceptual system, in particular, allows us to interact with the environment. The final area of study focuses on states of consciousness exploring relationships between consciousness and thoughts, feelings and behaviour. It also explores the changes in the nervous system associated with different states of consciousness. There is a particular focus on the study of sleep.

Unit 4

This first area of study explores different kinds of learning and cognitive processes, which influence learning. Classical and operant conditioning, and modelling, are examined in detail. The study of memory explores the characteristics of human memory, and factors, which influence retention and recall. The third area of study is a research project that focuses on the process of empirical research.

Pre-Requisites: Satisfactory completion of Psychology or Biology Units 1 & 2.

5.1 VCE Units 1, 2, 3, & 4 Descriptions – VISUAL ART

ART 1 & 2

Unit 1

This unit focuses on realising ideas in the form of visual solutions to set tasks. Students explore materials, techniques and working methods in art form(s) and/or media. Students also study the ways in which artworks relate to the social context for which they were created and how artists choose to interpret social issues and themes.

Unit 2

This unit focuses on the development of areas of personal interest in visual exploration. It encourages artistic development through the exploration of materials, techniques and working methods within art form(s) and/or media. Students also study the roles of artists, how artists are portrayed in society and how artists develop personal styles and approaches to artistic expression.

Pre-requisite: None

ART 3 & 4

Unit 3

This unit focuses on a broad and innovative investigation including exploration and experimentation within art form(s) and/or media to develop and refine a sustained body of work. Student's skill in interpreting artworks is developed through a study of artists and their works before and since 1970 through the application of interpretive frameworks and the comparison of artworks.

Unit 4

This unit focuses on the preparation and final presentation of ideas developed and refined from the visual directions explored in unit 3. The resolution of the student's ideas may be through innovative and exploratory visual solutions and/or through more finished artworks. As well, students evaluate ideas, issues and arguments expressed in commentaries on art, apply interpretive frameworks, critically view artworks and develop personal points of view.

Pre-requisite: Satisfactory completion of Art Units 1 & 2

DESIGN & TECHNOLOGY 1 & 2

Unit 1: Design modification and production

Design often involves the refinement and improvement of existing products. This unit focuses on the analysis, modification and improvement of a product design. It provides a structured approach towards the design process, and looks at examples of design practice used by a designer, and analysis and evaluation of a design. The design and production work students complete will need to include three points of difference to improve an existing design/product.

The role of the designer is to work through a creative problem-solving process that results in the development of a product that fulfils a human need. This involves the use of analytical, clear and concise communication skills. A systematic approach is fundamental to acquiring the confidence to justify, develop and present innovative solutions to design challenges. An understanding of the processes used to determine which materials to use in the product is essential in product design. The processes and techniques used by a current designer will be examined to demonstrate design practice as a way of solving a design problem.

This unit focuses on the tools, processes, techniques, knowledge and skills the designer has used to develop a solution to a problem. Students investigate methods and processes used by the designer to examine the need and define the problem by generating an appropriate design brief. They consider methods and information the designer uses to generate and communicate ideas and determine the suitability of appropriate materials and processes. Students learn about the production techniques used to make the product and how it is evaluated against the needs and requirements outlined in the design brief. Using this process as a model, the student modifies the design of a similar product. Consideration is given to protection of intellectual property implications related to design.

Unit 2: Collaborative design

In this unit each student works as a member of a team to design and develop a product range or contribute to the design and production of a group product. This mirrors professional design practice where designers often work within a multidisciplinary team to develop solutions to design problems. Team members contribute their expertise, share research findings and develop viable solutions that conform to the needs and requirements outlined in a design brief.

Restrictions and parameters within design may be determined by end-user's needs, producer's requirements, social conventions and environmental concerns. This unit focuses on the impact of these factors on the design solution. In this unit, the student works both individually and as a member of a small design team to address a problem, need or opportunity that requires a product within a product range or based on a theme, or component of a group product. This provides the student with the opportunity to work with others while taking responsibility for particular aspects of the design and production processes.

Pre-requisite: Recommended to have completed Year 10 Design and Technology.

DESIGN & TECHNOLOGY 3 & 4

Unit 3: Design, technological innovation and manufacture

The design and development of a product that meets the needs and expectations of a client or an end-user is influenced by a range of complex factors. These include client or community requirements; innovation, social and economic trends, availability of resources and technological developments in industry. Design, product development and manufacture occur in a range of settings. An industrial setting provides a marked contrast to that of a 'one-off situation' in a small 'cottage' industry or a school setting.

In this unit, students investigate a client or end-user's needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. They justify the choice of a preferred design option and develop a work plan, and commence production of the product, which will be completed and evaluated in Unit 4. This unit also examines how a range of factors influence the design and development of products within industrial/commercial settings.

Unit 4: Product development, evaluation and promotion

Evaluations are made at various points of product design, development and production. When judging the suitability and viability of design ideas and options designers refer to the design brief and evaluation criteria in collaboration with a client. Designers may also base design decisions on intuition and experience. With increased focus on environmental, economical and social viability, the impact of products throughout their life cycle can be analysed and evaluated.

Comparisons with similar products help to judge the success of a product in relation to a range of design factors and fundamentals. In this unit, students use comparative analysis and evaluation methods to make judgments about product design and development.

Students continue to develop and manufacture the product designed in Unit 3, Outcome 3, and record the production processes and modifications to the work plan and product. They evaluate the effectiveness and efficiency of techniques they used and the quality of their product with reference to evaluation criteria. Students make judgments about possible improvements. They promote their work by highlighting the product's features to the client and/or end-user.

MEDIA 1 & 2 (P)

Unit 1: Representation and Technologies of Representation

The purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. The unit involves the study of the implications of media technology for the individual and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, and the creative and cultural implications of new media technologies.

Unit 2: Media production and the Media Industry

This unit will enable students to develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills through undertaking assigned roles during their participation in specific stages of a media production and analyse issues concerning the stages and roles in the media production process. Students also develop an understanding of media industry issues and developments in relation to production stages and roles and the broader framework within which Australian media organisations operate.

MEDIA & 4 (P)

Unit 3: Narrative and media production design

The purpose of this unit is to enable students to develop an understanding of production and story elements and to recognise the role and significance of narrative organization in fictional film, radio or television programs. In this context students also consider how production and story elements structure narratives to engage an audience. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They design a media production for a specific media form with the relevant specifications presented as a written planning document with visual representations.

Unit 4: Media process, social values and media influence

This unit enables students to further develop their practical skills in the production of media products and to realise a production design. Organisational and creative skills are refined and applied throughout this process. In this unit students also analyse the ways in which media texts are shaped by social values in the representations and structure of a media text. The role and influence of the media is also critically analysed in this unit.

VISUAL COMMUNICATION & DESIGN 1 & 2

Unit 1: Visual communication

The main purpose of this unit is to enable students to prepare instrumental drawings of objects and explore freehand drawing from direct observation. Students also experiment and explore the application of design elements and principles in the preparation of solutions to suit specific purposes. Students study how the design process is applied in the production of visual communications.

Unit 2: Communication in context

The main purpose of this unit is to enable students to develop practical skills by generating images and developing them through freehand and instrumental drawing. The ways in which information and ideas are communicated visually are also explored through the analysis of the work of others. The design process is applied in developing visual communication solutions to set tasks.

VISUAL COMMUNICATION & DESIGN 3 & 4

Unit 3: Visual communication practices

The main purpose of this unit is to enable students to produce visual communications through the application of the design process to satisfy specific communication needs. Students also study the production of visual communications in a professional setting, and evaluate examples of visual communications.

Unit 4: Designing to a brief

The main purpose of this unit is to enable students to prepare one brief that defines the need or needs of a client. Students apply the design process to produce developmental work and two final presentations based on the brief.

5.2 The Year 11 & 12 Curriculum – International Baccalaureate Diploma

DESCRIPTIONS OF SUBJECTS IN THE IB

The academic subjects below are offered in the International Baccalaureate during 2008/2009. IB students must choose one subject from each Group. However, as most subjects have only one class, the final Ivanhoe Grammar School timetable is only confirmed one subject preferences are examined.

GROUP 1 – LANGUAGE A1

(FIRST LANGUAGE)

ENGLISH A1 and CHINESE A1

The Language A1 program aims to develop the students' knowledge and appreciation of the literature of the target language, as well as an awareness and appreciation of the literature of other cultures.

Pre-requisite: A strong pass at Year 10 level, as well as a high level of proficiency in reading novels and plays.

GROUP 2 – LANGUAGE A2, B, AB INITIO

(SECOND LANGUAGE)

ENGLISH B, FRENCH B, JAPANESE B

The Language B program aims to develop the students' ability to communicate accurately and effectively in speech and in writing within a range of contexts and to offer insights into the culture of the countries where the language is spoken. Language B is for students who have studied the language previously.

Pre-requisite: Students must have achieved a strong pass at Year 10 level in the target language.

INDONESIAN AB INITIO

The *ab initio* program is a language-learning program designed to be studied over two years and catering for students who have no or little previous experience of learning the target language. Other language options within the International Baccalaureate presume that candidates have studied the language up to an equivalent of Grade 10 or higher. The *ab initio* program makes no such presumption - in fact, students who have significant experience of the language are not eligible to undertake the *ab initio* program.

The *ab initio* language meets the requirements of Group 2, making the IB program accessible to a wide range of students who would otherwise be unable to complete the requirements of the diploma.

Pre-requisite: Unlike other IB languages, there should be little or no prior study of the language.

GROUP 3 – HUMANITIES

HISTORY

This course examines aspects of the history of the Twentieth Century. The main topics include the causes, practices and effects of wars, (with case studies including the World Wars, Vietnam, the first Gulf War), the Cold War and European History from 1890 – 1990 (including the Russian Revolution, racism and the Holocaust).

The ability to evaluate information, read widely and synthesise ideas in writing is a useful skill for aspiring History students and will be strengthened during the course. Students will complete internally assessed research work and externally assessed examinations to attain their grade.

The Higher Level course has additional emphasis on the area of Europe.

Pre-requisite: Students should be strong and enthusiastic readers with success in Humanities and English at Year 10.

ECONOMICS

Economics is a social science, closely related to other academic disciplines such as sociology, political science and anthropology; history and geography also provide background material for the study of economics. At the root of economics as a discipline is the search for a better understanding of the workings of human society.

The International Baccalaureate Economics Program is different from most nationally based courses in that it is resolutely **international** in outlook. The international perspective manifests itself in several ways. The program places a strong emphasis on international economic relationships and comparisons. The teaching of international economics under the heading “International Trade”, and the choice of “Economic Development and Growth” as a major subject heading, are distinctive features of the program.

Pre-requisite:	Standard Level	None
	Higher Level	Students should have a good grounding in Mathematics.

PSYCHOLOGY

Psychology is the systematic study of human behaviour and experience. The IB Psychology course aims to give students skills in interpreting and/or conducting psychological research; to develop an understanding of the biological, social and cultural influences on human behaviour; to develop an understanding of different theoretical processes to interpreting behaviour; to develop an awareness of how applications of psychology in everyday life are derived from psychological theories; to develop an appreciation of the eclectic nature of psychology; and to understand and/or use diverse methods of psychological inquiry.

Assessment takes the form of externally set examinations at the end of Year 12, and an internally assessed simple experimental study.

Pre-requisite: None

GROUP 4 – EXPERIMENTAL SCIENCES

BIOLOGY

Biology is an experimental science that studies living organisms. Investigations at the molecular level to that of the biosphere will be made using the scientific method. By the end of the course, the student should have developed an appreciation of the interactions between these levels and of how organisms function within the biosphere. This should enable students to appreciate the impact of Biology on problems facing society now and in the future.

Laboratory work is integrated with the theory component and will account for approximately twenty-five percent of course time.

Pre-requisite: None

CHEMISTRY

Chemistry is a science concerned with the study of materials, their properties and the development of models to explain the ways in which those materials react. The higher level course develops these models to enhance the understanding of chemical concepts. The choice of options at both levels may reflect student interest. Chemistry is regarded as a central science with connections to Physics, Engineering and Mining on one side and Biology, Biochemistry and Medicine on the other side.

In Year 11 it is anticipated to cover all eleven core topics at the Standard Level as well as the Group 4 project. In Year 12 options are studied along with additional Higher Level core topics. Laboratory work is integrated with the theory component at both Year 11 and Year 12 and will account for approximately twenty-five percent of course time.

Pre-requisite: A good pass in Year 10 Science (75%) and a good pass in Year 10 Mathematics.

PHYSICS

The Standard Level course consists of the study of six topics – Measurement, Mechanics, Thermal, Waves, Electromagnetism and Atomic Physics in Year 11 and in Year 12, two options and a Group 4 Project.

The Higher Level course consists of the SL course plus in Year 12, a second visit to the six topics, which develops them in greater depth. Also, the options have extension material for the HL students.

For both the SL and HL courses, the Physics Department has developed an integrated set of teaching materials specifically written for the IB course.

Pre-requisite: A strong pass in Year 10 Science (70%) and a very strong pass in Year 10 Mathematics.

GROUP 5 – MATHEMATICS & COMPUTER SCIENCE

The Mathematics courses are offered to cater for different groups of students.

MATHEMATICS STANDARD LEVEL (SL)

Mathematics (Standard Level) is a course for competent students of mathematics that aims to develop mathematical knowledge in a number of areas. Most tertiary institutions accept this subject as the equivalent of VCE Mathematical Methods Units 3 & 4. It would provide a good basis for students wishing to pursue studies in the areas of commerce, biological sciences and health sciences.

Pre-requisites: Main - 75% Analysis – 65%

MATHEMATICAL STUDIES SL

This course is available at Standard Level only. It caters for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies.

Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes. This course is intended as a one year program for Year 11 or Year 12. This subject will still provide the Maths pre-requisite for many tertiary courses.

GROUP 6 – ARTS AND ELECTIVES

MUSIC

Music aims to promote the acquisition of knowledge and understanding of music, along with the development through practice of appropriate skills in three musical activities: listening, performing and composing.

Pre-requisite: There are no prerequisites for entry. However, it is strongly advised that students have had at least three years experience on a musical instrument or in voice and have attained a standard equivalent to AMEB Grade 5.

VISUAL ARTS

The aims of the visual arts course at HL and SL are to enable students to:

- investigate past, present and emerging forms of visual arts and engage in producing, appreciating and evaluating these
- develop an understanding of visual arts from a local, national and international perspective
- build confidence in responding visually and creatively to personal and cultural experiences
- develop skills in, and sensitivity to, the creation of works that reflect active and individual involvement
- take responsibility for the direction of their learning through the acquisition of effective working practices.

Having followed the visual arts course at HL or SL, students will be expected to:

1. respond to and analyse critically and contextually the function, meaning and artistic qualities of past, present and emerging art, using the specialist vocabulary of visual arts
2. develop and present independent ideas and practice, and explain the connections between these and the work of others
3. explore and develop ideas and techniques for studio work through integrated contextual study and first-hand observations
4. develop and maintain a close relationship between investigation and a purposeful, creative process in studio work

5. produce personally relevant works of art that reveal evidence of exploration of ideas that reflect cultural and historical awareness
6. develop and demonstrate technical competence and artistic qualities that challenge and extend personal boundaries (option A) and technical competence and self-direction (option B).

Pre-requisites: A sound pass in Year 10 Art or Visual Communication and Design.

5.3 Year 11 & 12 Vocational Education & Training – VET

HOSPITALITY

VCE VET UNITS 1 & 2 UNITS OF COMPETENCE.

CORE

THHCOR01B	Work with Colleagues and Customers.
THHCOR02B	Work in a Socially Diverse Environment.
THHCOR03B	Follow Health, Safety and Security Procedures.
THHCO01B	Develop and Update Hospitality Industry Knowledge.
THHGHS01B	Follow Workplace Hygiene Procedures.

ELECTIVES

THHBCC01B	Use Basic Methods of Cookery
THHBKA01B	Organise and Prepare Food
THHBKA02A	Present Food
THHBKA04B	Clean and Maintain Kitchen Premises
THHBFB09B	Provide Responsible Service of Alcohol
THHGFA01B	Process Financial Transactions

VCE VET UNITS 3 & 4 UNITS OF COMPETENCE.

THHBFB03B	Provide Food and Beverage Service
THHBFB10B	Prepare and Serve Non-Alcoholic Beverages
THHBFB02B	Provide a Link between Kitchen and Service Areas
THHBFB11B	Develop and Update Food and Beverage Knowledge

Unit Descriptors

THHCOR01B – Work with Colleagues and Customers – This unit deals with the interpersonal, communication and customer service skills required by all people working in the tourism and hospitality industries. This is a core unit which underpins all other competencies dealing with colleagues and customers and applies to all levels and sectors of the industry.

THHCOR02B - Work in a Socially Diverse Environment – This unit deals with the cultural awareness that is required by all people working in the tourism and hospitality industries. It includes the cultural awareness required for serving customers and working with colleagues from diverse backgrounds.

THHCOR03B – Follow Health, Safety and Security Procedures – This unit deals with the skills and knowledge required to follow health, safety and security procedures. This unit applies to all individuals working in the tourism and hospitality industries.

THHCO01B – Develop and Update Hospitality Industry Knowledge – This unit deals with the skills and knowledge required to access, increase and update knowledge of the hospitality industry including different industry sectors and relevant industry legislation. This knowledge underpins effective performance in all sectors and applies to all people working in the hospitality industry. In-depth knowledge is therefore not required.

THHGHS01B - Follow Workplace Hygiene Procedures – This unit deals with the skills and knowledge required to follow key hygiene procedures, which apply in hospitality and tourism enterprises. It is particularly relevant to staff working in kitchens, housekeeping, food and beverage and tour operations involving the preparation of food.

THHBCC01B – Use Basic Methods of Cookery – This unit deals with different types of cookery, which can be used, prepare menu items.

THHBKA01B – Organise and Prepare Food – This unit deals with the skills and knowledge required to organise and prepare foodstuffs for the kitchen. It focuses on general food preparation techniques.

THHBKA02A – Present Food – This unit deals with skills and knowledge required to efficiently and professionally present food. It should be linked with all units that involve the presentation of food.

THHBKA04B – Clean and Maintain Kitchen Premises – This unit deals with the skills and knowledge to clean and maintain, kitchens, food preparation and storage areas in commercial cookery or catering operations.

THHBFB09B – Provide Responsible Service of Alcohol – This unit deals with the skills and knowledge required to satisfy the requirements for responsible service of alcohol under State legislation.

THHGCS01B – Develop and Update Local Knowledge – This unit deals with the skills and knowledge required to build and maintain the local knowledge that is required to effectively respond to general customer information requests in a range of tourism and hospitality enterprises.

THHBFB03B – Provide Food and Beverage Service – This unit deals with the skills and knowledge required to provide food and beverage service to customers in a range of hospitality industry enterprises. It reflects the role of a waiter or food and beverage attendant and may apply to different styles of service.

THHBFB10B – Prepare and Serve Non-Alcoholic Beverages – This unit deals with the skills and knowledge required to prepare and serve a range of teas, coffees and other non-alcoholic beverages.

THHBB02B – Provide a Link between Kitchen and Service Areas – This unit deals with the skills and knowledge required to provide general assistance in food and beverage service operations where staff who take orders are supported by others who deliver food to and collect used items from a service point. It reflects the role of the 'food runner' in food and beverage operations.

THHBFB11B – Develop and Update Food and Beverage Knowledge – This unit deals with the skills required to develop and maintain the general product knowledge required by food and beverage attendants. It brings together much of the product knowledge that underpins effective work performance in a range of food service roles and relates to food knowledge and the relationships between different foods and beverages staff.

AVIATION

The topics covered in this course are:

- Effects of Controls, Straight and Level
- Climbing and Descending, Turning
- Stalling, Aerodynamics
- 4 Stroke Engine, Carburettors
- Abnormal Combustion, Icing
- Fuel Injection and Lubrication
- Propellers and Cooling Systems
- Electrical Systems and Hydraulics
- Gyro Instruments and Compasses
- Pressure Instruments
- Air Law: Flight Rules
 Airspace
 Aerodromes
 Radios
 Licensing
 Fuelling
 Passengers
 Documentation
- Pressure and Density Heights
- Take-off and Landing Charts – Cessna
- Basic Principles and Definitions
- Introduction to Aircraft Loading
- Loading System Alpha
- Loading System Bravo
- *Loading System Charlie*

CERTIFICATE II in EQUINE INDUSTRY

VCE VET Units 1–2		
Unit of competence	Nominal hours	
Compulsory units		
Work effectively in the equine industry	80	
Identify and develop a career path in the equine industry	20	
Communicate within the equine industry	20	
Introduction to occupational health and safety procedures	50	
Horse riding or driving skills I	40	
Handle horses safely in the equine industry	30	
Carry out regular horse observation	50	
Electives: select ONE of the following		
Assist in preparation of a horse for a competition	40	
Install, maintain and repair fencing	20	
Create and use simple spreadsheets	20	
Maintain properties and structures	40	
Apply point of sale handling procedures	21	
Apply retail office procedures	18	
*Not available at IGS	Subtotal	308–330
VCE VET Units 3–4		
Monitor horse health	30	
Care for horses in the equine industry	50	
Apply principles of basic anatomy and physiology to horses	40	
Determine nutritional requirements for standardbreds or thoroughbreds	20	
Electives: select ONE of the following		
Horse riding or driving skills II – specific equine discipline	40	
Assist in the conduct of an event in the equine industry	40	
Care of mares and foals in the equine industry	40	
Provide advice on equine products and the selection and fitting of equine equipment, gear and clothing	40	
Identify horse breeding principles and assist in practices	40	
*Not available at IGS	Subtotal	180
	TOTAL	488–510

6. Year 12 - University Enhancement Studies

SUBJECT DESCRIPTIONS

ACCOUNTING

To gain benefit from Enhancement Studies for ENTER purposes, students must satisfactorily complete both units.

ACC1110 ACCOUNTING AND FINANCIAL DECISION MAKING

This subject aims to provide students with a basic knowledge of accounting, and an understanding of its role in providing information for financial decision-making.

ACC1121 ACCOUNTING SYSTEMS AND PROCEDURES

Pre-requisite: ACC1110

This subject aims to develop an accounting framework for financial reporting through the process of collecting, analysing, classifying, presenting and interpreting financial information. Financial reports are developed for service and trading entities from both a manual and computer-based system.

Recommendations

Normally completion of Units 1 & 2 Accounting with high level results. However, students with high-level results across all subjects undertaken in the preceding year may be considered for admission.

ENGLISH

PAIR B

GSC1401 INTRODUCTION TO CULTURE AND ENGLISH

This subject focuses on the three major literary forms (prose fiction, poetry and drama) and introduces the techniques, aims and assumptions of literary criticism. It also introduces students to broader concepts of culture as they bear on how we read and value these literary forms, and develops an understanding of literature as a cultural institution. Literary texts will be drawn from different historical periods and cultures, with some emphasis on works from the twentieth century. A contemporary Australian film is also included in the syllabus.

IC PART 1 & 2 JAPANESE

These sequences cover both the spoken language and contemporary written language. Language acquisition through active interaction out of the classroom is encouraged. The course covers interviewing a Japanese speaker, the language required for business, hospitality and tourism.

GSC1402 MEDIA STUDIES

This subject introduces students to methods for evaluating and critically analysing media texts. Areas of study include photography, advertising, television and television genres, news and film. Readings of selected examples of these will draw attention to the historical circumstances of developing media technologies and the ways that social, political and economic life are represented in various media genres. Some attention will be paid to selected aspects of media production but the primary emphasis of this subject is on the social role of the mass media and on the critical interpretation of its messages.

HISTORY/POLITICS

To gain benefit from Enhancement Studies for ENTER purposes, students must satisfactorily complete both units

Semester 1: AUS1010 OUT OF EMPIRE (HISTORY) AUS1010 OUT OF EMPIRE

This subject examines Australia's relationship with Britain from the 1900's to the present day. It looks at the changing orientation of Australian trade; foreign policy and cultural ties, and considers the role of the monarchy in 21st Century Australia. The background to the current debate over republicanism is examined in detail, and the arguments for and against are considered.

Semester 2 AUS1020 DEMOCRACY AND NATION (POLITICS)

This subject focuses on the character of the democracy that was established in Australia at the time of Federation in 1901. It examines the many influences on Australia's constitution and its system of government, and how Australian citizens viewed their rights and responsibilities. Upon completion of this unit together with AUS1010, students will have an overview of Australia's political, social and cultural development over the century and a detailed knowledge of the early development of the nation's political and legal system.

PHYSICS: PHS1011 & PHS1022

Objectives

- The Year 12 Enhancement Physics program offered by Monash University enables students to undertake a First Year University level subject while in Year 12. It can lead to entry to an accelerated Degree Program where a normal 3-year degree can be completed in 2 years.
- Upon satisfactory completion of the program, students will be credited with completing Monash University Units PHS1011 and PHS1022 - mainstream First Year Physics Units. With this students should receive exemption from First Year Physics at any Tertiary Institution in Australia.

MATHEMATICS University of Melbourne

The University of Melbourne Extension Program is similar to Enhancement studies at Monash. The main differences are that Melbourne University staff do not teach the students and, at present, no fees are payable to Melbourne.

Objectives

On completion of this subject, students should:
comprehend

- some of the nature of the different types of numbers they use
- the intuitive notion of limits as used in continuity, differentiation and integration
- the notion of integral as area
- the fundamental ideas in the calculus of functions of several variables
- the extension of the notion of vectors in two or three dimensions to any finite number of dimensions
- the theoretical treatment of systems of simultaneous linear equations.

have developed

- an ability to manipulate complex numbers and to use them to solve problems
- an ability to use differential calculus to solve external problems
- an ability to compute a wide range of integrals
- an ability to use integration to compute area, length and volume
- an ability to solve arbitrary systems of simultaneous linear equations.

appreciate

- the role of proof and logical reasoning in mathematics
- the use of complex numbers; the role of limits in both the differential and integral calculus
- the practical uses of calculus; the use of the ideas of linear algebra in dealing with the solution of simultaneous linear equations.

Content

Foundations: Sets, integers, mathematical induction; real numbers; complex numbers, polar form, de Moivre's theorem, complex exponential.

Calculus: Functions of one real variable (including limits and continuity), derivatives; curve sketching; maxima and minima, curvature; antiderivatives and the definite integral; trigonometric functions and their inverses, logarithm, exponential function, hyperbolic functions and their inverses; systematic integration; approximate integration; applications of integration, areas, arc length, surface areas and volumes of solids of revolution. Taylor polynomials and binomial series.

Multivariable Calculus: Functions of several variables, level curves, heights; partial derivatives, commutation of mixed partial derivatives; total derivative, gradient vector, directional derivatives and applications; chain rule; coordinate transformations, Jacobi matrix and determinant; Hessian matrix, maxima and minima of functions of several variables; introduction to double and triple integrals and applications.

Vectors and linear equations: Vectors in three-dimensional space, dot and cross products, triple products, determinants; linear dependence; equations of lines and planes, geometrical applications; bases and coordinates, dimension; row-reduction, rank, inverse, solution of linear equations, geometrical interpretation.

Application Forms are available from: Course Manager (see "contacts" page)