

**ST KEVIN'S**  
COLLEGE · TOORAK

***SENIOR STUDIES  
HANDBOOK***

**2018 Courses**

**A GUIDE FOR SENIOR STUDENTS**

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## USING THIS BOOK

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This book is intended to provide students at St Kevin's College with the information that they need to help them to maximise their opportunities and to enjoy a positive and rich VCE experience. Years 9 and 10 students will find much valuable information about the nature of the VCE and the demands that it places on them. Year 11 students, already familiar with the basics, will find the book helpful in reassessing their program as it moves into its final stage.

The information provided in this book needs to be used in conjunction with other materials and programs provided at the College. Prospective Year 11 students need to carefully consider their choices in the light of the results of the Aptitude and Vocational Testing carried out at Year 10. You are encouraged to discuss your future with your Tutor and other staff members. They will be able to fill out detail that you may not be able to find elsewhere. In addition, ensure that you meet with the staff of the Careers Department to ensure all necessary pre-requisite subjects are studied in Year 12.

The first section of this book gives a very general overview of the VCE and includes a glossary of VCE terms. The second section outlines a course selection process that will help you to decide what you wish to choose to study. The last section outlines the studies that you can choose from at St Kevin's.

## VICTORIAN CERTIFICATE OF EDUCATION (VCE)

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The VCE is a State government certificate, which recognises the completion of a course of study over a two-year period. It is the minimum educational qualification to gain a place in a tertiary education institution in Victoria. At the completion of your Year 12, you will receive the VCE from the Victorian Curriculum and Assessment Authority. In addition, you will have a set of St Kevin's reports that provide more detail about your actual performance during your years at the College.

## EXERCISING CARE WITH PLANNING YOUR PROGRAM

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It is most important that you approach the planning of your VCE Course with great care. In particular, ensure that prior to selecting a study, you check that you fall within any specific entry requirements of that study. For instance, some studies at level  $\frac{3}{4}$  require level  $\frac{1}{2}$  study as a necessary foundation. If you do wish to change your program after submitting your original form, you must obtain a "**Change of VCE Student Program**" form from the Director of Administration, Mr Guinane.

An application for a change will be considered where:

- the student has altered his career aspirations and this requires an alteration to his current course
- the parents of the students are in agreement with the change
- the change is practical in terms of class sizes and timetabling
- an application for change may not be successful when classes are full

## THE HOUSE TUTOR

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Your House Tutor will now form your main point of contact at the College. You should develop a good working relationship with your House Tutor and feel free to discuss school or personal matters if the need arises. A problem shared in confidence with your House Tutor may be quickly resolved and have you back enjoying success at school. Your Tutor can help design your study timetable, give advice on study techniques, help you make choices for the VCE and advise you on many other matters throughout the year. It is especially important to talk to your House Tutor if you sense that life at school is not as peaceful, enjoyable or as successful as it should be.

## THE HOUSE HEAD

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You should approach the House Head if you feel the need for extra advice. It is possible to talk to the House Head about more serious or sensitive matters than you believe can be settled at the Tutor Group level. However, this in no way lessens your responsibility to inform your House Tutor of matters, which may affect your performance at school.

# STUDY

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As with all study, one secret to success is consistency. Teachers will set you a variety of Coursework over the course of the year, and it is important that you keep up to date with these. It is critical that you do not fall behind. Catching up is difficult to do and often results in feelings of unhappiness and regret. Further guidelines on study and organisation appear in the pages following.

## SOME GENERAL POINTS

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Generally speaking, students undertake Unit 1 & 2 studies at Year 11 and Unit 3 & 4 studies at Year 12. Unit 3 & 4 studies **MUST** be taken as a sequence. You may enter studies at Unit 1, 2 or 3 level. However, in the case of a number of studies, it is highly recommended that Unit 1 & 2 level units be undertaken prior to commencing a ¾ sequence.

In December, the VCAA issues each student with a Statement of Results which lists S or N for each unit, individual examination & coursework grades and a student's GAT result. The Statement also gives a global study score for each ¾ sequence, derived from examination and school assessed coursework in each unit according to the weightings in each course description. This score is out of a maximum of 50 points, normalised so as to give a mean of 30 and a standard deviation of 7.

Assessment for Unit 1 & 2 performance is based on a similar system of assessment tasks, but these are entirely internally set and marked by the teaching staff at St Kevin's. Each task is graded on a ten-point scale (A+ to E). These grades are not reported to VCAA but do appear on the College reports.

In the case of late submission of Year 10 and Year 11 course work 25% of the marks will be deducted for every day of non-submission. A complete cancellation of grade will occur in cases of plagiarism. Where a student has plagiarised from another, both students will face reduction in their grade.

## PROMOTION POLICY

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### A. ENTRY TO YEAR 10

A student seeking to enter Year 10 is normally expected to:

- demonstrate through his behaviour a commitment to the values of the College
- attend the College on a regular basis
- achieve a satisfactory standard in all of his Year 9 subjects.

**A student who does not satisfy these conditions may be required to negotiate his position within the College with the House Head, the Director of Students and the Director of Studies.**

### B. ENTRY TO YEARS 11 AND 12

A student seeking to enter Year 11 or 12 is normally expected to:

- demonstrate through his behaviour a commitment to the values of the College
- attend the College on a regular basis
- achieve a satisfactory standard in all of his Year 10 or 11 subjects
- meet recommended levels of performance in his Years 10 and 11 units for each of the VCE units he selects, according to the descriptions in the Handbook.

**A student who does not satisfy these requirements may be required to negotiate his position within the College with the House Head, the Director of Students and the Director of Studies.**

## PUTTING YOUR PROGRAM TOGETHER

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The checklist below will help you to ensure that your ultimate course choice has been carefully considered from all the important perspectives.

- list your current career aspirations and interests
- using the Job Guide, the VTAC Guide and advice from your parents and teachers, list the tertiary courses that you think will help you enter your career area
- look again at your course choice. Are there any specific pre-requisites for your course? If unsure, see the Careers Practitioners.

- read the descriptions of studies in this book and other materials distributed carefully. You should try to put together a program that fits your strengths and your interests. Discuss your choices with relevant staff

## COURSE SELECTION PROCESS

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For beginning VCE students, you may not be clear on your future career path. This is quite normal. At the same time, you should be trying to find broad areas of interest, and noting down several possible career paths that appeal to you. From this, you will need to do some research into the kinds of courses at tertiary level which you should be aiming for, and what VCE studies, if any, are pre-requisites to those courses.

An important principle to keep in mind is – *keep your options open*. Do not commit yourself too soon to only one future. You will almost certainly undergo several changes of mind over the next two years as your interests and strengths develop. Hopefully, the prerequisite subjects for the courses which interest you will be subjects you will be happy to study. If not, you should ask yourself if your anticipated career paths are really appropriate and realistic.

It is very important that you realise that your proposed VCE program will be reviewed in the light of your results over the second semester. It may be necessary to make a change to your subjects for the VCE course if pre requisites for certain VCE subjects are not met. If you have chosen a  $\frac{3}{4}$  subject you will be required to attend an interview with your Head of House and a member of the Leadership Team.

## THE CAREERS DEPARTMENT

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The Careers Department located in the Godfrey Building is open each day, also during lunchtime and after school. The Centre offers students a library of up to date careers and course information. Students are encouraged to browse through available information, ask for assistance, borrow material and arrange a time for a personal interview if required. Parents are more than welcome to attend these interviews with their sons. The Careers Department provides a wide range of services including individual counselling, aptitude, interest and personality assessments and a wide range of publications from institutions all over Australia and abroad. You would be well advised to utilise both the room and our Careers Practitioners.

### RESOURCES/PROGRAMS AVAILABLE

#### 1. Publications

Many resources are available for student use in the Careers Centre. Most publications are able to be borrowed.

- VTAC mag
- Tertiary Course Guides
- Handbooks of the various Victorian Universities, TAFE's and private providers
- Interstate and some overseas University Handbooks
- Tertiary entrance cut off scores
- Leaflets on specific courses and careers
- Information on jobs, traineeships and apprenticeships
- Resume Writing and interview skills information.

#### 2. Career Testing

The Careers Centre has a range of vocational assessments, which may be used by students. These tests help students to identify interest areas and focus on particular career paths, which may be most relevant. In Year 10 students undertake personality (Myers Briggs Type Indicator (MBTI) aptitude and interest assessments. In Year 11 students complete My Career Match to aid their pathway research.

#### 3. Work Experience

All students in Year 10 and 11 are encouraged to take part in a voluntary/optional week of work experience. Work experience may be arranged during the Term 1, 2 or 3 holidays or in December prior to closure of the College Reception for the summer break. Students are encouraged to seek out their own employers.

Prior to undertaking work experience, students are required to study a compulsory Occupational Health and Safety program 'safe@work'. More information is available on the St Kevin's Careers website.

#### 4. Online Resources

The important programs available to students are:

- **VTAC Course Search and Prerequisite & Course Explorer** – Students can seek course information and check individual VCE programs against course.
- **Career Voyage and My Career Match** – These interactive career interest and personality inventories are useful tools to find out the vocational interests of students.
- **WIRL**- This program allows student to view young professionals talking about their careers. What is good about the career, what is hard, what an average day is like, what future pathways exist and what a young person needs to do to move into this area.

**SKC Username:** *stkevins*

**SKC Password:** *future54*

#### 5. Display Board, Daily Memo, Newsletters, Careers Website, SKC Careers Facebook and Portal Pages

Students are encouraged to listen to the Daily Memo, read the weekly Career News in the College Newsletter, and check the Careers Department Display Board regularly for information on new courses, short enrichment courses, Open Days, information sessions and jobs.

#### 6. Individual Career Counselling

The Careers Practitioners see all Year 12 students individually at least once. Students may make appointments at any time of the year, usually during a study period, so as not to impinge on class time. Year 11 students are also encouraged to make individual appointments. After the Aptitude and Vocational Testing, Year 10 students and parents are encouraged to discuss the results with a Careers Practitioner in Term 2 to prepare for informed VCE subject selection.

## TAKING UNITS 3 AND 4 IN YEAR 11

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Generally speaking, at St Kevin's College, we ask students to complete Units 1 and 2 (Year 11 subjects) before completing Units 3 and 4 (Year 12 subjects). There are, however, some occasions where students might apply to study Units 3 and 4 while they are in Year 11.

Cognitively, not all students are ready to make the academic leap from Year 10 to Year 12. In terms of the boys' emotional maturity, not all students are innately equipped to study Year 12 concepts and subject matter when they are in Year 11. The Study Designs published by the VCAA are all written in a sequential way, for four semesters of study. It makes sense, then, that students would study the four units across the four semesters, mostly because in Year 11, the foundations are laid for what is to come in Year 12.

The School appreciates that some boys might have demonstrated strength and success in Year 10 in a particular subject area, and that they might like to experience what it means to study a Year 12 subject in Year 11. What some people fail to recognise, though, is that in taking on Units 3 and 4 in Year 11 means that an uneven distribution of time can be spent on only one subject, rather than focusing on all other subjects where the important fundamentals of these subjects are taught and learnt in preparation for Year 12.

Approval for any student wishing to study Units 3 and 4 during Year 11 will be given through the Director of Studies. His decision will be made in conjunction with the student's House Head and the subjects Faculty or Department Head. The decision will be a considered one. Students who apply to study Units 3 and 4 in Year 11 must meet the following conditions by the end of Year 10:

- an average of B (Global Grades) across the Semester One and Semester Two Reports;
- an A (Global Grade) in the subject/discipline which they would like to pursue the following year; and,
- a capacity for learning in class that is free of disruption or distraction.

Students who wish to apply to study Units 3 and 4 in Year 11 will do so in writing and will be asked to meet with their House Head and one member of the School's Leadership Team. Where there is insufficient evidence to grant approval to the request, the student will be made aware of this and he will be asked to re-consider his program of work for the following year.

Over time, the School has captured data that suggests some Units 3 and 4 subjects are more capable of being studied in Year 11 than others. The following table sets out for students and parents those subjects that are recommended, those subjects that are possible for selection, and those subjects that are not offered in Year 11 and the Units 3 and 4 level:

<b>Recommended Subjects</b>	<b>Possible Subjects</b>	<b>Subjects Not Offered</b>
Accounting	Biology	Chemistry
Business Management	French	Economics
Geography	History (Ancient)	English
IT Informatics	History (Revolutions)	Further Maths
IT Software Development	Japanese	Literature
Physical Education	Legal Studies	Physics
Religion and Society	Politics (Global)	Product Design & Technology
	Psychology	Specialist Maths
	Mandarin	Theatre Studies
	Maths Methods	
	Music Performance	
	Studio Arts	
	Vis. Communication Design	

In all cases, where requests to study Units 3 and 4 in Year 11 are made, the Director of Studies' decision will be final. St Kevin's believes that it has the educational wherewithal to offer students and parents the best advice about subject selection, based on its years of experience and relevant data it has accumulated over many years. In every instance, the School makes decisions based on the best interests of the students.

**Please Note: Some of the Studies listed in this book may not be offered next year due to lack of student demand or College policy. These listings are in that sense provisional. Nevertheless, every effort will be made to meet each student's requests within these limits**



# FOR YEAR 12 VCE STUDENTS: CONTINUATION OF VCE STUDIES AT ST KEVIN'S COLLEGE

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## VCE Studies Units 3/4

Accounting  
 Biology  
 Business Management  
 Chemistry  
 Economics  
 English  
 Geography  
 Politics (Global)  
 History - Revolutions  
 History - Ancient  
 Information Technology
 

- Informatics
- Software Development

 Legal Studies  
 Literature  
 Languages (Chinese)  
 Languages (French)  
 Languages (Japanese)  
 Languages (Spanish)  
 Product Design & Technology  
 Mathematics
 

- Specialist Mathematics
- Mathematical Methods
- Further Mathematics

 Media Studies (in 2019)  
 Music Performance  
 Physical Education  
 Physics  
 Psychology  
 Religion and Society (Ethics)  
 Studio Arts  
 Theatre Studies  
 Visual Communication Design

## VCE Studies Units 1/2

### to be satisfactorily completed

Accounting (S1, R2)  
 Biology (S1, R2) or Chemistry (S2) or Physics (S2)  
 None required  
 Chemistry (S2)  
 None required  
 English (S2)  
 Geography (S1, R2)  
 Global & Australian Politics (S1, R2)  
 History – Global Empires (S1, R2)  
 History – Ancient (S1, R2)  
 Information Technology - Computing (S2)  
 Legal Studies (R1)  
 English (S2)  
 Languages (Chinese) (S2)  
 Languages (French) (S2)  
 Languages (Japanese) (S2)  
 Languages (Spanish) (S2)  
 Product Design & Technology (S2)  
 Mathematical Methods (S2) and Specialist Mathematics (S2)  
 Mathematical Methods (S2)  
 General Maths (S2)  
 Media Studies (S2)  
 Music Performance (S2) or Grade 5 AMEB or equivalent  
 Physical Education (S2) or Biology (R2) or English (R2)  
 Physics (S2)  
 Any Mathematics  
 Chemistry or Physics or Biology would be an advantage  
 English and RE  
 Studio Arts (S1, R2)  
 None required  
 Visual Communication Design (S1, R2).

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## LEGEND

**S1** – must have at least one semester  
**S2** – must have both semesters  
**R2** – recommended two semester

## GLOSSARY: SOME COMMON VCE TERMS

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**Attendance** - VCE students at the College must attend all scheduled classes. While there are circumstances that will prevent student from attending classes, College procedures are to be followed. Where a student is absent without reason to such an extent that he falls beneath 90% attendance, the student will be deemed withdrawn from that unit and receive a 'J' result for that unit.

**Authentication** - this refers to the process that your teacher undertakes to ensure that the work that you have handed in for a Coursework or an assessment task is your own work. Authentication is usually a matter of viewing all drafts produced and sometimes, a teacher will wish to discuss your work with you to ensure that you fully understand it.

**Victorian Curriculum and Assessment Authority** - this is the government agency charged with the responsibility of managing the operation of the VCE. The VCAA issues you your results statement at the end of your program.

**Coursework** - assesses each student's overall level of achievement on the assessment tasks designated in the study design. The study design specifies a range of tasks to assess achievement of each of the unit's outcomes. Assessment tasks designated for coursework are part of the regular teaching and learning program and must be completed mainly in class time. Results of coursework count towards a student's study score in each VCE study.

**GAT** - The GAT or General Achievement Test is a 3-hour test taken by all students taking a Unit 3/4 study and is scheduled for mid-June. The GAT is not a test that can be specifically prepared for as it measures the general ability of our students. The College undertakes a formalised preparation for the GAT by practising on the style of question that students will be asked to respond to.

**Redemption** - These are processes whereby a student may convert work assessed as 'N' to a grading of 'S'.

**S/N** - these letters indicate either satisfactory or non-satisfactory completion of a unit. Students must gain an 'S' for all outcomes in order to gain an 'S' for a Unit.

**School-assessed Task** - A task done in school to assess how students are performing in Units 3, 4 and is marked by teachers according to the VCAA specifications.

**Semester** - This means half of the academic year. Each unit of study lasts for one semester. Units 1 and 3 finishes just before the end of Term 2 and Units 2 and 4 begin on the next day.

**Sequence** - This expression refers to a 2-unit study that is taught together. For instance, Unit 3/4 studies may only be taken as a sequence. This is because there is a specific need for sequenced understanding in the subject. A student must obtain an 'S' for both Units 3 and 4 if he is to gain a study score for the sequence.

**Study** - This term is the name given by the VCAA to an academic subject.

**Australian Tertiary Admissions Rank (ATAR) formerly called Equivalent National Tertiary Entrance Rank** - The ATAR is a rank derived from the scaled scores of English and the best three studies plus 10% of scaled scores of two other studies. The total is converted to a percentile ranking in 0.05 steps, with the highest possible ranking being 99.95.

**Unit** - Each VCE study is divided into 4 units. Normally, students complete Units 1 and 2 in Year 11 and Units 3 and 4 in Year 12. However, some students may vary their program if they choose to do so.

**VET** – Vocational Education and Training combines VCE studies with vocational education and training units.

**VTAC** - The Victorian Tertiary Admissions Centre - This is the body that administers the selection for Victoria's tertiary institutions jointly. This is the organisation that distributes students' ATARs.

# AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

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It is most important at this stage that you become familiar with the procedures for entrance to the various tertiary institutions and faculties. The Victorian Tertiary Admissions Centre (VTAC) is the administrative unit for the selection of students for most Victorian universities and tertiary colleges.

Normally, the minimum entrance requirements for all tertiary institutions will be:

- satisfactory completion of the VCE as described previously, and
- satisfactory completion of units 3 and 4 English and three other units 3, 4 sequences.

Beyond these minimum requirements, entrance requirements and selection procedures for the various faculties within tertiary institutions vary considerably. Many faculties specify satisfactory completion of prerequisite VCE studies or minimum grade averages. It is impossible to describe the tertiary entrance procedures here in full, but an outline of the general procedure follows.

For many institutions and faculties 50% of selection is based on an Equivalent National Tertiary Entrance Rank/Australian Tertiary Admissions Rank. Selection into other courses is based on an index of selection criteria such as test, folio presentation, interview or audition, either solely or in addition to the ATAR. The ATAR is derived as follows:

- the global study scores (out of 50) provided by the VCAA are used as a basis. Only studies, which have been given a result of S for both semesters 3 and 4, are included
- a scaling procedure is applied to these scores within and between studies
- the scaled global study scores of English and the best three other studies (the *primary four*) are added
- 10% of scaled scores obtained in up to two other studies (called *increments*) are added to the total
- the total is converted to a percentile ranking in 0.05 steps, with the highest possible ranking being 99.95.

The ATAR may be derived from studies taken over any number of years. Students may take advantage of this by doing a level 3/4 units in Year 11. Where selection is based on the ATAR, about 80% of applicants will be selected entirely on the ranking (upper band). However, in the middle band, other factors are used to differentiate applicants, such as external examination grades, recommended subjects, interviews, number of years taken to complete VCE studies, etc.

You should find out the specific requirements for all courses in which you are interested. Detailed information about tertiary entry is contained in the VTAC publication *Tertiary Entrance Requirements*. Copies of these documents are available for perusal in the Careers Centre.

## MUSIC: INSTRUMENTAL TUITION

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The College offers students the opportunity to study one (or possibly more) of the following instruments:

Keyboard:	Piano, Organ
Strings:	Violin, Viola, Cello, Double Bass
Woodwinds:	Flute, Clarinet, Saxophone, Oboe, Bassoon
Brass:	French Horn, Trumpet, Trombone, Tuba
Guitar:	Electric, acoustic or bass
Percussion:	Drums tuned/untuned, Xylophone, etc.
Voice	

Lessons are arranged on a rotating timetable to minimise disruption to classes. All students taking practical lessons are expected to participate in at least one of the various music groups at the College. A separate fee is charged for the instrumental tuition and itemised on the general school account. Enrolment forms and further details may be obtained from the Music Office.

## VOCATIONAL EDUCATION AND TRAINING IN SCHOOLS (VETiS)

VET in school combines VCE studies with vocational education and training units. This means students can combine classroom learning with structural on-the-job training. A VET in schools program is usually made up of:

VCE units – delivered in school

VET units – provided by a neighbouring school, or a TAFE Institute or a Group Training Company. Work Placement is needed for most VET courses.

### WHAT ARE THE BENEFITS OF A VET IN SCHOOLS PROGRAM?

There may be a number of advantages in taking up a vocational course during VCE. The reason will differ for different people, but they include:

- broadens VCE options
- upon successful completion of the program, students are awarded a nationally accredited vocational training certificate
- interest and variety is added to VCE studies leading to increased enthusiasm and motivation
- multiples post-school opportunities
- matches student interests and career directions through the provision of strong pathways
- VET qualification articulates directly into further education and training through documented pathway agreements
- allows students to develop strong links with industry and local community employers
- assists in the transition to work or to tertiary studies.

St Kevin's College is a member of the Inner Melbourne VET cluster. Courses offered can be found in the VET Handbook which is available in the Careers Office or by visiting [www.imvc.com.au](http://www.imvc.com.au)

## STUDYING AN UNSCORED VCE IN YEAR 12

At St Kevin's, our data suggests that the clear majority of students wish to receive an ATAR, which affords them the opportunity to attend university immediately after having finished their secondary studies. Among the student population, there might be some who wish to receive their Victorian Certificate of Education without being in receipt of an ATAR. Not every student at St Kevin's may be desirous of attending university. To this end, and in the spirit of inclusivity, students who wish to study an unscored VCE are invited to do so.

### What does studying an unscored VCE mean?

Students will select a course of five (5) subjects – one (1) of which might be a VET subject – and demonstrate that they are Satisfactory in each subject, but without completing the end-of-year Examination. Where a student takes the decision not to sit for the Examination at the end of his Year 12 in any of his chosen subjects, he will not be eligible to receive a Study Score. Because the attainment of an ATAR is contingent on students completing at least four (4) subjects, including the completion of all SACs and the Examination, a student who completes only three (3) or fewer subjects in this way will not receive an ATAR. In consultation with the Director of Studies, a student may opt to study an unscored VCE at St Kevin's College in his final year at school.

### What might an unscored VCE course look like at St Kevin's?

#### SAMPLE COURSE 1

Subject	Satisfactory	Examination	Study Score
English	Yes	Yes	27
Further Mathematics	Yes	No	No
Business Management	Yes	Yes	25
Legal Studies	Yes	No	No
VET Sports & Recreation	Yes	Yes	30

A student who follows a course of study such as this one in Year 12, and who chooses to complete the SACs and Examinations in English, Business Management and VET Sports & Recreation, will have been successful in attaining his Victorian Certificate of Education. The student will have met the pre-requisite (English at a Study Score of 25+) for studying a university course in the future, and achieved a VET qualification in Sports & Recreation, furthering his chance to be employed in that area of the workforce after school, or to continue his studies in this field at a TAFE initially. A student who follows a course of study such as this one in Year 12, will be ineligible to attain an ATAR because he has not met the minimum requirements of completing four (4) sequential subjects at the Units 3 & 4 level.

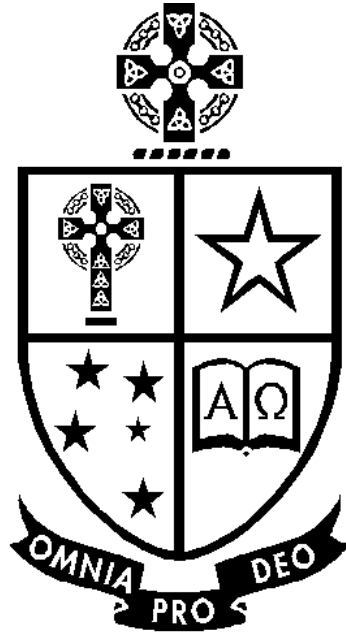
### **SAMPLE COURSE 2**

<b>Subject</b>	<b>Satisfactory</b>	<b>Examination</b>	<b>Study Score</b>
English	Yes	No	No
Further Mathematics	Yes	No	No
Physical Education	Yes	No	No
Business Management	Yes	No	No
Product Design & Technology	Yes	No	No

A student who follows a course of study such as this one in Year 12, and who chooses to complete the necessary coursework to demonstrate that he is Satisfactory in each of the Study Design Outcomes, but who chooses not to complete the Examinations at the end of the year, will have been successful in attaining his Victorian Certificate of Education. This student will very likely enter the workforce immediately after having finished his secondary education. If he were desirous of pursuing further education in the future, he would be eligible to enter university as a mature-age student; however, some of his choices at university would be limited by his not having successfully achieved a Study Score (for example, a Study Score of 25) in English.

### **Expectations of Students who Study an Unscored VCE**

It is the College's expectation that students who choose to study an unscored VCE will be full participants in the teaching and learning programs in Year 12. In order to attain a Satisfactory in each of the Units 3 and 4 Study Design Outcomes, unscored VCE students must attend school and submit work as required as per the VCAA guidelines for all senior school students in Victoria. Where the College is unable to provide evidence of a student's 90% attendance and his having met all work requirements, the College will award the student with a **J** or and **N**, which will make him ineligible to be considered Satisfactory in one or more subject areas.



# ST KEVIN'S

COLLEGE · TOORAK

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## ***THE YEAR 10 CURRICULUM***

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# RELIGIOUS EDUCATION

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*Faculty Head: Mrs J Sheridan*

## RATIONALE

Religious Education at Year 10 is primarily directed toward developing the student's values and attitudes, knowledge and skills in regard to the Catholic faith tradition. This is explored through three dimensions; religious knowledge and understanding, reasoning and responding and personal and communal engagement. The curriculum is designed to assist students in making sense of everyday life experiences, gaining access to and understanding the Scriptures, celebrating with others the mystery and life of the Risen Christ and responding to the activity of God in their lives and in the whole of creation.

## COURSE DESCRIPTION

Students explore a range of topics each semester designed to further their understand Christian Scripture as the inspired Word of God and to appreciate more fully the person of Jesus Christ as the Son of God and Saviour of the World.

Students also explore Catholic moral teaching and modes of decision-making, Catholic Social teaching as well as the richness of the Church's history and traditions. There are a number of opportunities for expressions of Catholic faith through prayer, reflection and the Sacraments.

An important dimension of the Religious Education curriculum at Year 10 is the student's participation in the Community Service Program. Every student is allocated a placement to attend on a Wednesday afternoon.

## COURSE STRUCTURE

The course is organised by units of work which explore the five content strands in Religious Education:

- Scripture and Jesus
- Church and Community
- God, Religion and Life
- Prayer, Liturgy and Sacraments
- Morality and Justice

The units explored are based on *A Religious Education Curriculum Framework for Catholic School in the Archdiocese of Melbourne*.

### **Semester 1 - Units of Work**

- Islam and Judaism
- Personal Moral Responsibility (Part 1 – Conscience and Moral Decision Making)
  - Mark's Gospel
- Working for Justice in Australia

### **Semester 2 - Units of Work**

- Working for Justice in Australia
- Ancient and Indigenous Religions
- The Church in History – Reformation to Today
- The Eucharist
- Personal Moral Responsibility (Part 2 – In Right Relationship)

## ENTRY & PRE-REQUISITES

No prerequisites. This is a compulsory subject for all Year 10 students at the College.

## SATISFACTORY COMPLETION

**In order to complete the course satisfactorily, you are required to:**

- maintain a workbook, which is to be a record of all class work and handouts
- complete set assignments
- make a class presentation
- participate in all class activities (including the Community Service program) and Liturgy preparation and Retreats.

## **ASSESSMENT POSSIBILITIES**

### **Class Work & Research Tasks (30%)**

- Tasks completed in class
- Research
- Assignments
- Class presentations

### **Topic Tests (10%)**

- Completed by all students – for two Units of Work per semester (2 x 5%)

### **Community Service (20%)**

- Reflections on experience at placement
- Participation at placement
- Feedback from supervisor/staff at placement

### **Examination (40%)**

- Formal examination of 90 minutes on all Units of Work



**‘Bringing modern, relevant chemistry into the classroom and respecting long-standing concepts and principles on which the future will be based.’**

## **RATIONALE**

Bringing interesting chemistry into the classroom today and respecting long-standing concepts and principles on which the future will be based.

## **COURSE DESCRIPTION**

- develop a systematic body of chemical knowledge, and the skills needed to apply this in new and changing situations in a range of domestic, industrial and environmental contexts;
- develop an understanding of chemical ideas, how they develop, the factors which may affect their development and their strength and limitations;
- plan and carry out investigative tasks, considering and evaluating critically their own data and that obtained from other sources, and using ICT where appropriate;
- select, organise and present information clearly and logically, using appropriate chemical terms and conventions, and using ICT where appropriate;
- interpret and evaluate chemical data from a variety of sources

## **COURSE STRUCTURE**

**Topics Studied include: Equations, Energy, Explosions and Fireworks.**

The course is extremely practical-based and uses some exciting and interesting reactions to develop an understanding of chemical energy. Below is a list of the practicals studied:

Methanol Vapour, Exploding Can, Methane Bubbles and the Methane Bottle-Rocket (Velocity), Cannon Fire – Ethanol and Hydrogen Peroxide, The Kursk Project – Catalysts and Hydrogen Peroxide, The Thermit Reaction – Aluminium vs. Iron, Zinc and Hydrochloric Acid – find the most explosive ratio using a decibel metre on the Ipad, Endothermic and Exothermic Reactions, Measuring the Combustion of Alcohols Project, Using Quicklime to make a food warmer, Black Powder, Impact Explosion - Nitrogen Triiodide /Ammonia, Glowing Splints and Iron Wool in Oxygen, Iron Fillings in a Flame, Sparklers Magic Writing - Fuses using potassium nitrate, Fireworks using chlorate salts and other metal compounds, Silver Fulminate in Crackers and Poppers, Flash Bang Copper oxide vs Magnesium , What is a Firework?

**This course requires a lot of independent study and will cover some aspects of Year 11 and 12 VCE Chemistry.**

## **ENTRY & PRE-REQUISITES**

21st Century Chemistry can be studied only as a one-semester subject: it is not offered to students in both semesters of Year 10.

## **SATISFACTORY COMPLETION**

Demonstrated achievement of the set of outcomes specified for the unit.

## **ASSESSMENT POSSIBILITIES**

- Practicals and Workbook Exercises (20%)
- Investigations (20%)
- Topic Tests (20%)
- Semester Exam (40%)

# ACCOUNTING (& ACCOUNTING PRINCIPLES)

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*Department Head: Mr P Mitchell*

## RATIONALE

Many students will go on to further studies in business and finance, and other students will go on to become small business owners. The study of Accounting will enable them to develop their financial knowledge and skills.

## COURSE DESCRIPTION

This study focuses on the establishment of a small business and the accounting and financial management of the business. Students will study both theoretical and practical aspects of accounting. Financial data and information will be collected, recorded and reported using both manual and information and communications technology methods.

## COURSE STRUCTURE

### ▪ **SEMESTER 1 - GOING INTO BUSINESS (ACC10A)**

This semester focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry system for the recording and reporting of cash and credit transactions of a trading firm. They use financial and non-financial information to evaluate the performance of a business. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

OR

### ▪ **SEMESTER 2 - EXTENDING ACCOUNTING FOR TRADING BUSINESSES (ACC10B)**

This semester focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry system for the recording and reporting of cash and credit transactions of a trading firm. They use financial and non-financial information to evaluate the performance of a business. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

OR

### ▪ **SEMESTER 2 - ACCOUNTING PRINCIPLES (ACC10AB)**

Accounting for students new to the subject in semester 2. This unit will focus on giving students a broad introduction to Accounting for both service and trading businesses. Students are introduced to the principles of Accounting and the processes of gathering, recording, reporting and analysing financial data and information when operating on both a cash and credit basis. Students will still get a taste of what the principles of Accounting are at the Year 10 level, giving them further options to study it at Year 11.

## ENTRY AND PRE-REQUISITES

Students may wish to undertake Semester 1 ACC10A or Semester 2 ACC10AB of Year 10 Accounting prior to studying VCE Unit 1 and 2 Accounting in Year 11. Both semesters in Year 10 Accounting are recommended for students wishing to undertake a study of Units 3 and 4 Accounting in Year 11, knowing that they must also meet other College requirements to satisfy the study of a Units 3 & 4 subject in Year 11: these students should not enrol in only Semester 2 ACC10B; however, students should be aware that if they wish to proceed to the study of Units 1 and 2 Accounting in the following year (Year 11), they will be in no way disadvantaged from having studied only one semester of Year 10 Accounting.

## SATISFACTORY COMPLETION

Demonstrated achievement of the set of outcomes specified for the unit.

## ASSESSMENT POSSIBILITIES

- Assignments (10%)
- Tests (40%)
- Examinations (50%)

# ART (A/B)

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**Department Head: Mr K Sebire**

## RATIONALE

Art is offered as a three period per week elective focusing on creating and making with an emphasis on the design process.

## COURSE DESCRIPTION

Students will use specific artists as sources of inspiration to pursue art ideas through a range of two dimensional art media.

## COURSE STRUCTURE

### AIMS

The course is designed to enable you to:

- Develop the ability to think and act creatively drawing on past and present images and objects.
- Develop your skills of observation and imaginative interpretation of your world.
- Develop an understanding of design process methodology in preparation for the V.C.E. Studio Arts course.
- Gain an important source of personal satisfaction and fulfilment.
- Achieve a positive self-concept through creative experiences.

### AREAS OF STUDY

- Practical studies: An introduction to the design process methodology.
- Theoretical studies: The study of an artist. (also linked with practical studies)

#### Semester 1

- Students will gain an insight into the art making processes of an *overseas* artist.
- The study will be explored through both practical pursuits as the student uses the artist as a basis to developing a design process methodology through folio development using the artist as a major source of inspiration for the semester.
- A study of the overseas artist will form the basis for class research and the semester examination.

#### Semester 2

- Students will gain an insight into the distinctive artistic style of an *Australian* artist.
- The study will be explored through both practical pursuits as the student uses the artist to develop a design process methodology through folio development. Those students who have undertaken Art in semester one, will be able to further extend their understanding of design process and work in a more independent manner.
- The Australian artist will form the basis for class research and the semester examination.

## ENTRY & PRE-REQUISITES

Students may choose to do one or both semesters.

## SATISFACTORY COMPLETION

Demonstrated achievement of the set of outcomes specified for the unit.

## ASSESSMENT POSSIBILITIES

- Art appreciation
- Written work submitted
- The design process folio
- Semester Examination

## **RATIONALE**

In Year 10, Aviation is a one semester unit, presented as an entry-level course designed for students who have a general interest in learning about aviation. Aviation encompasses a multitude of diverse disciplines, and its teaching has therefore assumed significant relevance beyond the immediately obvious skills require to pilot an aeroplane. The many career opportunities available in this exciting discipline are highlighted by a series of excursions, and visiting keynote speakers address the students on relevant topics of interest.

## **COURSE DESCRIPTION**

The fundamentals of aerodynamics, aircraft systems, meteorology, air traffic control and communication, and aviation history are studied. The lectures, presented by multimedia instruction including computer simulation and DVD, place a strong emphasis on the relevance of physics and mathematics in the broader school curriculum.

## **COURSE STRUCTURE**

### **Chapter 2: Airplane Systems**

- Section A: Airplanes
- Section B: The Powerplant and Related Systems
- Section C: Flight Instruments

### **Chapter 3: Aerodynamic Principles**

- Section A: Four Forces of Flight
- Section B: Stability

### **Chapter 4: The Flight Environment**

- Section B: Airports

### **Chapter 5: Communication and Flight Information**

- Section A: Radar and ATC Services
- Section B: Radar Procedures

## **ENTRY AND PRE-REQUISITES**

There are no prerequisites for entry to Year 10 Aviation.

## **SATISFACTORY COMPLETION**

Demonstrated achievement of the set of outcomes specified for the unit.

## **ASSESSMENT POSSIBILITIES**

Level of performance will be assessed based on:

- written homework tasks
- unit tests
- oral presentation
- semester examination

# COMMERCE (A/B)

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*Department Head: Mr P Mitchell*

## RATIONALE

Students will be given an introduction to Commerce subjects, which may be undertaken in their VCE as well as exploring vocational pathways. Students can undertake both Commerce A and Commerce B (where a different aspect of the subject will be studied in each Semester) or they may choose to study either one of these alone.

## COURSE DESCRIPTION

### ECONOMICS

Economics is the study of how individuals and societies use resources to satisfy needs

### LEGAL STUDIES

Legal Studies examines the processes of law-making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society.

### BUSINESS

Business examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the complexity, challenges and rewards that come from business management and gain an insight into the various ways resources can be managed in small, medium and large scale organisation.

## COURSE STRUCTURE

### SEMESTER 1 - COMMERCE A

- **Economics** – The focus will be on economic decisions about production, consumption and distribution of goods and services, including demand and supply analysis.
- **Legal Studies** – The focus will be on the two main law making bodies in Australia, Parliament and the Courts and will distinguish between Criminal and Civil Law
- **Business** – The focus will be on businesses within the macro environment.

### SEMESTER 2 - COMMERCE B

- **Economic** - The focus will be on economic growth
- **Legal Studies** – The focus will be on contract law
- **Business** – The focus will be on human resource management and developing a competitive advantage

## ENTRY AND PRE-REQUISITES

None

## SATISFACTORY COMPLETION

Demonstrated achievement of the set of outcomes specified for the unit.

## ASSESSMENT POSSIBILITIES

- Units Tests (30%)
- Assignments/Bookwork (20%)
- End of Semester Examination (50%)

# DRAMA ( A/ B )

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*Department Head: Ms E Christie*

## DRAMATIC FORM (A)

### RATIONALE

This course focuses on naturalistic and non-naturalistic theatrical forms and includes an investigation of a variety of 20<sup>th</sup> Century theatrical practitioners.

### COURSE DESCRIPTION

Students examine, critically analyse and evaluate theatrical styles and conventions through a range of historical, political and social contexts to devise, write and present scenes, monologues, individual and group performances as well as written analytical responses and essays based on a variety of dramatic forms. The combination of these skills is then used to create, write and perform an assessment Ensemble Performance, a Written Analysis and Workbook Folio.

During this unit students will have the opportunity to demonstrate their ability using the following course objectives:

- use a range of acting skills
- create characters with depth and credibility
- use drama elements, forms, styles and conventions to convey meaning
- develop drama ideas individually and in groups
- interpret texts, characters and scripts from a range of cultural and historical sources
- develop and write scripts
- design and construct stagecraft elements
- rehearse, refine and present works for particular audiences and purposes
- provide personal interpretations about the qualities of their own and others' drama
- identify strategies for refining their own drama
- use drama terminology when discussing their own and others' work
- demonstrate an understanding of the histories and traditions of the drama of different cultural groups
- explain ways in which drama reinforces or challenges social, cultural and artistic values

### COURSE STRUCTURE

- Epic Theatre
- Theatre of Cruelty
- Theatre of the Absurd
- Poor Theatre
- Stanislavski
- Contemporary Drama Theorists
- Play building
- Play writing
- Script interpretation

### ENTRY & PRE-REQUISITES

Nil.

### SATISFACTORY COMPLETION

Demonstrated achievement of the set of outcomes specified for the unit.

## **ASSESSMENT POSSIBILITIES**

AT 1 Arts Practice (30%)  
Outcome 1 – Ensemble Performance (30%)

AT 2 Responding to the Arts (30%)  
Outcome 2 – Written Analysis (10%)  
Outcome 3 – Written Evaluation (20%)

AT 3 Examination (40%)  
Monologue (20%)  
Written Examination (20%)

## **STYLES, TRADITIONS AND CONVENTION (B)**

### **RATIONALE**

This course focuses on theatrical forms from Pre-History, through the Pre-Modern Era to the early 21st Century and the rise of the Realist, Expressionistic and Surrealistic Movements.

### **COURSE DESCRIPTION**

Students will also investigate the theatre of Asia and Australia. Students investigate specific practitioners, theatrical styles, conventions and significant stagecraft developments and undertake a specialist course in acting, play building, script interpretation and performance for an audience. The combination of these skills will be used to create and perform their own dramatic works. Students examine, critically analyse and evaluate theatrical styles and conventions through a range of historical, political and social contexts to devise, write and present individual and group performances and written responses and monologues.

During this Unit students will have the opportunity to demonstrate their ability using the following course objectives:

- use styles, forms and conventions most appropriate for expressing ideas, themes and issues
- extend, alter and transform established forms and styles
- communicate through the use of symbolism, metaphor and
- initiate, conceptualise and develop dramatic ideas individually and in groups
- direct their own and others' works
- apply dramatic elements to create characters with depth and credibility
- write imaginative, detailed scripts using selected dramatic forms and styles
- interpret established texts and apply a range of innovative performance techniques to their presentation
- communicate personal evaluations of drama
- identify specific techniques, skills and the detailed application of drama elements used in a range of works
- critically analyse different written interpretations of the same text
- maintain folios recording research and evaluations using drama terminology
- critically analyse a range of dramatic forms and styles from specific cultures, times and places
- compare and contrast the content, purpose and themes of drama works from selected cultures and historical periods
- analyse the impact of digital technology on contemporary drama and theatre practices.

### **COURSE STRUCTURE**

- Greek Theatre
- Roman Theatre
- Elizabethan Theatre

- Restoration Theatre
- Melodrama
- Surrealism
- Expressionism
- Transformation
- Asian Theatre
- Australian Theatre

## **ENTRY & PRE-REQUISITES**

None

## **SATISFACTORY COMPLETION**

Demonstrated achievement of the set of outcomes specified for the unit.

## **ASSESSMENT POSSIBILITIES**

AT 1 Arts Practice (30%)  
Outcome 1 – Ensemble Performance (30%)

AT 2 Responding to the Arts (30%)  
Outcome 2 – Written Analysis (10%)  
Outcome 3 – Written Evaluation (20%)

AT 3 Examination (40%)  
Monologue (20%)  
Written Examination (20%)



# ENGINEERING THE FUTURE

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*Faculty Head: Mr A Bylsma*

## RATIONALE

Engineering has been defined as “the application of mathematics, as well as scientific, economic, social, and practical knowledge in order to invent, innovate, design, build, maintain, research, and improve structures, machines, tools, systems, components, materials, processes, solutions, and organisations.”

This Year 10 elective would seek to make connections between students’ existing areas of learning in a range of subjects and provide opportunities for students to apply this knowledge. The will take an inquiry and project based approach to develop ideas and explore solutions to authentic problems. The elective will introduce students to approaches in problem-solving with an emphasis on project work, where students will be given opportunities to marry their technical knowledge and creativity to design innovative solutions to real world problems. With an emphasis on practical project work, students will develop a range of transferable skills and form connections across their breadth of study.

## COURSE DESCRIPTION

Focusing on **Science, Technology, Engineering, Art and Mathematics (STEAM)** the course would cover:

<b>Physics</b>	Forces, stresses, strains
<b>Chemistry</b>	Material properties
<b>Biology</b>	Skeletal system, natural form
<b>Environmental</b>	Sustainability considerations
<b>Art and Technology</b>	CAD and 3D printing

- Develop a knowledge and understanding of common engineering materials, including their scientific and mechanical properties and be able to justify their selection in a variety of applications. Gain an appreciation of the materials manufacture, availability, environmental impact and cost, giving valid justification for its inclusion in a given application.
- Be familiar with various structural forms and be able to communicate them, using schematic drawings. Be able to identify sub-systems and recognise the relationships between them. Identify the variety of forces applied to systems and how these might be designed to resist the forces effectively.
- Ability to use appropriate CAD technology in the realisation of a solution. Produce and run either a model or simulation (mathematically and/or software based) to test a concept, taking into account appropriate factors of safety, loadings, tolerances, and the like. Be able to run multiple tests and use various verification and validation techniques to refine designs.
- Gain an appreciation of the role of an engineer and how to develop a concept through to fruition. Develop initiative, critical analysis and collaborative working skills. Be able to produce a design solution that meets the design brief by taking a logical and systematic approach, starting with problem identification through to articulation of a solution. Be able to analyse and evaluate existing solutions and communicate clearly and effectively in written, oral and visual forms.

## COURSE STRUCTURE

### UNIT 1 - Fundamentals

- Initial Project
  - Students to encouraged to creatively solve the problem
  - Opportunity for discovery of gaps in knowledge
  - Collaborative and research based

- Materials Science
  - Excursion to a materials testing facility (excursion to Swinburne University)
  - Testing materials
  - Mechanical Properties
- Forces
  - Sources of Force
  - Stress and Strain
  - Factors of Safety
  - Standards and Codes of Practice
- Fit, Form and Function
  - Structural Form
    - Human Body
    - Yarra River Bridge Walk (excursion)
    - Manufacturing considerations
  - Aviation
    - Wing design
    - Finite Element Analysis
  - Mechatronics
    - Applications & Design considerations

### **UNIT 2 – Solution Realisation**

- Macroscopic Project
  - Term long project
  - Develop initial solution
  - Fully documented project submission
  - Presentation of concept to a panel
- Approaches to problem solving
  - Statement of Problem
  - Modes of Failure
  - Development of Brief
- Modelling & Analysis
  - Mathematical models
  - Idealising complexity
- Documentation
  - Bill of Quantities
  - Surveying Techniques and information (incursion)
  - Technical Drawings

### **ENTRY & PRE-REQUISITES**

There are no pre-requisites for entry. This can only be completed for one semester, not both.

### **SATISFACTORY COMPLETION**

Demonstrated achievement of the set of outcomes specified for the unit.

### **ASSESSMENT POSSIBILITIES:**

- Practical and Workbook exercises (10%)
- Projects (30%)
- Topic Tests (20%)
- Semester Exam (40%)

## **RATIONALE**

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

## **COURSE DESCRIPTION**

This course is divided into two semesters. During the semester, students read and respond to two texts, in response to the culture and values presented. The texts range from the traditional to the contemporary, allowing students to explore historic, international, local, and indigenous traditions. Students are encouraged to respond to selected texts and contexts through oral presentations and construction of compositions that range from the creative to the analytical genres. They are then encouraged to develop and strengthen essential literacy skills and appreciation of the craft of Literature. In addition, students study the English language and its rhetorical effect on select communities. At the end of the semester the students are examined on the two texts and the rhetorical effect of the language employed by the media.

## **COURSE STRUCTURE**

### **Semester 1**

- Text Response: *To Kill a Mockingbird* and *One Night the Moon*
- Using Language to Persuade: Media Responses
- Writing Folio

### **Semester 2**

- Text Response: *Romeo and Juliet* and *Lord of the Flies*
- Using Language to Persuade: Media Responses
- Writing Folio

## **ENTRY & PRE-REQUISITES**

No prerequisites. This is a compulsory subject for all Year 10 students at the College.

## **SATISFACTORY COMPLETION**

Demonstrated achievement of the set of outcomes specified for the unit.

## **ASSESSMENT POSSIBILITIES**

### **Semester 1**

- Area of Study One: Text response and Oral Presentation (30%)
- Area of Study Two: Text response (20%)
- Area of Study Three: Language Analysis/Point of View (10%)
- Examination (40%)

### **Semester 2**

- Area of Study One: Text response and Oral Presentation (30%)
- Area of Study Two: Text response (20%)
- Area of Study Three: Language Analysis/Point of View (10%)
- Examination (40%)

# GEOGRAPHY

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**Department Head: Mr N Baff**

## RATIONALE

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years. Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

## COURSE DESCRIPTION

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, digital resources, photographs and other representations of geographical data.

## COURSE STRUCTURE

There are two areas of study in the Level 10 curriculum for Geography:.

***Environmental change and management*** focuses on investigating environmental geography through an in-depth study of a specific environment. This begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

***Geographies of human wellbeing*** focuses on investigating global, national and local differences in human wellbeing between places. This examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

## ENTRY & PRE-REQUISITES

None

## SATISFACTORY COMPLETION

Demonstrated achievement of the set of outcomes specified for the unit.

## ASSESSMENT POSSIBILITIES

Assessment in Year 10 Geography consists of:

- Fieldwork reports: 20%
- Research tasks on local and global issue: 20%
- Topic Tests – Unit 1 and Unit 2: 20%
- End of semester examination: 40%

# HISTORY

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*Department Head: Mr A Butcher*

## **AMERICAN HISTORY ( A / B )**

### **RATIONALE**

The history of the United States is an important study for Australia- our constitution and capital territory reflect theirs; likewise our colonial experience, indigenous relations and conflict. This course covers the original inhabitants of the Americas, settlement by European powers and the British Colonies rebellion against parliament and the king. In the semester two, the concept of westward expansion at the expense of Indigenous peoples is explored; slavery and the Civil War; followed by a final study of the 'Wild West'.

### **COURSE DESCRIPTION**

This course is designed to help you to:

- appreciate the events and forces which have shaped and influenced America today
- examine the activities of people in real situations from the past, and thereby develop an empathy with people of other times, places and cultures
- integrate, through the examination of the past, other subject disciplines, such as religious studies, art, languages, politics, geography and the sciences
- develop a broad range of skills, such as analysis, synthesis, hypothesis formation and testing, and the making of reasoned judgements.

### **COURSE STRUCTURE**

#### **AREAS OF STUDY**

##### **Unit A: Original Inhabitants - Independence**

- Original inhabitants: the American Indian; migration, culture, lifestyle, religion
- European settlement: Spanish, French and English; reasons for and areas of settlement
- Colonial America: the thirteen colonies; problems, people and lifestyle
- Independence: conflict, causes and events.

##### **Unit B: Expansion to Civil War**

- Westward expansion: the need for land; annexation and acquisition
- Civil War
- Aftermath: Reconstruction; The Wild West.

#### **LEARNING ACTIVITIES**

During and out of class, you will:

- participate in explanations and discussions
- watch films and documentary programs, and produce written responses
- read and produce summaries from texts and library materials
- participate in excursion/s
- listen to visiting experts
- produce written responses on set topics.

#### **COURSEWORK**

You will be required to:

- undertake introductory activities
- complete folio pieces
- complete a major project
- maintain a workbook
- complete class tests and semester examination.

## ENTRY & PRE-REQUISITES

One or more units of History may be taken from the five available. These units are part of the Humanities field. Remember the Australian History unit is compulsory.

## SATISFACTORY COMPLETION

Demonstrated achievement of the set of outcomes specified for the unit.

## ASSESSMENT POSSIBILITIES

Level of performance will be assessed based upon:

- prescribed folio pieces
- a major project
- document analysis
- information recall
- examination

## AUSTRALIAN HISTORY

### RATIONALE

The second half of twentieth century was a time of enormous social, economic and political change within the world. Australia suffered the worst economic depression within its history; the long standing relationship with Britain was tested in the Second World War, causing Australia- under threat from Imperial Japan to turn to a new ally, the United States. The aftermath of the war saw great social change as waves of European migrants came to Australia. Meanwhile, Australia's commitment to the United States policy of 'communist containment' saw it active in the Cold War in Korea, Vietnam and Malaysia for the British. Ultimately, this period saw another wave of non- European migrants come to Australia, ending the White Australia Policy and founding the basis of modern, multicultural Australia. Further, the world wide liberalism of the 1960s saw Australia revisit and confront its treatment of the First Australians.

### COURSE DESCRIPTION

This course is designed to help you to:

- appreciate the events and forces which have shaped and influenced Australia today
- examine the activities of people from the past and develop empathy with other times, places and cultures
- debate what it means to be an Australian and what is Australia's role in the modern world
- develop a broad range of skills, such as analysis, synthesis, hypothesis formation and testing, and the making of reasoned judgements.

### COURSE STRUCTURE

#### Unit 1:

- The Great depression
- The Second World War

#### Unit 2

- Australia & the Cold War
- Migration and the End of the White Australia Policy
- Rights & Freedoms

## ENTRY & PRE-REQUISITES

One or more units of History may be taken from the five available. These units are part of the Humanities field. **This unit of Australian History is compulsory in Year 10.**

## **SATISFACTORY COMPLETION**

Demonstrated achievement of the set of outcomes specified for the unit.

## **ASSESSMENT POSSIBILITIES**

- Document Studies of Primary and Secondary Sources
- Extended Responses
- Short Answer Tests
- Essays
- Examination

# INFORMATION TECHNOLOGY

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*Department Head: Ms V Farrell*

## INFORMATICS

### RATIONALE

The focus of this unit is on how individuals, and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives. Students will develop and apply knowledge and skills using spreadsheet software such as Excel to manipulate numeric data whereby they will select relevant data and apply functions and techniques to manipulate the data to produce information in graphic form. Students will also learn the basics of using Photoshop in order to manipulate images for use in a web site. Students will also develop and apply knowledge and skills in the use of web authoring software using Dreamweaver to create a website solving a given problem in class. Students will develop an understanding of the purposes of information, network theory, onscreen solutions and ICT in a global society. The course uses Year 11 Units 1 & 2 Information Technology theory from the Year 11 Information Technology textbook. Students receiving an A can consider studying Units 3 & 4 Informatics as a Year 11 student.

### COURSE DESCRIPTION

In Year 10 Informatics students complete a combination of practical work and theory work. Students develop the following skills in:

- design thinking, features of spreadsheets, web authoring, image manipulation and testing
- using the skills acquired in folio exercises to individually solve a problems and create software solutions
- theory involving information, networks, onscreen solutions and ICT in a global society

### COURSE STRUCTURE

This Study comprises three assessment tasks:

#### **Assessment Task 1 – Web Authoring Task**

Students initially complete exercises that progressively develop their web authoring and image manipulation skills. Skills developed include:

- developing page content
- validating data
- following formats and conventions, with particular attention to colour
- navigation – linking of pages
- file management
- editing images within Photoshop
- testing websites
- using HTML
- using CSS
- compositing an image
- working with layers
- using filters
- scaling
- file types and formats
- file compression

The purpose is for students to create a web site from a design brief using:

- methods of expressing software designs such as screen design layouts and story boards
- features of web authoring software such as HTML, CSS, templates, etc
- testing and validation techniques for ensuring the web site meets their design specifications, including construction of test data using a testing table with expected output and actual output

On completion of this outcome the student should be able to design, develop and test a web site.



## **Assessment Task 2 – Excel Practical Test**

Students initially complete a series of exercises developing the following skills including:

- formatting numbers
- formulae
- fill down and fill right
- sum function
- relative and absolute values
- working with window panes
- print titles and print area
- display and print formulas
- functions
- autofill and autoformat
- multiple sheets and naming sheets
- paste linking
- IF statements including AND and OR
- charts
- logic statements
- data validation
- lookup tables

On completion of these exercises students complete a practical test in one class. Students should be able to read and analyse a problem and follow instructions in order to complete a spreadsheet solution.

## **Assessment Task 3 – Assignment**

Students investigate the design elements involved in creating a web site.

On completion of this outcome the student should be able to understand the design elements involved in web authoring in order to design, develop and test a website.

## **ENTRY & PRE-REQUISITES**

To study Year 10 Informatics as a Year 10 student, just select it.

## **SATISFACTORY COMPLETION**

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers will use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate key outcomes.

## **ASSESSMENT POSSIBILITIES**

Assessment tasks for this subject are:

- Outcome 1 - Web Authoring Task (35%)
- Outcome 2 - Excel Practical Test (15%)
- Outcome 3 - Assignment (10%)

At the end of semester, all students will complete a Written Examination, which comprises 40% of the Global Grade for the unit. The examination will be completed under the following conditions:

- Duration: 60 minutes
- Date: end-of-semester, on a date to be published by the school
- Multiple choice questions
- Short answer questions
- Based on theory work and practical work
- The examination will be marked by the subject teacher

# **SOFTWARE DEVELOPMENT**

## **RATIONALE**

The focus of this unit is on the techniques and procedures for the development of purpose-designed software, using a programming language, MS Visual Basic.Net, for designing a mock-up of an app for a tablet device, BluePrint Lite and for managing a group programming project, MS Project. Students will acquire and apply a range of knowledge and skills to create solutions to persuade, educate and entertain. Students develop an understanding of the role technology plays in inputting, processing, storing and communicating data and information. Students develop an understanding of the purposes of information, network theory and project management. In the process of transforming information products to on-screen, students develop and apply knowledge and skills in analysing information problems and in analysing, designing, developing and evaluating solutions and information products. The course uses Year 11 Units 1 & 2 Information Technology theory from the Year 11 Information Technology textbook. Students receiving an A can consider studying Units 3 & 4 Software Development as a Year 11 student.

## **COURSE DESCRIPTION**

In Year 10 Software Development students complete a combination of practical work and theory work. Students develop the following skills in:

- design thinking, features of programming languages and testing
- using the skills acquired in Outcome 1 to individually solve a programming problem and create a software solution
- project management skills as a group member including: identifying, scheduling and monitoring tasks, resources, people and time using MS Project and completing a software solution by a due date
- learning about the development of apps for mobile devices and come up with an idea for an app and create a mock-up of the app to demonstrate how it would work
- theory involving networks, programming and career pathways and project management

## **COURSE STRUCTURE**

This Study comprises four assessment tasks:

### **Assessment Task 1 – Visual Basic Exercises**

Students complete ten exercises that progressively develop their programming skills. Skills developed include use of:

- objects
- events
- properties
- naming conventions
- procedures
- functions
- classes
- calculations
- validation
- input boxes and message boxes
- formats and conventions

The purpose is for students to create a software solution from written requirements by using:

- methods of expressing software designs such as screen design layouts, IPO charts and algorithms (pseudocode)
- features of programming languages, including procedures, methods, functions, control structures and internal documentation
- testing techniques for ensuring coded solutions meet their design specifications, including construction of test data using a testing table with expected output and actual output

On completion of this outcome the student should be able to design, develop, test and document a software solution after completing all ten exercises using Visual Basic.Net.

### **Assessment Task 2 – Visual Basic Mini Assignment**

Students complete an individual assignment using the skills acquired in Outcome 1 in order to solve a problem given within a design brief including:

- design layouts
- IPO charts
- development of the GUI
- management of files
- internal documentation
- coding and meeting requirements
- testing

On completion of this outcome the student should be able to design, develop, test and document a software solution from a written design brief using Visual Basic.Net.

### **Assessment Task 3 – Visual Basic Group Assignment**

Students complete a project as a group member in order to solve a problem given in a design brief including:

- project plan
- design layouts
- algorithms
- minutes of meetings
- development of GUI
- management of files
- internal documentation
- coding and meeting requirements
- testing

On completion of this outcome the student should be able to work within a group, using project management skills and tools in order to design, develop, test and document a software solution using MS Project and Visual Basic.Net.

### **Assessment Task 4 – Apps Development Assignment**

Students complete an individual assignment involving coming up with an idea for an app, designing and creating a mock-up of it including:

- an explanation of the app
- a discussion of the process involved in developing the app
- an explanation of how the app is to be used
- a discussion on how the app should be marketed
- a visual report including screen dumps of the mock-up with annotations

On completion of this outcome the student should be able to design, develop a mock-up and test an app for a tablet device using BluePrint Lite.

## **ENTRY & PRE-REQUISITES**

To study Year 10 Software Development as a Year 10 student, just select it.

## **SATISFACTORY COMPLETION**

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers will use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate key outcomes.

## **ASSESSMENT POSSIBILITIES**

Assessment tasks for this subject are:

- Outcome 1 - Visual Basic Exercises (10%)
- Outcome 2 - Visual Basic Mini Assignment (20%)
- Outcome 3 - Visual Basic Group Assignment (20%)
- Outcome 4 - Apps Development Assignment (10%)

At the end of semester, all students will complete a Written Examination, which comprises 40% of the Global Grade for the unit. The examination will be completed under the following conditions:

- Duration: 60 minutes
- Date: end-of-semester, on a date to be published by the school
- Multiple choice questions
- Short answer questions
- Based on theory work and practical work
- The examination will be marked by the subject teacher

# LANGUAGES

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*Faculty Head: Mrs N Cullen*

## **FRENCH**

### **RATIONALE**

The LOTE Department at this School believes in the important place of learning a language other than English within the core curriculum of the school. It aims at raising the awareness of both students and the broader school community of the intellectual, economic and social benefits to be gained from language learning. In the LOTE classroom, students are encouraged to develop an inquisitive and positive mind towards cultures and languages other than their own and to accept the notion of inter cultural differences. In the process, students are led to analyze their own language and to improve their cognitive, communication and literacy skills. We believe the LOTE classroom prepares students to take their place in the outside world whether through travelling, working with people from different ethnic background or simply appreciating the food, architecture, literature and way of life of people from non-English background

### **COURSE DESCRIPTION**

This is a year- long course open to students who have completed three years or the equivalent of study in this LOTE. The language contributes to the overall education of students, particularly in the areas of communication, confidence, social and cross- cultural understanding, and literacy and general knowledge. It also enables students to have a better understanding of what it means to be a foreigner in Australia. Students will continue to learn to communicate for a range of purposes and in a range of contexts. They will be given opportunity to extend their range of social contacts, and have direct access to knowledge, ideas and information that is relevant to their level of learning in French.

### **COURSE STRUCTURE**

#### **Semester 1 French**

Students will undertake the study of themes such as friendship, solidarity and the environment. They will continue to acquire linguistic resources to function effectively as a non -specialist in all three themes. They will investigate Text Types, different kinds of writing and grammatical structures. They will cover tenses such as the perfect, imperfect, future tense, object and relative pronouns. A number of inquiry based activities will encourage students to deepen their knowledge of diverse cultures, beliefs and opinions.

#### **Semester 2 French**

Students will undertake the study of themes such as the future, the arts and tourism. They will continue to acquire linguistic resources to function effectively as a non -specialist in all three themes. They will continue to investigate Text Types, different kinds of writing and grammatical structures. They will cover tenses such as the future, conditional, “si clause”, possessive pronouns and adjectives. A number of inquiry based activities will encourage students to deepen their knowledge of diverse cultures, beliefs and opinions.

### **ENTRY & PRE-REQUISITES**

If selected, both Semesters must be studied.

### **SATISFACTORY COMPLETION**

Demonstrated achievement of the set of outcomes specified for the unit.

## **ASSESSMENT POSSIBILITIES**

### **Semester 1 French**

Students are required to demonstrate achievement of three assessment tasks.

- Speaking (15%)
- Writing (15%)
- Listening and responding (15%)
- Reading and responding (15%)

Students also undertake a written and oral examination at the end of semester. (40% of the Global Grade)

### **Semester 2 French**

- Speaking (15%)
- Writing (15%)
- Listening and responding (15%)
- Reading and responding (15%)

Students also undertake a written and oral examination at the end of semester. (40% of the Global Grade)

## **JAPANESE**

### **RATIONALE**

The LOTE Department at this School believes in the important place of learning a language other than English within the core curriculum of the school. It aims at raising the awareness of both students and the broader school community of the intellectual, economic and social benefits to be gained from language learning. In the LOTE classroom, students are encouraged to develop an inquisitive and positive mind towards cultures and languages other than their own and to accept the notion of inter cultural differences. In the process, students are led to analyze their own language and to improve their cognitive, communication and literacy skills. We believe the LOTE classroom prepares students to take their place in the outside world whether through travelling, working with people from different ethnic background or simply appreciating the food, architecture, literature and way of life of people from non-English background

### **COURSE DESCRIPTION**

This is a year- long course open to students who have completed three years or the equivalent of study in this LOTE. The language contributes to the overall education of students, particularly in the areas of communication, confidence, social and cross- cultural understanding, and literacy and general knowledge. It also enables students to have a better understanding of what it means to be a foreigner in Australia. Students will continue to learn to communicate for a range of purposes and in a range of contexts. They will be given opportunity to extend their range of social contacts, and have direct access to knowledge, ideas and information that is relevant to their level of learning in Japanese.

### **COURSE STRUCTURE**

#### **Semester 1 Japanese**

Students will undertake the study of themes such as cuisine, Japanese family life and sports. They will continue to acquire linguistic resources to function effectively as a non -specialist in all these themes. They will investigate Text Types, different kinds of writing and grammatical structures. They will learn grammar structures that will prepare them for everyday life in Japan, such as how to give and receive orders at restaurants, how to give and receive directions and how to ask for and refuse permission.

They will also study the potential form, the desiderative form and the dictionary form. A number of inquiry based activities will encourage students to deepen their knowledge of diverse cultures, beliefs and opinions.

### **Semester 2 Japanese**

Students will undertake the study of themes such as the world of work, future plans and contemporary youth culture. They will continue to acquire linguistic resources to function effectively as a non -specialist in all these themes. They will investigate Text Types, different kinds of writing and grammatical structures. They will learn grammar structures that will prepare them for everyday life in Japan, such as how to say whether they are good or bad at something, how to compare things and give their opinions, how to talk about simultaneous actions and how to talk about trying new things. They will also study the plain past form, the plain negative form and the ~tari form. A number of inquiry based activities will encourage students to deepen their knowledge of diverse cultures, beliefs and opinions.

## **ENTRY & PRE-REQUISITES**

If selected, both Semesters must be studied.

## **SATISFACTORY COMPLETION**

Demonstrated achievement of the set of outcomes specified for the unit.

## **ASSESSMENT POSSIBILITIES**

### **Semester 1 Japanese**

Students are required complete a range of tasks and assessments which will measure their ability in Listening, Speaking, Reading and Writing. These tasks will include kanji tests, listening assessments, extended written pieces, grammar tests and extended reading comprehension tasks. Results from these assessments will be used to give them a grade for each skill, which will contribute to their Global Grade as follows:

- Speaking (15%)
- Writing (15%)
- Listening and responding (15%)
- Reading and responding (15%)

Students also undertake a written and oral examination at the end of semester. (40% of the Global Grade)

### **Semester 2 Japanese**

Students are required complete a range of tasks and assessments which will measure their ability in Listening, Speaking, Reading and Writing. These tasks will include kanji tests, listening assessments, extended written pieces, grammar tests and extended reading comprehension tasks. Results from these assessments will be used to give them a grade for each skill, which will contribute to their Global Grade as follows:

- Speaking (15%)
- Writing (15%)
- Listening and responding (15%)
- Reading and responding (15%)

Students also undertake a written and oral examination at the end of semester. (40% of the Global Grade)

# **MANDARIN**

## **RATIONALE**

The LOTE Department at this School believes in the important place of learning a language other than English within the core curriculum of the school. It aims at raising the awareness of both students and the broader school community of the intellectual, economic and social benefits to be gained from language learning. In the LOTE classroom, students are encouraged to develop an inquisitive and positive mind towards cultures and languages other than their own and to accept the notion of inter cultural differences. In the process, students are led to analyze their own language and to improve their cognitive, communication and literacy skills. We believe the LOTE classroom prepares students to take their place in the outside world whether through travelling, working with people from different ethnic background or simply appreciating the food, architecture, literature and way of life of people from non-English background.

## **COURSE DESCRIPTION**

Studying Mandarin offers the opportunity to positively engage in a culture that represents one quarter of humanity, the world's fastest growing economy and emerging international presence. Post school opportunities of people fluent in English with Mandarin speaking skills are enormous. Many major global companies are now investing in China, governments are increasing and expanding the scope of their diplomatic relations and cultural and sporting contacts are also expanding. Regardless of whether your interests lie in business, government work, education or cultural pursuits, Mandarin speaking skills will broaden the range of opportunities open to you.

## **COURSE STRUCTURE**

### **Semester 1 Mandarin**

Students will undertake the study of themes such as the weather, seasons, holidays, my school and subjects. They will continue to acquire linguistic resources to function effectively as a non -specialist in all three themes. They will investigate Text Types, different kinds of writing and grammatical structures. They will cover tenses such as the perfect, imperfect, future tense, object and relative pronouns. A number of inquiry based activities will encourage students to deepen their knowledge of diverse cultures, Chinese characters, beliefs and opinions.

Students also undertake a written and oral examination at the end of semester. (40% of the Global Grade)

### **Semester 2 Mandarin**

Students will undertake the study of themes such as the hobbies, sports, music, making a phone call, my school and buildings. They will continue to acquire linguistic resources to function effectively as a non -specialist in all three themes. They will continue to investigate Text Types, different kinds of writing and grammatical structures. They will cover tenses such as the future, conditional, possessive pronouns and adjectives. A number of inquiry based activities will encourage students to deepen their knowledge of diverse cultures, Chinese writing, beliefs and opinions.

## **ENTRY & PRE-REQUISITES**

If selected, both Semesters must be studied.

## **SATISFACTORY COMPLETION**

Demonstrated achievement of the set of outcomes specified for the unit.



## **ASSESSMENT POSSIBILITIES**

### **Semester 1 Mandarin**

Students are required to demonstrate achievement of three assessment tasks.

- Oral presentation (15%)
- Written task (15%)
- Listening and responding (15%)
- Reading comprehension (15%)

### **Semester 2 Mandarin**

Students are required to demonstrate achievement of three assessment tasks.

- Oral presentation (15%)
- Written task (15%)
- Listening and responding (15%)
- Reading comprehension (15%)

Students also undertake a written and oral examination at the end of semester. (40% of the Global Grade)

## **SPANISH**

### **RATIONALE**

The LOTE Department at this School believes in the important place of learning a language other than English within the core curriculum of the school. It aims at raising the awareness of both students and the broader school community of the intellectual, economic and social benefits to be gained from language learning. In the LOTE classroom, students are encouraged to develop an inquisitive and positive mind towards cultures and languages other than their own and to accept the notion of inter cultural differences. In the process, students are led to analyze their own language and to improve their cognitive, communication and literacy skills. We believe the LOTE classroom prepares students to take their place in the outside world whether through travelling, working with people from different ethnic background or simply appreciating the food, architecture, literature and way of life of people from non-English background.

### **COURSE DESCRIPTION**

This is a year- long course open to students who have completed three years or the equivalent of study in this LOTE. The language contributes to the overall education of students, particularly in the areas of communication, confidence, social and cross- cultural understanding, and literacy and general knowledge. It also enables students to have a better understanding of what it means to be a foreigner in Australia. Students will continue to learn to communicate for a range of purposes and in a range of contexts. They will be given opportunity to extend their range of social contacts, and have direct access to knowledge, ideas and information that is relevant to their level of learning in Spanish.

### **COURSE STRUCTURE**

#### **Semester 1 Spanish**

Students will undertake the study of themes such as the weather, seasons, holidays, my school and subjects. They will continue to acquire linguistic resources to function effectively as a non -specialist in all three themes. They will investigate Text Types, different kinds of writing and grammatical structures. They will cover tenses such as the perfect, imperfect, future tense, object and relative pronouns. A number of inquiry based activities will encourage

students to deepen their knowledge of diverse cultures. Students also undertake a written and oral examination at the end of semester. (40% of the Global Grade)

### **Semester 2 Spanish**

Students will undertake the study of themes such as the hobbies, sports, music, making a phone call, my school and buildings. They will continue to acquire linguistic resources to function effectively as a non -specialist in all three themes. They will continue to investigate Text Types, different kinds of writing and grammatical structures. They will cover tenses such as the future, conditional, possessive pronouns and adjectives. A number of inquiry based activities will encourage students to deepen their knowledge of diverse cultures, Spanish writing, beliefs and opinions.

## **ENTRY & PRE-REQUISITES**

If selected, both Semesters must be studied.

## **SATISFACTORY COMPLETION**

Demonstrated achievement of the set of outcomes specified for the unit.

## **ASSESSMENT POSSIBILITIES**

### **Semester 1 Spanish**

Students are required to demonstrate achievement of three assessment tasks.

- Oral presentation (15%)
- Written task (15%)
- Listening and responding (15%)
- Reading comprehension (15%)

### **Semester 2 Spanish**

Students are required to demonstrate achievement of three assessment tasks.

- Oral presentation (15%)
- Written task (15%)
- Listening and responding (15%)
- Reading comprehension (15%)

Students also undertake a written and oral examination at the end of semester. (40% of the Global Grade)

# LITERATURE (A/B)

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**Faculty Head: Mr A Valladares**

*These units may be counted as ARTS or HUMANITIES units*

## RATIONALE

The study is designed to enable students to develop an enjoyment of literature as well as an interest in close and critical reading. It aims to provide an understanding of the human experience and an appreciation of a variety of cultures. It hopes to reinforce a life-long commitment to reading and thinking as an endless source of inspiration, challenge, encounter with others and experience of human creativity. It helps create active and passionate readers and even writers.

## COURSE DESCRIPTION

The study of literature includes involvement in reading, writing and talking about the nature and value of a wide range of literature. The study of literature also provides an understanding of the structure of texts, interpretive skills and the capacity to analyse, criticize and creatively respond to texts.

## COURSE STRUCTURE

The study consists of two units. Each unit can be taken discretely or as a sequence. The focus of Units A and B is on developing your interest and confidence in reading and responding to literary texts.

Each unit contains two common areas of study:

- Reading strategies
- Themes and ideas in texts
- Creative responses

The areas of study are designed to be integrated in each unit.

### Unit A and Unit B

- Developing a folio of notes and ideas pertinent to a text and its cultural context
- Developing a range of analytical written responses
- Presenting an oral task
- Producing an extended response to a wider reading project

## ENTRY & PRE-REQUISITES

None

## SATISFACTORY COMPLETION

Demonstrated achievement of the set of outcomes specified for the unit.

## ASSESSMENT POSSIBILITIES

Performance levels will be determined on the following tasks:

### Unit A and Unit B

- Views and values analysis (20%)
- Text analysis (20%)
- Oral presentation (10%)
- Creative response (10%)
- Examination (40%)

# MATHEMATICS

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*Faculty Head: Mr M Langan*

## STANDARD

### RATIONALE

Mathematics provides a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Its study is designed to promote awareness of the importance of mathematics in everyday life in a technological society.

### COURSE DESCRIPTION

This course is designed to help students develop and apply the mathematical knowledge and skills necessary to solve the quantitative problems which they meet and to communicate mathematical ideas effectively.

### COURSE STRUCTURE

This Study comprises two semesters of 6 units each, which emerge from the Australian Curriculum.

#### Semester 1

- **Probability** – complement, union, intersection, conditional probability
- **Algebra Review** – solving linear equations
- **Linear Functions and Graphs** – representing linear relationships with equations and graphs
- **Surds** – arithmetic of surds
- **Surface Area and Volume** – calculating surface area and volume of prisms and tapered solids
- **Indices and Exponentials** – arithmetic of index laws, exponential graphs

#### Semester 2

- **Matrices** – properties and arithmetic of matrices
- **Factorising Quadratics** – techniques for difference of two squares and trinomial expressions
- **Quadratic Equations** – techniques involving the Null Factor Law and Completing the Square
- **Parabolas** – sketching quadratic functions and identifying key features
- **Trigonometry** – finding missing sides and angles in right triangles using SOHCAHTOA.
- **Statistics** – boxplots, outliers, mean and standard deviation

### ENTRY & PRE-REQUISITES

No prerequisites. Mathematics is a compulsory subject for all Year 10 students at the College.

### SATISFACTORY COMPLETION

Demonstrated achievement of the set of outcomes specified for the unit.

### ASSESSMENT POSSIBILITIES

Students' knowledge of the facts and skills taught will be assessed by a class test at the completion of each unit. Students' ability to apply their knowledge and skills to novel questions requiring higher thinking skills such as comprehension, application, analysis and synthesis are tested by three Common Analysis Tasks per semester. Finally, a formal Examination is sat at the completion of each semester.

A Global Grade for the semester is calculated based on Facts and Skills Tests (40%), Analysis Tasks (20%), Examination (40%)

# MATHEMATICS

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*Faculty Head: Mr M Langan*

## **ADVANCED COURSE**

### **RATIONALE**

Mathematics provides a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Its study is designed to promote awareness of the importance of mathematics in everyday life in a technological society

### **COURSE DESCRIPTION**

In addition to the aims of the Standard Course, this course is designed to help students to extend their mathematical knowledge and skills necessary to solve more complex quantitative problems.

### **COURSE STRUCTURE**

Students study the same core topics as the Standard Course.

Students will also participate in the Mathematics Challenge for Young Australians and the Australian Mathematics Competition.

### **ENTRY AND PRE-REQUISITES**

Students are considered for entry into the Advanced Mathematics course based on their achievement on the Examination and Analysis Tasks in Semester II of Year 9, and subsequently on their performance on the Year 10 Semester 1 Examination.

### **SATISFACTORY COMPLETION**

Demonstrated achievement of the set of outcomes specified for the unit.

### **ASSESSMENT POSSIBILITIES**

The assessment of level of performance in each semester will be based on:

- Facts and Skills tests (40%)
- Analysis Tasks (10%)
- Non-routine competition problems (10%)
- Examinations (40%)

## **ACCELERATED COURSE**

Students are considered for continuation in the Accelerated Mathematics course based on their completion of the requirements of the Year 9 Accelerated Mathematics course i.e. attendance at extra coursework sessions, completion of all set work, 85% achievement on all assessment within the Accelerated Mathematics course plus their achievement on the examinations in Year 9 Mathematics.

Successful candidates will undertake the study of VCE Mathematical Methods Units 1 and 2. The course is described separately on the relevant course page.

# MEDIA STUDES

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*Faculty Head: Mr A Valladares*

## RATIONALE

In Media Studies, students engage with a range of technologies and art forms in order to design, analyse and produce their own multimodal works. Students will also develop an understanding of how media shapes their relationship with the world, and establish a sound understanding of the basic principles of the VCE Media Studies Study Design.

## COURSE DESCRIPTION

Media Studies involves comprehensive theoretical understanding combined with diligent practical application. Throughout the course, students will develop an understanding of the following principles:

- The fundamentals of screen literacy, including key production elements
- The importance of composition when developing an image
- The codes and conventions of everyday media, and how these shape an audience's understanding of reality
- The skills, techniques and technologies needed for visual storytelling
- The method of identifying and analysing the way that various media influence the audience's understanding of genre and narrative

## COURSE STRUCTURE

### Unit 1: Codes and Conventions

- Developing a glossary of terms
- Understanding the manner in which media is used to create a system of meaning for its audience
- Understanding point-of-view
- Creating storyboards and pre-production tasks

### Unit 2: Photography

- Understanding the key elements of photographic composition
- Creating a photo journalism essay
- Understanding how still images communicate meaning to an audience

### Unit 3: Narrative

- Understanding production elements
- Written analysis of film texts
- Understanding the manner in which narrative and genre is shaped by production and post-production

### Unit 4: Film Production

- Understanding the various skills needed for digital storytelling: sound, filmmaking and post-production
- Creating a folio of production tasks
- Creating a collaborative film

## ENTRY AND PRE-REQUISITES

None

## **SATISFACTORY COMPLETION**

Students are expected to complete all of the set work, tests and examinations..

## **ASSESSMENT POSSIBILITIES**

- Film Production –
  - creation of a short genre film
  - creation of a music video
- Written analysis of visual texts
- Photo Essay
- Film Production – creation of a short news story
- Examination

# MUSIC

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*Department Head: Mr S Harris*

## **RATIONALE**

To promote an appreciation of music as an art-form which is present in everyday lives. This will be achieved by offering varied musical experiences which develop imagination, sensitivity and inventiveness. Developing student's individual musical skills and interests will allow them to participate in music-making, both at school and throughout adult life.

## **COURSE DESCRIPTION**

Year 10 Music builds on student's skills in group and solo performance, instrumental composition and critical listening. Students continue developing their musicianship skills through exercises in theory and aural perception.

## **COURSE STRUCTURE**

This work program is divided into four units which run concurrently over both semesters: Musicianship, Composition, Performance and Listening. Students can select to study Year 10 Music in Semester One only, or for both Semesters One and Two.

### **Musicianship**

This unit of study increases students' musicianship skills, focusing on advanced key signatures, chords including diminished and augmented, all perfect, major and minor intervals, scales including natural minor and sight singing.

### **Composition**

This unit of study focuses on the composition of well-balanced melodies, the composition of rhythmic accompaniment sympathetic to the music language employed in other voice layers and on instrumental arranging. Instrumental arrangement projects for woodwind and string instruments leads to the completion of a full orchestral arrangement.

### **Performance**

This unit of study provides students with the opportunity to develop skills in instrumental conducting and to perform ensemble works by Australian composers. Students will also perform solo works in a workshop and examination setting.

### **Listening**

This unit explores the terminology associated with the Concepts of Music: texture, duration, pitch and tone colour. Students also have the opportunity to experience a performance of a full opera, a ballet and some major orchestral works.

## **ENTRY AND PRE-REQUISITES**

All students undertaking Year 10 Music should be learning an instrument and be receiving regular lessons. There are no formal pre-requisites in terms of performance standard attained, but students will be expected to be active in the College ensemble program.

## **SATISFACTORY COMPLETION**

Students are expected to complete all of the set work, tests and examinations.



## **ASSESSMENT POSSIBILITIES**

### **Terms 1, 3 (30% of the Global Grade):**

- Theory Test
- Aural test
- Composition Assignments
- Concepts of Music

### **Terms 2, 4 (30% of the Global Grade):**

- Instrumental Arranging
- Aural skills
- Theory
- Performance

At the end of each semester, all students will complete a Written and Aural Examination, which comprises 40% of the Global Grade. Solo Performance is included in the Term 4 Examination.

# MECHATRONICS (ELECTRONIC ENGINEERING)

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*Faculty Head: Mr A Bylsma*

## RATIONALE

This subject introduces students to the areas of electronics, mechanics and computer programming. Students complete a range of activities based around the Arduino programmable circuit boards as they develop their understanding of robotic systems and interactive electronics.

## COURSE DESCRIPTION

Basic programming principles are introduced as students modify existing programs written in the Arduino Integrated Development Environment (IDE). Students develop skills in procedural programming using the Processing language, a variant of C. Logical tests and if...else... structures are introduced.

Students explore the operating principles of a range of electronic components such as resistors, LEDs, servo motors, DC motors, piezo speakers and ultrasonic sensors. They integrate their understanding of these with basic circuit theory by assembling circuits on solderless breadboards.

Students will gain an understanding of how gear ratios are used to modify speed and torque between motors and wheels on vehicles. In designing and constructing their own vehicles, students will engage with issues like torque, balance, structural integrity and steering. The course concludes with a student-choice project.

## COURSE STRUCTURE

### Term 1

Students complete a series of self-paced learning activities designed to build their skill with programming and electronics. Independent learning and problem-solving is encouraged as students learn to utilise their teacher, peers and online resources for assistance.

### Term 2

Students are tasked with building a self-driving car that can use sensors and motors to navigate a maze without colliding with walls or obstacles. If time permits, students will develop their own project, demonstrating knowledge taught in the course and learned independently.

## ENTRY AND PRE-REQUISITES

There are no pre-requisites for entry.

## SATISFACTORY COMPLETION

Students must complete a majority of learning activities during Term 1 as well as all written tasks.

Students must also demonstrate a satisfactory level of understanding on the Examination at the end of the Semester.

## ASSESSMENT POSSIBILITIES

- Practical work in class (20% of Global Grade)
- Major project(s) (40% of Global Grade)
- Examination (40% of Global Grade)

# MICROBES AND IMMUNOLOGY

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*Faculty Head: Mr A Bylsma*

## RATIONALE

Microbes and Immunology is the study of infectious living and non-living agents from familiar to those that are single-celled or even more simplistic in their make-up. It considers their relationships with living things, their interdependence, their interactions with their environment and the processes that maintain their life or continuity. The study enables students to understand the diverse ways of meeting the challenges of survival despite some differences in their structural and functional characteristics.

## COURSE DESCRIPTION

The course is designed to draw on increasingly specialised fields such as biochemistry, genetics, evolutionary biology and cell and molecular biology. We consider connections between these fields and explore the nature of past and present life, and the possible future changes of disease-causing agents.

Students acquire skills of inquiry that help them to examine critically issues that arise in their own lives and in the public domain, to contribute to debate and to take part in making decisions about their own health and wellbeing and that of society. They build an understanding of the interconnectedness of different life forms to help them recognise the strengths and limitations of science, respect evidence and have an awareness of the challenges that face the survival of man and all other creatures on the planet.

## COURSE STRUCTURE

### Topic 1: Pathogens

- Develop an understanding of past theories behind infectious disease and an insight into how technology advanced our understanding of microbes. We look at each of the six key pathogenic groups of organisms / agents and the characteristics that provide the keys to their survival and evolution.
- Develop an awareness of the effects of human activities on the development and emergence of new diseases and superbugs and the role of global organisations such as WHO (World Health Organisation) in the control of infectious disease.
- Develop an understanding of the importance of experimental and other investigative work in the study of pathogenic agents in the field and in the laboratory.

### Topic 2: Immunology

- Develop an understanding of how the human immune system can detect 'self' from 'non-self' in its quest to protect us from infectious agents. We look at the innate and acquired immune response to pathogens and how technology has enabled us to
- Consider the nature, characteristics and roles of components in the innate (non-specific) immune response including the inflammatory response in preventing and fighting infection.
- Develop an understanding of the complex nature, characteristics and components of the adaptive immune response including the role and actions of cells and chemicals such as antibodies, in humoral immunity and cell-mediated immunity
- Determine how disorders of the human immune response including the allergic response and autoimmune diseases contribute to our level of survival.
- Understand how acquired immunity is achieved through natural and passive strategies, including the nature and production of vaccines and antibody serums and their importance in maintaining immunity.

## ENTRY AND PRE-REQUISITES

None

## **SATISFACTORY COMPLETION**

Students must complete a range of assessment tasks to a satisfactory standard; including a Research task on a specific pathogen.

## **ASSESSMENT POSSIBILITIES**

- Practical reports (20%)
- Topic Tests (20%)
- Research Task (20%)
- Examination (40%)

# PHILOSOPHY

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*Faculty Head: Mrs J Sheridan*

## RATIONALE

You can't really teach people how to think; but, you can allow them to think and remove obstacles to thought. You can also create a hunger for thinking.

## COURSE DESCRIPTION

The teaching of philosophy is a catalyst to thought. Therefore, the course will be one for thinking through issues from various philosophical angles. Students will do philosophy as opposed to study the history of philosophy, however fascinating that might be. The students will meet some big names; however, they will mostly be puzzling over questions, using those figures as springboards rather than end points. One of the best ways to teach and learn philosophy is with riddles and jokes, puzzles and mental chewing gum. Art and creativity are also important. Humour, like philosophy, works by disturbing equilibrium and replacing it with another one.

## COURSE STRUCTURE

### Semester One: Epistemology

- How do we know what we know?
- How do we know ourselves?
- How do we know how to know?
- How do we know if there are things we can never know?
- Does knowledge need a knower?
- What is the difference between knowledge, belief and truth?
- Can a computer know?

As an example, students may be asked to unpack these famous words of Donald Rumsfeld:

- There are known knowns; there are things we know that we know.
- There are known unknowns; that is to say, there are things that we now know we don't know.
- But there are also unknown unknowns – there are things we do not know we don't know.

In Semester One, students will be asked to read:

- Sophie's World by Jostein Gaarder; or,
- The Consolations of Philosophy by Alain de Botton; and,
- Various readings from Plato;
- Some of the poetry of Wallace Stevens, et al;
- Cartoons designed by Michael Leunig.

### Semester Two: Ontology

- The philosophy of being:
- What is reality?
- Is there such a thing as imagined reality?
- Why is there something rather than nothing?
- What does it mean to exist?
- How can I be sure you exist?
- Does reality have boundaries?
- What is the difference between being and having?
- Is human being different from other types of being?
- In Semester Two, students will be asked to read:
- Sophie's World by Jostein Gaarder; or,
- The Consolations of Philosophy by Alain de Botton; and,
- Various readings from Aristotle, Descartes and Chesterton;
- Confessions from Augustine.

Other texts throughout both Semesters could include excerpts and extracts from:

- Plato and a Platypus Walk into a Bar by Thomas Cathcart;
- Heidegger and a Hippo Walk through the Pearly Gates by Thomas Cathcart;
- Wittgenstein's Poker by John Eidenow;
- The Book of Dead Philosophers by Simon Critchley;
- A Little History of Philosophy by Nigel Warburton;
- Socrates Café by Christopher Phillips.

## **ENTRY AND PRE-REQUISITES**

There are no pre-requisites for entry.

## **SATISFACTORY COMPLETION**

Demonstrated achievement of the set of outcomes specified for the unit.

## **ASSESSMENT POSSIBILITIES**

- During both semesters, there will be coursework to complete. Such coursework might come in the form of spoken presentations, essays, assignments, daily diaries or homework activities. It is intended that this subject will involve reading and much discussion.
- It could be that students are asked to write about their own findings or philosophical discoveries in a form of writing or speaking (even by using iMovie, for example, in a multi-modal way) that best suits their needs at the point of discovery.
- All students, in both Semesters, will complete an Oral Examination of up to one hour that will test their knowledge, understanding and application of the material covered during the course. The Examination will comprise 40% of the total marks for the Semester, and will be standardised according to the St Kevin's cohort.

# PHYSICAL EDUCATION

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*Department Head: Mr M Duke*

## **RATIONALE**

Physical Education provides students with the knowledge, skills and behaviours to develop their physical, mental, social and emotional health and well-being.

## **COURSE DESCRIPTION**

The course is designed so that you will develop:

- physical skills in a wide range of activities
- a level of personal fitness necessary for a healthy lifestyle
- a positive attitude towards health, physical education and recreation
- positive interpersonal relationships through games and movement
- an improved self-concept by providing you with the opportunity to achieve success in motor skill learning.

## **COURSE STRUCTURE**

### **AREAS OF STUDY**

- aquatics
- ball sports
- bat and stick sports
- football codes
- fitness and conditioning
- leisure and recreation
- racquet sports
- team games

## **COURSE STRUCTURE**

You are required to:

- attend classes with appropriate clothing
- participate actively in all classes
- develop your skills in physical activities and games
- improve your fitness level

## **ENTRY AND PRE-REQUISITES:**

There are no pre-requisites for entry.

## **SATISFACTORY COMPLETION**

Demonstrated achievement of the set of outcomes specified for the unit.

## **ASSESSMENT POSSIBILITIES**

- Fitness tests
- Motor skill co-ordination
- Sports leadership

# THE PHYSICS OF LIGHT (PHOTONICS)

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*Faculty Head: Mr A Bylsma*

## RATIONALE

This unit focuses on the science of using light energy to collect and manipulate information through hands on practical work, research and investigation. Throughout the unit students use a wide range of multimedia tools, circuitry and other resources to increase their knowledge of the use of light in the telecommunication industry, the home and the work place.

## COURSE DESCRIPTION

This unit examines the rapidly growing and exciting field of telecommunications. With experiments ranging from an exploration of Total Internal Reflection in optical fibres to advanced applications of Light-Emitting Diodes, Lasers, Light Dependent Resistors and Photodiodes. Students will be able to learn how modern telecommunication devices such as CD players, mobile phones and the internet actually work.

Workshops would be run primarily at school but some practical sessions involving electronics may be ran at Universities.

## COURSE STRUCTURE

The course lasts 19 weeks (three periods per week). It provides opportunities for students to develop their knowledge and skills through practical work in the form of experiments and projects. Students will build electronic communication systems by soldering onto printed circuit-boards. Models will include: a two-way morse code system, a DIY laser-tag game, laserbots, whiskerbots and audio amplifiers.

## LEARNING OBJECTIVES

- Describe the production of incoherent light from wide-spectrum light sources including the Sun, light bulbs and candles
- Explain light emission from light-emitting diodes (LED's)
- Describe the production of light by coherent light sources (Lasers)
- Understand the role of total internal reflection in optical fibres
- Understand the properties of light in optical fibres over long and short distances
- Have an understanding of different types of optical fibres and their uses in telecommunication.

## ENTRY AND PRE-REQUISITES

There are no pre-requisites for entry.

## SATISFACTORY COMPLETION

Demonstrated achievement of the set of outcomes specified for the unit.

## ASSESSMENT POSSIBILITIES

- Unit Tests
- Practical Work
- Final Examination (50%)



# PRODUCT DESIGN & TECHNOLOGY

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*Department Head: Mr K Sebire*

## RATIONALE

Students will develop skills to equip them for Product Design Technology into the VCE. Should students elect not to continue with Product Design, they will have gained an understanding of materials and relevant technologies that will equip them with a basic understanding of product design problems they may encounter in the future.

## COURSE DESCRIPTION

The course enables students the opportunity to broaden technical knowledge, manipulative skills and help you solve problems through a design / technological process. Students will develop a safe and efficient use of tools and acquire an understanding of the processes used in manipulating materials. They will also study materials, their characteristics and their appropriate applications.

## COURSE STRUCTURE

### **Semester 1 - An introduction to Product Design Technology**

- Introduction to the workshop (tools and safety procedures)
- Introduction to the Design Brief.
- The making of two models:
  - Dice
  - Storage Box (student design)
- Isometric Drawing
- Examination

### **Semester 2 - Product Design Technology Extension**

- Design Brief (more detailed than Semester One)
- Introduce Semester Model
  - Coffee Table (own design with constraints)
- Introduce new electric tools:
  - Biscuit joiner
  - Dowel jig
- Further theory including Isometric drawing of the coffee table
- Examination

## ENTRY AND PRE-REQUISITES:

There are no pre-requisites for entry for Semester One study. However, students undertaking Semester Two, must have completed Semester One.

## SATISFACTORY COMPLETION

Demonstrated achievement of the set of outcomes specified for the unit. These will include practical and theoretical components of the course as well as satisfactory completion of the Examination.

## ASSESSMENT POSSIBILITIES

Assessment of performance will be based upon completion of; design folio, research assignments, practical projects, end of semester examination and product evaluations

# RESEARCH, FAITH AND ACTION

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*Faculty Head: Mrs J Sheridan*

## RATIONALE

Research, Faith and Action is a Year 10 academic study of our Catholic faith in Melbourne. This course encourages students to make sense of Catholic belief in an increasingly pluralistic and secular society. Students will research the way in which people are able to find a sense of fulfillment in their faith lives. Other areas of life in which people are able to gather a sense of meaning and purpose will also be scrutinized and compared with faith: A sense of belonging to a sporting team or a 'call' of vocation at home or in a place of employment. Students will fully explore the ways in which people search for meaning and reflect on the suggested theological, psychological and philosophical reasons for this quest.

Boys will be asked to examine the influence of faith. Students will interview people of faith in monastic orders, parishes and schools. They will be asked to travel to places of worship and conduct research and explain their findings. Students will explore the beliefs from other faith traditions and fully evaluate the similarities and differences with the Catholic faith perspective.

The final module will involve our boys reflecting upon all they have learned through their research. The boys will be required to design an initiative, which can promote positive change in our school community at St Kevin's. This may be a retreat, chapel assembly reflection, fundraising event or series of prayers for staff or students. Students will then be responsible for evaluating their own performance and writing a report to reflect on what they did well and what they need to improve to ensure a better performance in any program they may pursue in the future.

## COURSE DESCRIPTION

- To begin to develop skills necessary to conduct reliable informative research.
- To fully understand why people believe in God, the challenges to belief in God and how religious believers respond to these challenges.
- To examine how a search for meaning and purpose is a common characteristic of humanity and explore how this manifests itself in our faith and in secular society.
- To examine RC beliefs and how we understand our beliefs in an increasingly secular and pluralistic society.
- To analyse how St Kevin's encourages students to put faith into action and how the students themselves can use their initiative and be ambassadors of their faith.
- To encourage students to realise we are part of a wider EREA faith community.
- To fulfil the requirements of Religion and Society Unit 1.
- To promote a future study of Religion and Society Unit 3 and 4.

## COURSE STRUCTURE

### **Unit 1: The Human Quest for Meaning**

#### **Students should be able to:**

- Define important key terms for this topic.
- Explain and give examples of different types of religious experiences, which can encourage a belief in God. (Conversion, prayer, numinous and mystical experiences)
- Explore how recent scientific theories may lead to agnosticism and atheism.
- Understand how Catholics are able to accept scientific theories and retain a belief in the Catholic faith.
- Study the MCG and how this stadium provides a source of meaning for people.
- Interview a Collingwood supporter/ MCG administrator to consider the role the MCG has in providing a source of belonging and meaning at different stages in life.
- Study a church and how this provides a source of meaning for people.
- Interview a parish priest and study of the role of the parish in providing a source of belonging and meaning at different stages in a person's life.
- Interview a religious brother about religious life and how a life of devotion and prayer provides a feeling of fulfilment and satisfaction.
- Write a comparative report, which examines the similarities and differences between the ways in which followers demonstrate their love of their faith and their sports club.

## **Unit 2: Key Roman Catholic Beliefs and an examination of other World Religions**

### **Students should be able to:**

- Define important key terms for this topic.
- Study the importance of the Sermon on the Mount for Catholics today.
- Examination of an inspirational Catholic in the world today.
- Study what makes St Kevin's a Catholic school. Students will study why we have Catholic schools in Australia and arguments for and against their existence.
- Conduct an interview with members of the Faith and Mission team on how St Kevin's supports Faith development at this school.
- Research and Skype students in faith and social justice groups in England and Ireland.
- Study another world religion and organise a guest speaker to come in and speak about their faith.
- Visit a Hindu Temple (Mandir) and/or Buddhist Temple and ask questions about how followers are able to develop a sense of meaning and purpose.
- Prepare a presentation about their Roman Catholic faith, which they will present and answer questions on, preferably at another school.
- Write a report on how we are able to develop our faith in school, how faith is developed in more formal religious life and evaluate religious life in another religion.

### **ENTRY & PRE-REQUISITES**

There are no pre-requisites for entry. This can only be completed for one semester, not both.

### **SATISFACTORY COMPLETION**

Demonstrated achievement of the set of outcomes specified for the unit.

### **ASSESSMENT POSSIBILITIES:**

- Key Terms assessment
- End of topic examination
- Presentation on our faith to a different audience and reflection on its success
- A comparative report on our Roman Catholic Faith another world religions, not studied before.

## RATIONALE

Science provides opportunities for students to develop an understanding of important concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues. In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence based conclusions using scientific methods.

## COURSE DESCRIPTION

In Year 10 students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

## COURSE STRUCTURE

This Study comprises six units, which emerge out of the AusVELS curriculum. Three units taken from each of the fields of biology, chemistry and physics are studied in detail each semester. This is designed to help students determine which senior sciences they may wish to pursue further in the senior two years.

### **Unit 1: Earth & Universe**

In this unit students explore how the earth fits within the context of the universe. The unit focusses on the origins of the earth, the moon and the sun. It shows students how, by understanding some of the physics of light- including emission and absorption spectra, parallax, wave length and intensity and Doppler Effect, other information about celestial objects can be calculated - including mass, composition and distance. The emphasis on light as a source of information is reiterated throughout the unit. The subject also explores nuclear fusion as the ultimate source of energy driving our planet and giving it life. The Big Bang is explained as the most plausible hypothesis of the origins of the universe and students are made aware of evidence for this. Finally, the idea that life could exist on other planets is contemplated and explored based on our understanding of radio waves and probability using Drake's Equation as a starting point.

### **Unit 2: Chemical Patterns**

This unit deepens student's understanding of chemistry. In particular it focusses on the atomic structure of atoms, ions and isotopes, patterns within the periodic table and how these relate to atomic structure. It also looks at the differences between Ionic and Covalent bonding. The unit helps students recognise that elements in the same group of the periodic table have similar structures. They describe the structure of atoms in terms of electron shells and explain how the electronic structure of the atom determines its position in the periodic table and its properties. They also investigate the chemical activity of metals and non-metals.

### **Unit 3: Getting into Genes**

This unit introduces students to the structure and function of DNA and RNA and the important role each plays in transferring inheritable characteristics during cell division including Mitosis and Meiosis. Students learn how to use punnet squares as a way of determining Mendelian inheritance and tracking inheritable family characteristics using pedigrees. They describe the differences between dominance, codominance and incomplete dominance in understanding how phenotypes are expressed from genotypes using human blood typing as an example.

### **Unit 4: Motion**

This unit describes how the motion of objects can be precisely determined using the laws of physics. Students describe straight line motion in terms of: distance, displacement, speed, velocity and acceleration. They perform calculations and draw displacement-time and velocity-time graphs using given information. They analyse motion graphs to determine the nature of an object's motion including calculations of acceleration and forces applied. Students design and then investigate how Newton's three laws of motion apply to moving objects including the understanding of inertia, net force, resistance. They apply this understanding to safety features built into modern cars. They are also introduced the law of conservation of energy within a system and how to calculate efficiency.

#### **Unit 5: Chemical Reactions**

This unit develops student's ability to write chemical word and symbol equations including change of state. Students construct word equations from descriptions of reactions and their products. They write chemical formulae using valence data and progress to balancing equations including the use of state symbols. They investigate different types of reactions and predict what products will be formed. They evaluate the evidence of their predictions being correct and construct balanced symbol equations to describe their results. Students deepen their understanding regarding rates of reactions. They investigate the effect of different factors on the rate of reaction and the reasons behind this. Finally, they apply this knowledge to examples deepening their understanding of the real world applications of chemistry.

#### **Unit 6: Evolution**

This unit develops students understanding of the theory of evolution. It begins with classification as a means of handling large amounts of information and how this information (similarities and differences) can be used to develop a picture of the evolutionary history of an organism in relation to other organisms. The unit then looks at the variability between and within a species, how this variation is created and its implications for biodiversity and for evolution. Students explore adaptations through practical activities including a detailed study of real animals at the Melbourne Zoo. They examine the evolutionary process of natural selection and the biological and genetic evidence of that process. They investigate, using secondary sources, the implications and ethical considerations of humans as a selection pressure that can rapidly change the evolutionary development of animals and plants.

### **ENTRY AND PRE-REQUISITES**

There are no prerequisite requirements for entry into Year 10 General Science. The College suggests students achieve a minimum 'C' grade average in Year 10 General Science if they wish to continue studying sciences into VCE. This is a compulsory subject for all Year 10 students at the College

### **SATISFACTORY COMPLETION**

Students must complete all set assessment tasks including Prac reports, major projects and minor assignments.

### **ASSESSMENT POSSIBILITIES**

- Each unit has an end of unit test that contributes to 30% of the semester global grade.
- Each semester has a major project. In semester 1 this is a multi-media presentation on a student selected topic. In semester 2, students complete a multimedia presentation on Evolution using images and film they have generated from the zoo excursion.
- Students are also required to write up two full practical reports per semester as well as completing all set work sheets.

# SPORTS SCIENCE ( A/ B )

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*Department Head: Mr M Duke*

## **RATIONALE**

To develop competence in the understanding of key learning areas within the study of Sports Science. It will assist in the preparation of those students who choose VCE Physical Education whilst also enhancing their interest and knowledge in both the subject and their own personal health and well-being.

## **COURSE DESCRIPTION**

Four topics are studied each Semester. These topics are part of the foundation for the study of VCE Physical Education in Years 11 and 12. The study is semester based and runs for three periods per week. Students can undertake both Sports Science A and Sports Science B or they may choose to study one of these alone.

## **COURSE STRUCTURE**

### **Sports Science A**

- components of fitness
- energy systems
- fatigue and recovery
- fitness assessment
- training principles and methods

### **Sports Science B**

- skill acquisition
- biomechanics
- acute responses
- chronic adaptations
- sports nutrition

## **ENTRY AND PRE-REQUISITES**

There are no pre-requisites for entry.

## **SATISFACTORY COMPLETION**

Demonstrated achievement of the set of outcomes specified for the unit.

## **ASSESSMENT POSSIBILITIES**

- class tests
- laboratory
- assignment
- examination

# VISUAL COMMUNICATION DESIGN

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*Department Head: Mr K Sebire*

## RATIONALE

Visual Communication is about creating visual solutions to set problems. It explores the three design fields; Communication, Industrial and Environmental Design. This subject enables students to gain an understanding of skills and course content by preparing them with the ability to work through a design process using drawing and computer design skills. The course prepares students for VCE Communication Design.

## COURSE DESCRIPTION

Students will be introduced to a range of drawing and computer skills that will prepare them for the VCE study of Communication Design. The course exposes students to a range of drawing disciplines both technical and freehand and computer programs. Second Semester enables students to further develop skills as an extension of the course content from Semester One. The Semester One unit **Visual Representation** is not a prerequisite to Unit Two **The Communication and Design Process**.

## COURSE STRUCTURE

### SEMESTER 1 - VISUAL COMMUNICATION DESIGN 1

- Introduction to Computer Design.
- Drawing from Observation
- Visualisation Drawing
- The Design Process
- Industrial Design
- Communication Design
- Environmental Design

### SEMESTER 2 – VISUAL COMMUNICATION DESIGN 2

- Computer Design Adobe CC.
- Drawing from Observation
- Visualisation Drawing
- The Design Process
- Industrial Design
- Communication Design
- Environmental Design

## ENTRY AND PRE-REQUISITES

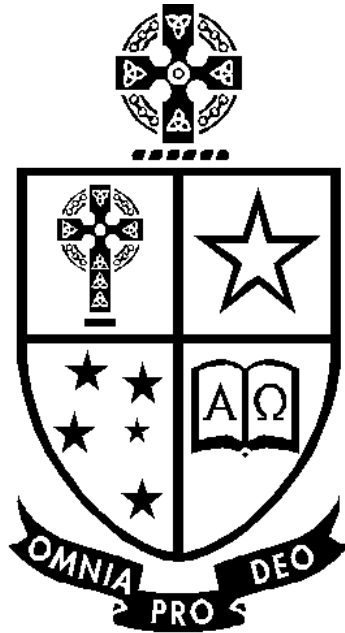
There are no pre-requisites for entry. Students may choose to do one or BOTH semesters.

## SATISFACTORY COMPLETION

Demonstrated achievement of the set of outcomes specified for the unit including practical work and an end of Semester Examination.

## ASSESSMENT POSSIBILITIES

Assessment will be based on the folio of work undertaken for this unit and an examination.



# ST KEVIN'S

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## ***VCE STUDIES***

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**The following VCE studies will be offered at the College at Years 11 and 12.**

**They are listed here to assist you in forward planning.**

**Common Studies**

Religion and Society		2	
English	1	2	3 & 4

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**Elective Studies**

Accounting	1	2	3 & 4
Biology	1	2	3 & 4
Business Management			3 & 4
Chemistry	1	2	3 & 4
Economics	1	2	3 & 4
French	1	2	3 & 4
Further Mathematics			3 & 4
General Mathematics	1	2	
Geography	1	2	3 & 4
History (Ancient History)	1	2	3 & 4
History (Global Empires)	1	2	
History (Revolutions)			3 & 4
Information Technology - Computing	1	2	
Information Technology - Informatics			3 & 4
Information Technology - Software Development.			3 & 4
Japanese	1	2	3 & 4
Legal Studies	1	2	3 & 4
Literature	1	2	3 & 4
Mandarin	1	2	3 & 4
Mathematical Methods	1	2	3 & 4
Media	1	2	
Music Performance	1	2	3 & 4
Physical Education	1	2	3 & 4
Physics	1	2	3 & 4
Politics (Australian and Global)	1	2	
Politics (Global)			3 & 4
Product Design and Technology	1	2	3 & 4
Psychology	1	2	3 & 4
Religion and Society (Ethics)			3 & 4
Spanish	1	2	
Specialist Mathematics	1	2	3 & 4
Studio Arts	1	2	3 & 4
Theatre Studies	1	2	3 & 4
Visual Communication Design	1	2	3 & 4

# RELIGIOUS EDUCATION

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*Faculty Head: Mrs J Sheridan*

## **RELIGIOUS EDUCATION (YEAR 11 - INTERNAL COURSE)**

### **SEMESTER 1 & 2**

#### **COURSE DESCRIPTION**

The aim of the Religious Education course in Year 12 is to broaden students' awareness of the importance of a Christian faith dimension within society and to build on the work undertaken at Years 10 and 11. Students choose three units from the list below; one unit for each term.

#### **COURSE STRUCTURE**

- Stepping Out - mandatory
- Who Am I Called To Become
- Men, Myths and Authentic Masculinity
- The Courage to Be
- Heart of the Matter
- Comparative Religions.

#### **COURSEWORK**

- maintenance of a workbook
- class presentations
- participation

#### **ENTRY AND PRE-REQUISITES**

There are no pre-requisites for entry.

#### **SATISFACTORY COMPLETION**

Demonstrated achievement of the set of outcomes specified for the unit.

#### **ASSESSMENT POSSIBILITIES**

Assessment will be a presentation or an essay.

## **RELIGION AND SOCIETY**

### **UNITS 1 AND 2**

#### **RATIONALE**

The Year 11 Religious Education curriculum is designed to challenge the students to consider the various methods for making ethical decisions; it involves reflection on what 'right' and 'wrong', and 'good' and 'bad' mean when applied to human decisions and actions. Ethics is concerned with discovering ways of action that are worthy of choice rather than simply indulging individual preference. Family, community beliefs and traditions provide ethical frameworks, which influence decisions, supporting some choices and disapproving of others. The Catholic tradition is used as a consistent reference in examine a range of contemporary ethical issues

## **COURSE DESCRIPTION**

Ethics and Morality builds on the units of work completed in previous years of Religious Education in the dimension of Christian moral decision-making. Four units of work are studied in each semester commencing with an exploration of what ethics is and the key thinkers in the discipline. Contemporary issues are addressed as well as case studies on Global Warming and euthanasia. Other religious traditions and their teachings on ethics is examined as well as influences of Aristotle.

## **COURSE STRUCTURE**

The course is organised according to three specific areas of study. These are addressed through the completion of four units of work in each semester. Each of these areas has a corresponding outcome and successful completion of the course is dependent on meeting all of these.

The areas of study and outcomes are;

### **AREA OF STUDY 1- Ethical method in pluralist society**

In this area of study students are introduced to the nature of ethical decision-making in pluralist society. Ethical decision-making refers to the selection of methods and principles which guide practical moral judgment. Students explore the concepts underpinning ethical decision-making and various influences on it.

#### **Outcome 1**

On completion of this unit the student should be able to explain ethical decision-making in pluralist society.

### **AREA OF STUDY 2 - Religion and morality in pluralist society**

In this area of study, students examine ethical perspectives and moral viewpoints upheld by at least two religious traditions in pluralist society. Certain authorities, ideas, values and ethical principles inform broad ethical perspectives and in turn ethical decision-making within a religious tradition. These ethical perspectives inform the religious tradition's moral viewpoints on specific aspects of practical moral judgment.

#### **Outcome 2**

On completion of this unit the student should be able to explain the ethical perspectives and moral viewpoints upheld by at least two religious traditions in pluralist society.

### **AREA OF STUDY 3 - Contemporary ethical issues in pluralist society**

This area of study builds on the knowledge of concepts, approaches, methods and traditions associated with ethical perspectives and ethical decision-making explored in Areas of Study 1 and 2. Students apply this knowledge to an examination of debates about ethical issues conducted in the public arena of pluralist societies, focusing on two or more contemporary issues. The analysis should encompass an explanation of why the issue is regarded as an ethical issue; identification of contributors to the debate and the worth and influence of their contribution; the basis of ethical perspectives and moral viewpoints used in the debates; and the methods involved in the ethical decision-making process.

#### **Semester 1 - Units of Work**

- What is Ethics?
- Key Thinkers in Ethics
  - Contemporary Ethical Issues
- Applying Ethical Methods – Global Warming

#### **Semester 2 - Units of Work**

- Ethical Perspectives - Euthanasia
- Religious Traditions
- The Pursuit of Happiness
- Ethics in Sport

## ENTRY AND PRE-REQUISITES

There are no prerequisites for entry to Units 1 and 2.

## SATISFACTORY COMPLETION

Demonstrated achievement of the set of outcomes specified for the unit.

## ASSESSMENT POSSIBILITIES

### Semester 1

#### Topics – Case Studies (20%)

- Definitions Test – key terms in the study of ethics.
- Ethical Thinkers – summary of approaches of various ethical thinkers throughout history.
- Climate Change – Questions tasks related to articles about climate change (Task 1 & 2)
- Tasks completed and assessed in class/homework.

#### Resource File – Presentation (30%)

- Articles collected and analysed on a selected ethical issue.
- Overview of selected ethical issue.
- Class presentation – analysis and discussion of a selected ethical issue.

#### Examination (50%)

### Semester 2

#### Class Work and Tests (20%)

- Euthanasia – Islamic and Catholic Teaching on the issue
- Ethical Perspective – Overview of either Judaism or Buddhism
- Activity Booklet – Pursuit of Happiness
- 'The race that Shocked the World' – Analysis of Documentary – Workbook
- Additional or alternate tasks completed that address key understandings.

#### Case Studies and Tests (30%)

- Topic Test - Euthanasia
- Topic Test – Pursuit of Happiness
- Ethics in Sport – Research and analysis of a Contemporary issue

#### Examination (50%)

## UNITS 3 AND 4

### RATIONALE

The beliefs, values and ideas of religious traditions can play an important part in shaping and maintaining culture. Religious beliefs about the nature of existence and the purpose of human life provide a frame of reference for understanding the world and for guiding daily personal and communal action. VCE Religion and Society is designed for students to engage with the great questions of life. It aims to develop understanding and respect for the perceptions of the participants in religious traditions. It values and promotes open inquiry, without bias towards any one tradition, while drawing on the personal and collective experience of the students.

### COURSE STRUCTURE

The study is made up of two units:

Unit 3: The search for meaning  
Unit 4: Challenge and response

## **COURSE DESCRIPTION**

### **Unit 3: The search for meaning**

#### **AREA OF STUDY 1 - Meaning in religious traditions**

In this area of study, students examine the nature and purpose of religious beliefs within religious traditions generally. They then explore specific religious beliefs in one or more than one religious tradition that are common to members of that tradition. This exploration includes consideration of how each belief is distinctive for that tradition; that is, traditions may share a common belief but this belief.

#### **Outcome 1**

On completion of this unit the student should be able to explain the nature, purpose and expression of religious beliefs generally and for one or more than one religious tradition.

#### **AREA OF STUDY 2 - Maintaining continuity of religious beliefs**

This area of study builds on the knowledge of religious beliefs developed in Area of Study 1. Students examine how religions maintain continuity of beliefs concerning ultimate reality, the nature and purpose of human life, the meaning of life and death, the relationship between ultimate reality and humanity, the relationship between humans, and the relationship between human life and the rest of the natural world.

#### **Outcome 2**

On completion of this unit the student should be able to analyse the maintenance of religious beliefs for continuity in religious traditions.

#### **AREA OF STUDY 3 - Significant life experience and religious belief**

This area of study focuses on personal development in religious belief. Students investigate how belief in, and understanding of, religious beliefs of religious traditions may be subject to a dynamic process of change over time through significant personal life experience.

Students consider the relationship between significant life experience and religious belief, and then undertake a detailed study of a member of a selected religious tradition/s. Students investigate a particular significant life experience for the member of the religious tradition/s studied, exploring the impact on their understanding of and belief in the tradition's religious belief/s. The member studied can be a person or a group and must be a member of the religious tradition at the time of the experience.

Students also investigate how religious beliefs can have an impact on the interpretation of significant life experiences, which are characterised by intense experiences such as joy, wonder (awe), suffering, death, major life choices, love, human relationships, or commitment.

#### **Outcome 3**

On completion of this unit the student should be able to explain and draw conclusions about the interplay between religious beliefs and significant life experiences.

### **Unit 4: Challenge and response**

#### **AREA OF STUDY 1 - Historical challenges to religious traditions**

In this area of study, students investigate the types of significant internal and external challenges to religious traditions generally within an historical framework. They consider how some aspects of religion are more likely to be challenged, such as key beliefs, ritual practice, the interpretation of texts, and the nature and role of authority, and the manner of participation within the social structure of the religious tradition. These challenges may come from an historical event or events, a movement, a person, or an issue arising from within the religious tradition/s, or from the wider society or from other religious traditions. Students appreciate how challenge may come from a number of directions or sources, requiring different types of responses from the religious tradition.

**Outcome 1**

On completion of this unit the student should be able to analyse how one or more than one religious tradition/s responded to a significant historical internal or external challenge, and evaluate the outcome for the religious tradition/s.

**AREA OF STUDY 2 - Contemporary challenges and their impact**

Past societies often had a dominant religion inseparable from the political, legal, economic and social dimensions of that society, and to which most of the population adhered in some way. Modern societies that are multicultural, pluralist and democratic, confront religious traditions with types of challenges religions did not have to face at other times and in other places. Today modern multicultural, pluralist and democratic societies have a large number of religious traditions that co-exist within a political and legal system which may not privilege any of them. Confronted by attitudes, beliefs, principles and values that contradict or are in tension with theirs, religious traditions may then attempt to implement their vision for society by transforming it. These visions encompass the way society should be developed over time, and stem from the religious beliefs of religious traditions concerning ultimate reality, the nature and purpose of human life, the meaning of life and death, the relationship between ultimate reality and humanity, the relationship between humans and the relationship between human life and the rest of the natural world.

**Outcome 2**

On completion of this unit the student should be able to analyse the interplay between religious beliefs and their developed vision of religious tradition/s for society in response to contemporary challenge.

**ENTRY AND PRE-REQUISITES**

There are no prerequisites for entry to Unit 3, however students must undertake Unit 3 and Unit 4 in a sequence during one year.

**SATISFACTORY COMPLETION**

Demonstrated achievement of the set of outcomes specified for the unit.

**ASSESSMENT POSSIBILITIES****Assessment of levels of achievement**

The student's level of achievement for Unit 4 will be determined by School-assessed Coursework and an end-of-year examination.

**Contribution to final assessment**

School-assessed Coursework for Unit 4 will contribute 25 per cent.

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

## **RATIONALE**

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

## **COURSE DESCRIPTION**

This study enables students to extend their English language skills through thinking, listening, speaking, reading, viewing and writing. Students learn to analyse and discuss a range of texts from different periods, styles, genres and contexts. Through this, they understand how culture, values and context underpin the construction of texts and how this can affect meaning and interpretation. This study also allows students to understand how ideas are presented by analysing form, purpose, context, structure and language.

## **COURSE STRUCTURE**

### **Unit 1**

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

### **Unit 2**

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

### **Unit 3**

The focus of this unit is on reading and responding both orally and in writing to a range of texts, including media 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 the development of critical responses to literary texts. Students create 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.

## **ENTRY AND PRE-REQUISITES**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 in sequence during one year.

## **SATISFACTORY COMPLETION**

Demonstrated achievement of the set of outcomes specified for the unit.

## **ASSESSMENT POSSIBILITIES**

**Unit 1 and 2:** Reading and comparing texts and analyzing and presenting argument.

- Unit 1 and 2 school-assessed coursework (50 %)
- Semester examinations (50 %)

**Unit 3 and 4:** Reading and responding to texts, creating and presenting texts and using language to persuade.

- Unit 3 school-assessed coursework (25 %)
- Unit 4 school-assessed coursework (25 %)
- Final examination (50 %)



# ACCOUNTING

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*Department Head: Mr P Mitchell*

## RATIONALE

VCE Accounting focuses on small business. Unit 1 begins with a small service business, allowing students to develop knowledge and skills in accounting without the complexities of accounting for trading businesses or large organisations. Units 2, 3 and 4 then focus on a single activity trading business where students build on and extend their accounting skills.

## COURSE DESCRIPTION

This study focuses on the financial recording, reporting and decision-making processes of a small business. Students will study both theoretical and practical aspects of accounting. Financial data and information will be collected, recorded and reported using both manual and information and communications technology methods.

## COURSE STRUCTURE

The study is made up of four units:

### **Unit 1 - Establishing and operating a service business**

This unit focuses on the establishment of a small business and the accounting and financial management of the business.

### **Unit 2 - Accounting for a trading business**

This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transaction involving stock.

### **Unit 3 - Recording and reporting for a trading business**

This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasizes the role of accounting as an information system. Students are introduced to the double entry system of recording using the accrual basis of accounting.

### **Unit 4 - Control and analysis of business performance**

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process.

## ENTRY AND PRE-REQUISITES

There are no pre-requisites for entry into Unit 1. It is highly recommended that students complete Unit 1, if enrolling in Unit 2. Entry into Unit 3 should follow the completion of Units 1 & 2 or the achievement of an A or A+ in Year 10 Accounting.

## SATISFACTORY COMPLETION

Demonstrated achievement of the set of outcomes specified for the unit.

## ASSESSMENT POSSIBILITIES

### **Units 1 and 2**

Assignments (10%)

Tests (40%)

Examinations (50%)

### **Units 3 and 4**

In Accounting the student's level of achievement will be determined by school-assessed coursework and end-of-year examination. Percentage contributions to the study score in Accounting are as follows:

Unit 3 school-assessed coursework (25%)

Unit 4 school-assessed coursework (25%)

End-of-year examination (50%)

# AVIATION

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*Faculty Head: Mr A Bylsma*

## YEAR 11

### **RATIONALE**

In Year 11, Aviation is a two semester unit leading to the completion of the Civil Aviation Safety Authority (CASA) General Flying Progress Test (GFPT).

### **COURSE DESCRIPTION**

The course is designed for students who wish to learn how to pilot an aeroplane. The Day Visual Flight Rules syllabus, as prescribed by CASA, forms the basis of the curriculum. Class lectures are taken in school hours, and are supplemented by briefing sessions prior to weekly flight training lessons in modern, state of the art Cessna 172 aircraft. Oxford Aviation Academy Pty Ltd undertakes the flight instruction component of the course at Moorabbin airport. Some twenty five hours of flight training, scheduled for one full afternoon per week, are required for successful completion.

### **COURSE STRUCTURE**

Students undertake a comprehensive study of the following subjects:

- aerodynamics
- aircraft systems
- air law
- rules and procedures of flight
- air traffic control
- meteorology
- aircraft performance
- aircraft loading systems

Additionally, students are required to prepare thoroughly for the weekly flying lessons, and to learn the compulsory checklists and procedures necessary for each flying sequence.

### **ENTRY AND PRE-REQUISITES**

Year 10 Aviation is a preferable, but non-essential prerequisite to the Year 11 program. The study of both Physics and Mathematical Methods is compulsory for Year 11 Aviation students.

### **SATISFACTORY COMPLETION**

Demonstrated achievement of the set of outcomes specified for the unit.

### **ASSESSMENT POSSIBILITIES**

Level of performance will be assessed based on

- class tests
- flying competence
- preparation for weekly flight training
- semester examination

## **YEAR 12**

### **RATIONALE**

In Year 12, Aviation is a one semester unit, commencing in February, and leading to the award of a full Australian Private Pilot Licence (PPL) by mid-year. Students wishing to enrol in this subject must hold a Student Pilot Licence issued by the Civil Aviation Safety Authority (CASA), endorsed with a pass in the General Flying Progress Test (GFPT), as obtained on successful completion of Year 11 Aviation.

### **COURSE STRUCTURE**

The syllabus covers theory and flight training. One theory lesson per week is taught out of school time. This is underpinned by an intense three-week full time theory course and CASA examination during the December school holidays immediately prior to the commencement of Year 12.

Ten flying navigation exercises, totalling some twenty-five flying hours of dual and solo, plus briefing and planning, are undertaken on Saturdays, commencing in February. C.A.E. Oxford Aviation Academy Pty Ltd undertakes the flight instruction component of the course at Moorabbin airport.

### **ENTRY AND PRE-REQUISITES**

Year 11 Aviation is an essential prerequisite to the Year 12 program. The study of both Physics and Mathematical Methods is compulsory for Year 12 Aviation's students.

### **SATISFACTORY COMPLETION**

Demonstrated achievement of the set of outcomes specified for the unit.

### **ASSESSMENT**

A pass in the three-hour theory examination and in the four-hour practical flight test is required for the award of the Private Pilot Licence by CASA.

## RATIONALE

Biology is the study of living organisms, of life processes, and of the different levels of organization from the cell to the biosphere. It includes the study of interactions between organisms and between organisms and their environments. It considers the unity and continuity of life as well as diversity and change, incorporating genetics and the use of biotechnology.

## COURSE STRUCTURE

### UNIT 3: SIGNATURES OF LIFE

#### **Area of Study 1: Molecules of life.**

Students investigate the nature, synthesis and importance of biomacromolecules and biochemical processes that are common to all life forms, the universality of DNA and how it codes for the production of a diverse range of proteins in an organism. Students investigate the significant role of proteins in cell functioning, specifically in controlling cellular reaction that are vital to sustain life. Students consider how technological advances have enabled scientists to determine differences in the molecular structure of proteins, how the structure of a protein relates to its function in an organism's tissues, and how technological advances have given rise to applications such as the design of proteins for specific purposes. Key cellular structures and their roles are considered, as are the key biochemical processes of photosynthesis and respiration.

#### **Area of Study 2: Detecting and responding**

Students investigate how cells communicate with each other at molecular level in regulating cellular activities using the stimulus-response model in coordination and regulation and how components of the human immune system respond to antigens and provide immunity. They consider how the body can recognise 'self' and 'non-self' in detecting possible agents of attack; and how physical barriers and immune responses can protect the organism against pathogens. Students consider the nature of the immune response and the different forms of immunity. They consider immunological concepts together with technological advances that have contributed to our knowledge and understanding of molecular biology, and ultimately, our ability to devise possible future solutions to infectious disease.

### UNIT 4: CONTINUITY AND CHANGE

#### **Area of Study 1: Heredity**

This area of study focuses at the molecular level on the genomes of individuals and species. Students investigate inheritance in asexually reproducing organisms and the mechanism and patterns of transmission of heritable traits, as well as their manipulation. In this unit students examine evidence for evolution of life forms over time. Students investigate how the study of molecular genetics has expanded into genomics – the study of whole sets of genes possessed by an organism. How genomics has provided insight into gene expression and regulation, and relationships between species. Students study how genes are transmitted from generation to generation by examining meiosis and patterns of inheritance including pedigree analysis.

#### **Area of Study 2: Change over time**

Students examine evidence for evolution of life forms over time. Students explore hypotheses that explain how changes to species have come about. In addition to observable similarities and differences between organisms, students explore the universality of DNA and conservation of genes as evidence for ancestral lines of life that have given rise to the present biodiversity of our planet. Students consider the relationship between heritable variations and the environment in accounting for changes to species over time, and for speciation and extinction. Students examine the interrelationships between biological, cultural and technological evolution. As they consider the historical development of ideas and technological advances that have contributed to our knowledge and understanding of

inheritance and evolutionary biology and the human factors that influence developments in science. The ability to apply technologies that can change the genetic composition of individual organisms and species, including humans, raises controversial issues for individuals and society.

## **ENTRY AND PRE-REQUISITES**

Students must undertake Unit 3 prior to undertaking Unit 4.

## **SATISFACTORY COMPLETION**

Demonstrated achievement of the set of outcomes specified for the unit.

## **ASSESSMENT POSSIBILITIES**

### **Unit 3**

School-assessed Coursework: (20% of Study Score)

Consisting of:

- 3 Practical reports (Photosynthesis/Respiration, Enzymes and Cell Membranes)
- Report: Response to a signal
- Test : Immune response

### **Unit 4**

School-assessed Coursework: (20% of Study Score)

Consisting of:

- 3 Practical reports (Mitosis/Meiosis, Genetic Cross, DNA Tool/Manipulation technique)
- Report on evolutionary relationships
- Test: Human intervention in evolutionary processes.

**End-of-year examination assessing both Units 3 &4 curriculum: (60% of Study Score)**

# BUSINESS MANAGEMENT

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*Department Head: Mr P Mitchell*

## RATIONALE

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community, and as informed citizens, consumers and investors.

## COURSE DESCRIPTION

VCE Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students examine the environment in which large scale organisations conduct their business with a particular focus on the Operations and Human Resource Management functions.

## COURSE STRUCTURE

The study is made up of two units:

### **Unit 3: Corporate Management**

In this unit students investigate how large-scale organisations operate.

### **Unit 4: Managing people and change**

This unit continues the examination of corporate management

## ENTRY AND PRE-REQUISITES

There are no prerequisites for entry to Unit 3. Students must undertake Unit 3 prior to Unit 4.

## SATISFACTORY COMPLETION

Demonstrated achievement of the set of outcomes specified for the unit.

## ASSESSMENT POSSIBILITIES

School-assessed coursework and examination

- Unit 3 school-assessed coursework (25%)
- Unit 4 school-assessed coursework (25%)
- End of year examination (50%)

# CHEMISTRY

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*Faculty Head: Mr A Bylsma*

## RATIONALE

Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. The chemistry undertaken in this study is representative of the discipline and the major ideas of chemistry. Some students will develop a passion for chemistry and be inspired to pursue further studies. All students, however, should become more informed, responsible decision-making citizens, able to use chemical knowledge and scientific arguments in their everyday lives and evaluate and debate important contemporary issues such as the future of our environment and its management.

## COURSE STRUCTURE

The study is made up of four units.

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

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials.

### **Unit 2: What makes water such a unique chemical?**

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

### **Unit 3: Chemical pathways**

Students investigate the scope of techniques available to the analytical chemist. Chemical analysis is vital in the work of the forensic scientist, the quality control chemist at a food manufacturing plant, the geologist in the field, and the environmental chemist monitoring the health of a waterway. Students investigate organic reaction pathways and the chemistry of particular organic molecules.

### **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 the rate and yield or equilibrium position are investigated. Students explore how an understanding of these features is used to obtain optimum conditions in the industrial production of a selected chemical. Operating principles, both in the laboratory and in important commercial and industrial applications including fuel cells are investigated.

## ENTRY AND PRE-REQUISITES

There are no prerequisites for entry to Units 1 and 2. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## SATISFACTORY COMPLETION

Demonstrated achievement of the set of outcomes specified for the unit.

## ASSESSMENT POSSIBILITIES

### **Units 1 and 2**

Internally assessed

### **Units 3 and 4**

- Unit 3 school-assessed coursework (20%)
- Unit 4 school-assessed coursework (20%)
- Unit 3 and Unit 4 examination (60%)

# ECONOMICS

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*Department Head: Mr P Mitchell*

## RATIONALE

Economics is the study of how individuals and society use resources to satisfy needs. It is central to understanding why individuals and societies behave as they do.

## COURSE DESCRIPTION

Skills, as well as knowledge, play an important part in the VCE study of Economics. Students develop an ability to identify, collect and process data from a range of sources. They use the inquiry process to plan economics investigations, analyse data and form conclusions supported by evidence. They also use economic reasoning, including cost-benefit analysis, to solve economic problems, which assists them in understanding the economy, society and environment, and to verify values and attitudes about issues affecting the economy, society and environment.

## COURSE STRUCTURE

The study is made up of four units:

### **Unit 1: Economics – choices and consequences**

The focus of this unit is the study of how scarce resources are allocated primarily by the market and how decisions made by individual forms, government and other groups affect what is produced, how it is produced and who receives the goods and services that are produced.

### **Unit 2: Economic change – issues and challenges**

The focus of this unit is the study of the factors that affect demographic makeup and change and the potential challenges facing businesses wishing to expand, government budgeting and future living standards.

### **Unit 3: Economic activity**

The focus of this unit is the study of the factors that affect the price and quantity traded in markets, the importance of competition, the efficiency of resource allocation, the role of government in the allocation of resources as well as fine key economic objectives – low inflation, strong and sustainable economic growth, full employment, external stability and equity of income distribution.

### **Unit 4: Economic management.**

The study of this unit is the study of the management of the Australian economy, which concentrates on budgetary, monetary and microeconomic policy used by the Australian Government.

## ENTRY AND PRE-REQUISITES

There are no prerequisites for entry to Unit 1. Students must undertake Unit 1 prior to undertaking Unit 2, 3 and 4.

## SATISFACTORY COMPLETION

Demonstrated achievement of the set of outcomes specified for the unit.

## ASSESSMENT POSSIBILITIES

### **Units 1 and 2**

Internal assessment

### **Units 3 and 4**

School-assessed coursework and an end-of-year examination

- Unit 3 school-assessed coursework (25%)
- Unit 4 school-assessed coursework (25%)
- Unit 3 and Unit 4 examination (50%)



# GEOGRAPHY

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*Department Head: Mr N Baff*

## RATIONALE

VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these.

## COURSE DESCRIPTION

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected? Students explore these questions through fieldwork and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity, the diversity and interactions of its environments, economies and cultures, and the processes that helped form and transform them.

## COURSE STRUCTURE

This Study comprises four units, which emerge out of the VCAA Study Design for Geography

### **Unit 1: Hazards and disasters**

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

### **Unit 2: Tourism**

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition). Over one billion tourists a year cross international boundaries with greater numbers involved as domestic tourists within their own countries. The Asia and the Pacific hosts 23 per cent of international arrivals. The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for one in every twelve jobs globally and generates around 5 per cent of its GDP. (UNTWO Annual Reports 2011–2013).

### **Unit 3: Changing the land**

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover has been altered by many processes such as geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on.

### **Unit 4: Human population**

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

## **ENTRY AND PRE-REQUISITES**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

## **SATISFACTORY COMPLETION**

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

## **ASSESSMENT POSSIBILITIES**

### **Unit 1**

- Fieldwork Report: Hazards and Responses (25%)
- Structured Questions (25%)
- At the end of Unit 1, all students will complete a Written Examination, which comprises 50% of the Global Grade for this Unit.

### **Unit 2**

- Fieldwork Report: Tourism (25%)
- Structured Questions (25%)
- At the end of Unit 2, all students will complete a Written Examination, which comprises 50% of the Global Grade for this Unit.

**Units 3 and 4** - School Assessed Coursework for Units 3 and 4 will comprise 50% of a student's final study score.

### **Unit 3 School Assessed Coursework**

- Structured Questions (25%)
- Fieldwork Report (25%)
- Analysis of geographic data (50%)

### **Unit 4 School Assessed Coursework**

- Analysis of geographic data (40%)
- Structured questions (60%)

### **Unit 3 and Unit 4 End of Year Examination**

- The end of year examination will be set by a panel appointed by VCAA and will contribute 50% of a student's final study score
- All of the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable

# HISTORY

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*Department Head: Mr A Butcher*

## RATIONALE

History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies. It builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It develops the skills necessary to analyze visual, oral and written records. The study of history draws links between the social/political institutions and language of contemporary society and its history. It sets accounts of the past within the framework of the values and interests of that time.

## COURSE DESCRIPTION

The study of History in VCE at St. Kevin's focuses on two vital periods within the Western World's history. Units 1 & 2 Global Empires, we look at the ending of the medieval period and the rise of modern Europe through imperialism and philosophic and scientific discovery. Unit 3 Revolutions, America continues this narrative and we see the culmination and ultimate clash of imperialism and Enlightenment philosophy in the American Revolution that created the most influential society in world history. As a counterpoint to America, Unit 4 Revolutions, Russia, explores the early 20<sup>th</sup> Century's Russian Revolutions and the birth of the first state within the world based on the theories of Karl Marx.

Our second period begins with the traditional study of the origins of civilization itself, Unit 1 Mesopotamia- the development of cities, writing, temples and the wheel; followed by the first ancient empires, Babylon and Assyria. Unit 2 focuses on Old & Middle Kingdom Egypt and the creation of the Pyramids and the concept of a nation and its rulers.

## COURSE STRUCTURE

Each History is treated as a separate study with its own structure, key knowledge and skills and assessment; however, *Units 1 & 2 Global Empires is designed as a pre study to the American Revolution and Units 1 & 2 Ancient History is designed as a pre study to Units 3 & 4 Ancient History.*

## GLOBAL EMPIRES

### **UNITS 1 & 2**

- **The Making of Empires**
  - Exploration & Expansion
  - Disruptive Ideas
- **Empires at Work**
  - New Colonies, new Profits
  - Challenges of Empires

## REVOLUTIONS

### **UNIT 3 AND 4**

- **The American Revolution**
  - Causes of the Revolution
  - Consequences of the Revolution
- **The Russian Revolution**
  - Causes of the Revolution
  - Consequences of the Revolution

# **ANCIENT HISTORY**

## **UNITS 1 & 2**

- **Mesopotamia**
  - Discovering Civilization
  - Ancient Empires
  
- **Egypt**
  - Old Kingdom: The Double Crown
  - Middle Kingdom: Power & Propaganda

## **UNITS 3 & 4**

- **Greece**
  - Living in an Ancient Society
  - The Peloponnesian War
  
- **Rome**
  - Living in an Ancient Society
  - The fall of the republic

## **ENTRY AND PRE-REQUISITES**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. There is no restriction on the number of histories a student may take.

## **SATISFACTORY COMPLETION**

Achievement of the set of outcomes

## **ASSESSMENT POSSIBILITIES**

All Units 1- 4 Assessments will include:

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

In addition Units 1 & 2 Assessments will include:

- A geopolitical map study
- A Research Assignment

### **Units 1 and 2**

Internally assessed

### **Units 3 and 4**

School-assessed coursework and an end-of-year examination

- Unit 3 school-assessed coursework (25%)
- Unit 4 school-assessed coursework (25%)
- Unit 3 and 4 examination (50%)

## **COMPUTING**

### **UNITS 1 AND 2**

#### **RATIONALE**

In Unit 1 students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. In Unit 2 students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data.

#### **COURSE DESCRIPTION**

In Unit 1 Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation.

In Area of

Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

In Unit 2 Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

#### **COURSE STRUCTURE**

This Study comprises six units, which emerge out of the VCAA Study Design for Computing:

##### **Unit 1: Area of Study 1 – Data and graphic solutions – Outcome 1**

In this area of study students conduct an investigation into an issue, practice or event and through the systematic collection, interpretation and manipulation of primary data they create a graphic solution, such as an infographic, that represents their findings. Examples of investigations include the social networking habits of people of different age groups, the heritage of a class of students to three generations and music preferences by genre and favourite artists within each. Graphic solutions could include charts, flowcharts, diagrams, images, hierarchies, animations, maps and timelines.

Students develop and apply a detailed understanding of data, including its types, characteristics, sources and methods of acquisition. Relevant primary data is collected and then evaluated to determine its suitability for manipulation. When acquiring this data, students consider risks associated with using data owned by other people or organisations, and apply strategies and techniques for acknowledging legal requirements and ethical responsibilities.

Students apply computational thinking skills when extracting meaning from data and apply design thinking knowledge and skills to create graphic information for the purpose of informing, educating or persuading an audience. No restrictions are placed on the software tool used to create these solutions.

On completion of this unit the student should be able to acquire, secure and interpret data, and design and develop a graphic solution that communicates the findings of an investigation.

### **Unit 1: Area of Study 2 – Networks – Outcome 2**

In this area of study students investigate how networks with wireless capability allow data and information to be exchanged locally and within the global environment. Students examine the hardware and software components and procedures required to connect and maintain a wireless network. They focus on ways in which the security of exchanged and stored data and information can be compromised in wireless networks, in order to understand ways of controlling the networked devices they use. Students apply this technical knowledge to create the design for a network with wireless capability that meets a need or opportunity, identifying its components and how data and information are transmitted. Students use a software tool to depict the components of their network and its interactions.

When designing network solutions, students apply systems thinking by considering how users will interact with the network and the potential effects of the network on users and their data and information.

On completion of this unit the student should be able to design a network with wireless capability that meets an identified need or opportunity, explain its configuration and predict risks and benefits for intended users.

### **Unit 1: Area of Study 3 – Collaboration and communication – Outcome 3**

In this area of study students examine how the use of particular information systems within specified contexts can cause tensions and conflicts between different stakeholders. Students develop the ability to critically appraise how information systems are used and how individuals can be empowered to shape their use.

Working in virtual (local, national, international) or face-to-face teams, students use web authoring software to create a website, designed for viewing on a mobile device, which presents an overview of an issue associated with one field. When designing their website students apply their knowledge of information architecture such as structuring sets of information to facilitate navigation and allowing users choices about levels of detail. They evaluate the merits of storing their website and its content in the cloud or on a private server.

Project plans are prepared to support an organised approach to problem solving. Students use software to record tasks to be completed and team member responsibilities and schedules. Student's record and monitor progress of the website development. Students do not have to use dedicated project management software.

On their website students present the viewpoints of different stakeholders, drawing on evidence acquired from primary and/or secondary sources. They publish the team's opinions about the issue and propose actions that can be taken to shape how information systems are used, for example, using social media to encourage actions or inviting comments in a forum. Students use visualising thinking tools to analyse content, online collaborative tools to support sharing of ideas, and techniques to assist in forming team opinions. They use other appropriate software to manipulate acquired data such as image, numeric, text and sound editing tools, and web authoring tools to communicate viewpoints.

On completion of this unit the student should be able to design and develop a website collaboratively with others that presents an analysis of a contemporary issue and the team's point of view on the issue.

### **Unit 2: Area of Study 1 – Programming – Outcome 1**

In this area of study students focus on using a programming or scripting language that can support object-oriented programming to create working software modules. These languages provide users with greater flexibility than application software, as specific sets of instructions can be implemented to create solutions that are purpose-designed.

Students develop skills in interpreting teacher-provided solution requirements and in designing working modules. They apply methods and techniques for completing a series of small discrete tasks or working modules that use features of a programming or scripting language, including predefined classes. They apply knowledge and skills associated with the design and development stages of the problem-solving methodology. Students also apply

computational and design thinking skills when preparing design specifications and transforming them into working modules through the use of programming or scripting languages.

On completion of this unit the student should be able to design working modules in response to solution requirements, and use a programming or scripting language to develop the modules.

### **Unit 2: Area of Study 2 – Data analysis and visualisation – Outcome 2**

In this area of study students learn to use software tools to access, select and, where appropriate, manipulate authentic data from large data repositories, and to present the key aspects of the data in an appropriate visual form. Once the data has been isolated and checked for its integrity, students create data visualisations that assist in reducing the complexity of data by using designs that illustrate patterns, connections and structure. These visualisations should minimise the effort required by readers to interpret complex data and they need to be clear, usable and relevant. Some data visualisation tools allow presentations to be dynamic and/or interactive. Appropriate visualisation forms include graphs, charts, spatial relationships, maps, histograms and network diagrams (nodes and edges).

Sources of large data repositories include the Bureau of Meteorology, World Development Indicators, Australian Bureau of Statistics, United Nations, CSIRO, OECD. Appropriate tools to extract or structure data and create visualisations include a programming language, database software, spreadsheet software and data visualisation software. It is important that students engage in a two-step approach when creating visualisations: acquiring and preparing data (step one) and manipulating data into a visual form (step two). In response to teacher-provided design briefs, students apply all stages of the problem-solving methodology.

On completion of this unit the student should be able to apply the problem-solving methodology and use appropriate software tools to extract relevant data and create a data visualisation that meets a specified user's needs.

### **Unit 2: Area of Study 3 – Data management – Outcome 3**

In this area of study students are introduced to the structure of databases and their applicability in a range of settings. Databases underpin many applications such as borrowing and booking systems, medical records and social media websites. Students develop an understanding of the purposes of databases by exploring the data and information they supply to and receive from systems such as banking, membership, online purchasing and voting systems. They apply systems thinking skills when considering the effects of their interactions with information systems that use databases.

Students develop and apply knowledge and skills in determining data types required to solve specific problems, and in organising and storing data. They examine the flexibility of databases by constructing query searches and sorts, and apply design principles that contribute to effective and efficient data collections tools, input forms and reports. Where appropriate, students apply mathematical calculations to the data and may create macros to automate repetitive tasks. Students devise a need or opportunity for a solution and collect relevant data for manipulation by database management software. This facilitates a deeper understanding of the benefits and risks associated with using database solutions. Students apply all stages of the problem-solving methodology.

On completion of this unit the student should be able to apply the problem-solving methodology to create a solution using database management software, and explain the personal benefits and risks of interacting with a database.

## **ENTRY & PRE-REQUISITES**

To study Units 1 and 2 as a Year 11 student, just select it.

## **SATISFACTORY COMPLETION**

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers will use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and skills in the outcomes.



## **ASSESSMENT POSSIBILITIES:**

Suitable tasks for assessment in this unit may be selected from the following:

- Using digital systems and techniques, create a solution in response to a need
- Visual presentations
- Oral presentations
- Written reports

At the end of Unit 1 and Unit 2, all students will complete a Written Examination, which comprises 50% of the Global Grade for each unit. The examination will be completed under the following conditions:

- Duration: 90 minutes
- Date: end-of-semester, on a date to be published by the school
- VCAA examination rules will apply
- The examination will be marked by the subject teacher

## **INFORMATICS**

### **UNITS 3 AND 4**

#### **RATIONALE**

In Informatics Units 3 and 4 students focus on data, information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. Students develop an understanding of the power and risks of using complex data as a basis for decision making. In Unit 4 students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs.

#### **COURSE DESCRIPTION**

In Unit 3 Area of Study 1 students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution. In Area of Study 2 students complete the first part of a project. They frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project. The second part of the project is completed in Unit 4.

In Unit 4 Area of Study 1 students draw on the analysis and conclusion of their hypothesis determined in Unit 3, Outcome 2, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project. In Area of Study 2, students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

## COURSE STRUCTURE

This Study comprises four units, which emerge out of the VCAA Study Design for Informatics:

### **Unit 3: Area of Study 1 – Organisations and data management – Outcome 1**

In this area of study students investigate why organisations acquire data online for transaction processing and how they structure their data-gathering processes to support these transactions. Students also develop and apply skills in using a relational database management system (RDBMS) to manipulate data typically sourced through interactive online solutions, such as websites and applications (apps). Students investigate interactive online solutions to ascertain the types of data being acquired, how it is obtained and protected and how transactions are completed. They examine how organisations fulfil their legal requirements to protect the rights of those who provide data and why organisations want the data organised in particular ways.

On completion of this unit the student should be able to design a solution, develop it using a relational database management system, and diagrammatically represent how users interact with an online solution when supplying data for a transaction.

### **Unit 3: Area of Study 2 – Data analytics: drawing conclusions – Outcome 2**

In this area of study students focus on data analytics, in particular selecting, referencing, organising, manipulating and interpreting relevant data to draw valid conclusions about a hypothesis. Students initially frame a hypothesis within a chosen field such as entertainment, sport, science/medicine, business and education, and undertake an analysis to determine the multiple data sets needed to support their claim, the scope of the hypothesis and any constraints. The hypothesis could reflect an existing or emerging trend such as confirming or predicting a changing pattern in food culture in a defined precinct due to demographic shifts. Students complete this as the first part of a project; the other part is undertaken in Unit 4, Outcome 1.

Students prepare their acquired data for manipulation through integrity checks and, where appropriate, codify data and information. Students manipulate this data to support interpretation and apply computational thinking skills to extract meaning from the data in order to express a conclusion to their hypothesis.

Students devise a file management plan and prepare a project plan for the execution of the problem-solving methodology. This includes both parts of the project, from the framing of the hypothesis, the analysis and the conclusion (Unit 3, Outcome 2), through to the design, development and evaluation of the multimodal online solution showing the correctness (or otherwise) of the hypothesis (Unit 4, Outcome 1). Students determine the milestones of their project.

On completion of this unit the student should be able to use a range of appropriate techniques and processes to acquire, prepare, manipulate and interpret complex data to confirm or refute a hypothesis, and formulate a project plan to manage progress.

### **Unit 4: Area of Study 1 – Data analytics: presenting the findings – Outcome 1**

In this area of study students draw on the conclusion they formed to their hypothesis in Unit 3, Outcome 2, and design and develop a multimodal online solution that communicates and substantiates this conclusion. Students evaluate the effectiveness of the solution in communicating the conclusion.

Effective designs and clarity of messages are key features of solutions designed to communicate conclusions and findings arising from complex data sets. In this area of study students design a multimodal online solution with an educational purpose that is intended for a world-wide audience. When designing the solution, students generate two or three alternative design ideas and develop and apply criteria to select the design idea that will be fully detailed and transformed into a solution. Students use software tools and functions that support the types of data being manipulated to transform the design into a solution.

Students also use their set of criteria to evaluate the effectiveness of their solution in presenting the conclusion and findings. During these problem-solving methodology stages students use their project plan to monitor and record progress and assess the effectiveness of this strategy in managing the project.

On completion of this unit the student should be able to design, develop and evaluate a multimodal online solution that confirms or refutes a hypothesis, and assess the effectiveness of the project plan in managing progress.

#### **Unit 4: Area of Study 2 – Information management – Outcome 2**

This area of study focuses on information management and its importance to organisations. Students develop knowledge about the components of an information system and the role of these components in managing information. They investigate how different organisations store and dispose of their data and information. Students examine the threats to this data and information, whether accidental, deliberate or technical, and consider the potential consequences to organisations of ineffective information management strategies.

Students recommend information management strategies to protect the integrity and security of data and information, taking into account key legal requirements of organisations and any ethical dilemmas faced by organisations and individuals regarding security of information.

On completion of this unit the student should be able to compare and contrast the effectiveness of information management strategies used by two organisations to manage the storage and disposal of data and information, and recommend improvements to their current practices.

### **ENTRY & PRE-REQUISITES**

- Option 1:** To study Units 3 and 4 as a Year 11 student, you need an “A” in the Year 10 ITA subject taken and a “B” average in all other subjects.
- Option 2:** To study a Units 3 and 4 as a Year 12 student, just select it.

### **SATISFACTORY COMPLETION**

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers will use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and skills in the outcomes.

### **ASSESSMENT POSSIBILITIES**

#### **Unit 3 Outcome 1 SAC (10% to the Study Score):**

- Design a solution, develop it using a relational database management system, and diagrammatically represent how users interact with an online solution when supplying data for a transaction
- In response to a design brief that includes an analysis of a need or an opportunity and a data set:
  - The design and development of a relational database management system solution and
- In response to a design brief that includes a description of the online transaction requirements of an organisation and its data protection techniques:
  - An annotated, diagrammatic representation of a user's interactions with an online solution when conducting a transaction and the user interface for the page that initiates the transaction

#### **Unit 3 Outcome 2 SAT Part 1 (15% of the Study Score):**

- Use a range of appropriate techniques and processes to acquire, prepare, manipulate and interpret complex data to confirm or refute a hypothesis, and formulate a project plan to manage progress
- A short report that sets out a statement of a student-generated hypothesis, the conclusion that has been drawn and an outline of the findings supporting the conclusion and:
- A collection of data sets, and information derived from them, that allows a conclusion to be drawn about the hypothesis and evidence of:

- The specifications for creating the information
- Acknowledgement of intellectual property
- The validation and manipulation processes and techniques used
- The methods used to secure stored and communicated data and information and
- A project plan (Gantt charts) indicating times, resources and tasks

**Unit 4 Outcome 1 SAT Part 2 (15% of the Study Score):**

- Design, develop and evaluate a multimodal online solution that confirms or refutes a hypothesis, and assess the effectiveness of the project plan in managing progress
- A folio of two or three alternative design ideas and the detailed design specifications of the preferred design and:
- A multimodal online solution that communicates the confirmation or refutation of a hypothesis as detailed in Unit 3 and:
  - An evaluation of the effectiveness of the solution
  - An assessment of the effectiveness of the project plan (Gantt chart) in monitoring project progress in one of the following:
    - A written report
    - An annotated visual plan

**Unit 4 Outcome 2 SAC (10% to the Study Score):**

- Compare and contrast the effectiveness of information management strategies used by two organisations to manage the storage and disposal of data and information, and recommend improvements to their current practices
- A written report or an annotated visual report

At the end of Unit 4, all students will complete a Written Examination, which comprises 50% of the Study Score for Units 3 and 4. The examination will be completed under the following conditions:

- Duration: two hours
- Date: end-of-year, on a date to be published annually by the VCAA
- VCAA examination rules will apply
- The examination will be marked by assessors appointed by the VCAA

## **SOFTWARE DEVELOPMENT**

### **UNITS 3 AND 4**

#### **RATIONALE**

In Software Development Unit 3 and 4 focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language. In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules. In Unit 4 students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment.

#### **COURSE DESCRIPTION**

In Unit 3 Area of Study 1 focuses on students responding to given software designs and develop a set of working modules through the use of a programming language. Students examine a range of software design representations and interpret these when applying specific functions of a programming language to create working modules. In Area of Study 2 students analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills. This forms part of a project in Unit 4. In Unit 4 Area of Study 1 focuses on students furthering their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities. They also assess the effectiveness of the project plan in monitoring project

progress. In Area of Study 2 students apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.

## **COURSE STRUCTURE**

This Study comprises four units, which emerge out of the VCAA Study Design for Software Development:

### **Unit 3: Area of Study 1 – Programming Practice – Outcome 1**

In this area of study students focus on the design and development stages of the problem-solving methodology and computational thinking skills. Students examine the features and purposes of different design tools so they can accurately interpret the requirements for working software modules. Students interpret given designs and create working modules using a programming language, undertaking the problem-solving activities of coding, testing and documenting. On completion of this unit the student should be able to interpret designs and apply a range of functions and techniques using a programming language to develop working modules.

### **Unit 3: Area of Study 2 – Analysis and Design – Outcome 2**

In this area of study students construct the framework for the creation of a software solution that meets a need or opportunity determined by individual students. Students analyse a real-world need or opportunity identified by them. The analysis is stated in terms of solution requirements, constraints and scope and presented as a software requirements specification. There are two steps to designing. Initially, through the application of design and systems thinking skills, students generate two or three different designs for creating their solution. Students then prepare a project plan, taking into account all stages of the problem-solving methodology covered in this outcome. On completion of this unit the student should be able to analyse and document a need or opportunity, generate alternative design ideas, represent the preferred solution design and formulate a project plan for creating the solution.

### **Unit 4: Area of Study 1 – Software Solutions – Outcome 1**

In this area of study students further develop their computational thinking skills by using the programming language studied in Unit 3 to transform the design they prepared in Unit 3, Outcome 2 into a software solution that meets specific needs or opportunities. Students prepare a useability test that addresses the core features of their solution. During the project students apply techniques to record their progress on their plan, such as showing actual versus expected durations, achievement of milestones, modifications to the plan to show adjustments and annotations to explain these modifications.

On completion of this unit the student should be able to apply stages of the problem-solving methodology to create a solution using a programming language that fulfils identified requirements and assess the effectiveness of the project plan in monitoring progress.

### **Unit 4: Area of Study 2 – Interactions and Impact – Outcome 2**

Students apply systems thinking skills when examining information systems that share data. They develop knowledge of factors that influence the integrity of data and consider processes used within information systems to manage the storage, communication and disposal of data. Students investigate the capabilities of information systems operating in a networked environment and how these systems can be secured to enhance the integrity of data. They examine the importance of applying technical protocols when interacting with information systems and the consequences of violating these principles.

On completion of this unit the student should be able to analyse and explain the dependencies between two information systems and evaluate the controls in place in one information system to protect the integrity of its source data

## **ENTRY & PRE-REQUISITES**

- Option 1:** To study Units 3 and 4 as a Year 11 student, you need an “A” in the Year 10 SD subject taken and a “B” average in all other subjects.
- Option 2:** To study a Units 3 and 4 as a Year 12 student, just select it.

## SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers will use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and skills in the outcomes.

## ASSESSMENT POSSIBILITIES

### **Unit 3 Outcome 1 SAC (10% to the Study Score):**

- Interpret design requirements and apply a range of functions and techniques using a programming language to develop working modules
- In response to teacher-provided designs, create working modules to meet specific needs

### **Unit 3 Outcome 2 SAT Part 1 (15% of the Study Score):**

- Analyse and document a need or opportunity, generate alternative design ideas, represent the preferred solution design and formulate a project plan for creating the solution
- An analysis that defines the requirements, constraints and scope of a solution in the form of a software requirements specification and:
  - A folio of two to three alternative design ideas and the detailed design specifications of the preferred design
  - A project plan (Gantt chart) indicating times, resources and tasks

### **Unit 4 Outcome 1 SAT Part 2 (15% of the Study Score):**

- Apply stages of the problem-solving methodology to create a solution using a programming language that fulfils identified requirements and assess the effectiveness of the project plan in monitoring progress
- A software solution that meets the software requirements specification and the results of the useability test and:
  - An assessment of the extent to which the project plan (Gantt chart) assisted in monitoring project progress in one of the following:
    - A written report
    - An annotated visual plan

### **Unit 4 Outcome 2 SAC (10% to the Study Score):**

- Analyse and explain the dependencies between the two information systems and evaluate the controls in place in one information system to protect the integrity of its source data
- In response to a case study, one of the following:
  - A written report
  - An annotated visual report

# LANGUAGES: FRENCH/JAPANESE/MANDARIN/SPANISH

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*Faculty Head: Mrs N Cullen*

## RATIONALE

The LOTE Department at this School believes in the important place of learning a language other than English within the core curriculum of the school. It aims at raising the awareness of both students and the broader school community of the intellectual, economic and social benefits to be gained from language learning. In the LOTE classroom, students are encouraged to develop an inquisitive and positive mind towards cultures and languages other than their own and to accept the notion of inter cultural differences. In the process, students are led to analyze their own language and to improve their cognitive, communication and literacy skills. We believe the LOTE classroom prepares students to take their place in the outside world whether through travelling, working with people from different ethnic background or simply appreciating the food, architecture, literature and way of life of people from non-English background.

## FRENCH

### COURSE DESCRIPTION

The areas of study for French comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and are designed to be drawn upon in an integrated way, as appropriate to the linguistics needs of the student, and the outcomes of the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The text types, kinds of writing, vocabulary and grammar are linked both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging area (based on VCAA Victorian Certificate of Education Study design).

### COURSE STRUCTURE

This Study comprises four units and as a continuing language study it assumes approximately four or more years of previous study (or the equivalent). Students are expected to have a working knowledge of tenses, including the Subjunctive, relative clauses, and object pronouns. Students are also expected to know the appropriate verb conjugations as well as a more sophisticated and specialized vocabulary and sentence structures. Strong emphasis is placed on correct use of Text Type and Discourse Forms.

Units 1 and 2 are normally taken in sequence. Variations to this are possible, but should be discussed with the Director of Studies and the Head of LOTE. This unit is recommended for students who wish to proceed to VCE French, and is based on the text.

#### **Unit 1: French**

This unit of study invites students to explore the themes of the individual, the French speaking communities and the changing world. It also invites students to develop their ability to hear, speak, read and write French. There is emphasis on activities, which develop communicative competence and structural knowledge of both written and spoken French. In particular, students cover the themes of family and friends, keeping fit, education, pastimes, traditions, cinema and tourism.

Students will also complete a written and oral examination which comprises 50% of the Global Grade.

### **Unit 2: French**

This unit of study invites students to continue to explore the themes of the individual, the French speaking communities and the changing world. It also continues to develop students' ability to hear, speak, read and write French. There is emphasis on activities, which develop communicative competence and structural knowledge of both written and spoken French. In particular, students cover the themes of important historical events (20th century important events, May 68, rise of feminism, new philosophical thought, our world tomorrow).

### **Unit 3: French**

This unit of study invites students to continue to explore the themes of the individual, the French speaking communities and the changing world. It also invites students to continue to acquire linguistic resources to function effectively as a non -specialist in all three themes. It reinforces the correct use of Text Types, kinds of writing and effective grammatical and sentence structure use. Students will undertake a detailed study to enable them to prepare for part 2 of the Oral Examination, the Discussion section.

### **Unit 4: French**

This unit of study invites students to continue to explore the themes of the individual, the French speaking communities and the changing world. It also invites students to continue to acquire linguistic resources to function effectively as a non -specialist in all three themes. It reinforces the correct use of Text Types, kinds of writing and effective grammatical and sentence structure use. Students will continue to deepen their knowledge of the detailed study to enable them to undertake part 2 of the Oral Examination, the Discussion section.

## **ENTRY AND PRE-REQUISITES**

Entry to the study assumes approximately four or more years of previous study (or the equivalent).

## **SATISFACTORY COMPLETION**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designed for the unit. Completion of a unit will be reported as s (satisfactory) or n (not satisfactory).

## **ASSESSMENT POSSIBILITIES**

### **Unit 1: French**

Students are required to demonstrate achievement of three outcomes. (50% of the Global Grade)

- Establish and maintain a spoken or written exchange related to personal areas of experience
- Listen to, read and obtain information from spoken and written texts
- Produce a personal response to a text focusing on real or imaginary experience

### **Unit 2: French**

Students are required to demonstrate achievement of three outcomes. (50% of the Global Grade)

- Participate in a spoken or written exchange related to making arrangements and completing transactions.
- Listen to and read extract and use information and ideas from spoken and written texts
- Give expression to real or imaginary experience in spoken or written form.

Students will also complete a written and oral examination which comprises 50% of the Global Grade.



### **Unit 3: French**

Students are required to demonstrate achievement of three outcomes.

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

### **Unit 4: French**

- Students are required to demonstrate achievement of two outcomes.
- Analyse and use the information from written texts
- Respond critically to spoken and written texts which reflect aspects of the language and culture of French speaking communities

## **JAPANESE**

### **COURSE DESCRIPTION**

The areas of study for Japanese Second Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit. The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes. The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes. The common areas of study provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

### **COURSE STRUCTURE**

#### **Unit 1 Japanese**

This unit of study invites students to explore the themes of the individual, the Japanese speaking communities and the changing world. It also invites students to develop their ability to hear, speak, read and write Japanese. There is emphasis on activities, which develop communicative competence and structural knowledge of both written and spoken Japanese. In particular, students cover the themes of home and friends, daily routine and neighbourhood. Students will continue to develop their knowledge of kanji.

#### **Unit 2 Japanese**

This unit of study invites students to continue to explore the themes of the individual, the Japanese speaking communities and the changing world. It also continues to develop students' ability to hear, speak, read and write Japanese. There is emphasis on activities, which develop communicative competence and structural knowledge of both written and spoken Japanese. In particular, students cover the themes of school life, shopping and eating out, leisure and traditions and culture. Students will continue to develop their knowledge of kanji.

#### **Unit 3 Japanese**

This unit of study invites students to continue to explore the themes of the individual, the Japanese speaking communities and the changing world. It also invites students to continue to acquire linguistic resources to function effectively as a non-specialist in all three themes. It reinforces the correct use of Text Types, kinds of writing and effective grammatical and sentence structure use. Students will undertake a detailed study to enable them to prepare for part 2 of the Oral Examination, the Discussion section. In particular, students cover the themes of planning a trip, travelling in Japan, future plans and work and contemporary issues. Students will continue to develop their knowledge of kanji, and should be able to read and write 200 kanji by the end of this Unit.

### **Unit 4 Japanese**

This unit of study invites students to continue to explore the themes of the individual, the Japanese speaking communities and the changing world. It also invites students to continue to acquire linguistic resources to function effectively as a non-specialist in all three themes. It reinforces the correct use of Text Types, kinds of writing and effective grammatical and sentence structure use. Students will continue to deepen their knowledge of the detailed study to enable them to undertake part 2 of the Oral Examination, the Discussion section.

## **ENTRY AND PRE-REQUISITES**

Entry to the study assumes approximately four or more years of previous study (or the equivalent).

## **SATISFACTORY COMPLETION**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designed for the unit. Completion of a unit will be reported as s (satisfactory) or n (not satisfactory)

## **ASSESSMENT POSSIBILITIES**

### **Unit 1 Japanese**

Students are required to demonstrate achievement of three outcomes. (50% of the Global Grade)

- Establish and maintain a spoken or written exchange related to personal areas of experience
- Listen to, read and obtain information from spoken and written texts
- Produce a personal response to a text focusing on real or imaginary experience

Students will also complete a written and oral examination which comprises 50% of the Global Grade.

### **Unit 2 Japanese**

Students are required to demonstrate achievement of three outcomes. (50% of the Global Grade)

- Participate in a spoken or written exchange related to making arrangements and completing transactions.
- Listen to and read extract and use information and ideas from spoken and written texts
- Give expression to real or imaginary experience in spoken or written form.

Students will also complete a written and oral examination which comprises 50% of the Global Grade.

### **Unit 3 Japanese**

Students are required to demonstrate achievement of three outcomes.

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

### **Unit 4 Japanese**

Students are required to demonstrate achievement of two outcomes.

- Analyse and use the information from written texts
- Respond critically to spoken and written texts which reflect aspects of the language and culture of Japanese speaking communities

# **MANDARIN**

## **COURSE DESCRIPTION**

The areas of study for Chinese Second Language and Chinese Second Language Advanced comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

## **COURSE STRUCTURE**

This Study comprises four units and as a continuing language study it assumes approximately four or more years of previous study (or the equivalent). Students are expected to have a working knowledge of Chinese characters, tenses, including the Subjunctive, relative clauses, and object pronouns. Students are also expected to know the appropriate verb conjugations as well as a more sophisticated and specialized vocabulary and sentence structures. Strong emphasis is placed on correct use of Text Type and Discourse Forms.

Units 1 and 2 are normally taken in sequence. Variations to this are possible, but should be discussed with the Director of Studies and the Head of LOTE. This unit is recommended for students who wish to proceed to VCE Chinese as a second language, and is based on the text.

### **Unit 1: Mandarin**

This unit of study invites students to explore the themes of the individual, the Chinese speaking communities and the changing world. It also invites students to develop their ability to hear, speak, read and write Chinese. There is emphasis on activities, which develop communicative competence and structural knowledge of both written and spoken Chinese. In particular, students cover the themes of daily activities, shopping, eating & food, my body, illness and hospital.

### **Unit 2: Mandarin**

This unit of study invites students to continue to explore the themes of the individual, the Chinese speaking communities and the changing world. It also continues to develop students' ability to hear, speak, read and write Chinese. There is emphasis on activities, which develop communicative competence and structural knowledge of both written and spoken Chinese. In particular, students cover the themes of my house, location, direction, health and nutrition.

### **Unit 3: Mandarin**

This unit of study invites students to continue to explore the themes of the individual, the Chinese speaking communities and the changing world. It also invites students to continue to acquire linguistic resources to function effectively as a non-specialist in all three themes. It reinforces the correct use of Text Types, kinds of writing and effective grammatical and sentence structure use. Students will undertake a detailed study to enable them to prepare for part 2 of the Oral Examination, the Discussion section.

#### **Unit 4: Mandarin**

This unit of study invites students to continue to explore the themes of the individual, the Chinese speaking communities and the changing world. It also invites students to continue to acquire linguistic resources to function effectively as a non-specialist in all three themes. It reinforces the correct use of Text Types, kinds of writing and effective grammatical and sentence structure use. Students will continue to deepen their knowledge of the detailed study to enable them to undertake part 2 of the Oral Examination, the Discussion section.

### **ENTRY AND PRE-REQUISITES**

Entry to the study assumes approximately four or more years of previous study (or the equivalent).

### **SATISFACTORY COMPLETION**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designed for the unit. Completion of a unit will be reported as s (satisfactory) or n (not satisfactory).

### **ASSESSMENT POSSIBILITIES**

#### **Unit 1: Mandarin**

Students are required to demonstrate achievement of three outcomes. (50% of the Global Grade)

- Establish and maintain a spoken or written exchange related to personal areas of experience
- Listen to, read and obtain information from spoken and written texts
- Produce a personal response to a text focusing on real or imaginary experience

Students will also complete a written and oral examination which comprises 50% of the Global Grade.

#### **Unit 2: Mandarin**

Students are required to demonstrate achievement of three outcomes. (50% of the Global Grade)

- Participate in a spoken or written exchange related to making arrangements and completing transactions.
- Listen to and read extract and use information and ideas from spoken and written texts
- Give expression to real or imaginary experience in spoken or written form.

Students will also complete a written and oral examination which comprises 50% of the Global Grade.

#### **Unit 3: Mandarin**

Students are required to demonstrate achievement of three outcomes.

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

#### **Unit 4: Mandarin**

Students are required to demonstrate achievement of two outcomes.

- Analyse and use the information from written texts
- Respond critically to spoken and written texts which reflect aspects of the language and culture of French speaking communities

# **SPANISH**

## **COURSE DESCRIPTION**

The areas of study for Spanish comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study and are designed to be drawn upon in an integrated way, as appropriate to the linguistics needs of the student, and the outcomes of the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The text types, kinds of writing, vocabulary and grammar are linked both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

(Based on VCAA Victorian Certificate of Education Study design)

## **COURSE STRUCTURE**

### **Unit 1: Spanish**

This unit of study invites students to explore the themes of the individual, the Spanish speaking communities and the changing world. 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. It also invites students to develop their ability to hear, speak, read and write Spanish. In particular, students cover the themes of family and friends, youth culture, education, traditions, cinema and tourism.

### **Unit 2: Spanish**

This unit of study invites students to further explore the themes of the individual, the Spanish speaking communities and the changing world. It also continues to develop students' ability to listen to, speak, read and write Spanish. There is emphasis on activities, which develop communicative competence and structural knowledge of both written and spoken Spanish. In particular, students cover topics related to historical events, the Arts and Social issues.

## **ENTRY AND PRE-REQUISITES**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Spanish is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. All VCE studies are benchmarked against comparable national and international curriculum.

## **SATISFACTORY COMPLETION**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

## **ASSESSMENT POSSIBILITIES**

### **Unit 1: Spanish**

Students are required to demonstrate achievement of three outcomes. (50% of the Global Grade)

- Establish and maintain a spoken or written exchange related to personal areas of experience
- Listen to, read and obtain information from spoken and written texts
- Produce a personal response to a text focusing on real or imaginary experience

## **Unit 2: Spanish**

Students are required to demonstrate achievement of three outcomes. (50% of the Global Grade)

- Participate in a spoken or written exchange related to making arrangements and completing transactions.
- Listen to and read extract and use information and ideas from spoken and written texts
- Give expression to real or imaginary experience in spoken or written form.

Students will also complete a written and oral examination which comprises 50% of the Global Grade.

## RATIONALE

Legal studies provides students with an analytical evaluation of the processes of law making and the methods of dispute resolution. Students are able to develop an understanding of the impact our legal system has upon the lives of citizens and the implications of legal decisions on the Australian society.

## COURSE DESCRIPTION

Students develop an understanding of the complexity of the law and the legal system and the challenges faced by our law-makers and dispute resolution bodies. They investigate the workings of the Australian legal system and undertake comparisons with international structures and procedures. Students are encouraged to question these systems and develop informed judgments about their effectiveness, as well as consider reforms to the law and the legal system. Legal Studies also focuses on the development of skills. Students develop an ability to identify, collect and process information from a range of sources and engage in its interpretation and analysis. Skills for independent inquiry, critical thinking and legal reasoning to solve legal problems are also fostered. Students are required to apply legal reasoning and decision-making to contemporary cases and issues. They engage in analysis and evaluation of existing legal processes and form opinions about the operation of the legal system

## COURSE STRUCTURE

The study is made up of four units:

### **Unit 1 - 'Criminal law in action'. There are three areas of study for the unit.**

- **Area of Study 1** – Law in Society focuses on the need for effective laws and the main sources and types of law in society.
- **Area of Study 2** – Criminal Law focuses on the key principles and types of criminal law.
- **Area of Study 3** – The Criminal Courtroom looks at the resolution of criminal cases.

### **Unit 2 - Issues in civil law (there are four areas of study for the unit).**

- **Area of Study 1** - Civil law **focuses** on law making by courts and elements of torts.
- **Area of Study 2** - Civil law in action focuses on an evaluation of the process for resolution of civil disputes.
- **Area of Study 3** - The law in focus involves an examination of one or more specific areas of law.
- **Area of Study 4** – A question of rights looks to a case illustrating rights issues in Australia.

### **Unit 3 - 'Law-making'. There are three areas of study.**

- **Area of Study 1** - Parliament and the citizen focuses on the principles of the Australian parliamentary system and the passage of a bill through Parliament.
- **Area of Study 2** - Constitution and the protection of rights focuses on an investigation of the role of the Commonwealth Constitution in establishing and restricting the jurisdiction of the law-making powers of Parliament. Students will also undertake an exploration of the importance of the Constitution in protecting democratic and human rights in order to develop an awareness of the rights and responsibilities of Australian citizens.
- **Area of Study 3** - Role of the courts focuses on developing an appreciation of the role played by the courts in law-making.

### **Unit 4 - 'Dispute resolution'.**

As it 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.

There are two areas of study for this unit.

- **Area of Study 1** - Criminal cases and civil disputes focuses on the varying jurisdictions and functions of courts in the State and Federal court hierarchy.
- **Area of Study 2** - Court processes and procedures focus on the elements of an effective legal system.

## **ENTRY AND PRE-REQUISITES**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

## **SATISFACTORY COMPLETION**

Demonstrated achievement of the set of outcomes specified for the unit.

## **ASSESSMENT POSSIBILITIES**

### **Units 1 and 2**

- Topic test (50%)
- Examinations (50%)

### **Units 3 and 4**

#### **School-assessed coursework and an end-of-year examination**

- Unit 3 school-assessed coursework (25%)
- Unit 4 school-assessed coursework (25%)
- Unit 3 and Unit 4 examination (50%)



# LITERATURE

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*Faculty Head: Mr A Valladares*

## **RATIONALE**

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts.

## **COURSE DESCRIPTION**

This study enables students to develop an enjoyment of language and literature through reading deeply, widely and critically. Students appreciate the stylistic and aesthetic qualities of texts and develop an understanding of and sensitivity to nuances in the English language. Through reading closely, students develop the ability to engage in detailed critical analysis of the key literary features. Students develop the capacity to engage with and contest complex and challenging ideas to develop their own interpretation informed by a range of literary criticism.

## **COURSE STRUCTURE**

At each year level, Literature is undertaken as a sequence: Units 1 and 2, Units 3 and 4.

### **Unit 1**

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

### **Unit 2**

In this area of study students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented. They consider how texts may reflect or comment on the interests of individuals and particular groups in society and how texts may support or question particular aspects of society. Students learn to select and discuss aspects of the texts that facilitate their interpretation and understanding of the point of view being presented. They consider those facets of human experience that are seen as important within the texts and those that are ignored or disputed. They examine the ways texts explore different aspects of the human condition.

### **Unit 3 and 4**

Unit 3 and 4 focus on the ways writers construct their work and how meaning is created for the reader. Students consider the ways text represents views and values, the style of the language and the social, historical and cultural contexts of literary texts. They develop interpretations of texts and learn to synthesise their insights into cogent, substantiated responses.

## **ENTRY AND PRE-REQUISITES**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

## **SATISFACTORY COMPLETION**

Demonstrated achievement of the set of outcomes specified for the unit.

## **ASSESSMENT POSSIBILITIES**

Internal assessment will include: views and values essay, a review of a text, a reading of film text, a creative response to text, oral discussion in class and analytical essays on texts

### **Units 1 and 2**

Units 1 and 2 coursework (50%)

Semester examinations (50%)

### **Units 3 and 4**

School assessed coursework and an end-of-year examination

- Unit 3 school-assessed coursework (25%)
- Unit 4 school-assessed coursework (25%)
- Final examination (50%)

# MATHEMATICS

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*Faculty Head: Mr M Langan*

## GENERAL MATHEMATICS

### UNITS 1 AND 2

#### RATIONALE

Mathematics provides a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Its study is designed to promote awareness of the importance of mathematics in everyday life in a technological society. General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level.

#### COURSE DESCRIPTION

The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working arithmetically, and in related assessment, is to be incorporated throughout each unit as applicable.

#### COURSE STRUCTURE

This Study comprises two units, which emerge out of the VCAA Study Design for General Mathematics. Unit 1 is completed in Semester 1 and Unit 2 in Semester 2.

##### **Semester 1:**

This unit of study focuses on 3 topics:

- (i) **Arithmetic and number** – Financial arithmetic
- (ii) **Statistics** – representation and statistical analysis of Univariate and Bivariate Data
- (iii) **Discrete mathematics** – Matrices

##### **Semester 2:**

This unit of study focuses on 4 topics:

- (i) **Algebra and structure** – Linear equations
- (ii) **Graphs of linear relations** – Linear graphs and models
- (iii) **Graphs of linear relations** – Inequalities and linear programming
- (iv) **Discrete mathematics** – Graphs and Networks.

#### ENTRY & PRE-REQUISITES

Students must have satisfactorily completed studies in Mathematics to Year 10 level to enrol in General Mathematics Units 1 and 2.

#### SATISFACTORY COMPLETION

Satisfactory completion of this subject is attained by completing and submitting specified coursework exercises.

## **ASSESSMENT POSSIBILITIES**

Students' knowledge of the facts and skills taught will be assessed by a class test at the completion of each topic. Students' ability to apply their knowledge and skills to novel questions requiring higher thinking skills such as comprehension, application, analysis and synthesis are tested by two Common Analysis Tasks per semester. Finally, a formal Examination is sat at the completion of each semester.

A global grade for the semester is calculated based on facts and skills tests (30%), analysis tasks (20%), examination (50%).rationale

## **MATHEMATICAL METHODS**

### **UNITS 1 AND 2**

#### **RATIONALE**

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

#### **COURSE DESCRIPTION**

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra' which extends across Units 1 and 2.

#### **COURSE STRUCTURE**

This Study comprises two units, which emerge out of the VCAA Study Design for Mathematical Methods. Unit 1 is completed in Semester 1 and Unit 2 in Semester 2.

##### **Semester 1:**

This unit of study focuses on 3 areas of study:

- (i) **Functions and Graphs & Algebra** – Quadratics, Graphs, Functions and Relations, Cubics and Quartics, Exponential and Logarithmic Functions;
- (ii) **Calculus** – Rates and Differentiation.

##### **Semester 2:**

This unit of study focuses on 4 areas of study:

- (i) **Calculus** – Differentiation Techniques and Applications, Integration;
- (ii) **Functions and Graphs** – Circular Functions;
- (iii) **Probability and Statistics** – Probability and Counting Methods;
- (iv) **Algebra** – Matrices.

#### **ENTRY & PRE-REQUISITES**

Students must have satisfactorily completed studies in Mathematics to Year 10 level to enrol in Mathematical Methods Units 1 and 2.

#### **SATISFACTORY COMPLETION**

Satisfactory completion of this subject is attained by completing and submitting specified coursework exercises.

## **ASSESSMENT POSSIBILITIES**

Students' knowledge of the facts and skills taught will be assessed by a class test at the completion of each topic. Students' ability to apply their knowledge and skills to novel

questions requiring higher thinking skills such as comprehension, application, analysis and synthesis are tested by three Common Analysis Tasks per semester. Finally, a formal Examination is sat at the completion of each semester.

A Global Grade for the semester is calculated based on Facts and Skills Tests (30%), Analysis Tasks (20%), Examination (50%).

## **UNITS 3 AND 4**

### **RATIONALE**

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

### **COURSE DESCRIPTION**

Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4.

### **COURSE STRUCTURE**

This Study comprises two units, which emerge out of the VCAA Study Design for Mathematical Methods. Unit 3 is completed in Semester 1 and Unit 4 in Semester 2.

#### **Semester 1:**

This unit of study focuses on 3 areas of study:

- (i) **Functions and Graphs** – polynomial, exponential and logarithmic functions and graphs, inverse functions and graphs, domain and range;
- (ii) **Algebra** – composite functions, literal equations, systems of simultaneous equations;
- (iii) **Calculus** – differentiation techniques.

#### **Semester 2:**

This unit of study focuses on 4 areas of study:

- (i) **Calculus** – applications of differentiation, antidifferentiation and applications of integration;
- (ii) **Functions and Graphs & Algebra** – trigonometric functions and their graphs, applications of trigonometric functions;
- (iii) **Probability and Statistics** – properties and distributions of discrete and continuous variables.

### **ENTRY & PRE-REQUISITES**

Students must have satisfactorily completed studies in Mathematical Methods Units 1 and 2 to enrol in Mathematical Methods Units 3 and 4.

## **SPECIALIST MATHEMATICS**

### **UNITS 1 & 2**

### **RATIONALE**

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

## COURSE DESCRIPTION

The areas of study for Units 1 and 2 of Specialist Mathematics are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

For Units 1 and 2, to suit the range of students entering the study, and cover the four prescribed topics - : Number systems and recursion; Vectors in the plane; Geometry in the plane and proof; and Graphs of non-linear relations – content must be selected from the six areas of study using the following rules:

- for each unit, content covers four or more topics in their entirety, selected from at least three different areas of study
- each unit must include two of the prescribed topics.

## COURSE STRUCTURE

This Study comprises two units, which emerge out of the VCAA Study Design for Specialist Mathematics. Unit 1 is completed in Semester 1 and contains the prescribed topics 'Number systems and recursion' and 'Vectors in the plane'. Unit 2 is completed in Semester 2 and contains the prescribed topics 'Geometry in the plane and proof' and 'Graphs of non-linear relations'.

### Semester 1:

This unit of study focuses on 3 areas of study:

- (i) **Arithmetic and number** – Number systems and recursion, Principles of counting;
- (ii) **Geometry, measurement and trigonometry** – Vectors in the plane
- (iii) **Algebra and structure** – Transformations, trigonometry and matrices

### Semester 2:

This unit of study focuses on 4 areas of study:

- (i) **Geometry, measurement and trigonometry** – Geometry in the plane and proof
- (ii) **Graphs of linear and non-linear relations** – Graphs of non-linear relations, kinematics
- (iii) **Statistics** – Simulation, sampling and distributions
- (iv) **Algebra and structure** - Identities

## ENTRY & PRE-REQUISITES

Students must have satisfactorily completed studies in Mathematics to Year 10 level to enrol in Mathematical Methods Units 1 and 2.

## SATISFACTORY COMPLETION

Satisfactory completion of this subject is attained by completing and submitting specified coursework exercises.

## ASSESSMENT POSSIBILITIES

Students' knowledge of the facts and skills taught will be assessed by a class test at the completion of each topic. Students' ability to apply their knowledge and skills to novel questions requiring higher thinking skills such as comprehension, application, analysis and synthesis are tested by three Common Analysis Tasks per semester. Finally, a formal Examination is sat at the completion of each semester.

A Global Grade for the semester is calculated based on Facts and Skills Tests (30%), Analysis Tasks (20%), Examination (50%).

# **SPECIALIST MATHEMATICS**

## **UNITS 3 & 4**

### **RATIONALE**

Mathematics provides a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Its study is designed to promote awareness of the importance of mathematics in everyday life in a technological society. The Specialist Mathematics course content highlights mathematical structure, reasoning and applications across a range of modelling contexts.

### **COURSE DESCRIPTION**

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'. Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics 'Number systems and recursion' and 'Geometry in the plane and proof', and concurrent or previous study of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics, which are drawn on as applicable in the development of content from the areas of study and key knowledge and skills for the outcomes.

### **COURSE STRUCTURE**

This Study comprises two units, which emerge out of the VCAA Study Design for Specialist Mathematics. Unit 3 is completed in Semester 1 and Unit 4 in Semester 2.

#### **Semester 1:**

This semester focuses on 4 areas of study:

- (i) **Functions and Graphs** – Circular Functions and Conics;
- (ii) **Algebra** – Complex Numbers ;
- (iii) **Calculus** - Differentiation, Integration, Differential Equations
- (iv) **Vectors** – properties and applications of vectors.

#### **Semester 2:**

This semester focuses on 4 areas of study:

- (i) **Mechanics** – Kinematics, Dynamics ;
- (ii) **Calculus & Vectors** – Vector Functions;
- (iii) **Probability and Statistics** – random variables, sample means, confidence intervals, hypothesis testing.

### **ENTRY & PRE-REQUISITES**

Students must have satisfactorily completed studies in Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2 to enrol in Specialist Mathematics Units 3 and 4.

### **SATISFACTORY COMPLETION**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of 3 outcomes specified for the unit.

### **ASSESSMENT POSSIBILITIES**

The student's level of achievement for Units 3 and 4 will be determined by School-assessed Coursework and two end-of-year Examinations.

School-assessed Coursework for Unit 3 and Unit 4 will contribute 20 and 14 per cent respectively to the study score. Examination 1 will contribute 22 per cent and Examination 2 will contribute 44 per cent.

Examination 1 will be of one hour duration and no technology (calculators or software) or notes of any kind are permitted. Examination 2 will be of two hours duration and student access to an approved technology with numerical, graphical, symbolic and statistical functionality will be assumed. One bound reference, text (which may be annotated) or lecture pad, may be brought into the examination.

## **FURTHER MATHEMATICS**

### **UNITS 3 AND 4**

#### **RATIONALE**

Mathematics provides a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Its study is designed to promote awareness of the importance of mathematics in everyday life in a technological society.

#### **COURSE DESCRIPTION**

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'. 'Data analysis' comprises 40 per cent of the content to be covered, 'Recursion and financial modelling' comprises 20 per cent of the content to be covered, and each selected module comprises 20 per cent of the content to be covered.

#### **COURSE STRUCTURE**

This Study comprises four units, which emerge out of the VCAA Study Design for Further Mathematics. Compulsory Units 1 and 2 are completed in Semester 1 and two selected modules in Semester 2.

##### **Semester 1:**

This semester focuses on the 2 compulsory units:

- (i) **Data Analysis** – data distributions, associations between two variables, modelling of linear associations and time series data;
- (ii) **Recursion and Financial Mathematics** – Depreciation, simple and compound interest in loans and investments, reducing balance loans, annuities and perpetuities;

##### **Semester 2:**

This semester focuses on 2 modules:

- (i) **Graphs and Relations** – construction and interpretation of graphs and linear programming;
- (ii) **Matrices** – Features of matrices and their applications and transition matrices.

#### **ENTRY & PRE-REQUISITES**

Students must have satisfactorily completed studies in two units of VCE Mathematics at Unit 1 and 2 level – from either Mathematical Methods Units 1 and 2 or General Mathematics Units 1 and 2 to enrol in Further Mathematics Units 3 and 4.

#### **SATISFACTORY COMPLETION**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of 3 outcomes specified for the unit.



## **ASSESSMENT POSSIBILITIES**

The student's level of achievement for Units 3 and 4 will be determined by School-assessed Coursework and two end-of-year Examinations.

School-assessed Coursework for Unit 3 and Unit 4 will contribute 20 and 14 per cent respectively to the study score. The examinations will each contribute 33 per cent.

Examination 1 comprises multiple-choice questions covering both Areas of Study 1 and 2. The examination is designed to assess students' knowledge of mathematical concepts, models and techniques and their ability to reason, interpret, and apply this knowledge in a range of contexts.

Examination 2 comprises written response questions covering both Areas of Study 1 and 2. The examination will be designed to assess students' ability to select and apply mathematical facts, concepts, models and techniques to solve extended application problems in a range of contexts.

Each examination will be of one and a half hours duration and student access to an approved technology with numerical, graphical, symbolic, financial and statistical functionality will be assumed. One bound reference, text (which may be annotated) or lecture pad, may be brought into the examination.

## RATIONALE

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms. Students consider narrative, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products. VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge.

## COURSE DESCRIPTION

This study allows students to develop their critical literacy regarding the media, creating an understanding of traditional and contemporary media forms, products, institutions and industries through theoretical study and practical application. Students will consider concepts of representation and identity across various media forms; study Australian texts; discuss the influence of new media technologies on society; and analyse the creation and use of narrative.

## COURSE STRUCTURE

### **Unit 1 - Media forms, representations and Australian stories.**

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narrative and media codes and conventions contribute to the construction of media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structures of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and nonfictional narratives in different media forms. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

### **Unit 2 - Narrative across media forms**

Fictional and nonfictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, and using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception. In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

## **ENTRY AND PRE-REQUISITES**

There are no pre-requisites for entry to Units 1 and 2.

## **SATISFACTORY COMPLETION**

Demonstrated achievement of the set of outcomes specified for the unit.

## **ASSESSMENT POSSIBILITIES**

### **Units 1 and 2**

Units 1 and 2 coursework (50%)

Semester examinations (50%)

# MUSIC PERFORMANCE

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*Department Head: Mr S Harris*

## UNITS 1 AND 2

### RATIONALE

To promote an appreciation of music as an art-form which is present in everyday lives. This will be achieved by offering varied musical experiences which develop imagination, sensitivity and inventiveness. Developing student's individual musical skills and interests will allow them to participate in music-making, both at school and throughout adult life.

### COURSE DESCRIPTION

Year 11 Music Performance builds on student's skills in group and solo performance, composition and critical listening. Students continue developing their musicianship skills through exercises in theory and aural perception.

### COURSE STRUCTURE

This work program is divided into four Areas of Study which run concurrently over both semesters and which emerge out of the VCAA Study Design for Music Performance:

#### **Performance**

This unit of study focuses on the development of student's instrumental performance skills (including voice) in solo and group settings. Students perform solo works in a workshop setting each week and participate in regular ensemble rehearsals and performances, including works by Australian composers and consider historical and contemporary performance conventions.

#### **Performance Technique**

This unit of study explores strategies for developing successful performances including an investigation of effective practice routines, techniques for effective rehearsals with other musicians and the development of instrumental techniques. Strategies used by other performers to optimise performance outcomes are also investigated.

#### **Musicianship**

This unit of study increases students' musicianship skills, focusing on advanced key signatures, chords including dominant 7ths including in progressions, all perfect, major, minor, augmented and diminished intervals, scales including major and minor pentatonic and blues and sight singing. Students develop more advanced music terminology to describe the interpretation of expressive elements of music.

#### **Organisation of Sound**

This unit of study focuses on devising original work as a composition, inspired by analysis of music in selected works being prepared for performance, including the use of technology tools.

### ENTRY AND PRE-REQUISITES

Students entering Unit 1 should have completed Year 9 and 10 Music, be of Grade 4 practical standard and have completed Grade 2 theory. All students entering Unit 1 must be having private lessons. An audition will be necessary if a student has not completed a formal performance examination.

### SATISFACTORY COMPLETION

Students are expected to complete all of the set work, tests and Examinations. Students must participate fully in the ensemble program of the College.

### ASSESSMENT POSSIBILITIES

#### **Unit 1 (50% of the Global Grade):**

- Technical work

- Musicianship
- Influences on Performance
- Ensemble Performance

#### **Unit 2 (50% of the Global Grade):**

- Technical work
- Musicianship
- Organisation of Sound
- Ensemble Performance

At the end of each semester, all students will complete a Written, Aural and Performance Examination, which comprises 50% of the Global Grade.

## **UNITS 3 AND 4**

### **RATIONALE**

To promote an appreciation of music as an art-form which is present in everyday lives. This will be achieved by offering varied musical experiences which develop imagination, sensitivity and inventiveness. Developing student's individual musical skills and interests will allow them to participate in music-making, both at school and throughout adult life.

### **COURSE DESCRIPTION**

Year 12 Music Performance builds on student's skills in group and solo performance, composition and critical listening. They develop instrumental techniques which enable them to interpret works expressively. Students continue developing their musicianship skills through exercises in theory and aural perception, unprepared performance and analysis.

### **COURSE STRUCTURE**

This work program is divided into three Areas of Study which run concurrently over both semesters and which emerge out of the VCAA Study Design for Music Performance:

#### **Performance**

This unit of study focuses on the development of student's instrumental performance skills (including voice) in solo and group settings. Students perform solo works in a workshop setting each week and participate in regular ensemble rehearsals and performances, including works by Australian composers since 1910, and give consideration to historical and contemporary performance conventions.

#### **Performance Technique**

This unit of study allows student to develop knowledge and skills to achieve consistency and control of idiomatic instrumental performance techniques. Students practise a range of technical work and exercises to extend and improve their instrumental technique. Students systematically develop skills in unprepared performance.

#### **Musicianship**

This unit of study increases students' musicianship skills, focusing on advanced key signatures, chords including diminished 7ths, intervals, scales and modes including mixolydian and dorian and sight singing. Students describe interpretive decisions that are evident in pre-recorded performances by Australians of works created after 1910.

### **ENTRY AND PRE-REQUISITES**

Students entering Unit 3 should have completed Year 11 Music, be of Grade 6 practical standard and have completed Grade 3 theory. All students entering Unit 3 must be having private lessons.

### **SATISFACTORY COMPLETION**

Students are expected to complete all of the set work, tests, SACs, Performances and Examinations. Students must participate fully in the ensemble program of the College.

## **ASSESSMENT POSSIBILITIES**

### **Unit 3 (20% of the Global Grade):**

- Technical SAC
- Musicianship SAC
- Performance Work Requirement

### **Unit 4 (10% of the Global Grade):**

- Technical SAC
- Performance Work Requirement

At the end of Unit 4, all students will complete an end-of-year Performance Examination, which comprises 50% of the Global Grade and an end-of-year Aural and Written Examination, which comprises 20% of the Global Grade.

# PHYSICAL EDUCATION

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*Department Head: Mr M Duke*

## RATIONALE

VCE Physical Education provides students with the knowledge, skills and behaviours for the pursuit of lifelong involvement in physical activity, health and wellbeing. The study is relevant to students who wish to pursue further study at tertiary level.

## COURSE DESCRIPTION

Physical Education examines the biological, social and cultural influences on performance and participation in physical activity. Theory and practice are integrated in this study, which is approached through both the study of, and participation in, physical activity.

## COURSE STRUCTURE

### **Unit 1 – The Human body in motion**

This unit explores how the musculoskeletal and cardiovascular systems work together to produce movement.

### **Unit 2 – Physical activity, sport and society**

This unit develops students' understanding of physical activity, sport and society from a participatory perspective.

### **Unit 3 - Physical activity participation and physiological performance**

This unit focuses on physiological responses to physical activity and monitoring and promoting physical activity.

### **Unit 4 - Enhancing performance**

This unit focuses on improving sporting performance from a physiological, nutritional and psychological perspective.

## ENTRY AND PRE-REQUISITES

There are no prerequisites for entry to Units 1, 2 and 3. However it is strongly recommended either Sports Science or Units 1 and 2 have been completed before Unit 3 is attempted. Students must undertake Unit 3 prior to undertaking Unit 4. Students considering PE as a subject should have a wider interest in physical activity, a solid background in Science, and good English skills. The subject has some practical components but is mainly theory based.

## ASSESSMENT POSSIBILITIES

Demonstrated achievement of set of outcomes specified for the unit.

Coursework includes:

- written reports
- tests
- structured questions
- laboratory reports
- case study analysis
- video analysis

### **Unit 1 and 2**

Internal assessment

### **Unit 3 and 4**

School-assessed coursework and an end-of-year examination

- Unit 3 school-assessed coursework (25%)
- Unit 4 school-assessed coursework (25%)
- Units 3 and 4 examination (50%)

## RATIONALE

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena.

## COURSE DESCRIPTION

VCE Physics provides students with opportunities to explore questions related to the natural and constructed world. The study provides a contextual approach to exploring selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. Students examine classical and contemporary research, models and theories to understand how knowledge in physics has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of physics leads students to appreciate the interconnectedness of the content areas both within physics, and across physics and the other sciences.

## COURSE STRUCTURE

This Study comprises four units, which emerge out of the VCAA Study Design for Physics:

### **Unit 1: What ideas explain the physical world?**

This unit of study focus on the concepts of thermodynamics, electricity and matter.

In Area of Study 1, students investigate the thermodynamic principles related to heating processes, including concepts of temperature, energy and work. Students examine the environmental impacts of Earth's thermal systems and human activities with reference to the effects on surface materials, the emission of greenhouse gases and the contribution to the enhanced greenhouse effect.

In Area of Study 2, students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Concepts of electrical safety are developed through the study of safety mechanisms and the effect of current on humans.

In Area of Study 3, students explore the nature of matter, and consider the origins of atoms, time and space. They examine the currently accepted theory of what constitutes the nucleus, the forces within the nucleus and how energy is derived from the nucleus.

### **Unit 2: What do experiments reveal about the physical world?**

This unit of study consists of concepts used to study motion (forces and energy), a student choice from one of twelve focus studies and student designed extended practical investigation.

In Area of Study 1, students observe motion and explore the effects of balanced and unbalanced forces on motion. They analyse motion using concepts of energy, including energy transfers and transformations, and apply mathematical models during experimental investigations of motion. They describe and analyse graphically, numerically and algebraically the motion of an object, using specific physics terminology and conventions.

In Area of Study 2, students are free to investigate one of the following research questions; What are stars? Is there life beyond Earth's Solar System? How do forces act on the human body? How can AC electricity charge a DC device? How do heavy things fly? How do fusion and fission compare as viable nuclear energy power sources? How is radiation used to maintain human health? How do particle accelerators work? How can human vision be



enhanced? How do instruments make music? How can performance in ball sports be improved? How does the human body use electricity?

Area of Study 3 requires the student to develop a question, plan a course of action that attempts to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to the question. The question will be based on any area of study from earlier in the year.

### **Unit 3: Motion and Photonics**

This unit consists of two prescribed areas of study: Motion in one and two dimensions; and Electronics and photonics.

In Area of Study 1, students investigate motion and related energy transformations experimentally, and use the Newtonian model in one and two dimensions to analyse motion in the context of transport and related aspects of safety, and motion in space.

In Area of Study 2, students investigate, describe, compare and explain the operation of electronic and photonic devices, and analyse their use in domestic and industrial systems. Devices studied include light emitting diodes (LEDs), laser diodes, photo-diodes and light dependent resistors.

### **Unit 4: Materials and Structures, Electric Power, Light and Matter**

Unit 4 consists of two prescribed areas of study and a detailed study. The detailed study chosen is Materials and their use in structures. The other areas of study are Electric power and Interactions of light and matter.

In the detailed study, students will investigate how an external force applied to a material can result in changes to the shape of the material. The type of force acting upon the material, the shape of the material and how the material is used can influence the behaviour of a structure. The work done in changing the shape of a material can result in energy being stored in the material under strain (strain energy), or it can result in the destruction of the material. This study looks at the behaviour of materials under load and how this behaviour will affect such situations as the stability of a building or the strength of a bridge.

In Area of Study 1, students will use evidence and models of electrical, magnetic and electromagnetic effects in the contexts of electric motors, generators, alternators and transformers, and electric power transmission and distribution.

In Area of Study 2, students will use models and explanations to interpret evidence about the interactions of light and matter. On completion of this unit the student should be able to use wave and photon models to analyse, interpret and explain interactions of light and matter and the quantised energy levels of atoms.

## **ENTRY & PRE-REQUISITES**

Students considering VCE Physics should have at least a C average in Year 10 Science and Mathematics. Attempting Units 3 and 4 without first undertaking Units 1 and 2 is not recommended. Highly capable students who are prepared to catch up on the Motion and Electricity topics through independent study may be admitted.

## **SATISFACTORY COMPLETION**

In addition to attendance requirements, a student must demonstrate sufficient understanding in all areas of study in order to satisfactorily complete the unit.

## **ASSESSMENT POSSIBILITIES**

### **Unit 1**

- Topic tests, 30% of Global Grade
- Practical work, 10% of Global Grade
- Research project, 10% of Global Grade

At the end of Unit 1, all students will complete a Written Examination, which comprises 50% of the Global Grade

## **Unit 2**

- Topic tests, 20% of Global Grade
- Practical investigation, 20% of Global Grade
- Research project, 10% of Global Grade

At the end of Unit 2, all students will complete a Written Examination, which comprises 50% of the Global Grade.

## **Unit 3 (16% of the Study Score)**

- SAC: Test
- SAC: Extended Practical Investigation

## **Unit 4 (24% of the Study Score)**

- SAC: Test
- SAC: Data Analysis
- SAC: Summary of practical work

At the end of Unit 4, all students will complete a Written Examination, which comprises 60% of the Study Score.

# **POLITICS**

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*Department Head: Mr A Butcher*

## **RATIONALE**

VCE Australian and Global Politics offers students the opportunity to engage with key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities. Australian Politics increases awareness of the nature of power and its influence. It allows students to become informed observers of, and active participants in, their political system. As students begin to think critically, they recognise that democratic ideals are often difficult to achieve in practice.

## **COURSE DESCRIPTION**

Australian and Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical understanding of the world in which they live and contemporary global issues. In doing so, students are provided with the means to meet the opportunities and challenges posed by contemporary international life and the understanding, awareness and critical thinking skills which underpin active citizenship.

## **COURSE STRUCTURE**

This study enables students to:

- understand and use fundamental political concepts
- understand the nature of contemporary politics and power in national and global contexts
- critically examine the characteristics and features of Australian democracy
- analyse factors which shape the formulation and implementation of domestic and foreign policy
- analyse global issues and challenges, and the key actors which influence these
- evaluate the effectiveness of responses to global crises
- develop skills of logical and rational analysis, synthesis and argument

## **AUSTRALIAN AND GLOBAL POLITICS**

### **UNITS 1 AND 2**

Is the study of contemporary power at both national and global levels. Through this study students explore, explain and evaluate national and global political issues, problems and events, the forces that shape these and responses to them. This study is based on the exploration and analysis of significant events in domestic and international politics and the extent to which they represent key political theories and understandings.

## **GLOBAL POLITICS**

### **UNITS 3 & 4**

Is the study of the political, social, cultural and economic forces that shape interactions between state and non-state actors in the twenty-first century. It examines the interconnectedness of twenty-first century global citizens and the impact of globalisation on culture, language, human rights and the environment. It examines the nature and effectiveness of key global actors in the twenty-first century and global challenges, including human rights, people movements, development issues and weapons proliferation. It explores the nature of global crises such as environmental degradation, war and terrorism, and the effectiveness of responses and proposed solutions by key global actors.

## UNITS 1 TO 4 DESCRIPTION AND OUTCOMES

The study is made up of four units.

### Unit 1

The national citizen

### Unit 2

The global citizen

### Unit 3

- Global actors
- Power in the Asia-Pacific Region

### Unit 4

- Ethical issues and debates
  - Human Rights
  - Arms Control and Disarmament
- Crises and responses
  - Inter and intra state conflict
  - Terrorism

## ENTRY AND PRE-REQUISITES

There are no pre-requisites for entry into Unit 1&2 Australian and Global Politics or Unit 3&4 Global Politics.

## SATISFACTORY COMPLETION

Demonstrated achievement of the set of outcomes specified for the unit.

## ASSESSMENT POSSIBILITIES

Percentage contributions to the St Kevin's Global Grade are comprised of a combination of tests, research projects, class presentations and an end-of-semester examination

Percentage contributions to the study score in VCE Global Politics are as follows:

- Unit 3 School-assessed Coursework (25%)
- Unit 4 School-assessed Coursework (25%)
- End-of-year examination (50%)

# PRODUCT DESIGN AND TECHNOLOGY

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*Department Head: Mr K Sebire*

## **UNITS 1 AND 2**

### **RATIONALE**

Designers play an important part in our daily lives. They determine the form and function of the products we use. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfil human needs and wants. In recent history the use of resources to create an ever-increasing array of products has given designers an increased responsibility to think sustainably. Students develop an understanding of the consequences of product design choices. They develop the necessary skills to critically analyse existing products and to develop their own creative solutions.

### **COURSE DESCRIPTION**

**UNIT 1- Product Re-Design and Sustainability (Semester 2)**

**UNIT 2 - Collaborative Design (Semester 1)**

### **COURSE STRUCTURE**

#### **Unit 1: Product Re-design and Sustainability**

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability. Knowledge of material use and suitability for particular products is essential in product design. Additionally, knowledge of the source, origin and processing of materials is central to sustainable practices. Students consider the use of materials from a sustainable viewpoint. Sustainable practices claimed to be used by designers are examined.

Area of Study 1 provides an introduction and structured approach towards the Product design process and Product design factors. Students learn about intellectual property (IP), its implications related to product design and the importance of acknowledging the IP rights of the original designer.

In Area of Study 2, students produce a re-designed product safely using tools, equipment, machines and materials, compare it with the original design and evaluate it against the needs and requirements outlined in their design brief. If appropriate, a prototype made of less expensive materials can be presented; however, the specific materials intended for the final product would need to be indicated. A prototype is expected to be of full scale and considered to be the final design of a product before production of multiples.

#### **AREA OF STUDY 1 Product Re-design for Improvement**

#### **AREA OF STUDY 2 Producing and Evaluating a Re-designed Product**

##### **Outcome 1**

On completion of this unit the student should be able to re-design a product using suitable materials with the intention of improving aspects of the product's aesthetics, functionality or quality, including consideration of sustainability.

##### **Outcome 2**

On completion of this unit the student should be able to use and evaluate materials, tools, equipment and processes to make a re-designed product or prototype, and compare the finished product or prototype with the original design.

## **Unit 2: Collaborative Design**

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also examine the use of ICT to facilitate teams that work collaboratively but are spread across the globe. In this unit students are able to gain inspiration from an historical and/or a cultural design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

In Area of Study 1, students work both individually and as members of a small design team to address a problem, need or opportunity and consider the associated human-centred design factors. They design a product within a range, based on a theme, or a component of a group product. They research and refer to a chosen style or movement. In Area of Study 2 the product produced individually or collectively is evaluated.

### **AREA OF STUDY 1 Designing within a Team**

### **AREA OF STUDY 2 Producing and Evaluating a Collaboratively Designed Product**

#### **Outcome 1**

On completion of this unit the student should be able to design and plan a product, a product range or a group product with component parts in response to a design brief based on a common theme, both individually and within a team.

#### **Outcome 2**

On completion of this unit the student should be able to justify, manage and use appropriate production processes to safely make a product and evaluate, individually and as a member of a team, the processes and materials used, and the suitability of a product or components of a group product against the design brief.

## **ENTRY AND PRE-REQUISITES**

There are no prerequisites for entry to Units 1 and 2.

## **SATISFACTORY COMPLETION**

Demonstrated achievement of the set of outcomes specified for the unit.

## **ASSESSMENT POSSIBILITIES**

- Design brief and product (50%)
- Examination (50%)

## **UNITS 3 AND 4**

Rationale Designers play an important part in our daily lives. They determine the form and function of the products we use. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfil human needs and wants. In recent history the use of resources to create an ever-increasing array of products has given designers an increased responsibility to think sustainably. Students develop an understanding of the consequences of product design choices. They develop the necessary skills to critically analyse existing products and to develop their own creative solutions.

## **COURSE Description**

### **Unit 3 - Applying the Product Design Process.**

### **Unit 4 - Product Development and Evaluation**

## **COURSE STRUCTURE**

### **Unit 3: Applying the Product Design Process**

In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. These factors include the purpose, function and context of the product; human centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. Design and 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. Although a product design process may differ in complexity or order, it is central to all of these situations regardless of the scale or context. This unit examines different settings and takes students through the Product design process as they design for others. In the initial stage of the Product design process, a design brief is prepared. It outlines the context or situation around the design problem and describes the needs and requirements in the form of constraints or considerations.

#### **AREA OF STUDY 1 The Designer, Client and/or End-User in Product Development**

#### **AREA OF STUDY 2 Product Development in Industry**

#### **AREA OF STUDY 3 Designing for Others**

##### **Outcome 1**

On completion of this unit the student should be able to explain the roles of the designer, client and/or end-user/s, the Product design process and its initial stages, including investigating and defining a design problem, and explain how the design process leads to product design development.

##### **Outcome 2**

On completion of this unit the student should be able to explain and analyse influences on the design, development and manufacture of products within industrial settings.

##### **Outcome 3**

On completion of this unit the student should be able to present a folio that documents the Product design process used while working as a designer to meet the needs of a client and/or an end-user, and commence production of the designed product.

### **Unit 4: Product Development and Evaluation**

In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the Product design factors.

#### **AREA OF STUDY 1 Product Analysis and Comparison**

#### **AREA OF STUDY 2 Product Manufacture**

#### **AREA OF STUDY 3 Product Evaluation**

**Outcome 1**

On completion of this unit the student should be able to compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.

**Outcome 2**

On completion of this unit the student should be able to safely apply a range of production skills and processes to make the product designed in Unit 3, and manage time and resources effectively and efficiently.

**Outcome 3**

On completion of this unit the student should be able to evaluate the outcomes of the design, planning and production activities, explain the product's design features to the client and/or an end-user and outline its care requirements.

**ENTRY AND PRE-REQUISITES**

Students must undertake Unit 3 prior to undertaking Unit 4.

**SATISFACTORY COMPLETION**

Demonstrated achievement of the set of outcomes specified for the unit.

**ASSESSMENT POSSIBILITIES**

- Outcome 1 – Unit 3 (5%)
- Outcome 2 – Unit 3 (7%)
- Outcome 1 – Unit 4 (8%)
- School Assessed Task - folio, production, evaluation (50%)
- External examination (30%)



## RATIONALE

VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society. In VCE Psychology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary psychology-related issues, and communicate their views from an informed position.

## COURSE DESCRIPTION

This study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health. An understanding of the complexities and diversity of psychology leads students to appreciate the interconnectedness between different content areas both within psychology, and across psychology and the other sciences.

## COURSE STRUCTURE

**This study comprises four units:**

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

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

A student-directed **research investigation** related to brain function and/or development is undertaken in this unit.

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

In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways. A student **practical investigation** related to internal and external influences on behaviour is undertaken in this unit.

### **Unit 3: The conscious self**

This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory. Advances in brain research methods have opened new ways to understanding the relationship between mind, brain and behaviour. Students study the structure and functioning of the human brain and nervous system, and explore the nature of consciousness and altered states of consciousness including sleep. The brain continually receives and processes vast amounts of information from its internal and external environment. Memory involves the selective retention and retrieval of this information and it plays an important role in determining behaviour. Students consider the function of the nervous system in memory and investigate the ways in which information is processed, stored and utilised. They apply different theories of memory and forgetting to their everyday learning experiences. Students analyse research

methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations.

#### **Unit 4: Brain, behaviour and experience**

This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour. The overall quality of functioning of the brain depends on experience, and its plasticity means that different kinds of experience change and configure the brain in different ways. Students investigate learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changed behaviours. Understanding the mechanisms of learning, the cognitive processes that affect readiness for learning and how people learn informs both personal and social issues. Students build on their conceptual understanding of learning to consider it as one of several important facets involved in a biopsychosocial approach to the analysis of mental health and illness. They consider different concepts of normality, and learn to differentiate between normal responses such as stress to external stimuli, and mental disorders. Students use a biopsychosocial framework – a conceptual model which includes psychological and social factors in addition to biological factors in understanding a person’s mental state – to explore the nature of stress and a selected mental disorder.

### **ENTRY & PRE-REQUISITES**

There is no prerequisite subjects required for entry into Units 1,2 or 3 but Unit 4 requires satisfactory completion of Unit 3 for entry. However, students are advised that this VCE subject is content-dense and is best learned as a full sequence from Unit 1 to 4.

### **SATISFACTORY COMPLETION**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.

### **ASSESSMENT POSSIBILITIES**

#### **Unit 1**

- Student Lead Research Investigation
- Unit Tests
- Practical Work
- Semester Examination (60%)

#### **Unit 2**

- Student Research Project (Poster)
- Tests
- Practical Work
- Semester Examination (60%)

#### **Unit 3**

- Annotated Poster
- Test
- Practical Research Report
- Final External Examination (60%)

#### **Unit 4**

- Media Response (Written Task)
- Annotated Folio of Practical Activities
- Test
- Final External Examination (60%)

# STUDIO ARTS

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*Department Head: Mr K Sebire*

## RATIONALE

Studio Arts students are fostered to think creatively and develop their own ideas based upon art making practices. Students develop skills in art making that may lead to tertiary studies in Fine Art or Art and Design Courses. Students may also choose the subject as a means to support an interest in Art and Design or to further enhance their ATAR scores, simply because they enjoy art making and are motivated to express ideas through art making processes. Enhancement of art appreciation is also fostered through Studio Arts, especially in art gallery and art studio contexts.

## COURSE DESCRIPTION

This study encourages students to establish effective art practices through the application of design process and the production of folio works. Students explore sources of inspiration, experiment with materials and techniques and develop specialized skills in selected art forms. The theoretical component focuses on visual arts practices, current art industry issues, interpreting sources of inspiration, materials and techniques, aesthetic qualities and the development of styles in artworks.

## COURSE STRUCTURE

### Unit 1

This unit focuses on the development of art ideas and the exploration of materials and techniques in the production of art works. Students undertake a process of reflection and evaluation of work produced in written and visual form.

### Unit 2

This unit focuses on establishing and using design process principles to produce art works. The design process includes the use of sources of inspiration, experimentation with materials and techniques and the development of aesthetic qualities to the production of art works.

### Units 3 and 4

Unit 3 focuses on the implementation of the design process from an exploration proposal leading to the production of a range of potential solutions that will be refined to a range of finished studio works during Unit 4. Students explore professional practices of artists and analyse art industry issues. The preparation, presentation and conservation of artworks are also studied.

## ENTRY AND PRE-REQUISITES

There are no prerequisites for entry to Units 1, 2 and 3 although students who have not completed Art in either Year 10 or 11 are encouraged to discuss course selection with an Art staff member prior to their course selection. Students must undertake Unit 3 prior to undertaking Unit 4.

## SATISFACTORY COMPLETION

Demonstrated achievement of the set of outcomes specified for the unit.

## ASSESSMENT POSSIBILITIES

### Unit 1 and 2

Internal assessment

### Unit 3 and 4

School-assessed task, school-assessed coursework and an end-of-year examination

- Unit 3 school-assessed task: Design Process (33%)
- Unit 4 school-assessed task: Folio (33%)
- Units 3 and 4 school-assessed task (33%)
- Units 3 and 4 examination (34%)

# THEATRE STUDIES

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*Department Head: Ms E Christie*

## RATIONALE

Theatre Studies focuses on the interpretation of playscripts and the production of plays from the pre-modern era to the present day. Students are taught to apply stagecraft to study the nature, diversity and characteristics of theatre as an art form.

## COURSE DESCRIPTION

Throughout the course, students study a variety of playscripts, they view performances in order to analyse and evaluate and they explore multiple theatrical traditions and histories.

Students will focus on certain stagecraft areas in order to prepare and present multiple performances, including monologues.

Stagecraft includes acting, costume, direction, lighting, make-up, theatre technologies, properties, promotion & publicity, set, sound, production management and stage management. Students research and apply acting and other stagecraft to interpret playscripts.

## COURSE STRUCTURE

### UNIT 1: PRE-MODERN THEATRE

This unit focuses on the application of acting and other stagecraft areas in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works created up to the 1920's in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play.

#### **Outcome 1**

On completion of this unit the student should be able to identify and describe the distinguishing features of pre-modern theatre playscripts.

#### **Outcome 2**

On completion of this unit the student should be able to apply acting and other stagecraft to interpret playscripts from the pre-modern era.

#### **Outcome 3**

On completion of this unit the student should be able to analyse a performance of a playscript.

### UNIT 2: MODERN THEATRE

This unit focuses on studying theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the pre-modern era focusing on the works from the 1920's to the present. Students study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance.

#### **Outcome 1**

On completion of this unit the student should be able to identify and describe the distinguishing features of modern era playscripts.

#### **Outcome 2**

On completion of this unit the student should be able to apply stagecraft to interpret playscripts from the modern era.

#### **Outcome 3**

On completion of this unit the student should be able to analyse and evaluate stagecraft in a performance of a playscript.

### **Unit 3: Playscript Interpretation**

Students develop an interpretation of a playscript through the stages of the theatrical production process; planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen playscript excerpts. Students also attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist published annually in the *VCAA Bulletin VCE, VCAL and VET*, and analyse and evaluate the interpretation of the playscript in performance.

#### **Outcome 1**

On completion of this unit the student should be able to apply stagecraft to interpret a playscript for performance to an audience.

#### **Outcome 2**

On completion of this unit the student should be able to document an interpretation of excerpts from a playscript and explain how stagecraft can be applied in the interpretation.

#### **Outcome 3**

On completion of this unit the student should be able to analyse and evaluate the interpretation of a written playscript in production to an audience.

## **UNIT 4: PERFORMANCE INTERPRETATION**

In this unit students study a scene and associated monologue from the *Theatre Studies Stagecraft Examination Specifications* (monologue list) published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified using selected areas of stagecraft to realise their interpretation. Students' work for Outcome 1 and 2 is supported through analysis of a performance they attend selected from the prescribed VCE Theatre Studies Unit 4 Playlist published annually in the *VCAA Bulletin VCE, VCAL and VET*.

#### **Outcome 1**

On completion of this unit the student should be able to interpret a monologue from a playscript and justify their interpretative decisions.

#### **Outcome 2**

On completion of this unit the student should be able to develop a theatrical treatment that presents an interpretation of a monologue and its prescribed scene.

#### **Outcome 3**

On completion of this unit the student should be able to analyse and evaluate acting in a professional production.

## **ENTRY AND PRE-REQUISITES**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

## **SATISFACTORY COMPLETION**

Demonstrated achievement of the set of outcomes specified for the unit.

## **ASSESSMENT POSSIBILITIES**

### **Units 1 and 2**

Internal assessment

### **Units 3 and 4**

- Unit 3 school-assessed coursework (30%)
- Unit 4 school-assessed coursework (15%)
- Performance examination (25%)
- Written examination (30%)

# VISUAL COMMUNICATION DESIGN

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*Department Head: Mr K Sebire*

## RATIONALE

Visual Communication Design focuses on communication through visual representation of the world around us through graphic media. Students will develop skills through a range of media that explore drawing conventions requiring both freehand and computer aided design. Visual Communication may prepare students for work in Industrial design or Visual Design courses beyond the VCE. Students may also undertake this course to further enhance their ATAR scores, simply because they enjoy the design making process.

## COURSE DESCRIPTION

This study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Students develop the skills to manipulate and organise design elements, design principles, selected media, materials and production methods when creating visual communications. Creative, critical and reflective thinking are used by students as they progress through the design process. Throughout the study students explore manual and digital methods to develop and refine presentations and through their research build an understanding of the role of visual communication design within society.

## COURSE STRUCTURE

### **Unit 1: Introduction to visual communication design**

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe and use visualisation drawing methods to explore their own ideas and concepts.

### **Unit 2: Applications of visual communication design**

This unit focuses on the application of design thinking skills and drawing methods to create visual communications. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in visual communication design.

### **Unit 3: Design thinking and practice**

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and design elements and principles create effective visual communications. They establish a brief and apply design thinking skills through the design process.

### **Unit 4: Design development and presentation**

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. They reflect on the design process and the design decisions they took in the realisation of their ideas. They also devise a pitch to communicate their design thinking and decision making to the client.

## ENTRY AND PRE-REQUISITES

Whilst there are no prerequisites for entry to Units 1, 2 and 3 it would be of great benefit to a student to complete Units 1 and 2 before intending to proceed to Units 3 & 4 the following year. Students who have not completed Art units since Year 9 are encouraged to discuss course selection with a member of the Art staff prior selection. Students, however, must undertake Unit 3 prior to undertaking Unit 4.

## **SATISFACTORY COMPLETION**

Demonstrated achievement of the set of outcomes specified for the unit.

## **ASSESSMENT POSSIBILITIES**

### **Units 1 and 2**

Internal Assessment

### **Units 3 and 4**

Unit 3 and 4 School-assessed Coursework (25%)

Unit 4 School-assessed Task (40%)

Units 3 and 4 Examination: (35%)