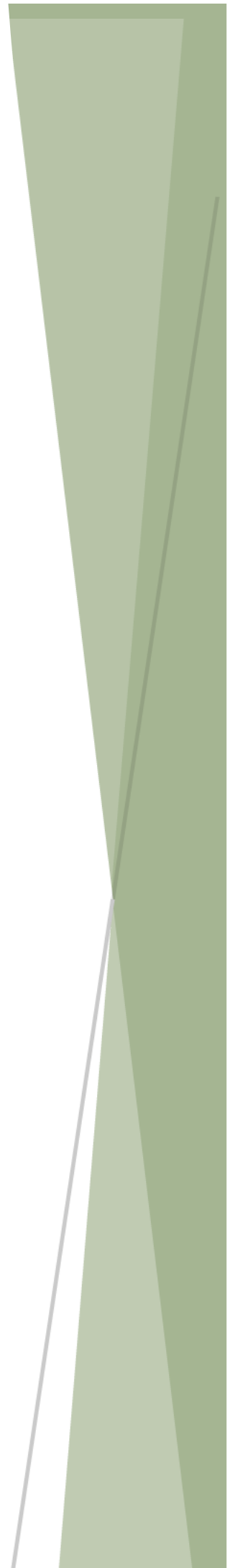




Bayview College

# Subject Handbook 2019

*To Believe. To Think. To Achieve*





# Introduction

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'To Believe, To Think, To Achieve'. At Bayview College we believe education is a holistic experience, engaging all aspects of the students being. We believe every student is a unique individual who learns in their own way, in their own timing. Our curriculum aims to reflect this, offering students a breadth of experiences while allowing sufficient time and space to engage deeply in the course content. In this handbook you will find a wealth of information about the curriculum we offer and how it is structured to allow students the ability to extend or consolidate their knowledge as required.

## Curriculum Years 7, 8, 9 and 10

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All Bayview College students have access to the key learning areas of English, Faith & Values, Mathematics, History, Geography, Science, Health and Physical Education, Technology, Visual & Performing Arts and Japanese during the Years 7-10 learning program. Year 7 has a prescribed approach to learning areas whereby all students study all areas to ensure a breadth of learning is achieved. In Year 8 the level of flexibility increases as students begin to refine their interests and make elective choices. From Year 9, students have the option to study a Unit 1 VCE subject or choose a 'Pre-VCE' subject to prepare them for accelerated VCE in Year 10.

All Bayview College students from Year's 7-10 students develop a Personal Learning Program (PLP) with a mentor teacher and their parents/guardians. These plans encourage students to look ahead in their educational journey to carefully map out the areas they wish to study to broaden their vocational horizons and extend personal interests. Subjects offered at Bayview College provide strong foundations for further study, vocation studies or work. From Year 8, students can choose to continue their study of Japanese as their LOTE. Students who continue their LOTE studies into the Senior Years have the opportunity to participate in an exchange program to Japan and distinct advantages in VCE.

At Years 8, 9 and 10, students begin to specialise and are able to pursue their passions by selecting elective subjects from within the Visual and Performing Arts, Food and Nutrition, Information Technology, Health and Physical Education, Humanities and Science learning areas. The elective program enables students to begin to specialise and further develop their skills and knowledge in their interest areas.

Students who have demonstrated a good work ethic and consistent sound academic progress can elect to work at an advanced level and begin VCE studies whilst in Year 9 or 10, or commence TAFE studies. Students who take this option have the capacity to broaden their choices for future study.

In Year 11 and 12, students select from a broad range of VCE studies and attend seminars for Faith and Values. Students can also choose to undertake VCAL studies or a School Based Apprenticeship as part of their academic program.

At Bayview College we believe that learning is a fulfilling and life-long process.

It is enhanced and nurtured by:

- Interaction with parents
- Respect and friendship between students and teachers
- An acceptance that each student is an individual
- Opportunities for parents to contribute to the learning process
- Caring, motivated, skilled and qualified teachers
- Systematic monitoring and regular reporting of student progress
- A contribution to the community outside the academic program

# Personal Learning Plan

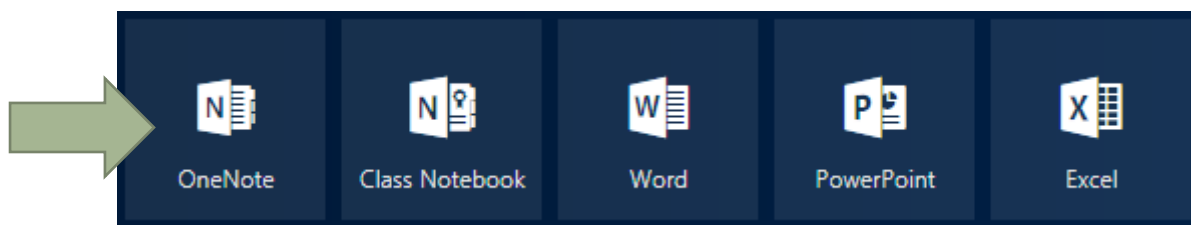
Education at Bayview College is tailored to the unique interests, abilities and learning styles of our students. To enable this to effectively occur, every student will have a Personal Learning Plan (PLP) developed by them in conjunction with their parents/guardians and a mentor teacher.

An online OneNote document has been purpose built for the development of PLP's to ensure the process is simple, easy to use and can be added to/adjusted over time.

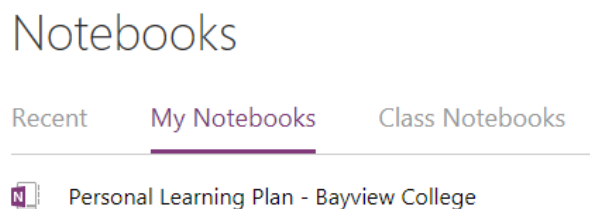
In the following pages a User Guide has been included to assist students in the development of their Personal Learning Plan.

## Getting Started: Where to find the PLP

The PLP is located on Office 365 in OneNote. To access Office 365 go to [www.office.com](http://www.office.com) and select **Sign In**. Type in your school email ([firstname.lastname@bayview.vic.edu.au](mailto:firstname.lastname@bayview.vic.edu.au)). You will then be taken to a Bayview College sign-in page where your school password will give you access to Office 365. These apps will appear as a series of tiles similar to below. Select OneNote.



Once OneNote has opened you will be able to select 'Personal Learning Plan – Bayview College'



## How to add content

Adding content to pages is easy but what if there are blank sections on your OneNote? Go to the '[PLP Resources](#)' section at the top of your page, locate the page you need, right click to copy then paste it in the section you need it to be.

To work on a page, click wherever you want to type then start typing.

Explore the DRAW tools at the top of your page to customise your pages and make them yours.



## Saving your progress

OneNote is designed to automatically sync to the Office 365 'cloud' when connected to the internet meaning you never need to save your work! Once done, simply close your web browser.

## **The Sections Explained: What do all these sections mean?**

### **About Me**

This section can contain hobbies, clubs, leadership roles etc. A number of students complete the About Me section during the first year they complete their PLP. It is important that we encourage them to add to and update any of the information. By doing this the student gets a clearer view of all of the things they participate in to help them with goal setting and reflection.

### **Goal Setting**

Goal setting is an important part of your time at Bayview College and helps students identify long term goals along with the short term actions they will need to take to achieve these aspirations. Use this section to set short and long term goals for each year. This should be reviewed and updated at the beginning of each new semester.

### **Pathway Planner**

This section is a crucial part in thinking ahead and considering where different subjects might lead in future years. This will create discussion with teachers and careers advisors to ensure students have pathways for the future. It will be a starting point for all subject selection discussions. This plan may be completed by the end of Term 1 and again in Term 3. On the page is an example of a typical student plan, this is purely an example and each student should cater their program towards their pathways and interests.

### **Future Focus**

This section is primarily for students approaching VCE subjects and their end of secondary education. Mapping out potential tertiary studies, TAFE courses and careers can be done in this section and can be used as part of the discussion you have with parents and teachers around your future hopes. The Morrisby tool for assisting career discussion is very beneficial in this process.

### **Report Reflections**

At Bayview College, the school generated report is a crucial part of receiving feedback about your personal and academic progress from teachers and school leaders. Reflecting on this feedback is as important as the feedback itself. Use this section to reflect on how you are travelling and how you might improve. These reflections can then be used as part of your Goal Setting activities.

### **Subject Selections**

Selecting your subjects for the following year is a two part process. After attending the Subject Expo night (Term 3) and learning about the different subjects on offer, you will give your preferences of the subjects you would like to study through an online form. Later in the term you will then be able to make your final selections from elective blocks designed to give you the best range of your preferences.

### **Changing subjects**

Sometimes a subject is not what we thought it would be. To change subjects, print off a Subject Change Request Form (found under the PLP Resources section), complete it with your parents/guardian and hand in during Care Group. Alternatively, you can complete it in OneNote and email to Mr Jeffries for approval.

# Bayview College 7-10 Curriculum Map

YEAR 7										
English	Maths	Flagship: <b>WAVE</b> Program	Faith & Values	LOTE	Humanities	Science	Physical Education	<b>Arts &amp; Technologies</b> <i>Performing Arts</i> <i>Food Technology</i> <i>Digital Design</i>		<i>Textiles</i> <i>Wood Technology</i> <i>Visual Design</i>

- All subjects are compulsory for Year 7 to ensure a breadth of learning experiences is achieved.

YEAR 8								
English	Maths	Flagship: <b>ANCHOR</b> Program	Faith & Values	Humanities / LOTE	Science	Physical Education	<b>Elective Subjects</b> 2 per semester = 4 per year	

- Students may continue studying Japanese as their LOTE but do so in place of Humanities. This is on the condition that a Humanities elective is chosen from the electives program.

YEAR 9						
English	Maths	Flagship: <b>CIRCLE</b> Program	<b>Elective Subjects</b> 4 per semester = 8 per year (VCAL / VCE Subjects are full year = 2 semesters equivalent)			

- Students are strongly advised to choose one semester from each learning area to maintain a breadth of learning experiences.
  - 'Pre-VCE' electives advised for students wishing to accelerate into VCE Unit 1 & 2 subjects during Year 10.

YEAR 10						
English	Maths	Flagship: <b>HORIZON</b> Program	VCE Religion & Societies	<b>Elective Subjects</b> 4 per semester = 8 per year (VCAL / VCE Subjects are full year = 2 semesters equivalent)		

- Students are encouraged to choose 'Pre-VCE' electives during Year 10 or take on a Unit 1 & 2 VCE subject

# Year 7, 8, 9 and 10 Core Subjects

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Core subjects are undertaken by all students in Year's 7-10 and form the basis of Bayview College Curriculum. The Bayview College 'Core' is broken into two levels: Years 7 and 8 (Breadth) and Years 9 and 10 (Pathways). The Year 7 and 8 Core includes the learning areas of English, Mathematics, Humanities, Physical Education, LOTE and Science. Arts & Technology form a compulsory part of the Year 7 learning program however become part of the electives program at Year 8 to allow students additional time for extending their learning in areas of passion. The Years 9 and 10 Core includes English and Mathematics to ensure a strong foundation in Literacy and Numeracy is maintained while Faith & Values and the Flagship Program ensure a well-rounded approach to personal development is followed. All other learning areas are offered through the electives program and are chosen as part of the Personal Learning Plan.

## Arts & Technology – Year 7

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### *Digital Design*

This subject is designed to expose students to a range of learning areas involving digital design and technological implementation. Students learn how to form a design brief, develop a project plan and deliver a finished product. App design, web design and robotics are key areas of this course. Throughout the course, students will develop a basic understanding of app and web design and experience a 'taster' of robotics as undertaken in the Year 8 Digital Design course. This subject will lead into Year 8 Digital Design and other tech related subjects in the Year 8, 9 and 10 elective program. App and web design are upcoming new industries that present today's young people with exciting new employment prospects.

#### **On completion of this unit students will:**

- Prepare and present a project proposal
- Apply their learning in an app design challenge
- Have developed a basic webpage using online editing tools
- Plan, organise and execute a design task within a given timeframe

### *Food Technology*

The purpose of the course is to introduce beginner cooks to a kitchen where they can work safely, hygienically, logically and confidently. Students develop an understanding of kitchen routines and procedures, hygiene in the kitchen, use of kitchen equipment, measuring accurately, following a recipe, simple food nutrition – why we eat food, the dietary pyramid, analysis of eating patterns and preparation of foods from each of the 5 food groups using a variety of skills.

#### **Learning outcomes**

On completion of this unit the student should be able to demonstrate competency in:

- Individual and group work methodology
- Practising and refining food preparation skills
- Nutrition and dietary understanding

**Pathways:** This subject will be of interest to students who would like to pursue a career in the Food, Hospitality and/or Health industry. This unit provides links to Year 8/9/10 Food Technology electives, VCE Food Technology and Health and Human Development and VET Food Technology/ Hospitality.

## *Performing Arts*

This specialist subject introduces students to the Performing Arts which is a fusion of Drama and Music. Students will develop confidence and skills in the basic elements of drama. The course engages students in a variety of units which exemplify creativity, original thought and working with stimulus. Students will study the language of the Performing Arts and understand how to use that language during the analysis and creating processes. Students will be competent in creating and performing both scripted and improvised work, working in both small groups and as individuals.

### **Learning Outcomes**

On completion of this unit the student should be able to demonstrate competency in:

- The basic elements of the Performing Arts
- Improvisation and theatre sports.
- Intertwining music in the Arts.
- Creating and developing both character and a performance.
- Written analysis of both the students own work and the work of others.

**Pathways:** This specialist subject prepares students for Year 8/9/10 Performing Arts electives. It will provide the necessary skills and knowledge for VCE Drama and Theatre Studies. Performing arts is a pathway for careers in the arts, design, performance and theatre production and it is a useful course for people interested in Performance, sound production, costume and set design, directing and a number of performing arts careers either through apprenticeships and TAFE courses and University degree courses.

## *Product Design and Technology (Wood)*

This course is an introduction to basic carpentry skills for Year 7 students. It commences with tuition about safety and workshop expectations for the students' first Design and Technology subject. Students are taught about the use and purpose of hand tools, mechanised tools and equipment while building a timber model. Such models could include a small chest of drawers, a tea tray, a pen and pencil holder, a timber storage unit for games, DVDs. They are instructed on the setting out, measuring, building, assembling and finishing techniques required to complete such wooden projects. Scope is also provided for the attainment of design and drawing skills. Product Design and Technology (Wood) or Woodwork, as it is more familiarly known, is popular, allows students to acquire manual competence and is suited to brand new woodworkers, as well as those with experience.

### **Learning Outcomes**

On completion of this unit, the student should be able to demonstrate competency in:

- Safe workshop practices
- The use of hand tools and mechanised equipment
- Understanding setting out and measurement
- Building and assembling
- Finishing a model
- Computerised and hand drawing

### **Pathways**

Year 7 Woodwork introduces students to the Design and Technology area of study. It engenders interest in and opens up the considerable potential of both theoretical and practical study in design, planning, and building. It is also the beginning of the pathway that ultimately leads to Design and Technology subjects at VCE level.

## *Textiles Design*

This unit introduces students to Textiles and Textile articles, develops confidence and skill in the use of materials, tools and equipment. The course encourages creatively in using the design process in the construction of textile articles, developing good construction skills and techniques and



encourages thorough and effective workbook skills. Students complete an introduction to machine safety, care and use, experimenting with stitches, designing, pattern making, trialling, recording decisions and following an instruction sheet for the construction of products.

### **Learning Outcomes**

On completion of this unit the student should be able to demonstrate competency in:

- What are Textiles?
- Machine use and care.
- Designing to a brief, pattern making and evaluation of final products.
- To develop a good understanding of the nature of natural fibres and fabrics

**Pathways:** This Unit prepares students for Year 8/9/10 Product Design and Technology electives, VCE Design and Technology, VCE Studio Arts and VCE Visual Communication Design. It is a useful course for people interested in fashion and design or manufacturing careers either through apprenticeships and TAFE courses and University degree courses.

## *Visual Design*

Students will experience a range of art forms and activities that will enhance their knowledge and skills of a variety of art forms, materials, mediums and techniques. Art activities will provide opportunities for exploration and resolution of ideas in the visual form. It will encourage independent content to become the focus of study and individual styles and appropriate media and techniques to be employed. Students will be encouraged to talk and write about their work and that of other artists.

### **Learning Outcomes:**

- Combine and manipulate art elements and principles to represent and communicate ideas and develop imaginative solutions to set tasks.
- Observe and reflect on their exploration to develop and express opinions about their use of art elements and principles, skills and techniques, media and materials, equipment and technologies.
- Analyse and evaluate work art works from different cultural and historic contexts using appropriate art language.

**Pathways:** This unit leads towards Year 8/9/10 Arts and Visual Communication Design electives, VCE Studio Arts and VCE Visual Communication Design. It is a useful course for people interested in design or photographic careers either through apprenticeships and TAFE courses and University degree courses.

# English

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The Australian Curriculum aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands.

Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

## **Year 7 and 8**

In Years 7 and 8, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and continue to create literary analyses and transformations of texts.

## **Year 9 and 10**

In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media, and the differences between media texts.

The range of literary texts comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives.

Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

# Faith and Values

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## Year 7 and 8

Students are encouraged throughout the Faith and Values program to consider the role that faith has in people's lives. By developing an understanding of Christian traditions, an appreciation of other faith perspectives and knowledge of the rituals associated with religion, students develop a deeper understanding of the human story. In Year 7 the focus is on community, the Bible, the life and example of Jesus and the traditional Christian celebrations such as Lent, Easter, Advent and Christmas. In Year 8 the Christian celebrations are studied further in relation to the celebrations of other world religions. The Bible is studied with more depth and how and why to care for our community is explored using examples from the Bible.

## Year 9

### **This subject content is embedded in the Circle program**

Students undertake an exploration of personal Christian values and their significance to adolescents. They will study Christian values in relationship to a Biblical Worldview. Students will undertake studies of stories of creation and undertake studies of environmental issues to gain an understanding of Christian stewardship of the environment. They will further commence a study of Christianity and morality, the concept of Social Justice and an exploration of human rights and media issues.

## Year 10

### **VCE Religion and Society Unit 2: Ethics and Morality**

Today, religious and philosophical traditions compete with powerful alternative sources of moral values represented in the media and popular culture. Nevertheless, society still relies on cultural heritages that contain a variety of ethical perspectives as well as numerous values centred on human dignity and basic justice. In this unit students survey various approaches to ethical decision-making and then explore at least two religious traditions in detail. They explore contemporary ethical issues in the light of their investigations into ethical decision-making and moral viewpoints in religious traditions.

### **Areas of study**

1. Ethical method
2. Religion and morality
3. Contemporary ethical issues

### **Learning Outcomes**

On completion of this unit the student should be able to:

- explain ethical decision-making in pluralist society.
- explain the ethical perspectives and moral viewpoints upheld by at least two religious traditions in pluralist society
- analyse and evaluate two or more debates on contemporary ethical issues in pluralist society.

# Flagship Program

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Bayview College offers students a unique wellbeing program based upon the College Crest. These programs focus on the unique stage of development the students are in and incorporate a range of learning activities, experiences and opportunities. Students are assured of more positive academic outcomes when they develop resilience, personal and interpersonal skills.

## YEAR 7: WAVE

The **WAVE** Program covers skills that are required to successfully transition from primary to secondary school; organisation, building positive relationships, resilience and at home study skills are the key focus.



## YEAR 8: ANCHOR

The **ANCHOR** program for year 8 provides an opportunity for students to develop team work and a social conscious by the development and delivery of projects within the broader community. Students will develop an understanding of their place in the community whilst creating and sustaining positive relationships.

## YEAR 9: CIRCLE

The **CIRCLE** program for year 9 combines Faith & Values, aspects of Health Education, and Environmental Science. Students are required to work in teams, dealing with real world problems, as they develop a stronger sense of self-worth and an understanding of their capacity to contribute to building a better world.

## YEAR 10 (& VCE/VCAL): HORIZONS

The **HORIZON** program, Years 10 – 12, is focussed on preparation for the world beyond school: vocational education, work experience, TAFE and University visits, leadership development, and exposure to a range of careers and training practitioners. In addition a structured study skills program is delivered across the 3 years.

# Health & Physical Education

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## YEARS 7 & 8

The Year 7 and 8 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

The curriculum for Years 7 and 8 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of

physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

**Focus areas to be addressed in Years 7 and 8 include:**

- Alcohol and other drugs
- Food and nutrition
- Health benefits of physical activity
- Mental health and wellbeing
- Relationships and sexuality
- Safety
- Challenge and adventure activities
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive movement activities

## Humanities

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Humanities at Year 7 and 8 level comprises four key learning areas: Civics & Citizenship, Economics & Business, Geography and History.

### **Civics & Citizenship**

The Year 7 curriculum provides a study of the key features of Australia's system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia's democracy. They look at how the rights of individuals are protected through the justice system. Students also explore how Australia's secular system of government supports a diverse society with shared values.

The Year 8 curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

### **Economics & Business**

The **Year 7** curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market, and the relationships between these groups. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success. Setting goals and planning to achieve these goals are vital for individual and business success, and students consider approaches to planning in different contexts, while also considering different ways to derive an income. The emphasis in Year 7 is on personal, community, national or regional issues or events, with opportunities for concepts to also be considered in the global context where appropriate.

The **Year 8** curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market's operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on

the ways individuals work now and into the future. The emphasis in Year 8 is on national and regional issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.

## Geography

There are two units of study in the **Year 7** curriculum for Geography: 'Water in the world' and 'Place and liveability'.

'Water in the world' focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. 'Water in the world' develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.

'Place and liveability' focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.

There are two units of study in the **Year 8** curriculum for Geography: 'Landforms and landscapes' and 'Changing nations'.

'Landforms and landscapes' focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. 'Landforms and landscapes' develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.

'Changing nations' investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low- and middle-income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management and future of Australia's urban areas.

## History

The **Year 7** curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia, Egypt, Greece, Rome, India and China.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The **Year 8** curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

## LOTE – Japanese

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### YEAR 7 & 8

The Year 7 Japanese course introduces the structure of the Japanese language and its writing system. Students begin to learn to read and reproduce the Hiragana alphabet and are introduced to some Kanji and some katakana characters. The focus is learning to speak about oneself in simple sentences. By the end of the year students should be able to complete a written and spoken self-introduction, talk about their pets, understand and respond to classroom commands and talk about their weekend activities. Students will also learn the important cultural aspects that are associated with the delivery of Japanese language. They will explore Japan – the land, and make comparisons between everyday aspects of Japanese life and Australian life. Working throughout their “Hai 1” and “Hai 2” workbooks, in conjunction with the accompanying text, students will undertake reading, writing, listening and speaking activities.

The Year 8 Japanese course focuses upon students learning to communicate about their family, their home life and life at school. Students learn to discuss their likes and dislikes and their daily routine activities using time and days of the week. Learning to describe things and people is also a major focus of the course. Students learn how to use adjectives in various tenses and to talk about forms of transport and going places. They learn about verbs and how to conjugate verbs to suit the situation. Students continue to learn about the culturally appropriate behavior that accompanies the language topics and continue to refine their skills in the mastery of the Japanese script. Working throughout their “Hai 3” and “Hai 4” workbooks, in conjunction with the accompanying text, students will undertake reading, writing, listening and speaking activities.

## Mathematics

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Using the **Maths Pathways** model, Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems.

- recognize connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

Mathematics is organised around the interaction of three content strands and four proficiency strands. The content strands are *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*.

Each student has a fully individualized learning plan based on diagnostic assessments and previous work completed. As students learn, they demonstrate growth along a personal continuum via fully differentiated work and assessments. This covers all areas of the curriculum at all levels.

Topics include: Number and Algebra, Measurement and Geometry, Statistics and Probability and Money and financial Mathematics

The **Maths Pathway** learning model involves 3 types of lessons:

**Module lessons:** Students complete written work and formal assessments in a fully differentiated manner, while teachers work with small groups and individuals on feedback, intervention and explicit instruction.

**Rich lessons:** Students work collaboratively to develop key concepts and problem-solving skills in mathematics, while teachers lead and direct the lesson. Rich lessons have multiple entrance and exits points to make them accessible for all students and encourage mathematical discourse and critical thinking.

**Project lessons:** Students work in groups or individually on an extended project to develop key concepts and problem-solving skills in mathematics.

## Assessment tasks

**Maths Tests:** Four times each term, every student completes a maths test. Each student's test contains individualised questions, relevant to the modules they completed in the lead-up to the test.

### Workbook

**Problem Solving Tasks and Projects**– Rich Lessons

**Individualized End of Semester Exam** – Years 9 and 10

## PRE-VCE MATHEMATIC COURSES

Two courses of study are being offered in Mathematics at a pre-VCE level.

- (i) Methods Path
- (ii) General Path

Both courses will continue to use the Maths Pathway program, they will also be working on additional tasks specifically to prepare them for their chosen mathematics in VCE.

The two courses offered are available to cater for the individual Mathematics abilities of students and their progression into VCE.

- (i) The Methods Path prepares students for any VCE mathematics course, specifically Year 11 Mathematical Methods, where students will undergo formal assessment in both Technology free and Technology enabled examinations. Students who may need a more advanced Maths study as a prerequisite for further study would choose to follow this pathway.
- (ii) The General Path prepares students specifically for the VCE subject of General Mathematics. Students who undertake this subject can select General Mathematics,



but need to be aware that if they change their mind and decide to do Math Methods in Year 11, they may need to undergo further study at home.

**Note:**

- In addition to the scheduled 9 periods per fortnight of Mathematics classes, an additional optional tutorial time is available on Wednesday 3:30 – 4:30 pm (Period 7)

Year 10 students, who will take Mathematical Methods or General Mathematics in 2018, need to purchase CAS calculators before the start of the school year of 2018. Unless the students will take VCAL as pathway in 2018, all Year 10 students must order a CAS calculator to assist their study and assessment.

**Assessment tasks:**

**Maths Tests** Four times each term, every student sits a maths test. Each student's test contains different questions, depending on the work they completed in the lead-up to the test.

**Workbook**

**Problem Solving Tasks** – Rich Lessons

**End of Semester Exam**

# Science

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## YEAR 7 & 8

Year 7 and 8 Science introduces students to the scientific method of investigation and reporting. It focuses on building the foundation knowledge and practical skills required to study biology, physics, chemistry and earth sciences in later years of schooling. Students will learn to work safely and effectively in the laboratory. They will begin to analyse and interpret data and to write scientific reports in the correct format. Thinking and problem solving skills will be taught and used throughout the topics studied. Information technology will be integrated into the classroom, with activities and assessment being presented in many forms.

**Topics to be studied include:**

**Year 7**

- Being a Scientist
- Solids, Liquids and Gases
- Mixtures
- Forces and Motion
- Simple Machines
- Classification, Habitats and Interaction
- Astronomy

**Year 8**

- Working with Scientific Data
- Energy
- Physical and Chemical change
- Elements, Mixtures and Compounds
- Cells
- Living Systems

**Assessment structure:**

A range of tasks must be satisfactorily completed to meet the requirements of the course.

Assessment items will include:

- Topic tests
- Assignment tasks
- Practical work – performed in a safe manner following correct procedures
- Practical reports – prepared using the correct format
- Workbook – an accurate record of all class work

# Year 8, 9 and 10 Electives

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In order to offer Bayview College students the widest range of subjects during the elective program, a two year rotation of subjects is utilized. This allows students to select their most desirable subjects each year from the below listing of courses. If a particular subject you are interested in is included in this handbook yet does not appear on your subject selection form, it will be offered in the following year. Subjects listed in **BLUE** may be chosen by Year 8, 9 or 10 students. All other subjects are available to Years 9 and 10 students only. Subjects with an asterisk\* next to them may be undertaken twice as different content is covered each semester.

Students in Year 10 have the opportunity to undertake an Accelerated VCE subject. In order to prepare for this students should undertake the relevant 'Pre-VCE' preparation subject during their Year 9 electives and ensure they are achieving a Distinction average in their grades. A student who excels in a particular subject area may wish to study a Pre-VCE subject during Year 8 in order to attempt a Unit 1 VCE subject during Year 9. Minimum grades must be achieved to access this.

## Extension Program

The Deep Learning Project

## Health and Physical Education

Advanced Water Skills (*offered again in 2020*)

Inside Out

Human Movement

Game On!

Outdoor Education - Land

Outdoor Education - Water

## Humanities & Social Sciences

**Let's Build a City**

**Civilizations: The Old and the New**

Conflict

Walking In Their Shoes

Thinking Big: People, Politics, Plague & Pus

In the Field

Geography: Exploring & Connecting with the World

Pre-VCE History

## Science

**Robotics\***

Get Psyched

Let's Experiment! (Experimental Science)

Marine Biology (*to be offered again in 2020*)

Electronics

Survival of the Fittest

Pre-VCE Physics

Pre-VCE Biology

Pre-VCE Chemistry

## Product and Digital Technology

**Food Technology: Patch Profits**

**Technology Textiles: Design & Creation**

**Digital Design: App & Web Design\***

**Digital Photography\***

**Food Technology: Cook Like Heston**

**Wood Technology\***

Food Industry and Hospitality Studies

Digital Technologies

Pre-VCE PDT (Textiles)

Pre-VCE PDT (Wood)

## Visual and Performing Arts

**Exploring Theatre**

**Performing Arts**

**Visual Design**

Pre-VCE Music

Digital Photography

The Visual Artist

Visual Communication Design\*

Pre-VCE Studio Arts

## Language and Literature

Pre-VCE Literature: Gothic

Pre-VCE Literature: Modern

Year 9 Japanese

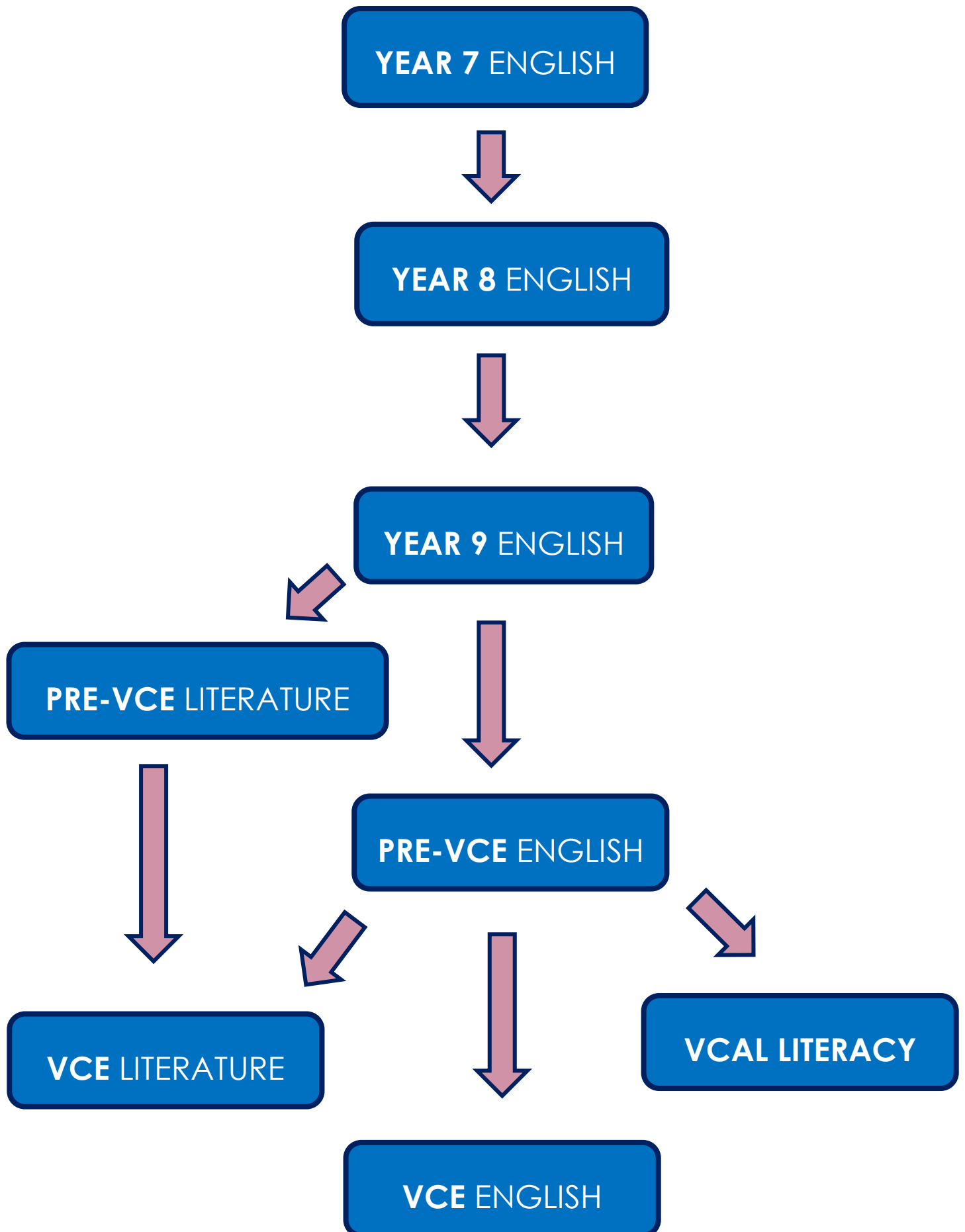
Year 10 Japanese

## Integrated Studies

Blood Spatter

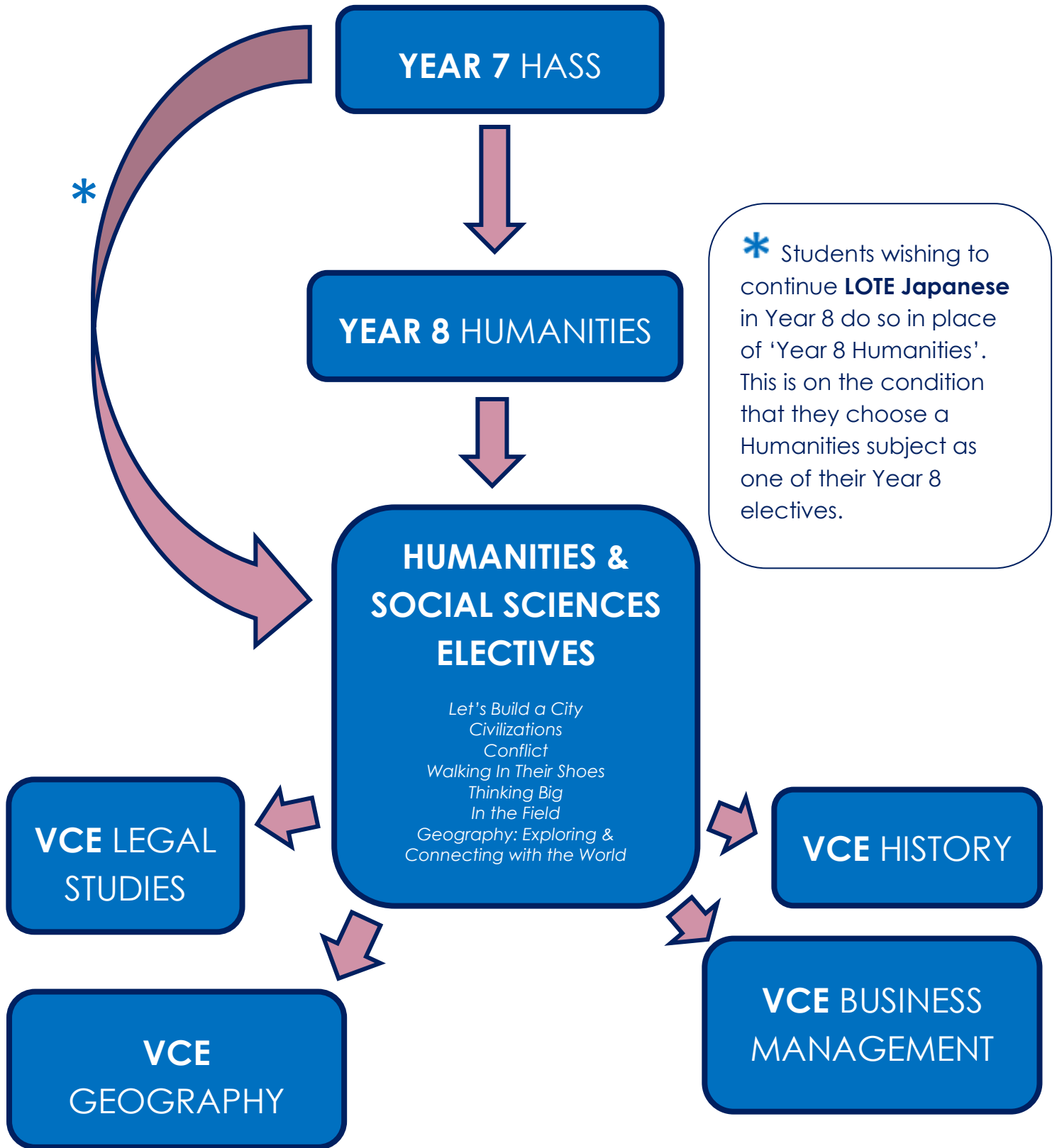
The Business Lounge

# ENGLISH PATHWAYS @ BAYVIEW COLLEGE



# HUMANITIES PATHWAYS @ BAYVIEW COLLEGE

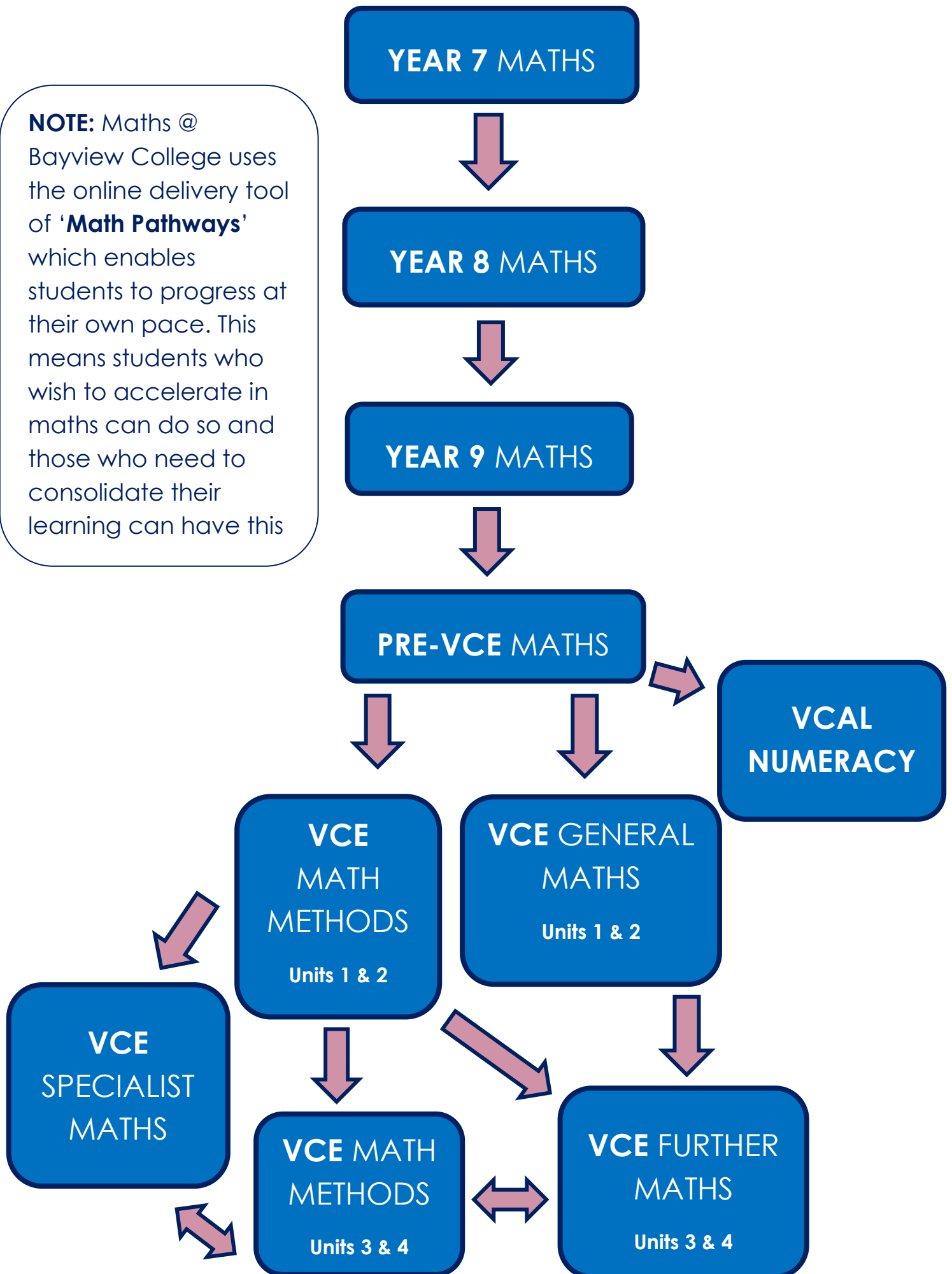
Humanities & Social Sciences includes Civics & Citizenship, Economics & Business, History and Geography.



**HASS = Humanities & Social Sciences**

# MATH PATHWAYS @ BAYVIEW COLLEGE

**NOTE:** Maths @ Bayview College uses the online delivery tool of '**Math Pathways**' which enables students to progress at their own pace. This means students who wish to accelerate in maths can do so and those who need to consolidate their learning can have this



# SCIENCE PATHWAYS @ BAYVIEW COLLEGE

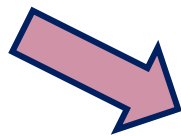
YEAR 7 SCIENCE



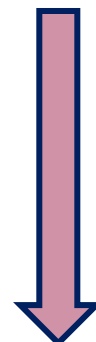
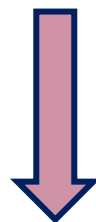
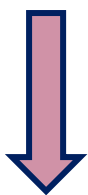
YEAR 8 SCIENCE



**SCIENCE ELECTIVES**  
Get Psyched  
Let's Experiment!  
Marine Biology  
Electronics  
Survival of the Fittest



**SCIENCE PRE-VCE ELECTIVES**  
Pre- VCE Physics  
Pre-VCE Biology  
Pre- VCE Chemistry



**VCE PSYCHOLOGY**

**VCE CHEMISTRY**

**VCE PHYSICS**

**VCE BIOLOGY**

# ARTS PATHWAYS @ BAYVIEW COLLEGE

## YEAR 7 ARTS & TECHNOLOGY

Digital Design  
Food Technology  
Performing Arts  
Product Design: Wood  
Textiles Design  
Visual Design

## VISUAL & PERFORMING ARTS ELECTIVES

Music  
The Visual Artist  
Visual Communication Design (VCD)  
Studio Arts  
Performing Arts  
Drama

## PRODUCT DESIGN & TECHNOLOGY ELECTIVES

Food Technology  
Technology Textiles  
Digital Design  
Digital Photography  
Wood Technology  
Digital Technologies

## VCE VISUAL COMMUNICATION DESIGN

## VCE STUDIO ART

## VCE COMPUTING

## VCE PRODUCT DESIGN & TECHNOLOGY

WOOD / TEXTILES

# LANGUAGE PATHWAYS @ BAYVIEW COLLEGE

YEAR 7 LOTE  
JAPANESE



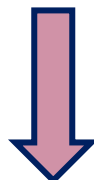
YEAR 8 LOTE  
JAPANESE



YEAR 9 LOTE  
JAPANESE



PRE-VCE  
JAPANESE



VCE LOTE  
JAPANESE

**NOTE:** Students wishing to study a different language at Bayview College can enrol in the "Victorian School of Languages" online courses and participate in face-to-face workshops at an external campus



# HEALTH & PHYSICAL EDUCATION PATHWAYS @ BAYVIEW COLLEGE

**YEAR 7 HPE**

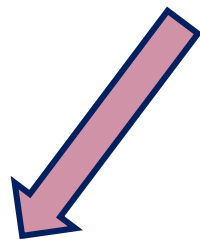


**YEAR 8 HPE**

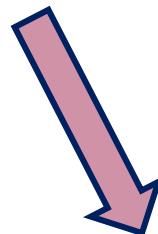


**HPE ELECTIVES**

Advanced Water Skills  
Inside Out  
Human Movement  
Game On!  
Outdoor Education - Land  
Outdoor Education - Water



**VCE HEALTH &  
HUMAN  
DEVELOPMENT**



**VCE PHYSICAL  
EDUCATION**

# Extension Program

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## *The Deep Learning Project*

The Deep Learning Project (DLP) focuses on enabling students to deepen their knowledge in an area of their choosing. The DLP provides students the opportunity to work autonomously over an extended period and culminate in the presentation of a product, service, business, skill, research paper or creative piece. Deep Learning Projects need not be restricted to the school environment; they could involve the community. Students will be required to thoroughly plan their projects, set out tasks for action and develop a set of criteria for the success of the project prior to commencing. These points all form part of the application process. The project should, at various times, be subjected to review by people selected by the student to offer feedback on the project to allow for improvement of their work. Self-reflection is an important aspect of Deep Learning Projects and students will submit formal reflections on a regular basis although the format of these reflections are flexible (Vlog, written, graphic etc).

Deep Learning Projects should involve complex tasks, based on challenging questions or problems that involve students in design, problem solving, decision making, or investigative activities. Social, environmental and health-related issues and challenges should also be considered.

Examples of Deep Learning Project ideas that students could pursue include:

Planning, starting and running a small business, writing a novel, composing a piece of music or performance art, running a reading recovery program in a local primary school, conducting a research project in conjunction with a subject they are already undertaking (eg. A research project on the migratory patterns of Ferry Penguins while also studying Marine Biology as an actual class), learning another language, deepening their understanding of an existing second language (Japanese) through a self-directed extension program, completing a challenging online course, starting a social justice campaign or developing software.

Entry into the Deep Learning Project subject is strictly by application. All students submit a written proposal to the Director of Teaching & Learning. Students book an interview time where the plan and the proposed project are discussed. On approval of the project proposal, students will be enrolled in the subject. Support will be provided to students to complete their proposal if required.

### **Learning Outcomes**

On completion of a DLP the student should be able to demonstrate competency in:

- Initiating and starting a self-directed learning project as outlined above.
- Managing ones own time to maximise effectiveness and efficiency of learning.
- Deepened knowledge of an area of interest.
- Seeking & applying critical feedback to further their learning and the project.

**Pathways:** Students may go in a wide range of directions after the completion of their Deep Learning Project. Our hope is that this opportunity will enable students to explore and discover their abilities and passions in a new way while being supported by the college community. Students could use their DLP to prepare for a challenging VCE subject or develop their learning capabilities in a more general sense.

# Health & Physical Education

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## *Advanced Water Skills (offered again in 2020)*

This course prepares students for their "Royal Lifesaving Bronze Medallion" and by doing so students will become aware and competent in many facets of water safety. Areas of water awareness, patient identification, and survival and rescue procedures are considered. Students will also be given instruction in canoeing and snorkeling in preparation for further advanced water skills.

### **Learning Outcomes**

On completion of this unit the student should be able to demonstrate competency in:

- Demonstrating Cardio Pulmonary Resuscitation
- Considering potential dangers when in a water environment.
- Rescue techniques.
- Safe use of procedures when canoeing & snorkelling

**Pathways:** At the successful completion of this course students will gain the internationally recognized 'Royal Life Saving Bronze Medallion Award. This award is also nationally recognized as a Certificate 2 in Public Safety. With further study students may gain Certificate 3 in Public Safety which will enable them to obtain careers in water safety and Occupational Health and Safety fields.

## *Game on!*

In this fast-paced, active elective, students participate in a range of physical pursuits including a host of team games. Sports, challenge and adventure activities provide students with the opportunity to develop team work, leadership and collaborative skills through the design, execution and evaluation of community-based projects. Students also analyse the benefits and promotion of physical activity.

### **Learning Outcomes**

On completion of this unit students should be able to:

- Display competence as both participant and leader of a range of physical activities.
- Display ethical behavior, valuing diversity and promoting activity for all.
- Show readiness for VCE Physical Education studies.

**Pathways:** This course provides students with the opportunity to develop their skills and knowledge in preparation for VCE Physical Education.

## *Human Movement*

Through the Human Movement course, students develop an understanding of the impact exercise and physical activity has on the biological, psychological and social factors of human life. Students study a variety of subjects including anatomy, physiology, exercise physiology, psychology, growth and development, skill learning, control and biomechanics.

### **Learning Outcomes**

Students who undertake the Human Movement course will learn to:

- Evaluate human movement from a scientific perspective.
- Integrate the biological and biomechanical principles of sport science to movement and performance enhancement.
- Develop strategies to improve sporting performance.

### **Pathways**

This course is designed to prepare students for VCE PE but could also lead to a career as an exercise physiologist, personal fitness trainer, sport nutritionist, sports coach or PE teacher.

## *Inside Out*

Inside Out explores health, fitness and wellbeing from a range of perspectives. Students engage in practical activities such as cooking, personal training, fitness classes, lawn bowls and a range of sports to connect theory with real-world living. Barriers to healthy living are examined as students develop strategies to help young people live healthy, active and happy lives. Students also explore the relationship between social media and personal identity in this engaging, hands-on subject.

### **Learning Outcomes**

- Improved understanding health and wellbeing from a range of perspectives
- Enhanced knowledge of the recreational pursuits
- Better grasp on the relationship between social media and mental health

**Pathways:** This subject provides students with a sound base for undertaking VCE Physical Education and VCE Health & Human Development.

## *Outdoor Education - Land*

This exciting course will examine ways in which experience in the outdoor environment influences human development. It looks at how our definition of the outdoors differs according to our backgrounds. The activities selected throughout the course will enable students to develop a sympathetic understanding of nature and will include such pursuits as cycling and mountain biking, hiking, abseiling, sand boarding, compass work, bush-craft and team work in our spectacular local environment. Each of these and other topics will include written, illustrative, research and oral components, as well as practical opportunities, giving students learning experiences both inside and outside the classroom. As part of the course, students will have the opportunity to complete their Duke of Edinburghs Bronze Award for an additional cost.

### **Learning Outcomes**

On completion of this unit students should be able to demonstrate:

- A greater awareness and understanding of the outdoors and the impact people have on the environment
- Competence in outdoor pursuits such as; cycling and mountain biking, sand boarding, surfing, abseiling, hiking, compass work
- Understanding of basic bush-craft skills
- Proficiency in combining both theoretical and practical aspects of subject content

**Pathways:** This course provides students with the opportunity to develop their skills and knowledge in preparation for VCE Physical Education and Certificate 2 in Outdoor Education.

## *Outdoor Education - Water*

Portland's water world is perfect for participating in lifelong recreational physical activities. We also have a wonderful aquatic environment available, in which we can experience fun and challenging water sports and activities. Students will experience a variety of water based activities that provide both leisure and challenge. Students will enjoy the beauty of Portland's underwater world by learning the techniques of snorkelling and by participating in ocean swimming to complete a challenging Bay swim. They will learn canoeing techniques and learn to work as a team in an open water environment, as well as head to the pool aquatic environment to learn the more unusual water sports of Water Polo and Underwater Hockey.

### **Learning Outcomes**

On completion of this unit students should be able to:

- Experience a variety of water based activities and learn new techniques

- Show competence in physical skills associated with each water based activity
- Complete the 'Bay Swim' in Portland Harbour
- Be proficient in canoeing and working as part of a team in an open water environment

**Pathways:** This course provides students with the opportunity to develop their skills and knowledge in preparation for VCE Physical Education.

# Humanities

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## *Civilizations: The Old and the New*

This course is designed for the students who really want to explore the little known and rarely studied parts of History. We will be looking at 'pre-contact' civilizations such as the Aztec, Maori, Mongol, Apache, Khmer and Aboriginal Australia.

You will then look at the more modern 'clash of civilizations' when Europeans came into contact with older, local cultures. During the course you will have the opportunity to cover various historical periods. You will also have the opportunity to complete an independent historical research project of your choice which may include...

- The Spanish arrival in South America
- The English in Australia
- The "Wild West" (White America and the Native Americans)
- The Maori Wars
- The British and the Zulu in South Africa

This subject provides you with an opportunity to explore a number of unique historical stories. At the same time it provides you with the skills you need to pursue this subject in the future. The course is designed to give you opportunities to explore the passions and interests you have in this subject, but have never had the chance to follow.

## *Conflict*

In this semester long course, you will be investigating some of the significant issues and conflicts facing the world today. Through text, film and current documents, you will have the opportunity to explore the causes and possible solutions to a number of current conflicts across the globe:

- War... Syrian Civil War, the Mexican Drug War, Iraq and Afghanistan
- Terrorism... ISIS, Boko Haram, Domestic Terrorists and al-Qaeda
- Territorial Disputes... Israel and Palestine, Indonesia and West Papua
- Modern Issues... Drone Strikes, Surveillance, WikiLeaks

The course will also look at the role organizations such as the United Nations, The International Criminal Court, the International Crisis Group, Red Cross and Medicines sans Frontiers play in these conflicts. The purpose of this course is to provide the skills you will need to pursue studies in History, Geography, Politics and International Relations, as well as giving you a greater understanding of the contemporary world.

## *Geography: Exploring and connecting with the world.*

There are two exciting topics which involve spending time outside of the classroom exploring our environment – both natural and human.

**Biomes and food security** focuses on investigating our world. This includes a variety of natural wonders from coral reefs to mountain ranges. A major focus will be looking at how food is

produced and completing an investigation in our town that involves looking at establishments that cater for disadvantaged people.

**Geographies of interconnections** focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. We will explore the ways that transport and ICT have made it possible for an increasing range of services to be provided internationally, such as Facebook, Tinder and the Internet. We will be conducting fieldwork outside of school, investigating how accessible parts of Portland are to a variety of groups, including teenagers, mothers with babies and disabled people in wheel chairs.

### **Learning Outcomes**

On completion of this unit the student should be able to demonstrate competency in:

- explaining how geographical processes change the characteristics of places.
- predicting changes in the characteristics of places over time and identify the possible implications of change for the future.
- analysing interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments.
- proposing explanations for distributions and patterns over time and across space and describe associations between distribution patterns.
- analysing alternative strategies to a geographical challenge using environmental, social and economic criteria and propose and justify a response.

### **Pathways**

This elective provides valuable life skills important to become an invested global citizen important for any career with pathways into Geography, Health and Human Development and History.

## *In the Field*

It is time to get out and investigate what is going on in our community. In the field is all about selecting 3 different issues occurring in Portland and the region, investigating what is happening, completing fieldwork in the 3 areas and coming up with some solutions or answers. The first one will involve snorkelling in Portland Bay and Bridgewater Bay to investigate what is happening to our fish. The second one will involve why there are certain people living in our town that have nothing and the third will be based on student selection. We need to ask the hard questions to ensure we develop as a global citizen.

### **Learning Outcomes**

- Demonstrate an understanding of fieldwork and why it is useful.
- Demonstrate a knowledge of our marine environment.
- Demonstrate key geographical concepts, skills and knowledge on social indicators enabling people to increase their economic wealth while at the same time exploring why the poor are getting poorer.
- Developing an understanding environmental and social change within Portland and the surrounding region.

**Pathways:** This elective provides an introduction to VCE Geography and Health and Human Development. It also provides valuable life skills important to become an invested global citizen important for any career.

## *Let's Build a City*

It is time to get out and investigate what is going on in the world with population. What is happening to our cities, resources such as water and where are all the people of the world going to live? These are very important questions we need to ask ourselves and come up with some solutions. In this elective we aim to look at these issues and build our own city. Each group will develop their own area including the CBD, suburbs, slums, agriculture and industry.

## Learning Outcomes

- Demonstrate a knowledge of our natural resources and environment.
- Demonstrate key geographical concepts, skills and knowledge on social indicators enabling people to increase their economic wealth while at the same time exploring why the poor are getting poorer.
- Developing an understanding environmental and social change within the world.

**Pathways:** This elective provides an introduction to VCE Geography and Health and Human Development. It also provides valuable life skills important to become an invested global citizen important for any career.

## *Pre-VCE History*

The aim of the Pre VCE History course is to get students excited about history and start preparing them for the skills required at VCE. It will also broaden their general knowledge and give them a sound understanding of the world around them and how we got to where we are today.

During the course students will cover various historical periods and have the opportunity to complete an independent historical research project of the student's choice (maybe medieval warfare, ancient Egyptian religious practices or even American propaganda from the 1950s - who knows! It's up to you). Although the topics may be very different, the overriding focus for all students will be developing the transferable skills they will need in VCE History.

### Learning Outcomes

By the end of this unit students will:

- Develop historical inquiry and research skills,
- construct historical debates,
- complete document and source analysis, from political cartoons to physical objects.
- Explore concepts of continuity and change, cause and effect, contestability and the importance of perspectives and significance while
- Examine a range of historical events and contexts.

**Pathways:** This elective provides an introduction to VCE History

## *Walking In Their Shoes*

We now live in a world of fear, uncertainty and problems associated with terrorism, homelessness and the rich getting richer and the poor getting poorer. Therefore having an understanding of why these issues arise will help us combat and develop strategies to ensure we do not become too scared to be a global citizen. This unit will cover such issues as what a refugee is, where they come from and why they leave, ISIS (and other terrorist groups) – who are they and what are they doing and the plight of the homeless both within our own country and our local community. To help understand these issues we will be investigating what NGO's such as World Vision and UNICEF are doing, discover the soup kitchens in Melbourne and Portland and view the programme "Go back to where you came from".

### Learning Outcomes

- Demonstrate an understanding of why people become displaced.
- Demonstrate an empathy of the plight of refugees.
- Demonstrate key geographical concepts, skills and knowledge on social indicators enabling people to increase their economic wealth while at the same time exploring why the poor are getting poorer.
- Developing an understanding of the poorer nations including their health and wellbeing and being able to draw conclusions on why rich countries enable this to occur.

**Pathways:** This elective provides an introduction to VCE Geography and VCE Health and Human Development. It also provides valuable life skills important to become an invested global citizen important for any career.

## ***Thinking Big: People, Politics, Plague & Pus***

Are you curious? Creative? Do you want to know the answers to the Big Questions of our time? In 'Thinking Big' we ask those Big Questions. Our approach in this subject is based on the idea that to see where we are going we need to go back to the beginning. We look at the events, people and forces that have shaped the modern world. In doing so, we will then begin to look at what the future hold for us.

Part History, Philosophy, English, Geography, Politics, Sociology and Science, 'Thinking Big: People, Politics, Plague & Pus' is a flexible, adaptable curriculum, with changing topics designed to meet the needs, interests and strengths of individual students. Information and content comes from a variety of sources and formats. Assessment is also varied, with students being empowered to design tasks that enable them to use their strengths to succeed and at the same time develop and improve weaknesses in their skills.

So if you want to push past the limits of a normal school day and a normal class curriculum, 'Thinking Big: People, Politics, Plague & Pus' is for you!

### **Learning Outcomes:**

- Analysis of trends in society
- Identify and explain key factors shaping the modern world
- Design and manage projects individually and in groups
- Analysis of varied text types

**Pathways:** This elective provided valuable skills and knowledge for a number of VCE subjects including History, Geography, English and Science. It is a useful subject for students thinking of careers in History, International Aid, Education, International Studies, Tourism and Trade.

# Integrated Studies

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## ***Blood Spatter (Legal Forensics)***

This unit is an integrated science/humanities class that will look at legal cases and the use of forensics. Students will gain an understanding of the legal system as well as practical experience in collecting and analyzing all types of evidence relating to a crime scene.

### **Learning Outcomes:**

- Students will understand Forensics and how it helps solve cases?
- Students will understand How laws made and what are sanctions?
- Students will explore a number of International and National cases
- Students will explore Finger Printing, Hair and Fibre Analysis, Handwriting and Forgery, Blood Typing, Blood Spatters

**Pathways:** This elective provides an introduction to VCE Legal Studies and VCE Science

## ***The Business Lounge***

In this student led elective, students get the opportunity to pursue their passion and experiment with building a business. The course will also cover issues such as personal banking, taxation and financial management. As well as learning new ways to think and look at the world, students can also gain valuable practical experience in setting up and managing a business.



**Learning Outcomes:**

At the completion of this elective students will have skills in:

- Registering a business
- Building a website
- Money Management including tax and accounting
- Employing Staff
- Legal Requirements
- Students will also be encouraged and supported to build industry links to help grow their business and their real world experience.

**Other topics could include:**

- Marketing
- The product mix
- Case study analysis – International and National

**Pathways:** This elective provides an introduction to VCE Business Management

## Language and Literature

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### *Pre-VCE Literature: Gothic Literature*

Do you enjoy reading and have sound English skills? Might you be contemplating Literature at VCE but would like to experience the subject before you decide? Pre VCE Literature will give you a solid grounding in the subject and extend your English skills at the same time. The course will follow the same structure as VCE and will explore texts that were previously studied at VCE and the classics. You will immerse yourself in the worlds of Edgar Allan Poe, Mary Shelley and Bram Stoker and create your own works of gothic genius.

**Learning Outcomes:**

On completion of this unit the student should be able to demonstrate competency in:

- Text analysis
- Understanding author's voice
- Understanding context

**Pathways**

This subject will directly lead to VCE Literature and will complement VCE English

### *Pre-VCE Literature: Modern Literature*

In this subject, you will explore the modern classics created from 1950 onwards. Presented as plays, poetry and films, these classics will explore the human condition with all of its frailty, prejudice and beauty. The course will follow the same structure as VCE and will explore texts that were previously studied at VCE level.

**Learning Outcomes:**

On completion of this unit the student should be able to demonstrate competency in:

- Text analysis
- Understanding author's voice
- Understanding context

**Pathways**

This subject will directly lead to VCE Literature and will complement VCE English

## *Year 9 Japanese*

Get ready to enter the world of Anna and Tom as they prepare to go on an exchange to the city of Nagasaki in Japan. You will follow their journey, learning alongside them as they prepare for their visit. You will cover stimulating topics including, self-introductions, telephone etiquette, host families, weather, and hobbies, gift-giving and packing for Japan. You will learn about Nagasaki and festivals in this region. Activities will involve treasure hunts, creating and describing your own avatar, participating in a fashion show and creating and filming your own weather forecast (Japanese style of course!).

### **Learning Outcomes:**

On completion of this unit the student should be able to demonstrate competency in:

- Speaking fluency
- Written fluency
- Aural fluency
- Reading fluency and comprehension
- Understanding appropriate etiquette

### **Pathways:**

This unit prepares students for senior LOTE – Japanese studies and provides conversation skills that will enable the student to participate confidently in the Japanese exchange program. The study of Japanese is also highly regarded in many occupations including business, hospitality, tourism, and trade.

Studying Japanese at VCE level enables students to gain bonus points toward their ATAR and makes them eligible for the prestigious VCE Baccalaureate Certificate.

## *Year 10 Japanese*

In Year 10 Japanese you will learn about modern and traditional Japan through a variety of stimulating and fascinating topics. There is just so much to discover: from relationships and leisure activities amongst young Japanese people today, to hi-tech Japan and popular trends. If you're thinking of visiting Japan, there is a unit devoted to getting around the famous city of Hiroshima. If you're looking for adventure, there's Japanese travel and adventure-sport holidays. Learning activities will include letter writing, profile creations, job interviews, learning about pocket money and how to spend it and many other interesting language tasks. You will look at various text types including, magazines, comics, advertisements, emails and more.

### **Learning Outcomes:**

On completion of this unit the student should be able to demonstrate further competency in all key language skill areas:

- Speaking fluency
- Written fluency
- Aural fluency
- Reading fluency and comprehension
- Understanding appropriate etiquette

### **Pathways:**

This unit prepares students for senior LOTE – Japanese studies and provides conversation skills that will enable the student to participate confidently in the Japanese exchange program. The study of Japanese is also highly regarded in many occupations including business, hospitality, tourism, and trade. Studying Japanese at VCE level enables students to gain bonus points toward their ATAR and makes them eligible for the prestigious VCE Baccalaureate Certificate.

# Product and Digital Technology

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## ***Food Technology: Cook Like Heston***

In this food-based subject, students will be introduced to the concept of 'Molecular Gastronomy' as made famous by UK chef, Heston Blumenthal. Molecular gastronomy seeks to understand the science behind cooking and use this knowledge to create memorable meals. Students will focus on a range of key ingredients such as eggs, potato, chicken, cheese and chocolate to learn the diverse ways these items can be transformed into works of culinary art.

### **Learning outcomes**

On completion of this unit the student should be able to demonstrate competency in:

- Decision and interpretive kitchen skills
- Individual and group work methodology
- Practising and refining food preparation skills
- Food design proficiency

**Pathways:** This elective will be of interest to students who would like to pursue a career in the Food, Hospitality and/or Health industry. This unit provides links to VCE Food Technology, VCE Health and Human Development and VET Food Technology/ Hospitality.

## ***Food Industry and Hospitality Studies***

This unit is designed to provide students with advanced skills needed for the hospitality industry. Students will have opportunity to visit local firms that specialise in the Food and Hospitality industries. At these visits students will have access to professionals in these fields who will be able to inform students of the various career pathways, such as trade apprenticeships and tertiary pathways, to enter in to these industries. Students will learn silver service, table setting, catering and food preparation techniques expected in the industry.

### **Learning Outcomes**

On completion of this unit, the student should be able to demonstrate competency in:

- Using all equipment in the kitchen safely and with purpose.
- Understanding different techniques and processes required in the industry.
- Using advanced skills for successful food production and presentation.
- Designing menus and recipes.
- Developing the knowledge and skills to work in the Hospitality industry.

**Pathways:** This elective will be of interest to students who would like to pursue a career in the Food and/or Health industry. This unit provides links to VCE Food Technology and Health and Human Development and VET Food Technology/ Hospitality.

## ***Food Technology: Patch Profits***

In this food-based subject, students will become business owners as they set out to make a profit from a vegetable patch as an amateur market gardener. Students will research, plan and grow a range of fruit and vegetable items with the aim of making a profit. Students will need to strategize their business plan to ensure success while looking for opportunities to be entrepreneurial in the marketplace such as value-adding to their products. Food, farming, business and money combine to make this an exciting subject for students.

### **Learning Outcomes**

On completion of this unit, the student should be able to demonstrate competency in:

- Planting, growing and cooking foods they have produced in the Kitchen garden.
- Using all equipment in the garden and kitchen safely and with purpose.

- Understanding what makes a successful enterprise
- Skills for successful planting of vegetables and fruit with different degrees of difficulty.
- Understanding and following a design brief
- Presentation of culinary products.

**Pathways:** This elective will be of interest to students who would like to pursue a career in the Food and/or Health industry. This unit provides links to VCE Food Technology and VET Food Technology/Hospitality.

## *Digital Design: App & Web Design (May be taken twice)*

In this subject students build on and refine the skills they obtained through the Year 7 Digital Design course. App and web design are key areas of study as students learn to develop more complex app and web products.

### **Learning Outcomes**

Throughout the course, students will develop a stronger understanding of app and web design and begin to explore more unique features of digital design.

On completion of this unit students will:

- Prepare and present a project proposal
- Apply their learning in a complex app design challenge
- Developed a webpage using online editing tools
- Plan, organise and execute a design task within a given timeframe

**Pathways:** Students are encouraged to undertake Digital Technologies as part of their Year 9 and 10 elective program which can then lead into the VCE course of Computing.

## *Digital Photography\**

This elective will include inspirational artist worksheets, software and innovative computer skills. The students will trial new techniques and ideas, producing a folio of work. Students will be introduced to the basic technology necessary for the production of their work, how to look at and critique photography, photographic vocabulary, using tools such as framing, composition, "rule of thirds", light, texture, pattern, lines, symmetry, depth of field, distance, perspective, culture, space, balance, colour and black and white photography, and be introduced to many works by well-known photographers. Students will be expected to demonstrate an ability to use the tools competently in the production of their art work.

### **Learning Outcomes**

On completion of this unit the student should be able to demonstrate competency in:

- using tools and equipment competently in the production of their art work
- the production and analysis of expressive and thoughtful art work
- Technical skills and knowledge

**Pathways:** This unit leads towards VCE Studio Arts and VCE Visual Communication Design. It is a useful course for people interested in design or photographic careers either through apprenticeships, TAFE courses and University degree courses.

## *Digital Technologies*

The rapid developments in information and communications technology are having a major influence on virtually all aspects of society. Not only does Information Technology have the capacity to change how existing tasks and activities are undertaken, but it also creates new opportunities in work, study, recreation and in personal relationships. It is important that students learn to use information and communications technology and learn of its power, scope and limitations. Students need to become innovative in perceiving possible uses of information and

communications technology, and to orient themselves towards the future, with an awareness of the implications of the possible uses. The Digital Technology course will equip students with the skills to be able to make use of information and communications technology and make informed choices, at a personal level and within the workplace, on the future developments and directions in this exciting and challenging field. The main emphasis in these courses is on the rapidly developing areas of multimedia and application software. The students will learn to use a variety of industry-standard software and hardware to produce solutions to information and communications problems encountered by individuals and organisations.

Students will undertake a number of projects in the semester. Some of these projects will be research based, whereas others will require students to solve an information problem using the computer as a tool. Some projects will be done individually, whereas others will be done in teams.

The topics on offer in the Year 9 / 10 Digital Technologies Learning Area are:

- The Internet and Web Sites
- Computer Game Design
- Multimedia
- Software Development
- Advanced App Design
- Other topics as they develop.

### **Learning Outcomes**

The overall focus of the course is on:

- the information and communications technology used to process data into information.
- the processing and management of information to meet a range of purposes.
- the acquisition and application of knowledge and skills in using information and communications technology.
- responding to technological change.
- acquiring and applying knowledge of the characteristics of information and its management.
- developing a critical perspective in the use of information and communications technology in society.
- acquiring and applying skills, techniques and strategies to creatively and methodically solve problems requiring software solutions and/or system change.

**Pathways:** Prepares students for VCE Computing or VCE Media Studies

## **Wood Technology**

In this elective, students will select a project to design and make from a range of possible projects which will be suited to their age and experience level. The projects on offer to the students are designed to be fun to design and make and at the same time teach the students new designing and making skills and techniques. The students will be taught to use a range of materials, hand and power tools. Year 8 students will make a beautiful pen using the wood lathe, as an introduction to wood-turning. In the past, Year 9 students have made seating and storage type projects and the Year 8 students have made smaller designs such as gumball machines, games and small chairs. The students will be able to suggest project ideas of their own.

### **Learning Outcomes**

On completion of this unit the student should be able to demonstrate competency in:

- Safe workshop practices
- Some computer aided design drawings and or hand drawn technical drawing
- Accuracy and neatness in the measuring and setting-out a timber model and/or project
- The use of a variety of hand tools on timber.
- The use of hand and some power tools and equipment in the completion of a project
- The construction assembly and finishing of projects

- The understanding of adhesives, fixings, forces and joints in construction.
- Safe, basic practices using the wood lathe.

**Pathways:** Prepares students for VCE Product Design Technology as a VCE subject. It may be that you just like designing and making. This elective is ideal for anyone who may want to become a tradesperson, or anyone thinking of becoming an engineer, architect or designer, furniture designer etc.

## *Pre-VCE Wood Technology*

This course continues the development of skills acquired in other Design and Technology subjects, while providing the opportunity of designing and building with more complexity. It consolidates the importance of safe practices and the safe use of all tools and mechanised equipment in the Design and Technology workshop. Students will again have the chance to explore aspects of design and produce a timber model of their choice. The project will demonstrate the procedural competencies of building such as setting out, accurate dimensioning, understanding the properties of raw materials and how to produce appropriate joints and fixing techniques to complete a functional and aesthetically pleasing piece. Models students may choose in consultation with teachers include; a lamp, a bedside table, a portable chair, cabinets (tool/wall/standing), a tool box, wooden toys, a kennel, mirrors and picture frames, a portable table, a timber trolley, as well as storage vessels of a student's choice. Computer Aided Design and hand drawn technical drawing are also part of this course. While this course continues the development of skills learnt in Design and Technology previously, Carpentry is also suitable for less experienced woodworkers.

### **Learning Outcomes**

On completion of this unit, the student should be able to demonstrate competency in:

- The understanding of safe workshop practices
- The use of hand and hand held powered tools, as well as mechanised equipment
- Planned setting out and accurate dimensioning
- Designing, planning and building
- Finishing and evaluating
- Computer Aided Design and hand drawn technical drawing

**Pathways:** Prepares students for VCE Product Design Technology as a VCE subject. It may be that you just like designing and making. This elective is ideal for anyone who may want to become a tradesperson, or anyone thinking of becoming an engineer, architect or designer, furniture designer etc.

## *Technology Textiles – Design and Creation*

Students will view different styles of products and create their own, developing a distinctive and personal style. Students research their choice of products and research the development and advancement of the product. The students are required to produce at least one quality product throughout the semester focusing on correct processes and techniques. They will be working from their choice of design and are expected to individualise their work. Student are able to work in any medium of their choice to research, design, produce and evaluate the product. E.g. Redesign clothing/ furniture/ jewellery/ model homes/ new designs!!!!

### **Learning Outcomes**

On completion of this unit the student should be able to demonstrate competency in:

- Sustainability and future directions in the industry.
- Designers, trends and International standards.
- Developing skills and knowledge of new and innovative design.
- Designing, making and modification to create redesigned products for the future.
- Reflection and evaluation processes.

**Pathways:** This Unit prepares students for the Year 9/10 Product Design and Technology elective, VCE Design and Technology, VCE Studio Arts and VCE Visual Communication Design. It is a useful course for people interested in fashion and design or manufacturing careers either through apprenticeships and TAFE courses and University degree courses.

## ***Pre-VCE Product Design and Technology (Textiles)***

This course is designed directly towards students aiming to undertake the VCE subject. This pathway provides targeted preparatory experience for the respective pathway into Year 11 and Year 12. This course will provide you with the creative, practical and technical skills studies in the VCE. It will allow you to become "hands on" in all aspects of fashion designing. You will learn a range of design skills for the development of fashion concepts from research through to patternmaking, figure and size analysis, fitting, garment cutting and block construction, garment realisation and merchandising. The course focusses on the individuality of students, and allows you to explore your own creativity, and to draw on various design disciplines to develop your own signature style of Fashion and design.

A fashion and textiles course can lead to a number of job opportunities, from designing a line for a runway show to running stylish, dynamic displays as a visual merchandiser. Qualifications in fashion and textiles can lead to a job as a fashion designer, buyer, stylist, pattern maker, or wardrobe supervisor.

### **Learning Outcomes**

- Investigating and defining
- Design and development (conceptualisation)
- Planning and production
- Evaluation.

**Pathways:** A fashion and textiles course can lead to a number of job opportunities, from designing a line for a runway show to running stylish, dynamic displays as a visual merchandiser. Qualifications in fashion and textiles can lead to a job as a fashion designer, buyer, stylist, pattern maker, or wardrobe supervisor.

## ***Pre-VCE Studio Arts***

*This unit is designed directly towards students aiming to undertake the VCE subject. This pathway provide targeted preparatory experience for the respective pathway into Year 11 and Year 12.*

Explore a new world of creative expression by acquiring basic skills and techniques to draw, paint, design or sculpt. You'll be able to discover which visual language speaks best for you - fine art, design, or the many other forms of creative expression. This course is made up of selected units from the VCE and offers students an opportunity to experience a light and enjoyable introduction to VCE art studies. Develop your skills across varied art mediums and the arts business including Drawing, Painting, Printmaking, Sculpture, Jewellery, Photo digital imaging, Researching and analysing art history and theory along with appropriate OH & S.

### **Learning Outcomes**

- an exploration proposal
- a work plan
- a visual diary
- art forms
- potential directions
- presentation of final artwork/s.

**Pathways:** This unit leads towards VCE Studio Arts. It is a useful course for people interested in art/design or photographic careers either through apprenticeships, TAFE courses and University degree courses.

# Science

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## *Robotics (May be taken twice)*

This module is designed to introduce the students to the world of Robotics through the use of *LEGO DACTA ROBOLAB* package which utilizes icon oriented program software to program the *LEGO RCX* microcomputer. This involves the use of computers to control the movements and functions of different robotic models via different input and output devices.

### **Learning Outcomes**

Students will be working individually or in groups to plan, construct, test and redesign robots that can complete a variety of tasks (as set by the teacher or the students). Each of the robots will be matched against those designed by the other groups.

On completion of this unit students will:

- Communicate and collaborate with each other.
- Plan, organise and execute a task within a deadline.
- Extend their programming and higher order thinking skills.
- Apply their own creativity and ingenuity in solving a problem.
- Participate in a friendly, competitive event.

**Pathways:** This will give the students a practical learning environment for what they have already learnt in Science. It is also a brief insight into the world of Robotics which they can build on in further studies at a Tertiary level, if they decide to have this as a career path. This elective will provide valuable skills and knowledge for VCE Physics.

## *Get Psyched*

In this elective students will investigate and gain an understanding of what makes us individuals. Students will discuss theories of moral, emotional and cognitive development and debate about the impact of nature and nurture on human development. Students will examine what factors influence a person's attitudes and value structures and why some people choose to behave in pro or anti-social ways. Students will also investigate the merit of sports psychology and concepts such as intelligence and personality. This unit will involve practical investigations and psychological research. Students will gain skills in research methods and investigate the role of ethics in scientific studies. The Nervous system, with an emphasis on the anatomy and functions of the Human brain will be studied.

### **Learning Outcomes**

On completion of this unit the student should be able to:

- the difference between a science and a pseudoscience
- Explain theories of attitude formation.
- Recognise factors that influence all aspects of psychological development including learning and child development.
- Understand the impact of social pressures on individual behaviour.
- Explain various fields of psychology such as sports, educational and counselling psychology.
- Recognise the importance of mental health and wellbeing strategies and services.
- Recognise the work of famous psychologists and how their work has influenced the study of psychology.
- Learn the anatomy and functions of the nervous system.



**Pathways:** This elective will provide valuable skills and knowledge for VCE Psychology and Health and Human Development. The elective is relevant to careers in Psychology, Science, Welfare, Education and Health Fields.

## ***Let's Experiment! (Experimental Science)***

*This elective is designed to be a multidisciplinary science subject, allowing each student's natural curiosity to be stimulated depending upon their individual passions and interests as well as teaching key laboratory techniques and science methodology.*

*Students will look in detail how different types of scientific investigations are carried out and these skills will be taught using a variety of scientific experiments and field work. Questions, variables, predictions, results and conclusions will be formulated and understood. Each experiment that is studied by the class will provide the context for students to learn key concepts from the disciplines of Biology, Chemistry, Physics, and the Earth Sciences.*

*Most excitingly students will have the opportunity to apply their knowledge and skills to the design and carry out practical investigations of their choice. A key focus will be encouraging and providing opportunities for students to inquire scientifically. Students will develop ways to apply a methodology to turn their own questions into knowledge and investigations. Key life skills such as perseverance, problem-solving, and researching will also be fostered and developed as students complete a combination of both teacher-directed and self-directed learning.*

### **Learning Outcomes**

On completion of this unit the student should be able to:

- Design questions that can be investigated using a range of inquiry skills.
- Design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety.
- Analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence.
- Evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.
- Develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation.
- They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data.
- When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty.
- Evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited.
- Construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.

**Pathways:** This elective provides a pathway to VCE Biology, VCE Chemistry and VCE Physics. Students who are interested in careers in Marine Biology; Zoology; Natural Resource Management (e.g. Park Ranger or Fisheries Officer); Maritime Safety, Navigation and Engineering; or Commercial Fishing will benefit from studying this elective.

# Marine Biology

Portland's coastline and oceans are a marine wonderland – so what better place to study marine science!

Marine science is the study of the ocean, its ecosystems and its life forms as well as the study of coastal environments, oceanic currents and the sea floor. Learn how the amazing creatures on the shoreline and in rock pools survive; why whales and tuna visit our shores; the importance of ocean currents to Portland's fishing industry; how the spectacular coastal areas around Portland and the Great Ocean Road are formed; why do so many fish live on reefs; why do we get such great waves at Yellow Rock and Crumpets? How Fawthrop Lagoon works as a thriving ecosystem. And do it all through practical activities and fieldwork in our local environment.

Topics covered include: classification, food webs, fish anatomy, commercial and recreational fishing, erosion, wave formation, surf spots, the intertidal zone, marine conservation, introduced species, aquaculture, marine mammals and the upwelling.

## Learning Outcomes

On completion of this unit the student should be able to:

- Understand the terms and concepts related to studying marine and coastal ecosystems
- Explain the different ways scientists monitor the health of the marine and coastal environment
- Describe different parts of the marine environment from data collected in the field
- Analyse monitoring data and write basic field reports
- Understand the interactions between organisms such as predator/prey, parasites, competitors, pollinators and disease
- Describe factors that affect population sizes such as seasonal changes, destruction of habitats, introduced species
- Explain how energy flows into and out of an ecosystem via the pathways of food webs, and how it must be replaced to maintain the sustainability of the system
- Understand how ecosystems change.
- Conduct laboratory experiments including dissections and write experimental reports

**Pathways:** This elective provides a pathway to VCE Biology, Environmental Science and Geography. Students who are interested in careers in Marine Biology; Zoology; Natural Resource Management (e.g. Park Ranger or Fisheries Officer); Maritime Safety, Navigation and Engineering; or Commercial Fishing will benefit from studying this elective.

# Electronics

This elective is designed to extend the student's knowledge of electronics. Students will learn about different electrical components and the construction of circuits. Students will design and build projects which will develop skills in the use of electronic test equipment, circuit interpretation, circuit board production, soldering, component identification and create electronic circuit diagrams.

Projects - These projects are based on the "Funway into Electronics" series produced by Dick Smith Electronics. They require students to solder components into a circuit and students have been permitted to take completed projects home. Some examples of projects are a water indicator, a MORSE code communicator and a Music Maker.

## Learning Outcomes

- Students will become familiar with electronic components and their functions.
- They will develop skills in constructing simple Electronic circuits and eventually construct complex circuits.

**Pathways:** This elective will provide valuable skills and knowledge for VCE Physics. The elective is relevant to careers in Science, Engineering and Electrical trades.

## ***Pre-VCE Biology: Control, Coordination, Genetics and Evolution***

You are a multicellular organism made up of a number of body systems that work together to keep you alive. Your body systems are made up of organs, which are made up of particular types of cells. Your cells communicate with each other using electrical impulses and chemicals such as neurotransmitters and hormones. The coordination of this communication is essential so that the requirements of your cells are met and a stable internal environment is maintained.

Important chemical reactions occur in living things, photosynthesis and cellular respiration are two of these important processes that convert the sun in plants and food in animals to an energy needed to fuel our cells.

The characteristics of living things are determined by both the genetic information that they contain and the environment in which they live. New technologies have harnessed genetic machinery in order to change or create new organisms. What are the implications of manipulating the raw material of life?

### **Learning Outcomes:**

- Describe how the requirements for life are provided through the coordinated function of body systems
- Explain how body systems work together to maintain a functioning body ( homeostasis)
- Understand the stimulus response model - nervous and endocrine systems
- Understand why chemical reactions are important in living things.
- Describe the role of DNA as the blueprint for controlling the characteristics of organisms
- Use models and diagrams to represent the relationship between DNA, genes and chromosomes
- Describe and compare the two types of nuclear division : mitosis and meiosis
- Predict the outcomes of crosses involving dominant/recessive inheritance and partial/incomplete inheritance
- Explain sex chromosomes and sex-linked inheritance
- Analyse pedigrees for genetic traits across generations
- Discuss issues arising from advances in genetic technology.
- Define broad principles of natural selection as a mechanism for evolution.
- Evaluate evidence for evolution used to draw conclusions about origins of life and possible errors.
- Propose explanations for the evolution of Australia's indigenous flora and fauna.
- Distinguish between natural and artificial selection.
- Explain how species diversify and new species arise.

**Pathways:** This elective provides a pathway to VCE Biology and VCE Psychology.

## ***Pre-VCE Chemistry: Inside the Atom and Chemical Reactions***

Imagine something so small that you can't see it, even with the most powerful microscope. The quest to find out what was inside the atom is one of the great detective stories of all time. Every single living thing on Earth depends on chemical reactions. So what are they, how do we know they occur and how can they be sped up or slowed down?.

Millions of chemicals can be written using the approximately 118 symbols of the elements. The symbols of the elements in the periodic table are the chemists' alphabet. These formulae are used to write equations that show how the atoms in the reactants are rearranged to form products in a chemical reaction.

## Learning Outcomes:

- Describe and model the structure of atoms in terms of the nucleus, protons, neutrons and electrons
- Compare the mass and charge of protons, neutrons and electrons
- Describe in simple terms how alpha and beta particles and gamma radiation are released from unstable atoms
- Recognizing that elements in the same group of the periodic table have similar properties
- Describing the structure of atoms in terms of electron shells
- Explaining how the electronic structure of an atom determines its position in the periodic table and its properties
- Investigating the chemical activity of metals
- Identify reactants and products in chemical reactions
- Model chemical reactions in terms of rearrangement of atoms
- Describe observed reactions using word equations
- Recognise that the conservation of mass in a chemical reaction can be demonstrated by simple chemical equations
- Investigate reactions of acids with metals, bases and carbonates
- Investigate a range of different reactions to classify them as exothermic or endothermic
- Recognise the role of oxygen in combustion reactions and comparing combustion with other oxidation reactions
- Describe how the numbers of atoms of each element do not change during a chemical reaction and so mass is conserved
- Express chemical changes by balanced equations that show the number of atoms of each element is conserved
- Classify chemical reactions according to the type of changes that take place as reactants are converted to products
- Describe chemical reactions according to the energy changes
- Evaluate the rate of reactions and methods that affect reaction rates.
- Learn scientific skills required to complete experiments in VCE Chemistry.
- Investigate the different types of materials (metals, ionic compounds, molecules and polymers) and how they relate to bonding between atoms/molecules and intermolecular bonding and how this bonding relates to the physical and chemical properties of substances.

**Pathways:** This elective provides a pathway to VCE Chemistry.

## *Pre-VCE Physics: Motion, Astronomy and Electricity*

The thrill of the rollercoaster ride allows you to experience sudden changes in motion. When the car suddenly falls, you seem to get left behind just for a while. When you reach the bottom of the track and the car rises, your stomach seems to sink. And when you round a bend, your body seems to be flung sideways. Such a ride raises many questions about the way in which forces affect motion and energy.

During an electrical storm, lightning flashes brightly. For less than a second the sky lights up as if it were the middle of the day. A short time later there is a huge crash of thunder. It's a spectacular sound and light show that all starts with electrical energy and heat. Lightning is a giant spark moving between clouds and the ground or between different clouds. The flash of lightning heats the air to temperature of 30 000 °C. The hot air expands, its particles crashing into the surrounding cold air particles. Thunder is a noise created by the crashing particles.

On a cloudless night, a pattern of stars, galaxies and clouds of gas appears to spin above our heads. Yet against the backdrop, changes are taking place – often hard to see and sometimes spectacular, but always raising questions in our minds about the past and the future.

## Learning Outcomes

- Explain the difference between speed and velocity
- Describe relationships between different factors of motion
- Use graphical representations to represent relationships
- Describe Newton's Laws
- Explain the concept of momentum and apply it to collisions
- Describe the forms of energy and their transformations
- Explore how and why the movement of energy varies according to the medium through which it is transferred
- Discuss the wave and particle models and how they are useful for understanding aspects of phenomena
- Investigate the transfer of heat in terms of convection, conduction and radiation, and identifying situations in which each occurs
- Understand processes underlying convection and conduction in terms of the particle model
- Investigate factors that affect the transfer of energy through an electric circuit

**Pathways:** This elective provides a pathway to VCE Physics.

## *Survival of the Fittest*

Living organisms are faced with many challenges in their different environments. How they respond is both interesting and complex. This elective looks at how organisms fight against disease, how they adapt to environmental pressures and how they can be taught by other organisms. These responses allow organisms to not only survive, but too often thrive in our every changing environment. If you are interested in a career in medicine or animal sciences, this elective will allow you to begin investigating and understanding how surviving as an organism really means being the "fittest".

## Learning Outcomes

Students will develop a thorough knowledge of;

- Blood
- Disease
- Medical and Biomedical careers
- Animal Adaptations – structural, behavioral and physiological
- Learning – animal training and behaviors.
- Careers in animal sciences - veterinary science, zoology, psychology

**Pathways:** This elective provides a pathway to VCE Psychology and Biology

# Visual and Performing Arts

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Within the Visual Arts Electives students can elect to take the same unit in both semesters. Students work with the teacher to develop individualised learning plans.

## *Digital Photography*

This elective will include inspirational artist worksheets, traditional techniques and innovative computer skills. The students will trial new techniques and ideas, producing a folio of work. Students will be introduced to the basic technology necessary for the production of their art work, how to look at and critique photography, photographic vocabulary, using tools such as framing, composition, "rule of thirds", light, texture, pattern, lines, symmetry, depth of field, distance, perspective, culture, space, balance, colour and black and white photography, and be introduced to many works by well-known photographers. Students will be expected to demonstrate an ability to use the tools competently in the production of their art work, however, the production and analysis of expressive and thoughtful art work is the main objective of the course.

## Learning Outcomes

On completion of this unit the student should be able to demonstrate competency in:

- using tools competently in the production of their art work
- the production and analysis of expressive and thoughtful art work
- Technical skills and knowledge

**Pathways:** This unit leads towards VCE Studio Arts and VCE Visual Communication Design. It is a useful course for people interested in design or photographic careers either through apprenticeships and TAFE courses and University degree courses.

## Performing Arts

Students will work to develop their creative skills through the fusion of Drama, Dance and Music. The unit will focus on the student's ability to create, and develop creative performances. The students study movement techniques, theatrical conventions and stagecraft. Students will create and use music to enhance performance. Students will development dramatic techniques, learn non-naturalistic techniques, use improvisation to explore character, understand and demonstrate their understanding of stagecraft and how you can use it. Each unit will culminate in a performance which will demonstrate the skills students have developed while working together.

## Learning Outcomes

On completion of this unit the student should be able to demonstrate competency in:

- Understanding character and how to use it in a performance.
- Understanding Laban and how to use it in a performance
- Performing theatre using the elements of music, dance, drama and stagecraft.
- Understand and demonstrate the use of performing arts language.

**Pathways:** This elective will provide the necessary skills and knowledge for VCE Drama and Theatre Studies. This elective is a pathway for careers in the arts, design, performance and theatre production.

## Exploring Theatre

Students will work to develop their knowledge of play building, characterization, sound and lighting. The semester will culminate in a performance which will demonstrate the skills students have developed while working together. Students will study a number of playwrights and look in depth at alternative ways of staging their works. Through studying these texts and themes, students will apply character development techniques, learn non-naturalistic techniques, use improvisation to explore contexts, understand the need for effective stagecraft to enhance performance and engage in staging a show.

## Learning Outcomes

On completion of this unit the student should be able to demonstrate competency in:

- Understanding playwrights and the theatrical conventions.
- Performing theatre using theatrical conventions and dramatic elements.
- All elements of the theatre including set design, costume design, lighting and more.

**Pathways:** This elective will provide the necessary skills and knowledge for VCE Drama and Theatre Studies. This elective is a pathway for careers in the arts, design, performance and theatre production.

## Pre-VCE Music

Students who have experience playing a musical instrument or singing will undertake this preparatory unit. They will learn how to develop a repertoire of works for performance studying strategies for overcoming nerves, understanding venues and working effectively with an

audience. Students will build on their knowledge of scales and techniques required for their instrument/voice. They will develop their musicianship through the study of musical theory and aural activities.

### **Learning Outcomes**

On completion of this unit the student should be able to demonstrate competency in:

- performing a range of pieces on their instrument/voice as a soloist and in a group
- aural and written musicianship skills
- analysing musical works to inform performance practice

**Pathways:** This elective will provide the necessary skills and knowledge for VCE Music Performance. This elective is a pathway for careers in the music performance and music teaching.

## *Visual Design*

Students use skills, techniques, processes, materials and technologies to plan and create Visual Art and Design. They reflect upon and refine their work and display the visuals for different target audiences. Students recognise the interrelationship between practices and viewpoints. They research and analyse practices and viewpoints. They use Visual Art and Design language to describe and justify their understanding of their own and others' practices.

**Practices:** The ways artists, architects, designers, craftspeople, critics and historians respond, represent, create and communicate. This includes the knowledge, understanding and skills associated with the techniques, materials, technologies and processes of two-dimensional (2D), three-dimensional (3D) and four-dimensional (4D) forms, shapes, images, objects, spaces, environments and experiences.

**Viewpoints:** The knowledge and understanding that come from exploring ideas and beliefs and are informed by material, cultural, social, historical, virtual, spatial, temporal and environmental experiences. This includes the critical, theoretical, emotional and intuitive responses that arise when making and responding.

### **Learning Outcomes**

- deconstructing concrete and abstract visual Art and Design concepts
- exploring the ways artists, craft practitioners and designers employ symbols and metaphors to tell stories
- respecting cultural practices and ethical responsibilities
- analysing how genres, conventions and technologies shape art, craft, design and architecture in historical and contemporary cultural contexts
- explaining how visual arts works reflect values of care, respect and responsibility towards others and the environment

**Pathways:** Leads to VCE Visual Communication Design or VCE Studio Arts

## *The Visual Artist*

Students engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of a portfolio of quality works. Students apply media, techniques, and processes with sufficient skill to communicate intended meaning. They create abstract and realistic artworks exploring drawing, painting, printmaking and sculpture. Students use a variety of materials such as pencil, dry and oil pastels, charcoal, pen and ink, watercolor, oil, acrylics, ceramics, plaster and wire as well as the associated techniques. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art.

### **Learning Outcomes**

On completion of this unit the student should be able to demonstrate competency in:

- Analysis of existing artworks.
- Creation of exhibition quality final pieces.

**Pathways:** This unit will prepare students for VCE Studio Arts, VCE Visual Communication Design and VCE Design and Technology. It is a useful course for students interested in design or visual arts careers either through apprenticeships and TAFE courses and University degree courses.

## ***Visual Communication Design (May be taken twice)***

Students will apply technical and practical applications to design and create effective visual communication. They will be introduced to the fundamental elements and principles of design, learning how to brainstorm ideas and develop a concept and analyse and interpret a brief. Students will be introduced to the techniques of design fundamentals, learning how to produce drawings for communicating and presenting a concept visually and developing drawing skills from observation of the world around them. Students will explore a variety of materials and techniques.

### **Learning Outcomes**

On completion of this unit the student should be able to demonstrate competency: while working in the fields of:

- Environmental, Industrial and Communication Design
- Digital imaging
- A range of methods such as;
- Illustration
- Painting
- Photography
- Printmaking and Technical Drawing

**Pathways:** This unit prepares students for VCE Visual Communication Design, VCE Design and Technology and VCE Studio Arts. It is a useful course for people interested in design or manufacturing careers either through apprenticeships and TAFE courses and University degree courses.



# Victorian Certificate of Education (VCE) & Victorian Certificate of Applied Learning (VCAL)

UNIT 1 AND 2	UNIT 3 AND 4
<p>Biology Business Management Chemistry Computing Drama English Food Studies General Mathematics Geography Health and Human Development History 20<sup>th</sup> Century Japanese Legal Studies Literature Mathematics Methods Music Performance Physical Education Physics Psychology PDT – Wood PDT – Textiles Specialist Mathematics Studio Art Theatre Studies Visual Communication Design</p> <p><b>VCAL SUBJECTS</b> (Intermediate) Literacy Numeracy Personal Development Work Skills <b>Access to VET courses through TAFE</b></p>	<p>Biology Business Management Chemistry Computing Drama English Food Studies Further Maths Geography Health and Human Development History: Revolutions Japanese Legal Studies Literature Mathematics Methods Music Performance Physical Education Physics Psychology Specialist Mathematics PDT – Wood PDT– Textiles Studio Art Theatre Studies Visual Communication Design</p> <p><b>VCAL SUBJECTS</b> (Senior) Literacy Numeracy Personal Development Work Skills <b>Access to VET courses through TAFE</b></p>

# Vocational Education & Training (VETiS)

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In partnership with South West TAFE Bayview College students are able to access the following VETiS offerings in 2017. This will be subject to student interest. They will all run on Thursday afternoon between 1.00 – 5.00pm with the exception of second year hairdressing that runs from 9.00am – 3.30pm. VETiS is available to choose as an elective from Year 10. This is a great option for students choosing to do VCE but not doing an early VCE subject (Accelerated VCE) because the VETiS subject acts as their 6<sup>th</sup> VCE subject and will be finished before entering Year 12.

## **Portland Campus**

Certificate II in Engineering Studies

Certificate III in Allied Health Assistance (off campus mode)

## **Warrnambool Campus**

Certificate II in Community Services Work (second year Cert 3 in Community Services – partial)

Certificate II in Retail Cosmetics (with second year option Cert 3 in Beauty)

Certificate II in Automotive

VCE VET Certificate II in Building Construction (Partial completion)

Certificate II in Salon Assistant

VCE VET Electrical Industry

Certificate II in Engineering Studies

Certificate II in Hospitality (with second year Certificate II in Kitchen Operations)

Certificate III in Interactive Digital Media (Partial)

Certificate II in Electrotechnology – Electrician (Partial completion)

# Distance Education

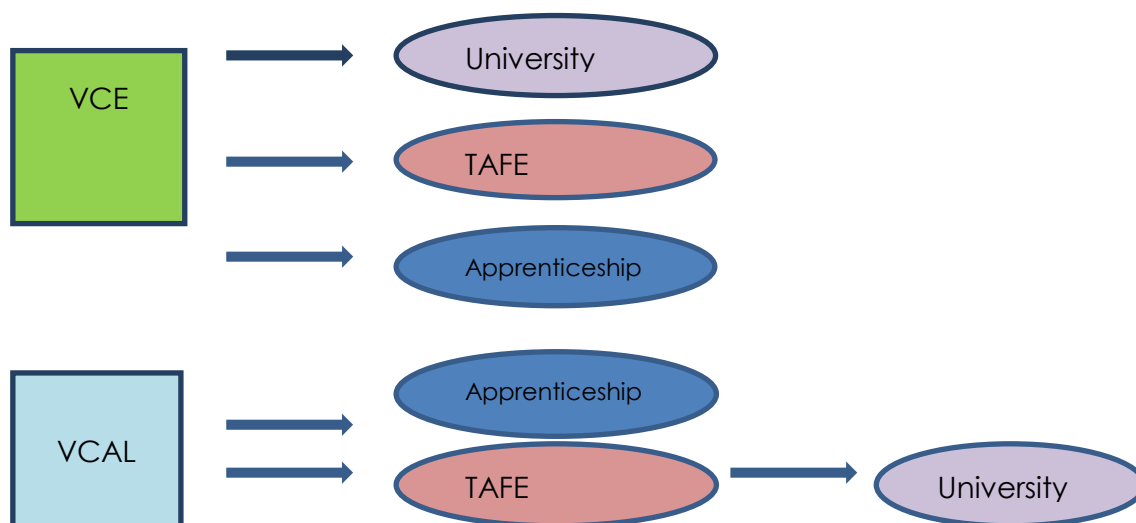
Bayview College provides a breadth of subjects at VCE for students to study and will support students individual subject choice by partnering with other institutions to allow all students to access subjects of their choice. Students who have clashes with subjects or wish to enrol in a subject that is not running at Bayview may select a Distance Education Centre Victoria (DECV) subject. Students enrolling in Distance Education will require approval from the school. Students should understand that studying a subject by distance education requires self discipline, motivation and an ability to work independently. Students will be supervised for their Distance Education classes and are required to sign in for all classes. Student progress will be monitored by the relevant Coordinator and students may need to attend additional classes in Melbourne at their own cost. Students are required to contact and communicate with their Distance Education teacher on a regular basis, (at least weekly), and are primarily responsible for their own learning. Details on Distance Education Victoria including expectations, enrolment information and sample courses are available on the website [www.distance.vic.edu.au](http://www.distance.vic.edu.au). All students enrolling at the DECV require regular and reliable access to the internet.

## Subjects Offered By Distance Education Centre Victoria

UNIT 1 AND 2	UNIT 3 AND 4
Accounting	Accounting
Art	Algorithmics
Biology	Australian politics
Business Management	Biology
Chemistry	Business Management
Computing	Chemistry
Dance	Classical studies
Economics	Computing: Informatics
Foundation English	Computing: Software Development
Geography	Dance
Health and Human Development	Economics
History: Global Empires	English as an Additional Language
Legal Studies	English Language
Literature	Extended Investigation
Mathematics: Foundation	Geography
Mathematics: General	Global politics
Mathematics: Mathematical Methods	Health and Human Development
Mathematics: Specialist	History: Australian History
Media	History: Revolutions
Music Style and Composition	Legal Studies
Philosophy	Literature
Physics	Mathematics: Further
Product Design and Technology	Mathematics: Mathematical Methods
Psychology	Mathematics: Specialist
Visual Communication and Design	Media
	Music Style and Composition
	Philosophy
	Physical Education
	Physics
	Product Design and Technology
	Psychology
	Visual Communication and Design

## Pathway Planning

It is essential that students select subjects that will allow them to enter their desired field of interest. Many University Courses have pre-requisite subjects that must be completed at year 11 and 12 in order to be considered for the course. Students should research the areas of interest by visiting web sites such as [www.myuniversity.gov.au](http://www.myuniversity.gov.au) or [www.vtac.edu.au](http://www.vtac.edu.au)



Below are some subjects that students should **consider at Year 11 for particular fields**

### Health Science/ Nursing

- Health and Human Development
- Mathematics (either)
- Biology/ Chemistry
- Physical Education

### Sport Science

- Physical Education
- Biology/ Health and Human Development

### Visual Arts

- Studio Art
- Visual Communication Design
- Product Design and Technology

### Business/ Economics/ Accounting

- Business Management
- Legal Studies

### Apprenticeships- electrical, building, chef, plumbing etc.

#### VCAL

- School based work placement in chosen field or school based apprenticeship
- VET Certificate (e.g. Cert II Building and Construction, Cert II in Hospitality)

### Engineering

- Mathematics (Methods)
- Physics / Chemistry
- Design Technology/ Visual Communication Design

### Medicine/ Physiotherapy/Dentistry

- Mathematics (Methods)
- Chemistry
- Biology/ Physics

### Arts

- History/ Geography
- Literature
- LOTE

#### VCE

- Product Design and Technology (Building)
- Mathematics
- Physics (Electrical)
- Business management

## Summary of the VCE Course

The VCE is a two year course based on units in different studies leading to the award of the Victorian Certificate of Education. The VCE is governed by the rules and regulations prescribed by the Victorian Curriculum and Assessment Authority (VCAA).

Unit descriptions for all VCE studies offered at Bayview College can be found in the second section of this information booklet and on the VCAA website

**Units 1 and 2** are usually taken in Year 11 but can also be taken in Year 10 or Year 12. They are assessed within the school and the result of **(S)** Satisfactory or **(N)** Not Satisfactory is reported to the Victorian Curriculum and Assessment Authority (VCAA).

**Units 3 and 4** are usually taken at Year 12 as they are substantially more difficult than Units 1 and 2. Satisfactory or Not Satisfactory completion of a unit is assessed within the school and the result **(S)** or **(N)** is reported to VCAA. Unit 3 and 4 must be taken as a sequence or pair. Units 3 and 4 have externally set and assessed formal examinations.

### **Assessment**

Satisfactory completion of a unit is based on demonstrated achievement of the outcomes specific for that unit.

The standard of achievement in Units 1 & 2 is determined by the teachers of each unit. It is not reported to VCAA but is reported to parents and students by the school at the usual reporting times.

The standard of achievement in Unit 3 & 4 is determined by assessment tasks spread across Unit 3 and Unit 4. These tasks are set by VCAA - some are assessed by the unit teachers and some are assessed by VCAA. Results of each task are based on the grades A+ to E and UG (Ungraded - low standard) or NA (Not Assessed - not attempted). These grades are reported to parents and students by VCAA at the end of the year.

### **Successful Completion of the Victorian Certificate of Education**

To graduate with the Victorian Certificate of Education students must satisfactorily complete

- at least 16 units over two years
- these must include:
  1. three units from the English group (English, Literature)
  2. at least three pairs of Units 3 and 4 other than English

Students must satisfactorily complete all the outcomes in a Unit to gain Satisfactory Completion. Failure to complete even one outcome means a student will not be deemed to have satisfactorily completed the unit.

Students must also have at least an 80% attendance in subjects to pass. If, for any valid reason, a student is unable to complete an outcome by the due date, he or she may apply (in writing) to the VCE Coordinator for an extension of time, provided that the application is submitted before the due date.

### **The General Achievement Test - GAT**

All students studying any level 3 and 4 units are required by VCAA to sit the General Achievement Test. The GAT is a test of general skills, rather than specific knowledge, and covers the areas of Written Expression, Humanities/Arts/Social Sciences and Mathematics/Science/Technology. It is used in conjunction with other Unit 3 and 4 assessment tasks, including examinations to assist in ensuring a fair and equitable subject study score.

### **Advice on Entry to Tertiary Courses**

Entry into most, but not all tertiary courses is coordinated by the Victorian Tertiary Admissions Centre (VTAC). During August Year 12 students are able to apply through VTAC for up to twelve tertiary courses, in order of preference, into which they wish to gain entry in the following year.

As students do not always get their first or second preference, as course places are limited, students must carefully consider a number of possible course and career options. Careful consideration of future career paths and possible courses should be part of the decision process when choosing Year 11 and 12 units.

Selection into Tertiary Courses is based on either the ATAR (Australian Tertiary Admission Rank)  
AND/OR - an interview  
AND/OR - submission of a folio of student work  
AND/OR - completion of an application form

**Calculation of the ATAR** tends to be complicated but is based on the sum of the Study Scores (Relative Position) achieved on assessment tasks in:

- English 3 & 4
- the best three other Unit 3 & 4 studies
- Plus 10% of those received in a fifth (or sixth study) Unit 3 & 4 study.

Any units in which N (Not Satisfactorily Completed) is obtained will not be used for score calculation.

The ATAR will provide an overall percentile **ranking**, calculated in steps of 0.05, reflecting the **comparative performance** of each applicant against all other competing applicants in a given year. The highest rank will be 99.95.

The ATAR is calculated by VTAC and conveyed to those people who are selecting students for courses. These course selection officers then choose students with the highest scores from a list of those students seeking entry to their courses.

For applicants whose ATAR's for a particular course are 'borderline', some other factors may be taken into consideration. For example, the Selection Officer may look more closely at how an applicant performed on the examinations as opposed to the school assessed tasks. For some courses a 'bonus' is awarded for completion of particular subjects. This process is known as Middle-band selection.

Interviews, if required, are usually conducted to determine the aptitude of a student for a particular course. Work Experience completed in a relevant area often is a useful background for these interviews. Folios of student work are usually required for most Art and Design courses.

### **Minimum Entrance Requirements**

To be eligible for entry into a Tertiary Institution, students will need to:

- satisfactorily complete the VCE
- demonstrate achievement in the outcomes for English/Literature Units 3 and 4
- Complete pre-requisite subjects

Most tertiary courses specify that certain prerequisite studies must be satisfactorily completed before a student will be considered for the course. These prerequisite studies are usually at the Unit 3 and 4 levels and may require a minimum grade average.

## VCAL General Information

### The VCAL Program

The Victorian Certificate for Applied Learning (VCAL) gives students in Years 11 and 12 the chance to choose the qualification option that best suits their interests. Just like the VCE, the VCAL is an accredited senior secondary school qualification. Unlike the VCE, which is widely used by students as a pathway to university, students who do the VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or going straight into the workplace after completing Year 11 or 12.

VCAL learning programs focus on "applied" learning, aiming to give students "hands-on" practical work-related skills and experience that are important for further education, training and employment.

### Pathways from VCAL

Successful completion of VCAL will allow students to continue into employment, VET courses, apprenticeships or traineeships, further School Study, or higher level VCAL.

### VCAL Requirements

For a VCAL certificate, students must complete:

- 10 credits.  
A credit equals one VCE or VCE/VET unit, or 100 nominal hours of VET or Further Education delivery.
- A minimum of 2 VCAL units
- At least 1 credit from each strand
- At least 1 credit each of Literacy and Numeracy
- 8 credits at least must be at the certificate award level, including 1 Literacy and 1 VCAL Personal Development Skill Unit.
- Include VET in the Industry Specific Skills Strand for Intermediate and Senior levels.

### VCAL Certificates

After students have successfully completed the VCAL requirements they will get:

- A VCAL Certificate for Foundation, **Intermediate or Senior level**. The certificate selected depends on the overall level of the subjects and is part of the course counseling process.
- A statement of results listing all VCE, VCAL and VCE/VET units completed.
- Statements of Attainment for VET and Further Education courses completed.

### Sources of Information

It is critical that students investigate fully all possible options and have a full understanding of the requirements of VCAL, VCE and VET. Visiting the following web sites is recommended and read the information provided by Bayview College.

### Web Sites

#### VCE

- its structure
- specific course information
- guidelines and expectations
- assessment- including past examinations for unit 3 and 4 subjects
- the GAT

[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) and follow the links to VCE

#### VCAL

- its structure
- specific course information
- guidelines and expectations

[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) and follow links to VCAL

- VET and TAFE courses available in the South West: [www.swtafe.vic.edu.au/vetis/](http://www.swtafe.vic.edu.au/vetis/)
- For information on VET accredited courses in Australia: [www.myfuture.edu.au](http://www.myfuture.edu.au)
- Tertiary courses: [www.vtac.edu.au/](http://www.vtac.edu.au/)
- Options available when you finish school:
  - [www.year12whatnext.gov.au](http://www.year12whatnext.gov.au)
  - [www.goingtouni.gov.au](http://www.goingtouni.gov.au)
  - [www.myuniversity.gov.au](http://www.myuniversity.gov.au)
- On different occupations and the training they require: [www.jobguide.deewr.gov.au](http://www.jobguide.deewr.gov.au)
- For information on apprenticeships: [www.australia.gov.au/australianapprenticeships](http://www.australia.gov.au/australianapprenticeships)
- Volunteering: [www.volunteerssearch.gov.au](http://www.volunteerssearch.gov.au)
- Work options: [www.jobjuice.gov.au](http://www.jobjuice.gov.au)

### Read the following documents:

- Job Guide
- VTAC Guide to Tertiary Courses
- VTAC Tertiary Entrance Requirements (i.e. VICTER 2017/2018)
- VTAC Course link (available on [www.vtac.edu.au](http://www.vtac.edu.au))

### Talk to:

- Careers teacher
- WESTVIC Employment
- Year level co-ordination
- Subject teachers
- Biology

### Aims

This study enables students to:

- develop knowledge and understanding of key biological models, theories and concepts, from the cell to the whole organism
- examine the interconnectedness of organisms, their relationship to their environmental context, and the consequences of biological change over time including the impact of human endeavours on the biological processes of species and more broadly to:
- understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences
- develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory
- develop an informed perspective on contemporary science-based issues of local and global significance
- apply their scientific understanding to familiar and unfamiliar situations, including personal, social, environmental and technological contexts
- develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions
- understand and apply the research, ethical and safety principles that govern the study and practice of the discipline in the collection, analysis, critical evaluation and reporting of data
- communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.



### **Unit 1: How do living things stay alive?**

In this unit students explain what is needed by an organism to stay alive. They are introduced to some of the challenges for organisms in sustaining life. Students examine the cell as the structural and functional unit of life and the requirements for sustaining cellular processes in terms of inputs and outputs. Types of adaptations that enhance the organism's survival in a particular environment are analysed, and the role that homeostatic mechanisms play in maintaining the internal environment is studied. Students consider how the planet's biodiversity is classified and investigate the factors that affect population growth.

#### **Areas of Study**

1. How do organisms function?
2. How do living systems sustain life?
3. Practical Investigation

### **Unit 2: How is continuity of life maintained?**

In this unit students focus on asexual and sexual cell reproduction and the transmission of biological information from generation to generation. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They consider the role of genetic knowledge in decision-making about the inheritance of various genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

#### **Areas of Study**

1. How does reproduction maintain continuity of life?
2. How is inheritance explained?
3. Investigation of an issue?

### **Unit 3: How do cells maintain life?**

In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules.

#### **Areas of Study**

1. How do cellular processes work?
2. How do cells communicate?

### **Unit 4: How does life change and respond to challenges over time?**

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species.

#### **Areas of Study**

1. How are species related?
2. How do humans impact on biological processes?
3. Practical Investigation

## Assessment and Reporting

Units 1 and 2 will be assessed internally on course work and end-of-semester exams

Units 3 and 4 In Biology school-assessed course work, and an end-of-year examination will determine the student's level of achievement. Percentage contributions to the final assessment are as follows:

Unit 3 school assessed course work: 20%

Unit 4 school-assessed course work: 20%

Units 3 and 4 examinations: 60%

# Business Management

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## Aims

This study is designed to enable students to:

- Acquire knowledge of the ways in which businesses are managed
- Develop an understanding of management and the concepts and relationships on which it is built
- Examine the role and functions of management across a range of contexts;
- Explore the operation of management in practice
- Acquire knowledge of the skills required in management
- Examine the values and assumptions underlying business management practice and theory

## Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

### Areas of Study

1. Then Business Idea
2. External Environment
3. Internal Environment

## Unit 2: Establishing a business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of nancial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satis ed to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staf ng and nancial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

### Areas of Study

1. Legal requirements and financial considerations
2. Marketing a business
3. Staff a business

## Unit 3: Managing a business

In this unit students explore the key processes and issues concerned with managing a business ef ciently and effectively to achieve the business objectives. Students examine the different types of

businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

### **Areas of Study**

1. Business Foundations
2. Managing employees
3. Operations management

### **Unit 4: Transforming a business**

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

### **Areas of Study**

1. Reviewing performance – the need for change
2. Implementing change

### **Assessment and Reporting**

Units 3 and 4: School-assessed coursework and an external end of year examination will determine the student's level of achievement. Percentage contributions to the final assessment are as follows:

Units 1 and 2 will be assessed internally on course work and end-of-semester exams

Unit 3 school-assessed course work: 25%

Unit 4 school-assessed course work: 25%

Units 3 and 4 examination: 50%

**NB: Either Business Management OR Legal Studies will run based on student interest. But probably not both.**

# Chemistry

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### **Aims**

This study enables students to:

- apply models, theories and concepts to describe, explain, analyse and make predictions about chemical phenomena, systems, structures and properties, and the factors that can affect them
- understand and use the language and methodologies of chemistry to solve qualitative and quantitative problems in familiar and unfamiliar contexts
- and more broadly to:
- understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences
- develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory
- develop an informed perspective on contemporary science-based issues of local and global significance

- apply their scientific understanding to familiar and unfamiliar situations including personal, social, environmental and technological contexts
- develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions
- understand and apply the research, ethical and safety principles that govern the study and practice of the discipline of collection, analysis, critical evaluation and reporting of data
- communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

### **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 and practical applications of a range of materials including metals, crystals, polymers, nanomaterials and giant lattices. They explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible through to nanoparticles, molecules and atoms. Students are introduced to quantitative concepts in chemistry.

#### **Areas of Study**

1. How can knowledge of elements explain the properties of matter?
2. How can the versatility of non-metals be explained?
3. Research Investigation

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

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Students examine the structure and bonding within and between water molecules in order to investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. They are introduced to stoichiometry and to analytical techniques and instrumental procedures analysis, and apply these to determine concentrations of different species in water samples, including chemical contaminants. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

#### **Areas of Study**

1. How do substances interact with water?
2. How are substances in water measured and analysed?
3. Practical Investigation

### **Unit 3: How can chemical processes be designed to optimize efficiency?**

Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions.

#### **Areas of Study**

1. What are the options for energy production?
2. How can the yield of a chemical product be optimised?

#### **Unit 4: How are organic compounds categorized, analysed and used?**

Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials.

#### **Areas of Study**

1. How can the diversity of carbon compounds be explained and categorised?
2. What is the chemistry of food?
3. Practical Investigation

#### **Assessment and Reporting**

Units 1 and 2 will be assessed internally on course work and end-of-semester exams

Unit 3 school-assessed course work: 20%

Unit 4 school-assessed course work: 20%

Unit 4 examination: 60%

## **Computing** (formerly Information Technology)

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#### **Aims**

This study enables students to:

- apply skills, techniques, processes and a methodology to create digital solutions that meet a range of needs and conditions
- understand how data can be represented in digital systems and structured and manipulated to become part of a digital solution become independent and discerning users of digital systems, able to critically appraise the opportunities and appropriateness of different digital systems in a range of settings
- understand the components of information systems and the architecture of the associated digital systems
- understand how digital systems, processes, legislation and personal behaviours can affect the integrity and security of data and information
- apply computational, design and systems thinking skills when creating digital solutions.

#### **Unit 1: Computing**

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. In 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.

#### **Areas of Study**

1. Data and graphic solutions
2. Networks
3. Collaboration and communication

## **Unit 2: IT Computing**

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In 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.

### **Areas of Study**

1. Programming
2. Data analysis and visualisation
3. Data Management

## **Unit 3: Informatics**

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. In 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.

### **Areas of Study**

1. Organisations and data management
2. Data analytics: drawing conclusions

## **Unit 4: Informatics**

In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. In 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.

### **Areas of Study**

1. Data analytics: presenting the findings
2. Information Management

## **Assessment and Reporting**

Units 1 and 2 will be assessed internally on course work and end-of-semester examinations.

Units 3 and 4 assessed course work, school assessed task, and examination will determine the student's level of achievement. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed course work: 10%
- Unit 4 school-assessed course work: 10%
- Unit 3 & 4 School Assessed Task: 30%
- Units 3 and 4 examination: 50%

# Drama

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## Aims

This study is designed to enable students to:

- develop an understanding of the origins, forms and purposes of performance from a diversity of cultures;
- develop an understanding of the processes of developing role and character;
- develop, through practice and analysis, an understanding of drama as an evolving performing art;
- use dramatic elements, theatrical conventions and stagecraft in creating, developing and performing dramatic works;
- develop and refine expressive and performance skills;
- create, perform and evaluate solo and ensemble performances.

## Unit 1: Dramatic storytelling

This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and of a performance by professional drama practitioners. In this unit students use performance styles from a range of contexts associated with naturalism and non-naturalism.

### Areas of Study

1. Creating a devised performance
2. Presenting a devised performance
3. Analysing a devised performance
4. Analysing drama performances presented by other practitioners

## Unit 2: Non-Naturalistic Australian drama

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. Students use a range of stimulus material in creating the performance and examine non – naturalistic performance styles from a range of contexts relevant to Australia and Australians. Conventions appropriate to the selected performance styles are also explored. Students' knowledge of how dramatic elements can be enhanced or manipulated through performance is further developed in this unit. Students analyse their own performance work as well as undertake the analysis of a performance of an Australian work by other actors. An Australian work might be written, adapted or devised by Australian writers or theatre-makers or reflect aspects of the Australian identity, for example the indigenous voice, the Celtic perspective, the twentieth or twenty-first century migrant experience, the refugee experience, the urban and rural perspectives.

### Areas of Study

1. Using Australia as inspiration
2. Presenting a devised performance
3. Analysing a devised performance
4. Analysing Australian drama performances

## Unit 3: Devised non-naturalistic ensemble performance

This unit focuses on non-naturalistic devised ensemble drama. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions and work collaboratively to devise, develop and present an ensemble performance. Students use and manipulate dramatic elements, conventions, performance and expressive skills, performance styles and stagecraft in non-naturalistic ways to

shape and enhance the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

### **Areas of Study**

1. Devising and presenting non-naturalistic ensemble performance
2. Responding to devised ensemble performances
3. Analysing non-naturalistic performance

### **Unit 4: Non-Naturalistic Solo performance**

Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions. They develop skill in extracting dramatic potential from stimulus material and use dramatic elements, conventions, performance styles and performance and expressive skills to develop and present a short solo performance. These skills are further developed as students create a devised solo performance in response to a prescribed structure. Students also document and evaluate the stages involved in the creation, development and presentation of a solo performance.

### **Areas of Study**

1. Working with stimulus material
2. Devising a non-naturalistic solo performance
3. Analysing devised non-naturalistic solo performance

### **Assessment**

Units 1 and 2: Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4:

Coursework: 40 per cent

End-of-year performance examination: 35 per cent

End-of-year written examination: 25 per cent.

**NB: Either Drama or Theatre Studies would run based on student interest, but not both.**

# English

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## **Aims**

This study enables students to:

- extend their English language skills through thinking, listening, speaking, reading, viewing and writing
- enhance their understanding, enjoyment and appreciation of the English language in its written, spoken and multimodal forms
- analyse and discuss a range of texts from different periods, styles, genres and contexts
- understand how culture, values and context underpin the construction of texts and how this can affect meaning and interpretation
- understand how ideas are presented by analysing form, purpose, context, structure and language
- analyse their own and others' texts, and make relevant connections to themselves, their community and the world
- convey ideas, feelings, observations and information effectively in written, spoken and multimodal forms to a range of audiences
- recognise the role of language in thinking and expression of ideas
- demonstrate in the creation of their own written, spoken and multimodal texts an ability to make informed choices about the construction of texts in relation to purpose, audience and context



- think critically about the ideas and arguments of others and the use of language to persuade and influence audiences
- extend their use of the conventions of Standard Australian English with assurance, precision, vitality and confidence in a variety of contexts, including for further study, the work place and their own needs and interests
- extend their competence in planning, creating, reviewing and editing their texts for precision and clarity, tone and stylistic effect.

### **Unit 1:**

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

#### **Areas of Study**

1. Reading and Creating texts
2. Analysing and Presenting Argument

### **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.

#### **Areas of Study**

1. Reading and Comparing texts
2. Analysing and Presenting Argument

### **Unit 3:**

In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts.

#### **Areas of Study**

1. Reading and creating texts
2. Analysing Argument

### **Unit 4:**

In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

#### **Areas of Study**

1. Reading and comparing texts
2. Presenting Argument

### **Unit 3:**

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

#### **Area of Study**

1. Reading and Responding
2. Creating and Presenting
3. Using Language to Persuade

## Unit 4:

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

### Area of Study

1. Reading and Responding
2. Creating and Presenting
3. Using Language to Persuade

### Assessment and Reporting

Units 1 and 2 will be assessed internally on course work and end-of-semester exams.

Units 3 and 4:

Unit 3 school-assessed course work: 25%

Unit 4 school-assessed course work: 25%

End of year examination: 50%

# English Literature

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## Aims

This study enables students to:

- develop an enjoyment of language and literature through reading deeply, widely and critically
- appreciate the stylistic and aesthetic qualities of texts and develop an understanding of and sensitivity to nuances in the English language
- read closely, developing the ability to engage in detailed critical analysis of the key literary features of individual texts and to make relevant connections between them
- demonstrate an understanding that the context and perspective of both author and reader influence the reading experience
- develop the capacity for critical thinking and understanding of the relationship between literature and society
- develop an understanding of literary criticism
- develop the capacity to engage with and contest complex and challenging ideas to develop their own interpretation informed by a range of literary criticism
- develop the capacity for creativity and self-expression, and the ability to write confident analytical and creative responses to texts.

## Unit 1: Approaches to literature

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.

### Areas of Study

1. Reading Practices
2. Ideas and concerns in texts

## **Unit 2: Context and connections**

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

### **Areas of Study**

1. The text, the reader and their contexts
2. Exploring connections between texts

## **Unit 3: Form and transformation**

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts.

### **Areas of Study**

1. Adaptations and transformations
2. Creative responses to texts

## **Unit 4: Interpreting texts**

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches. Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

### **Areas of Study**

1. Literary perspectives
2. Close analysis

### **Assessment and Reporting**

Unit 3 school assessed course work: 25%

Unit 4 school assessed course work: 25%

End of year examination: 50%

# Food Studies

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

## **Unit 1: Food origins**

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

Students also investigate Australian indigenous food prior to European settlement and how food patterns have changed over time. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.

### **Areas of Study**

1. Food around the world
2. Food in Australia

## **Unit 2: Food makers**

In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. Students design new food products and adapt recipes to suit particular needs and circumstances.

### **Areas of Study**

1. Food Industries
2. Food in the home

## **Unit 3: Food in daily life**

This unit investigates the many roles and everyday influences of food. Students explore the science of food – they consider the physiology of eating, the microbiology of digestion and appreciating food. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. Students analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

Students also investigate how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

### **Areas of Study**

1. The science of food
2. Food choice, health and wellbeing

## **Unit 4: Food issues, challenges and futures**

In this unit students examine debates about global and Australian food systems. Students focus on issues related to the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.

Students also investigate individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. Students' food production repertoire reflects the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

### **Areas of Study**

1. Environment and ethics
2. Navigating food information

### **Assessment and Reporting**

Units 1 and 2 will be assessed internally on course work and end-of-semester exams  
Contribution to final assessment

Unit 3 School-assessed Coursework: 30 %

Unit 4 School-assessed Coursework: 30 %

End-of-year examination: 40 %.

# Geography

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### **Aims**

This study is designed to enable students to:

- Develop a sense of wonder and curiosity about people, culture and environments throughout the world
- Develop knowledge and understanding of geographic phenomena at a range of temporal and spatial scales
- Understand and apply geographical concepts including place, scale, distance, distribution, movement, region, process, change, spatial association and sustainability to develop their ability to think and communicate geographically
- Develop an understanding of the complexity of natural and human induced geographic phenomena across the Earth's surface.
- Develop a range of skills to assist in analysing information and making informed judgements and decisions about geographic challenges.
- Understand the importance of Geography in analysing issues and challenges to human welfare and the environment, at a range of scales.
- Develop an understanding of the role and application of Geography in the planning and management of human welfare and the environment

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

In this unit the students will undertake an overview of hazards before investigating two contrasting types of hazards and the response to them by people. Hazards represent the potential to cause harm to people and to the environment whereas disasters are judgments about the impacts of hazard events. Examples of hazards include: Geological – volcanoes, earthquakes, tsunamis and landslides; Biological – HIV/AIDS, malaria, animal transmitted diseases, and animal invasions; Human induced – pollution, epidemics, climate change and oil spills. Students undertake fieldwork in this unit.

### **Areas of Study**

1. Characteristics of hazards
2. Responses to hazards and disasters.

### **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. Tourism is studied at a local, regional and global scale and how this impacts on the people. Students undertake fieldwork in this unit.

### **Areas of Study**

1. Characteristics of tourism
2. Impacts of tourism.

### **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 forests, 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.

### **Areas of Study**

1. Land use change
2. Land cover change

### **Unit 4 Human population – trends and issues**

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how government's organisations and individuals have responded to those changes in different parts of the world. Students study 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.

### **Areas of Study**

1. Population dynamics
2. Population issues and challenges

### **Unit 3 Regional resources**

This unit investigates the characteristics of resources and the concept of region. A resource is anything which occurs naturally or is created by humans provided that people use it to satisfy a need or want. Resources found within regions mean different things to different people over place and time. A study of resources is about the processes and relationships operating in the past, in the present, and those which will operate in the future. Regions are areas of various scales that have characteristics and features that distinguish them from other areas according to the elements used to define them. The use and management of resources is dynamic and changes spatially over time in response to the interactions between human activities, natural processes and the legislative processes that humans put into place. Social, historical, environmental, economic and political factors can be used to predict and plan for future policies and strategies to ensure the sustainability of the available resources.

### **Areas of Study**

1. Use and management of an Australian water resource
2. Use and management of local resources

### **Unit 4 Global perspectives**

Global phenomena are major natural or human events, processes or activities. Such phenomena are distributed globally and possess the capacity to affect the globe or significant parts of the globe and require more than a local or national response.

### **Areas of Study**

1. Global Phenomena
2. Global responses

## Assessment and Reporting

Units 1 and 2 will be assessed internally on course work and end-of-semester exams  
Contribution to final assessment

Unit 3 School-assessed Coursework: 25 %

Unit 4 School-assessed Coursework: 25 %

End-of-year examination: 50 %.

# History

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## Aims

This study enables students to:

- develop an understanding of the nature of history as a discipline and to engage in historical inquiry
- ask questions about the past, analyse primary and secondary sources, and construct historical arguments based on evidence
- use historical thinking concepts such as significance, evidence, continuity and change, and causation
- explore a range of people, places, ideas and periods to develop a broad understanding of the past
- engage with debates between historians in an informed, critical and effective manner
- recognise that the way in which we understand the past informs decision-making in the present
- appreciate that the world in which we live has not always been as it is now, and that it will continue to change in the future.

## Unit 1: Twentieth-Century History (1918 – 1939)

World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939. The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. In the USSR, millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

## Areas of Study

1. Ideology and conflict
2. Social and Cultural Change

## Unit 2: Twentieth-Century History (1945 - 2000)

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety.

The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War. The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

### **Areas of Study**

1. Competing ideologies
2. Challenge and change

### **Unit 3 and 4: Revolutions**

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

### **Areas of Study**

1. Causes revolution
2. Consequences of revolution

### **Unit 3 and 4: Revolutions**

Revolutions in history have been reconsidered and debated by historians. The study of a revolution should consider differing perspectives and the reasons why different groups have made different judgments of the history of the revolution.

- The Russian Revolution
- The Chinese Revolution

For the two selected revolutions, both areas of study must be explored.

The periods for each revolution are indicated in the description of the areas of study.

### **Area of Study**

Revolutionary ideas, leaders, movements and events.

The periods for this area of study are:

- Russian Revolution 1905 to October 1917 (Bloody Sunday to the Bolshevik Revolution)
- Chinese Revolution 1898 to 1949 (100 Days Reform to the Triumph of Mao)

Creating a new society.

The periods for this area of study are:

- Russian Revolution November 1917 to 1924 (Initial decrees to the death of Lenin);
- Chinese Revolution 1949 to 1976 (Communist Revolution to the death of Mao).

### **Assessment and Reporting**

Units 1 and 2 will be assessed internally on course work and end-of-semester exams

Contribution to final assessment



Unit 3 School-assessed Coursework: 25 %  
Unit 4 School-assessed Coursework: 25 %  
End-of-year examination: 50 %

# Health and Human Development

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## Aims

The study enables students to:

- develop an understanding of individual human development (physical, social, emotional and intellectual) that occurs through the lifespan stages of childhood, youth and adulthood;
- develop an understanding of the physical, mental and social dimensions of health and the interrelationship between health and individual human development;
- develop an understanding that variations in health and human development are influenced by a range of determinants including biological and behavioural factors, as well as physical and social environments;
- critically examine health and human development from an individual, community, national and global perspective;
- develop an understanding of the interdependencies between health, human development and sustainability;
- identify, develop and evaluate behaviours and strategies that promote health and human development;
- analyse the role of governments and non-government agencies in achieving sustainable improvements in health and human development in Australia and globally.

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

This unit focuses on the health and individual human development of Australia's youth. For the purposes of this study, 'youth' is defined as twelve to eighteen years of age; however, it should be acknowledged that some agencies may use differing age classifications for the stage of youth. There are many factors that influence health and individual human development of youth, including the importance of nutrition for the provision of energy and growth as well as food behaviours and their impact on youth health and individual human development.

### Area of Study

1. Understanding health and development
2. Your health and development
3. Health issues for Australia's youth

## Unit 2: Individual Human Development and Health Issues

Individual human development is perceived as involving a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual. Over the lifespan, individuals accumulate life experiences that affect both their health and individual human development. This unit focuses on the lifespan stages of childhood and adulthood.

### Areas of study

1. The health and development of Australia's children
2. Adult health and development
3. Health Issues

## Unit 3: Australia's Health

Australians generally enjoy good health and are among the healthiest people in the world when compared to other developed countries. The health status of Australians can be measured in many ways, such as consideration of burden of disease, health adjusted life expectancy, and disability adjusted life years (DALYs), life expectancy, under-five mortality rate, mortality and morbidity rates, incidence and prevalence of disease. Despite Australia's good health status,

there is still potential for improvements. The National Health Priority Areas (NHPAs) initiative provides a national approach that aims to improve health status in the areas that contribute most of the burden of disease in Australia. Regardless of how health is measured, health is not shared equally by all Australians. Different levels of health are experienced by different groups, which can be attributed to biological, behavioural and social determinants of health.

### **Areas of study**

1. Understanding Australia's Health
2. Promoting Health in Australia

### **Unit 4: Global Health and Human Development**

This unit takes a global perspective on achieving sustainable improvements in health and human development. In the context of this unit human development is about creating an environment in which people can develop to their full potential and lead productive, creative lives in accord with their needs and interests. It is about expanding people's choices and enhancing capabilities (the range of things people can be and do), having access to knowledge, health and a decent standard of living, and participating in the life of their community and decisions affecting their lives (adapted from the United Nations Development Programme, 1990). 'Sustainability refers to meeting the needs of the present without compromising the ability of future generations to meet their own needs' (United Nations, 1992).

### **Areas of study**

1. Introducing global health and human development
2. Promoting global Health and human development

### **Assessment and reporting**

Units 1 and 2 The individual school will determine the level of achievement.

Units 3 and 4 School-assessed Coursework and examination:

Unit 3 School-assessed Coursework: 25%

Unit 4 School-assessed Coursework: 25%

End-of-year examination: 50%

# Legal Studies

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### **Aims**

This study is designed to enable students to:

- Develop knowledge of some of their basic legal rights, the means available to protect and assert their rights and their obligations under the law
- Identify legal problems and the means by which they may be resolved
- Develop an understanding of the extent to which individuals have equality under the law regardless of sex, race, religion or status
- Establish links between law-related and other problems in contemporary society, particularly within the Australian context
- Evaluate the effectiveness of laws and recent reforms to the law, and analyse current proposals for further reform and the process by which change is effected
- Evaluate the effectiveness of the adjudicating and decision-making bodies that apply and enforce the law in the Australian legal system
- Develop the ability to research and evaluate evidence and arguments, and form reasoned conclusions
- Develop an analytical approach to legal problem solving; and
- Develop an appreciation of the individual collective responsibility of citizens in a democratic society for the creation and operation of laws, and evaluate participation in the process through which Australian society regulates its activities and reforms its laws

## **Unit 1: Guilt and liability**

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation. In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

### **Areas of study**

1. Legal foundations
2. The presumptions of innocence
3. Civil liability

## **Unit 2: Sanctions, remedies and rights**

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

### **Areas of study**

1. Sanctions
2. Remedies
3. Rights

## **Unit 3: Rights and justice**

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases.

Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system.

They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

### **Areas of study**

1. The Victorian criminal justice system
2. The Victorian civil justice system

## **Unit 4: The people and the law**

The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the

law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

### Areas of study

1. The people and the Australian Constitution
2. The people, the parliament and the courts

### Assessment and Reporting

Units 1 and 2 will be assessed internally on course work and end-of-semester exams

Units 3 and 4: In Legal Studies, school-assessed course work and an end-of-year examination will determine the student's level of achievement. Percentage contributions to the final assessment are as follows:

Unit 3 school assessed course work: 25%

Unit 4 school assessed course work: 25%

Units 3 and 4 examination: 50%

**NB: Either Legal Studies OR Business Management will run based on student interest. But probably not both.**

## LOTE Japanese Second Language

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### Aims

This study is designed to enable students to:

- use Japanese to communicate with others;
- understand and appreciate the cultural contexts in which Japanese is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between Japanese and English, and/or other languages;
- apply Japanese to work, further study, training or leisure.

### Areas of Study

#### The areas of study common to Units 1–4

There are three prescribed themes:

- The individual
- The Japanese-speaking communities
- The changing world

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

### Levels of Achievement

Unit 1 and 2 Individual school decision on levels of achievement.

Unit 3 and 4 School-assessed coursework and end-of-year examinations:

Unit 3 school-assessed coursework: 25%

Unit 4 school-assessed coursework: 25%

Examinations:

Oral component 12.5%

Written component 37.5%

# Mathematics: General Mathematics 1 & 2

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General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level. 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'.

For Units 1 and 2, content will 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
- Courses intended as preparation for study at the Units 3 and 4 level should include a selection of topics from areas of study that provide a suitable background for these studies
- Topics can also be selected from those available for Specialist Mathematics Units 1 and 2
- Content covered from an area of study provides a clear progression in knowledge and skills from Unit 1 to Unit 2.

## Areas of Study

1. Algebra and structure
2. Arithmetic and number
3. Discrete mathematics
4. Geometry, measurement and trigonometry
5. Graphs of linear and non-linear relations
6. Statistics

## Assessment and Reporting for all Mathematics Subjects

Units 1 and 2 will be assessed internally on course work and end-of-semester exams

# Mathematics: Mathematical Methods

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## Aims

This study enables students to:

- develop mathematical concepts, knowledge and skills
- apply mathematics to analyse, investigate and model a variety of contexts and solve practical and theoretical problems in situations that range from well-defined and familiar to open-ended and unfamiliar
- use technology effectively as a tool for working mathematically.

## Unit 1

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. 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. This content should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2.

## Areas of study

1. Functions and graphs

2. Algebra
3. Calculus
4. Probability and statistics

## Unit 2

In Unit 2 students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are 'Functions and graphs', 'Algebra', 'Calculus', and 'Probability and statistics'. At the end of Unit 2, students are expected to have covered the material outlined in each area of study. Material from the 'Functions and graphs', 'Algebra', 'Calculus', and 'Probability and statistics' areas of study should be organised so that there is a clear progression of skills and knowledge from Unit 1 to Unit 2 in each area of study.

### Areas of study

1. Functions and graphs
2. Algebra
3. Calculus
4. Probability and statistics

## Unit 3 and 4

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, graphs, differentiation, anti-differentiation, integration and inference 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 and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

### Areas of Study

1. Function & Graphs
2. Algebra
3. Calculus
4. Probability and statistics

### Assessment and Reporting

Units 1 and 2 will be assessed internally on course work and end-of-semester exams

Units 3 and 4: In Mathematics

Unit 3 School-assessed Coursework: 17 %

Unit 4 School-assessed Coursework: 17%

Units 3 and 4 examination 1: 22 %

Units 3 and 4 examination 2: 44 %

# Mathematics: Specialist

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## Aims

This study enables students to:

- develop mathematical concepts, knowledge and skills
- apply mathematics to analyse, investigate and model a variety of contexts and solve practical and theoretical problems in situations that range from well-defined and familiar to open-ended and unfamiliar
- use technology effectively as a tool for working mathematically.

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.

**Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction**, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. 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, 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: Number systems and recursion; Vectors in the plane; Geometry in the plane and proof; and Graphs of non-linear relations
- Other topics can be selected from those included in the areas of study for Specialist Mathematics Units 1 and 2 and/or General Mathematics Units 1 and 2
- Courses intended as preparation for study at the Units 3 and 4 level should include selection of content from areas of study that provide a suitable background for these studies
- Content from an area of study provides a clear progression in knowledge and skills from Unit 1 to Unit 2.

#### **Area of Study 2**

Arithmetic and number

Number systems and recursion

#### **Area of Study 4**

Geometry, measurement and trigonometry

Geometry in the plane and proof

Vectors in the plane

#### **Area of Study 5**

Graphs of linear and non-linear relations

Graphs of non-linear relations

Other topics are to be selected from the following additional advanced mathematics topics and/or topics from General Mathematics Units 1 and 2

#### **Area of Study 2**

Arithmetic and number

Principles of counting

#### **Area of Study 3**

Discrete mathematics

Graph theory

#### **Area of Study 5**

Graphs of linear and non-linear relations

Kinematics

#### **Area of Study 6**

Statistics

Simulation, sampling and sampling distributions

#### **Units 3 and 4**

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'. The development of course content should highlight mathematical structure, reasoning and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced

and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

### Area of Study

1. Functions and graphs
2. Algebra
3. Calculus
4. Vectors
5. Mechanics
6. Probability and Statistics

### Assessment and Reporting

Units 1 and 2 will be assessed internally on course work and end-of-semester exams

Unit 3 School-assessed Coursework: 17 %

Unit 4 School-assessed Coursework: 17%

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations.

The examinations will contribute 22 and 44 per cent respectively.

## Mathematics: Further Mathematics 3&4

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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. Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics: 'Computation and practical arithmetic', 'Investigating and comparing data distributions', 'Investigating relationships between two numerical variables', 'Linear graphs and modelling', 'Linear relations and equations', and 'Number patterns and recursion'. For each module there are related topics in General Mathematics Units 1 and 2.

### Area of Study 1

- Data analysis
- *Investigating data distributions*
- Recursion and financial modelling

### Area of Study 2

#### Applications

Students must complete two modules selected from the following four modules.

- Matrices
- Networks and decision mathematics
- Geometry and measurement
- Graphs and relations

### Assessment and Reporting

Unit 3 School-assessed Coursework: 20%

Unit 4 School-assessed Coursework: 14%

Units 3 and 4 examination 1: 33 %

Units 3 and 4 examination 2: 33%



# Music Performance

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*Students who wish to undertake this study must have several years performance experience and an external instrumental/vocal teacher.*

## **Aims**

This study enables students to:

- perform, compose, arrange and/or improvise music from diverse styles and traditions
- demonstrate musicianship
- engage with diverse music genres, styles, contexts and practices
- communicate understanding of cultural, stylistic, aesthetic and expressive qualities and characteristics of music
- use electronic and digital technologies in making and sharing music and communicating ideas about music
- explore and expand personal music interests, knowledge and experiences
- use imagination, creativity and personal and social skills in music making
- access pathways for further education, training and employment in music
- participate in life-long learning in music and involvement in the musical life of their community.

## **Unit 1**

This unit focuses on building performance and musicianship skills. Students also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

### **Area of Study**

1. Performance
2. Performance techniques
3. Musicianship

## **Unit 2**

In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills.

### **Area of Study**

1. Performance
2. Performance techniques
3. Musicianship
4. Organisation of sound

## **Unit 3**

This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis. The focus for analysis in Area of Study 3 is works and performances by Australian musicians.

### **Area of Study**

1. Performance
2. Performance techniques

### 3. Musicianship

In this unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters.

#### Area of Study

1. Performance
2. Performance techniques
3. Musicianship

#### Assessment and Reporting

Units 1 and 2 will be assessed internally on course work and end-of-semester exams

Unit 3 School-assessed Coursework: 20%

Unit 4 School-assessed Coursework: 10%

Units 3 and 4 Performance examination : 50 %

Units 3 and 4 Written and Aural examination 2: 20%

## Physical Education

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#### Aims

This study enables students to:

- Understand the social, environmental, cultural, biological, psychological and physiological factors that influence participation in physical activity
- Develop a critical perspective on physical activity across the lifespan
- Investigate the promotion of physical activity in a variety of settings
- Examine how the body systems work together to produce movement
- Examine performance enhancement in terms of training programming and recovery, biomechanics, sports psychology, risk management and ethics
- Analyse the processes associated with skill development and coaching, and strategies and tactics used within game situations
- Use practical activities to underpin theoretical understanding.

#### Unit 1: The human body in motion

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

Students evaluate the social, cultural and environmental influences on movement, and how the capacity and functioning of the muscular and skeletal systems may act as an enabler or barrier to participation in physical activity. Sedentary behaviour, overtraining and participation at the elite and recreational level are investigated as possible causes of illness and injury to the musculoskeletal system. Students consider a variety of legal and illegal practices and substances used to enhance performance from an ethical and a biophysical perspective.

Students apply biomechanical principles to improve and refine movement. They use practical activities to demonstrate biomechanical principles and how the correct application of biomechanics can lead to improved performance in sport and physical activity.

## Areas of Study

1. How does the musculoskeletal system work to produce movement?
2. How does the cardiorespiratory system function at rest and during physical activity?

## Unit 2: Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

## Areas of Study

1. What are the relationships between physical activity, sport, health and society?
2. What are the contemporary issues associated with physical activity and sport?

## Unit 3: Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

## Areas of Study

1. How are movement skills improved?
2. How does the body produce energy?

## Unit 4: Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

### Areas of Study

1. What are the foundations of an effective training program?
2. How is training implemented effectively to improve fitness?

### Assessment and Reporting

Unit 3 School Assessed course work: 25%

Unit 4 School Assessed course work: 25%

Unit 3 and 4 End of Year Examination: 50%

# Physics

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### Aims

This study enables students to:

- apply physics models, theories and concepts to describe, explain, analyse and make predictions about diverse physical phenomena
- understand and use the language and methodologies of physics to solve qualitative and quantitative problems in familiar and unfamiliar contexts
- understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences
- develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory
- develop an informed perspective on contemporary science-based issues of local and global significance
- apply their scientific understanding to familiar and to unfamiliar situations, including personal, social, environmental and technological contexts
- develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions
- understand and apply the research, ethical and safety principles that govern physics in the collection, analysis, critical evaluation and reporting of data
- communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

### Unit 1: What ideas explain the physical world?

In this unit students explore the fundamental ideas and models used in an attempt to understand and explain the world. They consider thermal concepts by investigating heat and assessing the impact of human use of energy on the environment. Students evaluate common analogies used to explain electricity and investigate how electricity can be manipulated and utilised. They examine current accepted theories that explain how matter and energy have changed since the origins of the Universe. Students undertake quantitative investigations involving at least one independent, continuous variable.

### Areas of Study

1. How can thermal effects be explained?
2. How do electric circuits work?
3. What is matter and how is it formed?

## **Unit 2: What do experiments reveal about the physical world?**

Students explore the power of experiments in developing models and theories making direct observations of phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations. They investigate ways in which forces are involved in moving objects and in keeping objects stationary. They choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. Students design and undertake investigations involving at least one independent, continuous variable. A student-designed practical investigation related to content drawn from Area of Study 1 and/or Area of Study 2 is undertaken in Area of Study 3.

### **Areas of Study**

1. How can motion be described and explained?
2. Options
  - 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?
3. Practical investigation

## **Unit 3: How do fields explain motion and electricity?**

Students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications include the transmission of electricity over distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of fast objects. They consider how developing technologies challenge existing explanations of the physical world, requiring a review of concepts and theories. Students design and undertake investigations involving at least two continuous independent variables.

### **Areas of Study**

1. How do things move without contact?
2. How are fields used to move electrical energy?
3. How fast can things go?

## **Unit 4: How can two contradictory models explain both light and matter?**

A complex interplay exists between theory and experiment in generating models to explain natural phenomena. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter, which initially seem to be quite different, have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts

experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

### **Areas of Study**

1. How can waves explain the behaviour of light?
2. How are light and matter similar?
3. Practical investigation

### **Assessment and Reporting**

Units 1 and 2 will be assessed internally on course work and end-of semester exams.

Unit 3 school-assessed course work: 20%

Unit 4 school-assessed course work: 20%

End-of-year examination: 60%

# Psychology

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## Aims

This study enables students to:

- apply psychological models, theories and concepts to describe, explain and analyse observations and ideas related to human thoughts, emotions and behaviour
- examine the ways that a biopsychosocial approach can be applied to organise, analyse and extend knowledge in psychology
- and more broadly to:
- understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences
- develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory
- develop an informed perspective on contemporary science-based issues of local and global significance
- apply their scientific understanding to familiar and to unfamiliar situations, including personal, social, environmental and technological contexts
- develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions
- understand and apply the research, ethical and safety principles that govern the study and practice of the discipline in the collection, analysis, critical evaluation and reporting of data
- communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

## 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.

### Areas of Study

1. How does the brain function?
2. What influences psychological development?
3. Student directed research investigation?
  - Biopsychology
  - Brain and the use of technology
  - Cognition
  - Psychological development
  - Mental health and disorder
  - Changing thoughts, feelings and behaviour

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

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups.

### Areas of Study

1. What influences a person's perception of the world?
2. How are people influenced to behave in particular ways?
3. Student directed practical investigation

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

The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

#### **Areas of Study**

1. How does the nervous system enable psychological functioning?
2. How do people learn and remember?

### **Unit 4: How is wellbeing developed and maintained?**

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

#### **Areas of Study**

1. How do levels of consciousness affect mental processes and behaviour?
2. What influences mental wellbeing?
3. Practical investigation.

#### **Assessment and Reporting**

Units 1 and 2 will be assessed internally on course work and end-of-semester exams. Units 3 and 4 the student's level of achievement will be determined by school-assessed course work and examinations. Percentage contributions to the final assessment are as follows:

Unit 3 school-assessed course work: 20%

Unit 4 school-assessed course work: 20%

End-of-year examination: 60%

# Product Design And Technology (Textiles or Wood)

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#### **Aims**

This study enables students to:

- use design thinking and develop their understanding of product development and how these occur in a variety of contexts and environments



- apply design practice by generating and communicating multiple creative ideas, concepts and product design options using a range of techniques to develop viable solutions to problems
- explore and determine characteristics and properties of materials that make them suitable for use
- examine methods of sourcing, processing, producing and assembling materials and social, economic, ethical, legal and environmental implications
- use risk assessment to apply appropriate, efficient and safe methods of working with materials, tools, equipment and machines
- apply project management techniques of time and sequence, and choose appropriate processes
- analyse and evaluate the appropriateness of production activities and product design
- understand sustainability and the responsibility the designer has to address social, environmental and economic considerations when designing and creating for the needs of the broader community

### **Unit 1: Sustainable product redevelopment**

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. It is common for designers in Australia to use products from overseas as inspiration when redeveloping products for the domestic market. Sustainable redevelopment refers to designers and makers ensuring products serve social, economic and environmental needs. Generating economic growth for design and manufacturing in Australia can begin with redeveloping existing products so they have positive social and minimal environmental impact. In this unit students examine claims of sustainable practices by designers.

#### **Areas of Study**

1. Sustainable redevelopment of a product
2. Producing and evaluation a redeveloped product

### **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.

#### **Areas of Study**

1. Designing within a team
2. Producing and evaluation within a team

### **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.

#### **Areas of Study**

1. Designing for end-user/s

2. Product development in industry
3. Designing for others

#### **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.

Students make judgments about possible improvements. They produce an informative presentation to highlight the product's features to the client and/or an end-user and explain its care requirements.

#### **Areas of Study**

1. Product analysis and comparison
2. Product manufacture
3. Product evaluation

#### **Assessment and Reporting**

Units 1 and 2 will be assessed internally on course work and end-of-semester exams. Units 3 and 4 the student's level of achievement will be determined by school-assessed course work and examinations. Percentage contributions to the final assessment are as follows:

Unit 3 school-assessed course work: 12 %

Unit 4 school-assessed course work: 8 %

Unit 3 and 4 School Assessed Tasks: 50 %

End-of-year examination: 30 %

## Studio Arts

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#### **Aims**

This study enables students to:

- express themselves creatively through art making and come to understand how to support and sustain their art practice
- develop an individual studio process, and practise and refine specialised skills appropriate to particular art forms and media selected for art making
- analyse and draw inspiration from the ways in which artists apply studio processes in the production of their individual artworks
- develop an understanding of historical and cultural contexts in the production and analysis of artworks
- develop and apply skills in visual analysis, including the use of appropriate terminology in relation to their own artwork and artists studied Introduction VCE Studio Arts 2017–2021 5
- extend their understanding of the roles and methods involved in the presentation of artworks in a range of gallery and exhibition spaces
- develop an understanding of professional art practices related to the exhibition of artworks to an audience, including the roles and methods involved in the presentation of artworks in a range of gallery and exhibition spaces.

#### **Unit 1: Studio inspiration and techniques**

This unit focuses on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials

and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

### **Areas of Study**

1. Researching and recording ideas
2. Studio Practice
3. Interpreting art ideas and use of materials and techniques

### **Unit 2: Studio exploration and concepts**

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art. Analysis is used to understand the artists' ideas and how they have created aesthetic qualities and subject matter. Comparisons of contemporary art with historical art styles and movements should be encouraged.

### **Areas of Study**

1. Exploration of studio practice and development of artworks
2. Ideas and styles in artworks
3. Producing and evaluation within a team

### **Unit 3: Studio practices and processes**

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4.

For this study, the exploration proposal supports the student to identify a direction for their studio process. The student determines the studio process. This process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. From this process students progressively develop and identify a range of potential directions. Students will select some of these potential directions from which to develop at least two artworks in Unit 4.

### **Areas of Study**

1. Exploration proposal
2. Studio Process
3. Artists and studio practices

### **Unit 4: Studio practice and art industry contexts**

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. The development of these artworks should reflect refinement and skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the

exploration proposal in Unit 3. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks.

This unit also investigates aspects of artists' involvement in the art industry, focusing on a least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions. Students examine a range of environments for the presentation of artworks including public galleries and museums, commercial and private galleries, university art galleries, artist-run spaces, alternative art spaces and online gallery spaces.

### **Areas of Study**

1. Production and presentation of artworks
2. Evaluation
3. Art Industry Contexts

### **Assessment and Reporting**

Units 1 and 2 will be assessed internally on course work and end-of-semester exams.

Units 3 and 4 the student's level of achievement will be determined by school-assessed course work and examinations. Percentage contributions to the final assessment are as follows:

Unit 3 school-assessed course work: 5 %

Unit 4 school-assessed course work: 5 %

Unit 3 and 4 School Assessed Tasks: 60 %

End-of-year examination: 30 %

# Visual Communication Design

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## Aims

This study enables students to:

- develop and apply drawing skills using a range of techniques
- develop design thinking
- develop a range of skills in selecting and applying media, materials and manual and digital methods to support design processes
- apply a design process to create visual communications
- understand how key design elements, design principles, media, materials and manual and digital methods contribute to the creation of their own visual language
- develop a capacity to undertake ongoing design thinking while conceiving, communicating and presenting ideas
- understand how historical, social, cultural, environmental, legal, ethical and contemporary factors influence visual communications.

## 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 create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

### Area of Study

1. Drawing as a means of communication
2. Design elements and design principles
3. Visual communications in context

## Unit 2: Applications of visual communication within design fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields.

### Areas of study

1. Technical drawing in context
2. Type and imagery in context
3. Applying the design process

## Unit 3: Visual communication design practices

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

### Areas of Study

1. Analysis and practice in context
2. Design industry practice
3. Developing a brief and generating ideas

#### **Unit 4: Visual communication design development, evaluation and presentation**

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs.

#### **Areas of Study**

1. Development, refinement and evaluation
2. Final presentations

#### **Assessment and Reporting**

Units 1 and 2 will be assessed internally on coursework and end-of-semester exams.

In Units 3 and 4, school-assessed coursework, school-assessed tasks and an end-of-year examination will determine the student's level of achievement. Percentage contributions to the final assessment are as follows:

Unit 3 School-assessed Coursework: 25 per cent

Units 3 and 4 School-assessed Task: 40 per cent

End-of-year examination: 35 per cent (assessed externally)

## **VCAL Work Related Skills (WRS)**

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#### **Aims**

The Work Related Skills units are designed to:

- integrate learning about work skills with prior knowledge and experiences
- enhance the development of employability skills through work related contexts
- develop critical thinking skills that apply to problem solving in work contexts
- develop planning and work related organisational skills
- develop OH&S awareness
- develop and apply transferable skills for work related contexts.

Work Related Skills units have been developed to recognise learning that is valued within community and work environments as preparation for employment. The unit will develop the interests and employability skills of the students. They will understand about work skills with prior knowledge and experiences. They will enhance the development of employability skills in work related contexts and develop critical thinking skills that apply to problem solving in work contexts. Also planning and work related organisational skills will be improved and the students will develop OH&S awareness.

## **VCAL Industry Specified Skills**

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#### **Aims**

Study in this strand is designed to:

- develop key knowledge and skills in a vocational context that assists the student in making informed choices regarding further learning and/or employment
- provide vocational experiences relevant to student interests and abilities
- provide pathways to further study through credit gained that articulates into VCE or VET courses.

Industry Specific Skills is to enable the development of skills, knowledge and attitudes related to a chosen vocation in preparation for progression to further learning or employment. This is shown through students completing VET modules/units of competence that are in total approximately 100 nominal hours. The students will develop key knowledge and skills in a vocational context that

assists the student in making informed choices regarding further learning and/or employment and will provide vocational experiences relevant to student interests and abilities.

## VCAL Literacy & Numeracy

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### Aims

Study in this strand is designed to:

- develop knowledge, skills and understanding relevant to reading, writing and oral communication in the social contexts of family, employment, further learning and community
- develop knowledge, skills and understanding relevant to the practical application of numeracy in the contexts of home, work and the community
- provide pathways to further study and work.

This will include English and Mathematics at an appropriate level for the students, aiming to provide skills that enable progression to work, or further study.

Units in this strand may include VCAL Literacy units, VCE English, VCE Foundation English, VCAL Numeracy units, VCE Mathematics and Further Education & Training Certificates such as the Certificate in General Education for Adults.

The Literacy Skills units are premised on the understanding that effective literacy and numeracy skills development occurs within social contexts. The application of literacy skills cannot be separated from social context. The overall purpose is to provide an applied 'real life' approach to literacy development.

## VCAL Personal Development Skills

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### Aims

The Personal Development Skills units are designed to develop:

- self-awareness
- improved health and wellbeing
- commitment to, and achievement of, personal goals
- social and community awareness
- civic and civil responsibility.

Learning programs selected and developed for young people for VCAL units in the Personal Development Skills Strand will be consistent with youth development principles that include:

- valuing and engaging the contribution of young people
- building competence and resilience in individuals including minimising risk factors and enhancing the promotion of protective behaviours for young people
- civic and civil participation and the promotion of active citizenship
- partnership approaches to program planning and delivery that link young people with the broader community and its members.

The curriculum principles underpinning learning programs include:

- student-centred approaches and decision making regarding program design, delivery and evaluation
- opportunities for experiential learning and skill development through activities that are structured and sequential in their learning outcomes
- program design that has high relevance to personal strengths and experiences and that is responsive to diverse needs
- program delivery that builds resilience, confidence and self-worth
- learning environments that strengthen connections with the community.