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Welcome to the Later Years at Ballarat High School

These final three years of your secondary education are referred to as the Later Years. Beginning in Year 10, our focus is to help you to develop the most appropriate learning pathway to ensure that your transition from school to further study, training or employment is as successful as possible.

The Later Years Curriculum is structured in such a way that you are able to move through to completion of the VCE, VCAL, VET, or even all three, at a pace which suits your needs, interests and abilities. For example, a Year 10 student may choose to study a Unit 1/2 sequence or a Year 12 student may choose from the Year 10 range of subjects or to undertake a first year university subject.

At Year 10, you can choose from a broad program allowing opportunities to develop interests and abilities leading to a range of possible pathways which follow on to post school education, training and employment options.

Over the final two years you will complete a pathway to further study or employment. You may choose to do this through studying for the following certificates or combinations of certificates.

- VCE (Victorian Certificate of Education).
- VCE and VET (Vocation Education and Training).
- VCAL (Victorian Certificate of Applied Learning)
- VCE and VCAL and VET (completing all three certificates).
- Any of the above and a university study.

You may simply complete the VCE or you might choose to incorporate one or more VET certificates. Some students will choose to study for the VCAL. For students seeking a further challenge, there are a number of university studies which may be taken and which will contribute to the ATAR.

This handbook contains much of the information you will need to help you make an informed choice regarding your final years at Ballarat High School. Seek additional advice from your class teachers, Learning Adviser, MIPS counsellors and Team Leader.

Making the right choices for you will ensure the successful completion of your secondary schooling.

Careers Counselling and Subject Selection Process

At each level students are provided with support in defining their individual learning pathways. Students should have:

- completed activities focussing on careers with their Learning Advisers;
- attended the relevant parent-student information evening;
- attended open days at tertiary institutes;
- participated in the course counselling programs; and
- completed a MIPS plan.
**VCE**

The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

**VCE eligibility: how do I achieve my VCE?**

Students must take a course over at least two years. Most students will complete a total of 22 units (12 in Year 11 and 10 in Year 12) of different studies.

You must study FOUR units of English.

To obtain your VCE you must satisfactorily complete a minimum of 16 Units including:

- Three units of English *(could be any of the English Units including Literature, Language)*, with at least an “S” at unit 3 or 4 level;
- Three other unit 3/4 sequences (6 units);
- The 16 units may include an unlimited number of units of Vocational Education and Training;

To have an “ATAR” (Australian Tertiary Admissions Rank) calculated for tertiary admission at the end of Year 12 students must have satisfactorily completed a VCE Certificate including Units 3 & 4 of English and at least 3 other sequences of Units 3 & 4. 10% of any 5th and/or 6th sequence of Units 3 & 4 will be added into your ATAR.

ie: Unit 1 & 2 results are **not** used for selection to tertiary institution.

ie: In completing additional VCE units, a student has the opportunity of maximising their ATAR required for University admission.

**ATAR – Australian Tertiary Admission Rank**

You need to understand how this could affect your subject selections. **Your ATAR is calculated by the Victorian Tertiary Admissions Centre (VTAC). This ATAR Score is then used to determine “cut-off scores” and to select students for tertiary courses.**

In many cases, it is used in conjunction with other factors, such as interviews, references and examination of practical work. Please refer to the VTAC Course Guide for the entrance requirements for specific courses.

**The ATAR cannot be calculated by the student. The following is a description of the process:**

The Victorian Tertiary Admissions Centre takes the Subject Study Scores of all applicants for Tertiary entrance and adjusts them to reflect the level of competition of the students within each subject. In subjects that attract high achieving students, Subject Study Scores may be adjusted upwards. Marks of 50 and 0 do not change but marks near the middle, i.e. 30, are adjusted the most. This tends to occur in subjects like LOTE, Specialist Maths, Maths Methods and other subjects where the competition is high.

This process is not arbitrary but is determined by a computerised algorithm which scales each subject on the average grades obtained by its participating students in all their subjects. Clearly, a student taking such a subject would find it more difficult to obtain a high Subject Study Score because of the higher competition in that subject, but after VTAC scaling, their Subject Study Score would more truly reflect their ability.

These Subject Study Scores are then combined in the following way. English plus the best three other scores are added. Then 10% of a fifth subject and 10% of a sixth subject are added. With these scores, all students are ranked from highest to lowest. The ranked list is divided into 2000 equal groups.
The top group is assigned the ATAR of 99.95. The next group has an ATAR of 99.9. Students with an ATAR of 50 or more are therefore to be considered in the top 50% of all those who completed VCE. Students with an ATAR of less than 10 will be recorded as “<10”.

The GAT... what is it?

The General Achievement Test (GAT), as its name suggests, is a general test – it is not a test of knowledge about a particular subject or topic. It will measure the level of general achievement students have accomplished across three broad areas.

- Written Communication.
- Mathematics, Science, Technology.
- Humanities, Arts, Social Sciences.

All students enrolled in a unit 3/4 subject must sit the GAT. Students who have previously sat the GAT (year11) still need to sit it again in Year 12.

Why is the GAT necessary?

The results from the GAT will be used to monitor students’ performance. They will be used to gauge whether schools are marking students on a fair and uniform basis. The VCAA has to be satisfied that an “A” awarded in one school means the same as an “A” awarded in another school.
VET
VET stands for Vocational Education and Training. This means that you are learning whatever you need to know about a particular job or vocation. It allows you to train in the industry you choose, and gain the skills (practical and theoretical) and experience directly related to getting a job. On successful completion, you gain two qualifications instead of one – a nationally recognised Vocational and Education Certificate, and a VCE or VCAL Certificate.

VET courses are currently held at BHS, SMB [TAFE], BSC, Damascus, Ballarat Group Training and SSC. Students travel to the course of their choice. A WORK PLACEMENT is compulsory.

VCE VET programs are available to Year 10 students, but:
- preference will be given to Year 11 students;
- students must be 15 years of age as at the 1st January 2011;
- Students must make application through the VET Coordinator

Please note:
- VET programs are organised in a four unit structure similar to VCE subjects, and VET units do count towards the successful completion of VCE and VCAL programs.
- Most VET programs are two year courses, however, students and parents need to be aware when choosing a VET subject, that the school does not guarantee that the program will continue in the second year. The program will only be offered by the school if there are sufficient numbers of students and the cost of delivering the program is at a level acceptable to both parents and the school.
- VET programs are fee paying programs and students will be expected to contribute to the cost of these programs.

Steps in applying for a VET subject
2. Discuss your choice with your parents, your friends and your teachers.
3. Complete the online APPLICATION FORM by Friday, August 20th
4. Attend the interview arranged by the Ballarat VET Cluster.
5. If successful, you will be awarded a place in the course and be informed in writing.
6. The school will enrol you on VASS in the modules appropriate to your course.
7. You will be required to pay the balance of your VET fees in 2011.

CONTACT: Ms S Jackson
VCAL

VCAL is the Victorian Certificate of Applied Learning. This is a hands-on option for Year 11 and 12 students. The VCE is widely used by students as a pathway to university. If you choose to do the VCAL, you are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing school. However, if you start your VCAL and then decide the VCE is the right option for you after all, it won’t be too late to change your mind. In fact, it is possible to complete Year 12 with both VCE and VCAL.

The VCAL gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. And, like the VCE, it is a recognised qualification.

There are four compulsory strands:

**Literacy and Numeracy Skills**
Your VCAL program must include literacy and numeracy subjects. These are selected from VCAL Literacy and VCAL Numeracy.

**Industry Specific Skills**
Your VCAL program must include industry specific units from Vocational Education and Training (VET) programs. The range of VET options is extensive and includes automotive, engineering, building and construction, hospitality and retail, multimedia, IT, agriculture, horticulture, and hair and beauty.

**Work Related Skills**
Work Related Skills covers the following:
- The integrating of complex work related skills with prior knowledge and experiences about work.
- Enhancing skills through work related activities.
- Development of critical thinking skills that apply to problem solving situations in the work context.
- The application of increasingly complex transferable skills to work related contexts.

Students may be required to go out each Friday on a structured Work Placement as a way of learning work related skills.

**Personal Development Skills**
The purpose of this area is to focus on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. In the Foundation units the students learn about relationships and skills for working in groups. In the Senior units, students are expected to show competent leadership and decision-making skills which relate to their group work.

**CONTACT:** Mr G Luscombe
Additional Later Years Programs

Learning a Language at VCE

The Victorian School of Languages is a specialist government school offering classes in Languages Other Than English (LOTE), catering for students who are unable to study their preferred language in their own day school. The VSL has 40 centres around Victoria, including one operating at Ballarat High School in the Sheehan Wing (first floor).

- Classes are held on Thursdays (4.30 – 7.40pm) during school term time.
- The VSL centre at Ballarat High School currently runs VCE classes in Chinese, Italian and French.
- The VSL also teaches eleven VCE languages by Distance Education (correspondence).
  - They are Arabic, Chinese, French, German, Greek, Indonesian, Italian, Japanese, Latin, Spanish and Turkish
- The Ballarat High School centre runs classes for beginners and upwards in Chinese, French, German, Italian and Modern Greek.
- These are fee-paying courses, but the cost is very reasonable (and tax deductible).
- Adults are also welcome to enrol in VSL Ballarat centre classes.

**CONTACT:** Marjory Palmer – Victorian School of Languages Ph: 5277 9833

*For further information, visit the VSL website at [www.vsl.vic.edu.au](http://www.vsl.vic.edu.au)*

Specialist Sports Program

The Specialist Sport Program enhances the prospects of young elite sports persons by developing and consolidating their skills to the highest level. It involves practical sessions conducted by highly qualified coaches in areas including Football, Basketball, Netball, Cross Country Running and Throwing events.

Expert guest speakers are engaged to speak to the groups and attend training sessions.

Students are selected after applying to be part of the program by interview and talent identification.

**Year 11:** must choose Units 1 & 2 P.E/Specialist Sport.

**Year 10:** must choose Unit 1 & 2 PE / Sports Science / Specialist Sport.

*These selections may be negotiated so that students can accelerate to start Unit 3 at Year 11.*

**CONTACT:** Mr L. Burgoyne

Enhancement Studies in the VCE

The Enhancement Studies program provides the opportunity for very able students to extend their learning in a particular area by completing the first year of a standard university subject as part of their Year 12 program.

Examples of subjects offered under this program are . . .

- Accounting • Computer Systems/Programming • History/Politics • Japanese • Chemistry
- Communications/Media Studies • Mathematics • Music Performance• English Literature • Philosophy • Psychology • Business Systems and others.

Students would complete these subjects either by attending classes at selected secondary schools, by studying via distance education with mentors at school, or by studying via distance education and attending regular tutorials held at selected schools.

To be selected into an enhancement study program, students will normally have to complete Units 3 and 4 of that subject in Year 11 or be studying them as part of their Year 12 VCE program. If a student successfully completes the program and meets the eligibility guidelines, the university study can be counted as the student’s sixth VCE study and will be included in the calculation of the student’s ATAR.

**CONTACT:** Your Team Leader
General Information Year 10

Guidelines for subject selection at Year 10

The Year 10 Curriculum consists of subjects arranged in 5 period weekly blocks. English and Maths are the only two compulsory subjects that must be taken by all students. You are advised to select subjects from a range of learning areas that reflect your interests and strengths.

You need to be aware that:
- English and Mathematics are compulsory;
- you must consult with your Mathematics teacher before choosing the level of mathematics best suited to you;
- subjects which will run for two semesters are:
  - LOTE (Japanese and German)
  - English
  - Mathematics
  - Any VET or VCE subjects;
- semester subjects are studied for half a year;
- students are strongly advised to select PE; and
- you may choose to undertake a VCE subject or VET.

Interested in Choosing a Subject from VCE?

For some students, choosing a VCE unit from the Year 11 selections is a good way to begin working towards the final certificates with which you hope to leave school. Experiencing the VCE while in Year 10 may help students to succeed with a VCE Unit 3 & 4 subject in the following year. Students who wish to enrol in a Unit 1 VCE subject will be asked to demonstrate that they are capable and would benefit from the challenge of the extra demands of a VCE study.

If you choose to select subjects from the VCE/VET selections the following conditions apply:
- students select a maximum of one VCE subject per semester, unless approval has been obtained from Team Leaders;
- you should not select the same subject at year 10 as your VCE/ VET subject;
- you need to be aware of the information in the VCE section and/or the VET section of Highfacts;
- you need to check specific subject requirements. You can find details of VCE subjects in this handbook;
- you need to complete an "APPLICATION FOR ENROLMENT IN VCE at YEAR 10" form available from your ARCH Team teachers;
- you will be individually counselled to determine suitability;
- you will need to gain approval from your Year 9 teacher from the subject area. (This will be part of the Counselling Workshops); and
- you will need to obtain Parental/guardian approval.

Student progress will be monitored during the initial weeks to ensure that the choice has been appropriate.
General Information Years 11 & 12

Course selection advice for Years 11 & 12

The following factors should be taken into account when choosing your subjects:

1. **Your ability to handle a subject with a reasonable degree of success.**
   Experience has shown that if a student does not enjoy or succeed in a subject at Year 10 level, success at Year 11 would be very doubtful. Students who are unsure about their ability to meet the requirements of a subject should speak with their teacher, Learning Adviser, or Team Leader.

2. **The need to keep options open;** when students are uncertain about their preferred pathway, it is important to pick a range of subjects which leave a variety of options open for future study or employment.

3. **The relevance of a subject to a career and tertiary selection:** some tertiary courses require that students have studied certain subjects (prerequisites) whilst others are recommended.

4. **DO NOT** select certain subjects because you have been told they score better on the ATAR. This is false. Students gain their best score when they enjoy the subject and put in the maximum effort to succeed.

5. All Vocational Education and Training (VET) subjects have adopted a VCE unit sequence, thus becoming part of the mainstream. VET in school subjects have been introduced because of the need to broaden the range of vocational studies.

6. **VCAL** – consider whether the employability and personal skills developed through some of the VCAL units will meet your pathway needs and enhance your employment prospects at the end of Years 11 and 12.

7. Music and Dance: students who study Music and Dance outside the School and wish to select that subject in their VCE course should consult with their Team Leaders.
# Pathways Year 10 - 12

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>YEAR 10</th>
<th>YEAR 11 (Units 1+2)</th>
<th>YEAR 12 (Units 3+4)</th>
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| **ARTS**      | Visual Communication & Design  
ART 2D  
ART Drawing/3D Sculpture  
Photography | Visual Communication & Design  
Art  
Studio Art: Drawing, 3D sculpture, Painting  
Studio Art: Photography | Visual Communication & Design  
Art  
Studio Art: Drawing, 3D sculpture, Painting  
Studio Art: Photography |
| **HAPE**      | Health and Human Development  
Physical Education: *Action in the outdoors*  
Physical Education: *Fitness*  
Physical Education: *Foundation*  
Physical Education: *Health for Girls* | Health & Human Development  
Outdoor & Environmental Studies  
Physical Education | Health & Human Development  
Outdoor & Environmental Studies  
Physical Education |
| **HUMANITIES** | Geography  
History: Australian 20th Century History  
History: Australia at war  
Philosophy 1 & 2 | Geography  
20th Century History  
International Politics  
Philosophy | Geography  
Revolutions  
International Studies  
Philosophy |
| **MATHS**     | 10 Mathematics Advanced  
10 Mathematics Further  
General Maths (Advanced) VCE 1+2  
Maths Foundation | General Maths: *Further*  
General Maths: *Advanced*  
Maths Methods  
Pre-Specialist Maths | Further Maths  
Maths Methods  
Specialist Maths |
| **SCIENCE**   | Biology  
Physics  
Chemistry  
Switched On Science  
General Science | Biology  
Physics  
Chemistry  
Psychology | Biology  
Physics  
Chemistry  
Psychology |
| **PERFORMING ARTS** | Music Classroom  
Music Performance  
Drama  
Theatre Studies  
VET Music Performance  
Video Making  
Media | Music Performance: Solo  
Drama  
Theatre Studies  
VET Music Performance  
Media Studies | Music Performance: Solo  
Drama  
Theatre Studies  
VET Music Performance  
Media Studies |
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<td>Legal Studies&lt;br&gt;Business Management&lt;br&gt;Accounting&lt;br&gt;Economics</td>
<td>Legal Studies&lt;br&gt;Business Management&lt;br&gt;Accounting&lt;br&gt;Economics</td>
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<td>LOTE</td>
<td>Japanese&lt;br&gt;German</td>
<td>Japanese&lt;br&gt;German</td>
<td>Japanese&lt;br&gt;German</td>
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<tr>
<td>INFORMATION TECHNOLOGY</td>
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<td>English&lt;br&gt;Literature&lt;br&gt;Foundation English</td>
<td>English&lt;br&gt;English Language&lt;br&gt;Literature</td>
<td>English&lt;br&gt;English Language&lt;br&gt;Literature</td>
</tr>
<tr>
<td>VCAL</td>
<td>Literacy and Numeracy Skills&lt;br&gt;Industry Specific Skills&lt;br&gt;Work Related Skills&lt;br&gt;Personal Development Skills</td>
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Year 10

ENGLISH

English

COURSE OUTLINE & COURSE WORK

Year 10 English seeks to extend the skills students have gained in Years 7 to 9 and provide an introduction to a range of knowledge and skills required to undertake VCE English.

Year 10 students undertake 8 major units of work over the year:

1. **Context: Identity & Belonging** – students study a range of texts including short stories, poetry, film and media articles which explore the concept of identity and belonging and produce their own writing.
2. **Using Language to Persuade** – students study a range of current issues and complete a persuasive oral presentation on an issue of their choice.
3. **Novel Study** – *Runner* by Robert Newton – students complete both analytical and creative responses to text. The focus is on developing essay writing skills.
4. **Visual Literacy** - students learn to recognise and analyse elements of visual texts such as political cartoons, photographs and illustrations. Visual texts are used as stimulus for writing.
5. **Context: Future Pathways** - students study a range of workplace texts and produce their own while studying future career pathways. These activities are centred around Year 10 Work Experience and VCE Course Counselling. They also complete an oral presentation about their work experience placement.
6. **Literary Texts** – students study a novel that their teacher has chosen for them. As well as studying characterisation, themes and how the author constructs meaning, students will be challenged to improve their essay writing skills.
7. **Film as Text** – students learn to recognise and analyse different elements of film-making and respond to the film both analytically and creatively.
8. **Media Analysis** – students study a range of media texts, persuasive language techniques and analyse how authors seek to persuade us.

CONTACT: Ms S Eppingstall
Literature

COURSE OUTLINE
Year 10 Literature is a semester long subject where students are introduced to a wide range of classic and modern literature. The course aims to help students enjoy and appreciate literature and to give them skills in writing and speaking about literature. The selection of texts is at the discretion of the teacher but may include the following:

COURSE WORK
- Poetry  A variety of poetry through the ages.
- Prose   A collection of short stories and/or a novel.
- Drama   Reading of a classic play followed by a comparative study of a film version of a text.

CONTACT: Ms I Getlins, Ms S Eppingstall

Foundation English

COURSE OUTLINE
The VCE Foundation English course offered at Year 10 is designed for students who may require a more vocationally orientated approach to English because they aim to enter the workforce or undertake the VCAL Certificate in Years 11 & 12. It is also aimed at students who need additional time and assistance to strengthen and refine their literacy skills.

The course integrates speaking, listening, reading, viewing and writing across all areas of study to enhance students’ knowledge about the structures and functions of written and oral language. The course allows students to improve their skills in comprehending and responding to a variety of texts, and to enhance their communication skills.

COURSE WORK
The Foundation English course is designed around one compulsory area of study, Essentials of English. The teacher will then choose from the five optional areas of study: Communication and the workplace; Technology and communication; The study of texts; The analysis and construction of argument; Information literacy.

CONTACT: Ms S Jackson, Ms S Eppingstall
MATHEMATICS

All students are required to study mathematics for 5 periods per week throughout the year. Students are not to select mathematics subjects from the year 11 or year 12 blocks. The V.C.E Advanced General Mathematics available for Year 10 students is modified so that the essential elements covered normally at Year 10 are incorporated in the course content. The student's final choice of a Mathematics subject must be discussed and approved by their current maths teacher.

V.C.E General Mathematics (Advanced) – Units 1 And 2

This course is designed for students who have excelled in Year 9 Mathematics. Students should have averaged an “A” grade in Year 9 classes or a B grade in the Year 9 Focus Maths class (with Mr Frantz). Students will be invited to be part of this class during Term 4 of Year 9.

By completing V.C.E General Maths in Year 10 these students have the opportunity to complete Further Maths Units 3 & 4 in Year 11. This subject is designed to challenge and extend capable maths students.

COURSE OUTLINE

- **Semester 1:** Linear relations and equations, Number systems, Measurement, Linear graphs.
- **Semester 2:** Trigonometric Applications, Quadratic equations and the Parabola, Univariate and bivariate data, Trigonometric Functions, Sequences and series.

COURSE WORK

- Topic Tests, Analysis Tasks, Projects and semester examinations.

CONTACT: Mr G Neal

10 Mathematics (Advanced)

This course is designed for students who have done well in Year 9 mathematics, and who are confident with algebra. Students should have averaged a “B” grade or better in Year 9 and their current maths teacher must approve enrolment in the subject. It is expected that these students would go on to enrol in Maths Methods and General Maths (Advanced) in year 11.

COURSE OUTLINE

- **Semester 1:** Linear equations (Structure), Geometry (Space), Exponentials & surds (Structure & Number), Perimeter, area & volume (Measurement, chance and data)
- **Semester 2:** Parabolas & Quadratics (Structure), Trigonometry (Structure & Space), Applications of quadratics (Structure), Probability (Measurement, chance and data).

COURSE WORK

- Topic Tests, Analysis Tasks and Projects (Working mathematically) and semester examinations.

CONTACT: Mrs G Dekker
10 Mathematics (Further)
This course is designed for students who have succeeded in Year 9 mathematics, but who are not confident with algebra. Students’ current maths teacher must approve enrolment in the subject. It is expected that these students would go on to enrol in General Maths (Further) in year 11.

COURSE OUTLINE
- **Semester 1:** Linear equations (Structure), Geometry (Space), Exponentials (Structure & Number), Perimeter, area & volume (Measurement, chance and data)
- **Semester 2:** Statistics (Measurement, chance and data), Business maths (Structure & Number), Trigonometry (Structure & Space), Probability (Measurement, chance and data).

COURSE WORK
- Topic Tests, Analysis Tasks and Projects (Working mathematically) and semester examinations

CONTACT: Mrs G Dekker

10 Mathematics (Foundation)
This course is designed for students who have had difficulty learning mathematics concepts and skills. The learning is practically based and caters for students who want to improve their numeracy and do not intend to study mathematics at a Unit 3&4 level. There is a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work and study. Students’ current maths teacher will discuss this pathway with those that are suited and upon teacher recommendation students can choose this maths subject. It is expected that these students would go on to enrol in VCAL or General Maths (Foundation) Unit 1&2 in Year 11.

COURSE OUTLINE
- Patterns and number; Shape, space and design; Measurement; length, mass, capacity, temperature; Handling Data, Money, Time and Location

COURSE WORK
- Reports, Projects, Investigations and tests

CONTACT: Mr D Frantz, Ms D Oliver

2011                      2012                                  2013
LOTÉ

Japanese

COURSE OUTLINE
This course uses the Obento Supreme textbook & workbook (Thomson - Nelson) and aims to have students recall main ideas & details from spoken texts through oral & written responses in diagram or graph format; to interact fluently in oral communication on topic areas specified; use ideographic (kanji) cues to extend understanding when reading short modified texts; to use self-correcting strategies when reading short passages on the topics specified and to use knowledge of language & cultural differences.

TOPICS
1. Seasons: weather, activities.
3. Physical appearance: body parts, personality, personal letter.
4. Food: table manners, common expressions at restaurants, counters for common items.
5. Etiquette and social customs: permission to do something, living in Japan.

COURSE WORK
There are 5 different types of Assessment Tasks:
- listening
- reading
- speaking
- writing
- cultural

PRE-REQUISITE
Successful completion of Year 9 Japanese.

CONTACT: Mrs D Bjelanovic

German

COURSE OUTLINE
The course is based on the text Katzensprung 3. Topics include entertainment and youth culture in Berlin. Environmental issues, nationality and migration are covered later in the course. We also attempt to take part in activities and competitions initiated by the Goethe Institute in Melbourne in order to enhance learning and have some fun.

COURSE WORK
There are 5 different types of Assessment Tasks:
- listening
- reading
- speaking
- writing
- cultural

PRE-REQUISITE
- Successful completion of Year 9 German.

CONTACT: Mr R. Schlagloth
SCIENCE

General Science

COURSE OUTLINE
This unit is a combination of the common Science Strands. It offers students the opportunity to become familiar with the style and content of the Science Units able to be chosen at VCE. An in-depth investigation into one topic will also be included.

Topics include:
- Physics (Astronomy): History of the universe, galaxies and stars.
- Earth Science: Fossil fuels and mineral extraction.
- Biology: Ecosystems and Biodiversity
- Chemistry: Food chemistry
- In-depth investigation

ASSESSMENT OF COURSE WORK
Wherever possible, topics will be introduced and developed by practical exercises and experiments.
Assessment includes:
- Practical Work and Reports
- Investigations
- Topic Tests
- End of semester exam
- Reports and Assignments.

CONTACT: Mr R Rhoderick, Mr W Walker

Biology

COURSE OUTLINE
Biology is the study of living things. It is the science which examines the way in which individual organisms function, how they are structured, and how they co-exist with other life on Earth. In addition, this subject introduces students to more in-depth analysis of biological issues, which affect them and their environment. This unit provides a sound basis for biological studies at higher levels.

Topics include:
- Structure of Cells
- Photosynthesis
- Respiration
- Co-ordination in Plants and Animals
- Genetics
- Evolution

ASSESSMENT OF COURSE WORK
Assessment includes:
- Practical Work and Reports.
- Topic Tests
- End of Semester Exam.
- Reports and Assignments.

CONTACT: Ms J Baird, Mr Walker
Physics

COURSE OUTLINE
This subject introduces you to the study of Physics, its practical uses and some of the social issues it raises. Physics is an important subject – it doesn’t just happen in laboratories. It is all around you, in the showgrounds, fields, farms and factories. It is taking place deep in the Earth and far out in space. You find physics everywhere.
Topics include:
- Motion: speed, velocity and acceleration.
- Forces: speeding up and slowing down, gravity and weight, reaction forces.
- Energy: potential and kinetic energy, energy changes.
- Electro-magnetic radiation: production, uses and properties.
- Electricity: charges, currents, voltage, resistance and circuits.
- Magnetism: operation of electromagnetic devices.
- Light and sound: refraction, colour addition, nature and behaviour.

ASSESSMENT OF COURSE WORK
Topics are covered through theory and practical work, research and investigations. Assessment includes:
- Topic Tests
- End of semester exam
- Investigations
- Practical Reports
- Research Project

CONTACT: Mr R Rhoderick, Mr P Natoli

Chemistry

COURSE OUTLINE
Chemistry is the science that asks questions about materials, the differences between them, how they react with one another, and how heat or other forms of energy affect them. What is water made of? What happens when hydrogen burns? How are plastics made? All these questions are of interest to chemists. This unit is an introduction to chemical theory and techniques, as well as providing an insight into the study of Chemistry at higher levels.
Topics studied include:
- Matter.
- Atomic Structure.
- Formation of Compounds.
- Chemical Change.
- Writing of Chemical Equations.
- Acids and Bases.
- Precipitation Reactions.
- Rate of Reactions.

ASSESSMENT OF COURSE WORK
Assessment includes:
- Topic Tests
- End of semester exam
- Lab Reports
- Assignments and Investigations
- Research Project

CONTACT: Mr P Robertson, Mr J Bell, Mr T Sutherland
Switched-On Science

“The world today is made, it is powered by science; and for any person to abdicate an interest in science is to walk with open eyes towards slavery.” Jacob Bronowski

COURSE OUTLINE

Every day our society is confronted with biotechnological developments which will challenge our beliefs, our way of life and our health. The aim of this course is to make young people more informed, thus removing ignorance and fear often associated with these developments. Also to get an insight on the impact human progress has had on Global Warming and Climate Change.

1. Forensic Science
2. In the shoes of a scientist( a look at Science careers)
3. Climate Change and Global Warming and their impact on the earth, in particular, the Great Barrier Reef and the melting of the Arctic and the Antarctic ice
4. Genetics and Heredity
5. Biotechnology
   i. What is biotechnology
   ii. Human uses of biotechnology eg—genetics/gene selection/gene Technologies/paternity testing etc
   iii. The human habitat :Environment—introduced pests/genetically altered organisms
   iv. Food and technology
   v. Issues associated with use of biotechnology

CONTACT: Mr T Sutherland, Mr W Walker
IT Multi Media

COURSE OUTLINE
This subject will involve students developing their skills in creating a variety of multimedia products—e.g web pages, animations, digital video, digital audio.

Students will use a variety of software packages such as Flash, Photoshop, Dreamweaver, Fireworks, Audacity and Movie Maker. The subject is project based with students designing multimedia/interactive programs in topic areas of their choice.

COURSEWORK
Students will be required to design multimedia products using images, graphics, text, video and sound.

CONTACT: Mrs M Kennedy

IT Programming

COURSE OUTLINE
This subject will involve students using computer programming to solve problems and create new programs.

Students will learn how to use Visual Basic (VB.Net) to create software programs and game elements. They will develop the skills and abilities that game and software developers in the IT industry use to create games and software for the commercial market. The subject is project based with students choosing topics for their work.

COURSEWORK
Students will be required to design and create computer programs to solve information problems and create new solutions and environments.

CONTACT: Mr D Cavender
HUMANITIES

History: Australian 20th Century History

COURSE OUTLINE
In this unit we will be looking at Australia from 1900 to the present day. We will be looking at important events that have shaped our social, political and cultural development. We will look at the contributions of significant Australians to our development. We will look at the progress of various groups in Australian society, such as Aborigines, women, workers and immigrants. We will also assess and evaluate change in our society in technology, medicine and communication. We will complete class tasks, research, projects and a biography.

CONTACT: Mrs M McDowell

History: Australia at war

COURSE OUTLINE
From the Boer War to Iraq, Australia has always answered the call. Thousands of Australians have fought and died defending King and country, world peace and democracy. In this unit we will examine major conflicts in which Australians have served. We will also examine the social, political and economic impacts that they have brought with them and how they have changed the course of Australian development in peacetime. In particular we will assess Australia’s increasing global interconnections, the ideologies that have sprung from and driven these conflicts and their effect on Australians’ lives. We will examine how these events have shaped our thinking about and relationships with other countries. We will complete class tasks, assignments, and presentations.

CONTACT: Mrs M McDowell

Geography

COURSE OUTLINE
Areas of study:

1. WATER
Water is Earth’s most precious resource. This is because it is vital to the survival of all living things. In this topic you will examine issues such as where Australia’s water comes from, how it is managed, what happens when there isn’t enough of it, and what should we be doing in the future to ensure our water supplies. We will also touch upon related issues such as threats to our catchment basins, the environmental effects of water use and the effect of climate change on our water supplies. This will be carried out through a combination of course work, research, fieldwork and management plans.

2. ENERGY
Never before have we used so much energy, and demand is still increasing. What will happen when we run out of oil and coal? In this topic we will look at this problem of how to match our use of energy with supply. We will investigate where our energy comes from and how long it is likely to last. What alternatives are available and how safe and sustainable are they? Why does the community get so worked up over wind turbines? What should we, as a community, be doing to ensure our energy future? This will be carried out through a combination of course work, research, fieldwork and management plans.

CONTACT: Mrs M McDowell
Philosophy 1 & 2

COURSE OUTLINE
Have you ever wondered where the universe comes from? Whether there is a god? Whether a machine might think? Why there is evil in the world? Whether it’s morally acceptable to clone people? What the difference is between a cult and a religion?

If so, you have begun to think philosophically.

Philosophy is about thinking. It’s about asking questions. It’s about thinking clearly in the search to find answers to the Really Big Questions.

Philosophy helps students to think critically and clearly, to explore beliefs and values, to learn to use reasoning and logical argument, to address different points of view and explore alternatives.

Philosophy has challenged the best minds that have ever existed but that does not mean you have to be one of the all time great thinkers to take part – all that is needed is a sense of wonder or curiosity. You want to know, you want to figure things out for yourself, you want to explore the ideas of others and work things out together.

COURSEWORK

SEMESTER ONE

• Metaphysics Introduction to Philosophy – themes and thinkers. What’s out there? A Study of Existence -the nature of being and the world.
• Philosophy of religion A study of diverse religious traditions; the purpose and nature of religion in the world today.
• Philosophical reasoning - Where do we start? Philosophy is not only about ideas; it’s also about arguments. Learn the basic skills of philosophical argument and debate – fact, opinion and interpretation, logical argument and critical thinking.

SEMESTER TWO

• Political philosophy – What actions are permissible? Political Philosophy is the study of government and the relationship of individuals and communities to the state. It includes questions about justice, the good, law, property, and the rights and obligations of the citizen.
• Ethics - What should I do? Ethics and moral philosophy is associated with notions of right and wrong, it is concerned with questions of how people ought to act. A range of current and enduring ethical issues will be studied.
• Aesthetics - Why is this art? What can life be like? Aesthetics deals with beauty, art, enjoyment, sensory-emotional values, perception, and matters of taste and sentiment.

Students may undertake philosophy in either semester or both. The course is an introduction to the issues raised in VCE Philosophy, particularly Units One and Two.

Texts: to be supplied by the school. A $10.00 student levy may apply to offset costs.

Assessment
A range of assessment strategies will be used, to be chosen after negotiation with the students involved:

1. Oral presentations/reflection
2. Class discussion/dialogue
3. Multi-media presentation
4. Research report
5. Short answer responses
6. Extended essays
7. Group work
8. Exam

CONTACT: Ms J McCabe
BUSINESS STUDIES

Money Management

COURSE OUTLINE
This subject is designed to enable students to improve the management of their personal finances. A major focus is an introduction to the management of a business and accounting procedures.

Topics:
- Managing personal finances;
- How to earn and save money;
- Interest: the cost of money;
- Credit cards;
- The Share Market;
- Education, Work and the Future;
- The global economy;
- Starting a small business;
- Keeping business records;
- The Balance Sheet;
- Business Structures.

ASSESSMENTS
- Credit investigative report.
- Share portfolio assignment.
- Business simulation assignment
- Tests
- Semester examination of 1½ hours.

CONTACT: Mrs T Armstrong  Mrs. W Morrell

Economics

COURSE OUTLINE
This subject is designed to introduce students to the Australian economy and the way it affects us, economic issues and the changing value of our dollar.

Topics:
- Why are groceries more expensive?
- Why are interest rates going up?
- Why are we paying more for petrol?

ASSESSMENTS
- Investigations.
- Analytical exercises.
- Case studies.
- Semester examination of 1½ hours.

NOTE: Guest speakers and economic videos and movies will be arranged.

CONTACT: Mr V Demasi
Law

COURSE OUTLINE
This subject is designed to introduce students to citizenship and the law, how the law affects us, legal rights, law-making and the political system.

Topics:
  o the Government and you.
  o Law and Society.
  o Civil and criminal law.
  o Citizenship

COURSE WORK
- Tests;
- Research Assignments;
- Folio of newspaper articles
- Semester examination of 1½ hours;
- a visit to Ballarat Magistrates Court;
- guest speakers.

CONTACT: Miss B Walsgott
TECHNOLOGY

This department includes the following subjects:- Automotive, Electronics, Metal, Textiles, Wood, Home Economics.

Each of these areas runs VCE Units in both year 11 and 12. Year 10 students are encouraged to consult the teachers named if they wish to enrol in any VCE unit relating to Technology. Places are available for year ten students in these VCE Units and we encourage students to choose VCE Subjects.

Automotive

COURSE OUTLINE
This course encompasses a broad area in automotive machinery. Automotive at this level is designed to cater for students with a specialist interest in furthering their skills and knowledge in the mechanical field. The focus will be on a range of mechanical systems, including various power sources in the automotive industry.

COURSE WORK
Activities may include:
- Workshop safety.
- Examination of common types of drives.
- Engine rebuilding.
- Welding techniques.
- Study of various automotive systems.
- Dismantling and rebuilding of small engines.

CONTACT: Mr S White
Food by Design

COURSE OUTLINE
- This unit uses the design process of investigate, design, produce and evaluate to introduce Year 10 students to nutritional concepts that are important for their health and well being. Also included are some interesting and challenging ways to prepare and cook foods, developing important skills they will keep for life.

- The activities undertaken during this unit will extend students knowledge, experiences, skills, cultural awareness and understanding of many food related topics. This will also help develop students skills in solving problems, management, making decisions and understanding how good food choices affect future health.

Assessment – Worksheets; Major design project; Skill development and practical applications.

PREREQUISITES
- A pass in Home Economics at least Year 8 level.

CONTACT: Mrs M Farquhar.

Advanced Foods

COURSE OUTLINE
- Students undertaking this course will be expected to develop advanced abilities in preparation, cooking and service of foods for formal functions.

- One term will involve the study of cake decorating techniques, concluding with the decoration of a special occasion cake.

- This course provides a broad grounding for students wishing to enter careers in catering, and can assist VCE/VET Hospitality.

- Theory application includes nutrition, menu planning, time management, meal service, budgeting and assignments.

- Areas of practical study will include:
  - Garnishes and Hors-d’oeuvres.
  - Soups and Entrees.
  - Fish, Meat and Poultry dishes.
  - Vegetable preparation.
  - Desserts.

COURSE WORK
- A dinner party evaluation.
- A formal dinner at school.
- A formally decorated cake.
- Theory work.

PREREQUISITES
- A pass in Home Economics at least at Year 8 level.
- A commitment to advance food skills and knowledge.

CONTACT: Mrs J Robertson
Electronics / Integrated Systems

COURSE OUTLINE
Electronics is designed to cater to students with a special interest in developing their skills in the electrical field. There will be a strong focus on the practical use of electronics. Students will undertake to design and produce a small electronic model. There will be theory on the use and function of various electronic components. Students will research and investigate component design, function, and work tasks leading to model production.

COURSE WORK
- A strong Practical focus, with students undertaking a research project that leads to the production of a practical model.
- Students then evaluate what they have produced with a view to improvements.

CONTACT: Mr K Raneberg

Pre VET Technology (electronics)

COURSE OUTLINE
This unit focuses upon the practical use of tools, materials and equipment required in engineering and skilled trades. Students will be required to develop products across both areas and utilise a wide range of machines in their development. Occupational Health and Safety procedures will be a major focus in this unit. This unit is ideal for those students who wish to study VCE Design and Technology or VET subjects in the future.

COURSE WORK
- The development of a range of experimental products demonstrating the correct and safe use of machines and equipment
- The production of one major project
- The development of a folio which includes product stages of development, designs and OHS
- A theory assignment relating to equipment use including OHS
- An extended test

CONTACT: Mr K Raneberg
Design and Technology / WOOD

COURSE OUTLINE
This unit focuses upon the function, form and design of wood and associated materials in Australian society. Fundamental construction processes will be taught along with the safe use of modern power tools. Students will have the opportunity to use a variety of timbers during the construction phase. Folio presentation and design is an integral part of course work.

DESIGN AND DEVELOPMENT component – 1 period per week per semester covering:
- The Design Elements and Principles.
- The Design Process.
- Design Briefs.
- Development of Evaluation Criteria.
- Research techniques.
- Illustration techniques.
- Design Development techniques.
- Presentation techniques.

COURSE WORK to include
1. COMPUTER DESIGN Component
   - Scanning processes.
   - Research & Development techniques.
   - Computer composite Mood Boards and Client Profiles.
   - Layouts, Presentation Justifications Production Plans & Evaluation Plans.
   This content will be developed to specifically encourage participating students to feel comfortable utilising these types of programs.

PRODUCTION
- Students will investigate traditional and new MATERIALS to determine appropriate qualities and processes.
- Students will be introduced to a range of TECHNIQUES and PROCESSES which could be incorporated into production work.
- Students will assess product design according APPROPRIATE to PURPOSE and FUNCTION.
- Students will undertake PRODUCTION activities related to their given WORK BRIEF.
- Student will investigate and apply the most APPROPRIATE QUALITY finishes related to their product.
- Production Planning.

COURSE WORK
- Two major practical projects which focus upon the practical development of furniture.
- An assignment relating to timber used in furniture construction.
- Folio of designs and research relating to practical activities.
- Extended test.

CONTACT: Mr M Cook
Design and Technology / METAL

COURSE OUTLINE
This unit focuses upon the function, form and design of wood and associated materials in Australian society. Fundamental construction processes will be taught along with the safe use of modern power tools. Students will have the opportunity to use a variety of timbers during the construction phase. Folio presentation and design is an integral part of course work.

COURSE WORK
- Two major practical projects which focus upon the practical development of furniture.
- An assignment relating to timber used in furniture construction.
- Folio of designs and research relating to practical activities.
- Extended test.

CONTACT: Mr P Every

Textiles/Fashion Design & Production
5 periods per week NB: It will possibly run in a VET style block timeframe EG: A period 5,6 &7 prac block with a 4.10 pm finish, and a double.

COURSE OUTLINE
This course could be taken as a stand alone unit which would benefit students entering Graphics, Studio Arts or Design & Development Textiles, Wood or Metal at VCE units 1, 2, 3 & 4. It is designed to extend student understanding of the Design Process. Students will undertake a series of exercises designed to build confidence and understanding of both
- CAD and freehand approaches to the Design Process.
- Students will develop a Folio designed to promote and present design ideas.
- Students will learn how to effectively plan and undertake Production activities.

COURSE WORK:
1. COMPUTER DESIGN Component
- Scanning processes.
- Research & Development techniques.
- Computer composite Mood Boards and Client Profiles.
- Layouts, Presentation Justifications Production Plans & Evaluation Plans.

2. DESIGN AND DEVELOPMENT
- The Design Elements and Principles.
- The Design Process.
- Design Briefs.
- Development of Evaluation Criteria.
- Research techniques.
- Fashion illustration techniques.
- Design Development techniques.
- Presentation techniques.

3. TEXTILES/FASHION PRODUCTION
- Students will investigate traditional and new MATERIALS to determine appropriate qualities and processes.
- Students will be introduced to a range of traditional and new TECHNIQUES and PROCESSES which could be incorporated into production work.
- Students will assess product design according APPROPRIATE to PURPOSE and FUNCTION.
- Students will undertake PRODUCTION activities related to their given WORK BRIEF.
- Student will investigate and apply the most APPROPRIATE QUALITY finishes related to their product.
- Production Planning.
- Evaluation of final product and production activities.

CONTACT: Mrs R Jones
ART

Photography

SUBJECT SPECIFIC REQUIREMENTS
- Students will need to supply an A3 visual Diary and Photography Paper.
- Students can purchase Ilford photo paper through the school for $5.00.

COURSE OUTLINE
- This unit will introduce students to the basics of Black and White Photography, Digital Photography and Computer Manipulation.
- Students will be required to maintain a workbook of ideas and processes and present a research assignment.

COURSE WORK
Topics Covered:
- Camera Use.
- Darkroom Procedures.
- Photo Appreciation/theory.
- Digital Photography.
- Computer Manipulation.
- Composition and Design.

CONTACT: Mrs N Schreenan, Miss S Murnane

Visual Communication and Design

COURSE OUTLINE
Arts Practice
- Students will complete a range of Visual Communications that involve manual drawing skills and/or use of computers. Topic areas may include rendering techniques, product design, perspective drawing, posters, package design, technical drawing, and electronic presentation methods.

Responding to the Arts
- Students will complete a number of tasks that involve developing greater knowledge and understanding of existing visual communications and the roles of professional designers.

COURSE WORK
Arts Practice
- Assessment will be based on the creativity, quality and quantity of Visual Communications produced.

Responding to the Arts
- Assessment will be based on performance in activities exploring the formal design elements and principles; analysis of existing visual communications; and the roles of professional designers.

CONTACT: Mr G French, Mr S Marshall
ART Drawing/ 3D Sculpture

SUBJECT SPECIFIC REQUIREMENTS
• 1 A3 Visual Arts diary [black cover, 60 pages].

COURSE OUTLINE
• This unit will introduce students to drawing and 3D activities [ceramics, wire and paper mache sculptures.]
• They will be expected to start exploring the design process involving experimenting with ideas and evaluating them.
• Students will explore art styles and individual artists’ practice.

COURSE WORK
• Produce artworks that develop techniques and skills in drawing and 3D sculpture.
• Students will be required to maintain a workbook of ideas and design processes.
• Students will respond to the arts by an artist research project [power point] art analysis and oral discussions.

CONTACT: Mrs A Langdon

ART 2D

SUBJECT SPECIFIC REQUIREMENTS
• 1 A3 Visual Arts diary [black cover 60 pages].

COURSE OUTLINE
• This unit will introduce students to creating 2D artworks including; Painting, Drawing, Printmaking and Multimedia tasks.
• Students will also research various artists work practices and specific art periods and styles.

COURSE WORK
• A folio of work using various mediums such as painting, drawing, printmaking and multimedia will be produced.
• A Research assignment, art analysis of specific artists, note taking and investigations into the ‘Design Process’ will be required in the Visual Diary.

CONTACT: Miss S Murnane
HAPE - Health & Physical Education

It is government policy that all students participate in Physical activity every week in Year 10. Students are encouraged to choose a minimum of one Physical Education subject each semester to fulfil this requirement.

Health and Human Development

COURSE OUTLINE
This subject is ideal preparation for those students who are considering undertaking Units 1+2 VCE Health and Human Development in Year 11. The costs of health care are always increasing. Health prevention and promotion programmes have been successful in the areas of smoking, driving and skin cancer. Using adolescent health issues as a base, students will develop a health promotion programme using the principles of health promotion. The topics that may be covered include: Australian health care system, mental health, sexuality, drugs and alcohol, nutrition and investigation current health strategies such as QUIT, TAC and Beyond Blue.

CONTACT: Mr M Sordello

Action in The Outdoors

COURSE OUTLINE
This subject is ideal preparation for those students who are considering undertaking Units 1+2 VCE Outdoor Education in Year 11. The subject introduces students to outdoor environments. Students will study a range of activities and develop knowledge and skills in a variety of natural settings. Practical classes will enable students to have the opportunity to extend and apply on their knowledge and skills learnt from theory sessions on topics that may include: safe participation in the outdoors, personal responses to risk, minimal impact travel and living, navigational skills and first aid.

CONTACT: Mr M Sordello

PE/Fitness

COURSE OUTLINE
Many adolescents are aware of the importance regular moderate to vigorous physical activity can have on their physical and emotional development. This unit aims to cater for those students who are willing to physically push themselves and further their knowledge about different training methods that would enhance their overall general fitness and wellbeing as well as identifying which fitness component and energy system is dominant in the particular activity undertaken.

Students will participate in 1 double practical session per week. The double session will involve students in game activities and the remaining 3 single sessions will involve fitness topics that may include weight training, Pilates, endurance training, interval training and circuit training.

CONTACT: Mr M Sordello
PE/Foundations

COURSE OUTLINE

This subject is ideal preparation for those students who are considering undertaking Units 1+2 VCE Physical Education in Year 11.

The students will participate in a double practical session as well as single theory lessons that may include laboratory activities. This subject may investigate topics such as anatomy (i.e. muscular system, skeletal system, cardiovascular system), and physiology (i.e. responses to exercise, energy systems, posture).

CONTACT: Mr M Sordello

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PE/Health for Girls

COURSE OUTLINE

There are many pressures faced by adolescents in society today in particular girls. This unit aims to address some of these issues and provide practical knowledge and skills that girls can utilise in their everyday lives.

The sessions are made up of a double Physical Education practical lesson and 3 single theory lessons. Theory may include: sexuality, relationships, risk taking behaviour, drugs, nutrition and skin care. Girls also have the opportunity to investigate any other issues that they feel is important and prevalent to them.

CONTACT: Mr M Sordello
PERFORMING ARTS

Music Classroom

COURSE OUTLINE
This subject is intended for those students who wish to further develop their listening, creative and performing skills.

Students will have the use of a fully equipped practical room consisting of Drum Kits, PA’s, Electric guitars, Bass guitars and Keyboards.

Students will develop skills through activities such as:
- Compositions
- Playing in class practical activities
- Studying basic music theory and writing
- Studying various music styles
- Music Technology.

COURSE WORK
Performance - any group performance will be assessed.
Unit Tasks - includes Listening, Creative and all work undertaken throughout the semester.

CONTACT: Mr D Woods

Music Performance

COURSE OUTLINE
- It is now possible for students to do MUSIC PERFORMANCE through to Year 12. Almost any instrument can be studied (although the standard expected at Year 12 is quite high). Students doing Year 10 Music Performance should therefore be –
  - interested in pursuing Music through to Year 11 or 12.
  - interested in furthering their skills in Year 10.
- Students should be able to play an instrument at a reasonable standard - this would require a minimum of 2-3 years of study.
- As students must present a solo performance, they are strongly encouraged to have a teacher for their instrument. If students are not being taught at school, private lessons may be required.
- Examples include Voice, Guitar, Electric Bass, Drum-kit, Piano, Brass and Woodwind Many of these are offered at school.

COURSE WORK
- **Practical** There are two areas of work: Solo and Group
- **Listening** Development of Aural skills.
- **Creativity** Creating original music through improvisation, arranging music, and melody writing.
- **Performance** Ensemble and Solo performance to an audience.
- **Unit Tasks** Students will keep a Workbook or Folio of all classroom activities including the set Theory work.

CONTACT: Mr D Woods

Drama
COURSE OUTLINE
This is an activity based course which will offer experience in a variety of dramatic techniques - movement, mime, voice, improvisation, scripted work and role play. Students will work towards the performance stage and be involved in learning the technical aspects involved in performance. The course is designed to develop life skills of communication, co-operation, leadership, use of initiative, self confidence and self discipline. Students learn skills related to both performance and technical aspects of theatre.

COURSE WORK
- Practical Workshop: Students must attend and participate in all practical classes.
- Performance analysis of live theatre.
- Successful completion is based on, contributions to workshops, rehearsals and performances.
- Assessment is based on a major assignment and a variety of practical activities. It is expected that students will see at least one piece of theatre.

CONTACT: Miss J Kelly

Theatre Studies
COURSE OUTLINE
Theatre Studies is a practical study of the history and development of Theatre, and leads on to VCE Theatre Studies and Drama.
- The subject is complementary to a variety of others, such as Literature, History and Drama.
- It traces the origins of Theatre in Ancient Greek times and follows its development through to modern times. Practical Drama workshops complement the study. Use of CD-Rom and internet research is encouraged, relate to style and history of theatre. Students actively explore all aspects of theatre.

COURSE WORK
Assessment is based on the workbook, a major assignment, and a variety of practical activities. It is expected that students will see at least one piece of theatre.

CONTACT: Miss J Kelly
Video-Making

COURSE OUTLINE
The course covers both theory and practical work. Students are taught to plan shot sequences (storyboard), film (shot composition) and edit the final master tape (editing occurs on Ballarat High's editing suite)

- Eventually the class divides into four groups to produce a major project.
- These groups may produce an interview, a documentary, a pop clip, dance clip, comedy sketch or dramatic sketch, depending on class interests and abilities.
- **Students will be taken through a range of activities and topics including:**
  - Camera work and shot composition.
  - Storyboards planning shot sequences cf. "live" TV studio approach.
  - One camera approach.
  - Editing.
  - Possible excursion to see television production

The course offers an excellent understanding of how television and film works by 'doing it'.

COURSE WORK
- Two assignments.
- Exam.
- Participation in Practical work and Theory.

CONTACT: Mr J Greenwood

Media

COURSE OUTLINE
The course covers the following topics, though not necessarily in this order:

FILM
Students will look at various techniques involved in film production as well as analysing the work of other students and professional film-makers. Two films will be analysed as part of this unit.

MAGAZINES
Students will look at the production of magazines. How are magazines produced? What goes into this production? Students will explore the different roles of people in the magazine industry. Working in pairs, students will be required to produce a magazine.

ADVERTISING
Does advertising really work? Students will look at the codes and conventions associated with advertising, analysing different types of advertising and create their own ads using various computer programs. Working in groups, students will be required to produce a 30 second commercial.

TELEVISION
Students will look at different television genres exploring similarities and differences between the two. They will also explore the relationship between intended audience and actual audience.

COURSE WORK
One or two assessment tasks will be completed for each topic and students will need to submit all assignments to receive a satisfactory grade.

CONTACT: Mr J Greenwood
**ENGLISH**

**English**

English is concerned with enhancing a student's communication skills through the modes of reading, writing and speaking.

**Areas of Study**

**UNITS 1, 2, 3 and 4**

The course covers “Reading and Responding”, “Creating and Presenting” and “Using Language to Persuade”.

The “Reading and Responding” section of the course focuses on an in-depth analysis of novels, plays and films. Students focus on developing their essay writing skills. In “Creating and Presenting” students read and view a variety of texts on a theme and then draw on this knowledge to create their own written texts. Students analyse both print and non-print texts and also present a reasoned point of view on a current issue in the “Using Language to Persuade” section of the course.

**CONTACT:** Ms S Eppingstall, Mr V Demasi, Ms J McCabe

**English Language**

This study aims to combine learning about the nature of language in human thought and communication with learning how to use English more effectively and creatively. It is informed by the discipline of linguistics and integrates a systematic exploration of the nature of the English Language. Students develop skills in the description and analysis of a diverse range of spoken and written English texts.

**Areas of Study**

**UNIT 1: Language and its use in communication:** The use of language is an essential aspect of human behaviour, the means by which individuals relate to each other and to their own particular communities. Unit One is concerned with the nature and functions of language and the way language is organised so that it provides its users with the means by which they can make sense of their experience and have contact with others.

**UNIT 2: Language change:** The inevitability and the continual process of such change. The unit explores the development of English in its many forms.

**UNITS 3 & 4: Language in Society and Texts in their Australian Contexts:** these units can be studied without having studied Units One and Two. They involve extensive study of how people use language and what can be learnt about people and their background from the way they use language, how they write and how they speak. There is scope to examine film and television, the print media, advertising, letters, speeches, extracts from literature, indeed any area where language, in whatever form, is used.

**CONTACT:** Ms J Nicholls, Mr G Miller
Literature
When you study literature you develop knowledge and enjoyment of a wide range of literary texts, poetry, novels, short stories, plays and films. The study will require you to respond creatively and imaginatively to the texts, discuss the ideas expressed and participate in excursions to view plays. Texts will include novels, poetry, plays, short stories and films both contemporary, and from the past.

Areas of Study
UNIT 1: This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text.
UNIT 2: The focus of this unit is on students’ critical and creative responses to texts.
UNIT 3: This unit focuses on the ways writers construct their work and how meaning is created for and by the reader.
UNIT 4: This unit focuses on students’ creative and critical responses to text

CONTACT: Ms. M Jeffery, Mrs. E Drough
MATHEMATICS
Mathematics is a study of patterns in number and space. It provides a symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage the environment.

There are four mathematics subjects offered at VCE Units 11 and 2 level:

- General Mathematics – Further, 1 & 2
- General Mathematics – Advanced, 1 & 2
- Mathematical Methods, 1 & 2
- Pre-specialist 3/4 Maths for Year 11 Math Methods students

There are three Mathematics subjects offered at the VCE Units 3 and 4 level:

- Further Mathematics, 3 & 4
- Mathematical Methods, 3 & 4
- Specialist Mathematics, 3 & 4
Pre-specialist 3/4 Maths for year 11 Methods students.
Note: this is a non VCE year 11 subject, and is chosen in addition to a normal year 11 course

Purpose
● To aid students with their current studies of both year 11 mathematical methods and physics.
● To give students a chance to trial specialist maths topics to aid them with their year 12 subject choice.
● To help students prepare for specialist maths by covering the course at an introductory level.

Format
This will be offered in semester 2: 16 weeks (10 in term 3, 6 in term 4). It will be assessed and reported. No additional materials are required by students.

PERIODS PER WEEK/ SEMESTER:
2 periods/week (7.50 am to 8.50 am)   Semester 2

TOPICS/UNITS/ AREAS to be covered during this semester:
- Topic 1 – Vectors
- Topic 2 - Complex Number System
- Topic 3 – Kinematics
- Topic 4 - Dynamics

Outline of assessments:  4 topic tests

CONTACT: Mr G Neal

Units 1 & 2 General Mathematics (Further)
General Mathematics (Further) is designed to prepare students for Further Mathematics 3 & 4, however it can also be taken by able students who only wish to study two units of mathematics in their VCE.

Areas of Study:
1. Statistics
2. Linear Equations and Graphs
3. Networks
4. Financial Arithmetic
5. Matrices
6. Sequences and Series

CONTACT: Mr A Putnins

Units 1 & 2 General Mathematics (Advanced)
General Mathematics Advanced is intended to be completed as VCE Maths in Year 10 or in conjunction with Mathematical Methods in Year 11. It can also be studied by students who have completed 10 Mathematics (Advanced), as a pathway to Further Mathematics.

Areas of Study:
1. Linear Equations and Graphs
2. Shape and Measurement
3. Number Systems
4. Financial Arithmetic
5. Sequences and Series
6. Trigonometry
7. Statistics

CONTACT: Mr G Liubicich
Units 1 & 2 Mathematical Methods
Mathematical Methods 1 & 2 is designed as a preparation for Mathematical Methods 3 & 4. There is a strong emphasis in the course on Graphing and Algebra. Students completing Mathematical Methods who require extra maths assistance will need to also complete General Mathematics Advanced, which would be studied concurrently in year 11.

Areas of Study:
- Functions and Graphs
- Calculus
- Algebra
- Probability

CONTACT: Mr G Neal, Ms D Oliver

Units 3 & 4 Further Mathematics
Further Mathematics has a prescribed core of Data Analysis and three selected modules from:

1. Number Patterns and Applications
2. Geometry and Trigonometry
3. Graphs and Relations
4. Business Related Mathematics
5. Networks and Decision Mathematics
6. Matrices

Students who take Further Mathematics may also study Mathematical Methods.

CONTACT: Mrs G Dekker

Units 3 & 4 Mathematical Methods
This subject will satisfy entry requirements into many Tertiary courses such as Agricultural & Applied Sciences, Engineering, Applied Chemistry, Architecture and Commerce.

Areas of Study:
1. Coordinate Geometry
2. Circular Functions
3. Calculus
4. Algebra
5. Statistics and Probability

CONTACT: Ms D Oliver

Units 3 & 4 Specialist Mathematics
This subject is an extension of many of the topics covered in Mathematical Methods and must be studied concurrently with Methods.

The topics covered are:
1. Vectors
2. Complex Numbers
3. Circular Functions
4. Differentiation
5. Integration
6. Kinematics
7. Differential Equations
8. Dynamics

CONTACT: Mr G Neal
BUSINESS STUDIES

Accounting

VCE Accounting provides an introduction to the financial aspects of a business. Accounting can provide the basis for a career in some of the high-growth areas of employment, including finance, property, business services, recreational and personal services.

Areas of Study
UNIT 1 - ESTABLISHING AND OPERATING A SERVICE BUSINESS
This unit involves recording, reporting and understanding accounting information.

UNIT 2 - ACCOUNTING FOR A TRADING BUSINESS
This unit focuses on accounting for a single activity sole trader.

UNIT 3 - RECORDING AND REPORTING FOR A TRADING BUSINESS
This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system.

UNIT 4 - CONTROL AND ANALYSIS OF BUSINESS PERFORMANCE
This unit covers budgeting, financial performance and assessing financial position.

CONTACT: Mr M Richardson

Business Management

VCE Business Management examines the way businesses manage resources to achieve their objectives. Students develop an understanding of the challenges, complexity and rewards that come from managing a business.

Areas of Study:
UNIT 1 - SMALL BUSINESS MANAGEMENT
This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

UNIT 2 - COMMUNICATION AND MANAGEMENT
Students develop knowledge in all aspects of business communication and are introduced to skills related to its effective use in different contexts.

UNIT 3 - CORPORATE MANAGEMENT
This unit investigates how large-scale organisations operate. Students focus on the internal environment, including management styles and skills. Students also examine how the operations of the business are managed.

UNIT 4 - MANAGING PEOPLE AND CHANGE
This unit commences with a focus on the human resource management function. The unit concludes with students learning about how change is effectively managed within large-scale organisations.

CONTACT: Mrs W Morrell, Mr M Richardson
Economics
Economics is concerned with how groups in society manage and use resources, and how this affects people’s living standards. Economics is the study of who gets what and why. Specifically, students will be considering:

Areas of Study
UNIT 1 ECONOMICS: CHOICES AND CONSEQUENCES
This unit explores the market system and economic issues facing the Australian economy.

UNIT 2 ECONOMIC CHANGE: ISSUES AND CHALLENGES
This unit focuses on the changing nature of population and demographics, the labour market and other factors influencing the level of economic prosperity in Australia. Global economic issues are also examined.

UNIT 3 ECONOMIC ACTIVITY
This unit explores the market system and resource allocation. Output, employment and income are also examined.

UNIT 4 ECONOMIC MANAGEMENT
This unit focuses on the macroeconomic demand management and the aggregate supply policies of the federal government.

CONTACT: Mr V Demasi, Mr M Richardson

Legal Studies
VCE Legal Studies is an introduction to the study of Australian law. It looks at how law affects us in our everyday lives and what our rights and responsibilities are. We study both criminal and civil law and how cases are presented in court.

Areas of Study
UNIT 1 - CRIMINAL LAW IN ACTION
This unit focuses on the importance of criminal law. It examines the role of police and the punishments imposed on guilty parties.

UNIT 2 – ISSUES IN CIVIL LAW
This unit looks at civil rights. We study areas of contract law and tort law such as negligence. Students study the jury system and the role of courts and tribunals. The students then study some specific areas of law in such as Marriage and divorce, technology and the law and so on.

UNIT 3 - LAW-MAKING
This unit explores how we as citizens are affected by parliament. We also look at how the constitution protects our rights. The role of courts in our system is also evaluated.

UNIT 4 – RESOLUTION AND JUSTICE
This unit looks at how we resolve criminal and civil disputes peacefully. We look at each of the courts from the Children’s Court to the High Court. Is our legal system a fair one? Is the law accessible to all?

CONTACT: Mrs T Armstrong, Mr M Richardson
HAPE – HEALTH & PHYSICAL EDUCATION

Health & Human Development

The central focus is to examine factors that promote wellbeing in individuals, families and the community. Health and Human Development explores the physical, social and emotional aspects of health and development, beginning with the individual and progressing to family, community and an international perspective.

Areas of Study
UNIT 1 - THE HEALTH AND DEVELOPMENT OF AUSTRALIA’S YOUTH
- Understanding health and development
- Youth health and development
- Health issues for Australia’s youth

UNIT 2 - INDIVIDUAL HUMAN DEVELOPMENT AND HEALTH ISSUES
- The health and development of Australia’s children
- Adult health and development
- Health issues

UNIT 3 - AUSTRALIA’S HEALTH
- Understanding Australian’s health
- Promoting health in Australia

UNIT 4 - GLOBAL HEALTH AND HUMAN DEVELOPMENT
- Introducing global health and human development
- Promoting global health and human development

Why Study Health and Human Development?
Health and Human Development is a valuable subject for students considering careers in human sciences, such as nursing and related areas of health, psychology and education. The content is relevant to everyday life and while some students may not follow careers in this area, the material studied and the issues considered relate directly to students and to all stages of the life cycle.

CONTACT: Mrs H Kearle, Mr M Sordello
Outdoor & Environmental Studies

Our interaction with the outdoors in terms of safety procedures, skills required, what motivates people and impact upon the environment. This is done through practical experience as well as theoretical study. Current issues are used to explore the concepts to be developed. Here is a list of just a few of the activities you will undertake.

**Know Yourself - Rock Climbing.** Its one hundred feet up and you’ve got sweaty palms! Should qualifications be compulsory for Outdoor activity? Why are all adventure heroes in the media men?

**Know Yourself - Snow Skiing.** Do you prefer the exhilaration of downhill or the tranquillity of cross country? Are the constant assaults on Everest destroying the environment and local culture? Should we log in National Parks?

**Know Yourself - Windsurfing.** It’s blowing a gale and you’re 200 metres out with no idea of getting back!

**Areas of Study**

**UNIT 1 - UNDERSTANDING OUTDOOR EXPERIENCES**

You will get to examine nature in the environment and look at your own and others relationship with it. You will study various uses of nature from both within the classroom and first hand in the outdoors.

**UNIT 2 - ENVIRONMENTAL IMPACTS**

How do you impact on the outdoors? Are you having a negative effect on it? How does the natural environment affect you? Does it inspire you? Are you motivated to “go bush” or get into some adventure that will really get your adrenalin pumping? We will discuss this and a whole lot more!

**UNIT 3 - RELATIONSHIPS WITH NATURAL ENVIRONMENTS**

Indigenous cultures have lived on Australian soil for more than 60,000 years with little impact. We will look at how they managed this and how various human groups have related to the environment since then. You will study the impact that has occurred since European settlement.

**UNIT 4 - THE FUTURE OF HUMAN/NATURE INTERACTIONS**

Can the outdoor environment survive the increasing pressure of a growing human population? What needs to be done to keep a sustainable environment that is satisfying for everyone? Environmental conflict, who fights, how do they fight? You will study this and be given the opportunity to develop and defend your own beliefs.

**PRACTICAL EXPERIENCE** - Each unit involves up to 5 days of practical outdoor activity, including overnight camps that must be completed with our group in order to successfully complete the subject. Students will be required to sign and adhere to a code of conduct to participate in these activities. Please note that some trips will conflict with the lead up to boat race and this should be considered by rowers before selecting these units. Cost: Up to $500 Year 11 and $550 Year 12.

**CONTACT:** Mr D Collishaw, Mr M Sordello
Physical Education

Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. Physical Education focuses on the complex interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, together with the wider social attitudes to and understanding of physical activity.

Areas of Study
Unit 1 – Bodies in motion
Students explore how the body systems (musculoskeletal, cardiovascular and respiratory systems) work together to produce movement and analyse this motion using biomechanical principles. Students apply biomechanical principles to improve and refine movement through practical activities and investigate risk management strategies to prevent injury to the participant/athlete and the rehabilitation practices required to ensure the individual returns to sport or physical activity.

Area of study 1 – Body systems and human movement
Area of study 2 – Biomechanical movement principles
Area of study 3 – Injury prevention and rehabilitation

Unit 2 – Sports coaching and physically active lifestyles
Students explore a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. Students will gain a practical insight into the role of the coach and how they could influence an athlete’s performance. Students are also introduced to the importance physical activity has on the individual and wider population and how physical activity can be promoted to ensure the health and wellbeing of both individual and wider population.

Area of study 1 – Effective coaching practices
Area of study 2 – Physically active lifestyles
Area of study 3 – Promoting active living

Unit 3 – Physical activity participation and physiological performance
Students will gain an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students will also gain an understanding into the energy systems and how they contribute to performance in physical activity, what causes fatigue and different strategies used to delay and manage fatigue and to promote recovery.

Area of study 1 – Monitoring and promotion of physical activity
Area of study 2 – Physiological responses to physical activity

Unit 4 – Enhancing performance
Students consider the manner in which fitness can be improved and participate in a training program designed to improve or maintain selected fitness components. Students also explore the nutritional, physiological and psychological strategies used to enhance performance. Students examine legal and illegal substances and methods of performance enhancement and develop an understanding of different anti-doping codes.

Area of study 1 – Planning, implementing and evaluating a training program
Area of Study 2 – Performance enhancement and recovery

CONTACT: Mr M Sordello
HUMANITIES

Geography
Geography is the study of the physical world and people’s interaction with it.

UNIT 1: NATURAL ENVIRONMENTS
This unit investigates the geographic characteristics of natural environments and landforms and the natural processes that shape and change the Earth’s surface. It investigates how the interactions between natural processes and human activities can also change natural environments.

Areas of Study
• Characteristics of natural environments.
• Changes in natural environments.

UNIT 2: HUMAN ENVIRONMENTS
This unit investigates the characteristics of rural and urban environments which are developed by human activities and their interactions with natural environments. Possible topics may include Melbourne Docklands.

Areas of Study
• Characteristics of human environments.
• Changes in human environments.

UNIT 3: REGIONAL RESOURCES
This unit investigates the characteristics of resources and the concept of region. Students must investigate a regional resource and a local resource in Australia. The regional resource will be water in the Murray-Darling Basin region. Students will use fieldwork to investigate a local resource.

Areas of Study
• Use and management of an Australian water resource.
• Use and management of local resources.

UNIT 4: GLOBAL PERSPECTIVES
This unit investigates the geographic characteristics of global phenomena and their impact on people and places. Global phenomena are major natural or human events or processes that possess the capacity to affect the globe or significant parts of it. These events require more than a local or national response. Examples are El Nino, International Tourism, Climate Change and the spread of Telecommunications.

Areas of Study
• Global phenomena
• Global responses

CONTACT: Mrs M McDowell
Twentieth Century History

This unit allows students who enjoy history to examine some of the world’s major political, economic and cultural events in the twentieth century.

UNIT 1: TWENTIETH CENTURY HISTORY (1900-1945)
1900 to 1945 in Europe can be considered an exciting time because of the many social, political and economic changes that occurred. Many of these changes led to conflicts between individuals and nations. Through a study of Europe in 1914 at the beginning of and during World War 1 and the rise of Hitler and Germany during World War 2 students can come to understand the issues and events, which have shaped the modern world. Areas of study include a detailed study of the conflicts during World War 1, the changes to German society in the 1930’s, the influence of propaganda and the issues of the Holocaust complicity.

Areas of Study:
• Crisis and conflict  • Social life  • Cultural expression

UNIT 2: TWENTIETH CENTURY HISTORY (1945-2000)
This unit allows students the opportunity to investigate major themes and principal events of post war history: the Cold War, the Vietnam War, the emergence of social movements such as the Black Civil Rights movement and peace movements, the collapse of the Soviet bloc, the end of apartheid and the development of organisations such as the European Union and the North American Free Trade Agreement (NAFTA).

Areas of Study:
• Ideas and political power  • Movements of the people  • Issues for the millennium.

Revolutions
Revolutions have always tried to destroy regimes that do not represent the interests of its people. They quickly try to build new societies or governments but in so doing cause destruction and construction, dispossession and liberation. Two revolutions such as the French Revolution and the Chinese Revolution will be studied.

UNIT 3: FRENCH REVOLUTION
Students will examine a number of issues related to the French Revolution. What was the cause of the revolution and what led to a loss of confidence in the previous government? With the collapse of the old order what revolutionary ideas or movements will replace it? What roles do individuals play in change? What difficulties were faced in changing society?

Areas of Study:
• Revolutionary ideas, leaders, movements and events  • Creating a new society

UNIT 4: CHINESE REVOLUTION
Students will examine a number of issues related to the Chinese Revolution. Was the revolution a result of an inadequate response to structural change? Why did the people want fundamental change to create a new social and political order? What was the role of Marxism in the revolution? What happened after the death of Mao?

Areas of Study:
• Revolutionary ideas, leaders, movements and events  • Creating a new society

CONTACT: Mrs E Drough
International Politics
This subject will allow students to understand and reflect on contemporary national and international political issues, problems and events, and the forces that shape them. Students can engage with key political, social and economic issues to become more informed citizens.

UNIT 1: POLITICS, POWER AND PEOPLE.
This unit introduces students to the study of politics by considering key concepts and ideas including representation, citizenship, power and democracy. Students analyse the exercise of political power by comparing a democratic with a non democratic system. Students consider the ideologies that underpin political structures. A prominent post World War 2 leader will be studied.

Areas of Study
• Democracies and dictatorships    • Leading people.

UNIT 2: THE GLOBAL PICTURE.
This unit focuses on the nature of contemporary international relations and the events that shaped them. Students develop an understanding of key terms and concepts, and consider factors which influence international relationships and the role of the states. Students also investigate the way a selected state is able to exercise power internationally and a contemporary international conflict.

Areas of Study
• Looking out    • The international community.

International Studies
This subject explores contemporary international issues. It investigates recent global politics. It examines the nature of conflict in the post-Cold War world, including concepts such as ‘superpower’ and ‘terrorism’.

UNIT 3: GLOBAL ISSUES AND CONFLICTS
This unit investigates recent global politics and the nature of conflict since the end of the Cold-War. It will examine the idea of globalisation and the increasing dependence of people on each other. Students will explore the increasingly complex notions of national interest, sovereignty, autonomy and independence.

Areas of Study
• Globalisation and internationalism          • Global conflicts

UNIT 4: INTERNATIONAL RELATIONS
This unit focuses on the Asia-Pacific region. It will begin with a study of the concepts of national interest and power and the way states use power in the Asia-Pacific region, and the world. Australian Foreign Policy is studied which includes the nature of Australia’s position in the region and the world.

Areas of Study
• Power in the Asia-Pacific region          • Australian foreign policy.
This study will prepare you for university or employment such as a diplomat, human rights activist, aid worker or in international law.

CONTACT: Ms B Walsgott
Philosophy

UNIT 1 - EXISTENCE, KNOWLEDGE AND REASONING
What is knowledge? Do we have free will? What does it mean for something to be good? What is justice? These are some of the fundamental questions which have engaged students of philosophical enquiry over millennia, and they are just as relevant today. This Unit begins the journey to explore the philosophical concepts and processes behind such questions.

Areas of Study:
- Metaphysics
- Epistemology
- Introduction to logic and reasoning

UNIT 2 - ETHICS AND PHILOSOPHICAL INVESTIGATION
This area of study explores practical philosophical issues relevant to living in the contemporary world.

Areas of Study:
- Ethics
- Other great questions in philosophy
- Techniques of reasoning

UNIT 3 - THE GOOD LIFE
This unit explores ideas concerning the nature of the good life as developed by ancient and modern philosophers, and encourages students to compare these ideas with the notions of the good life in traditions with which they may be familiar. I look at the answers that different philosophical traditions give to the question, ‘Is there a purpose, or meaning to life?’

Areas of Study:
- Ancient Greek conceptions of the good life: Socrates, Plato, Aristotle, Epicurus.
- Nineteenth- and twentieth-century discussion of the good life: Nietzsche, Martin Luther King, Sartre, Murdoch

UNIT 4 – MIND, SCIENCE AND KNOWLEDGE
This area looks at two areas of contemporary philosophical debate and their historical development. The first area of study looks at a topic from metaphysics: What is the mind? The second looks at a topic from epistemology: Does science provide us with knowledge or merely dogmatic belief?

Areas of Study:
- The nature of mind and body -This area of study looks at different notions of the soul and mind, and at the views of those who deny the existence of anything that falls outside the scope of physics. Plato, Descartes, Armstrong, Turing.
- Knowledge, belief and science - What is science? What is knowledge? What differentiates science from dogma? How ‘true’ is scientific method? This area of study looks at the way knowledge has been conceptualised, and the implications of these for current ideas of scientific thinking. Plato, Popper, Kuhn.

CONTACT: Mrs J McCabe
INFORMATION TECHNOLOGY

Information Technology

Information Technology is the study of how problems are solved using equipment (hardware and software), procedures and people.

UNIT 1 – IT in Action
This unit studies how individuals use and can be affected by, information and communication technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to create information that persuades, educates or entertain. They also explore how their lives are affected by ICT and strategies for influencing how ICT is applied.

Areas of Study: Solving problems using IT techniques, data management and related software, and the exploration of ITC issues.

UNIT 2 – IT Pathways
This unit studies how individuals and organisations such as sporting clubs, charitable institutions, small businesses and government agencies use ICT. Students acquire and apply a range of knowledge and skills to create solutions and information products that meet personal and clients’ needs. They examine how networked information systems are used within organisations.

Areas of Study: Programming, network and related hardware components, and the use of problem solving methodology in developing ICT solutions.

UNITS 3 & 4 – IT Applications
Units 3 and 4 are designed to be taken as a sequence. In Unit 3, students use web authoring and database management software to solve information problems. This unit focuses on how individuals or organisations use ICT to solve information problems and to participate actively in a society where ICT is commonplace.

Students acquire and apply knowledge and skills in solving information problems to assist in decision making and in management tasks and timelines.

Areas of Study: Problem solving, network organisation, organising informational needs, and informational security.

CONTACT: Mr D Cavender
**LOTE**

LOTE is Languages Other Than English.

**German**

German is the most widely known language in Europe. It is spoken by 100 million native speakers in Germany, Austria, Switzerland and bordering areas. Another 20 million native speakers of German live in countries in and outside Europe. German has always had a strong standing as a language for science and technology. Every seventh publication in the world is in German. Economists predict that German will soon be one of the major trading languages in the world. It is already a leading trading language in the European community. Germany is Australia’s fourth largest trading partner (after the U.S.A., U.K. and Japan). Also German forms part of the Australian cultural heritage. It is marked as a priority language in the national Languages Policy. There is a notable community interest in reviving the knowledge of German.

**Japanese**

Japanese is spoken by over 120 million people and Japan is one of Australia’s largest trading partners. Japanese language and cultural sensitivity is vital for a growing number of employers. Learning a foreign language, and particularly an Asian language, can give a student an advantage ahead of other applicants seeking employment, not only for their ability to communicate in another language, but for their proven capability to learn one. Australians’ interest in Japanese cuisine, lifestyle and culture (such as martial arts, sports and flower arranging) is growing rapidly, and so learning this language provides opportunities to expand a student’s interests.

**Topics**

Food and culture (fashion), Travel in Japan, Seasons and events, Japanese school, Youth culture, social and environmental issues.

**Why Study a Language?**

Students will learn to communicate in a language other than English. They will develop an appreciation of other cultures and a sense of the international stage within which Australia interacts. Intensive study of another language also reinforces communication skills in a student’s first language. LOTE may lead to a career in many general areas.

**SPECIFIC CAREERS / GENERAL CAREERS**

- Translator / Tourist Industry
- Interpreter Importing / Exporting
- Diplomat / Sales
- Flight Attendant / Service Industries
- Tour Guide / Operator Foreign Affairs
- Teacher / Film and Print
- Journalist / Education
- Language Assistant

**TERTIARY COURSES**

LOTE can be studied as part of any degree, either as a major or sub-major. However, if language is to be taken as a major, it is usually as part of a Bachelor of Arts degree.

**CONTACT:** Mrs D Bjelanovic
**SCIENCE**

**Biology**

Biology is the study of living things, and as such is relevant to all of us. We have manipulated the environment to a greater extent than any other species. However, even with the technologies that have been developed, we are still subject to the same principles of life as any other organism.

**UNIT 1: UNITY AND DIVERSITY**
This unit focuses on the activities of cells, their processes and their importance. Study is made of the systems of organisms and how they function to maintain a constant environment.

**UNIT 2: ORGANISMS AND THEIR ENVIRONMENT**
Students investigate the relationships between environmental factors, and adaptations and distribution of living things. Types of ecosystems are studied and the effects of environmental changes are analysed.

**UNIT 3: SIGNATURES OF LIFE**
In this unit an investigation is undertaken of the activities of cells, their diversity and the reactions occurring within them. A study of pathogens and the response of organisms to disease are also made.

**UNIT 4: CONTINUITY AND CHANGE**
This unit investigates the basis of inheritance and the importance of DNA in the development all aspects of gene technology. A study of evolution, natural selection and the species of man is undertaken.

**CONTACT:** Ms J Baird, Mr P Taxiarhopoulos, Mr W Walker

**Chemistry**

Chemical processes have led to new drugs, synthetic materials, biotechnology, microelectronics, new forms of food preservation, fuels, transportation and communication systems. Chemical processes are important in improving human health, preventing environmental problems and rehabilitating degraded environments.

**UNIT 1 – THE BIG IDEAS OF CHEMISTRY**
This unit commences with the development of the periodic table and atomic theory. The mole concept and mass spectrometry are used as an introduction to chemical calculations. The unit concludes with an investigation of the structure, properties and applications of materials.

**UNIT 2 – ENVIRONMENTAL CHEMISTRY**
This unit introduces the role of water in the environment and the principles of green chemistry. Acid-base and redox reactions are developed, and the use of chemical calculations is extended. The interaction between living things and the atmosphere, the kinetic molecular theory for gases and the gas laws are investigated.

**UNIT 3 – CHEMICAL PATHWAYS**
In this unit students investigate the range of analytical techniques available to chemists. Simple laboratory techniques such as gravimetric and volumetric methods will be covered, as well as more sophisticated instrumental methods. The use of calculations in chemistry will be extended. Also investigated in this unit are organic chemical pathways and the role of organic chemicals in forensic analysis and the development of medicines.

**UNIT 4 – CHEMISTRY AT WORK**
In this unit students investigate industrial chemistry and the factors that affect chemical reactions. Also investigated are the energy changes associated with chemical reactions with a focus on thermochemistry and galvanic and electrolytic cells.

**CONTACT:** Mr P Robertson, Mr A Sutherland
Physics

Physics aims to develop an understanding of the behaviour of the material world. It has been a challenge to the human mind. Great scientists like Einstein, Newton and Galileo have given us some of the answers as to how the Universe operates, from the smallest nucleus in an atom to the enormity of space. Their imagination and ingenuity have given us a fundamental understanding which applies to a wide range of rewarding careers in science and technology. Users of physics get excited by exploring all sorts of physical things like sound, movement, electricity, light, atoms, astronomy, health, materials, machines and electronics. They have fun experimenting to gain a better knowledge of these physical phenomena.

UNIT 1
• Alternative energy sources
• Electricity
• Nuclear and radioactive physics

UNIT 2
• Astronomy
• Wave-like properties of light
• Movement

UNIT 3
• Motion in one and two dimensions
• Electronics and photonics
• Investigating materials and their use in structures

UNIT 4
• Electric power
• Interactions of light and matter
• Sound

CONTACT: Mr R Rhoderick, Mr P Natoli

Psychology

Psychology is the systematic study of behaviour and mental processes. In learning about their own and others' behaviour, students become aware of the complexities and variations involved in all kinds of behaviour. Students also develop knowledge and skills about scientific research methods, including an appreciation of ethics and controversial issues involved in psychology.

Psychology is relevant to most careers dealing with people, and is included as a component, in a broad range of tertiary studies including education, health, welfare, industry, business and administration. Psychology is also a career path for students interested in counselling and/or behavioural research. Fields include early childhood learning, industrial relations, criminal matters, sports motivation and personal development.

Areas of Study
The study is made up of four units:
Unit 1: Introduces Psychology, including an exploration into visual perception and a focus on lifespan development.
Unit 2: Builds an understanding of the different methods and models that describe and explain human behaviour: Interpersonal and group behaviour, intelligence and personality.
Unit 3: Focuses on studying of the relationship between the brain and the mind through investigating states consciousness (including sleep), behaviour, cognition, brain research and memory.
Unit 4: Explores the brain, behaviour and experience through studying types of learning and exploring mental health, including an investigation into a selected mental illness.

CONTACT: Ms L Dean, Ms A Wilson
PERFORMING ARTS

Drama
The study of Drama both continues and introduces skills and activities associated with performance Drama, such as role play, solo performance, and ensemble work. It also involves the examining of theatre styles through theatre excursions.

Areas of Study
UNIT 1 - DRAMATIC STORYTELLING
You will develop characters from theatre history and modern situations and transform these into performance in both group and solo activities.

UNIT 2 - CREATING AUSTRALIAN DRAMA
Here you will use play scripts to create and present dramatic performances, as well as analyse the work of professional theatre companies.

UNIT 3 ENSEMBLE PERFORMANCE
You will work as an ensemble and perform to explore non realistic drama.

UNIT 4 - SOLO PERFORMANCE
In this unit you will study theatre history and select from a list of topics, develop a solo performance.

CONTACT: Miss J Kelly

Theatre Studies
You will study the traditions, styles, conventions and crafts of theatre.

Areas of Study
UNIT 1 - THEATRICAL STYLES OF THE PRE-MODERN ERA
Stagecraft in this unit forms the basis by which students learn to realise play scripts. Stagecraft includes equipment and materials, design, construction, artistic and business management. You will focus on works prior to the 1880s.

UNIT 2 – THEATRICAL STYLES OF THE MODERN ERA
You will focus on plays from the 1880s to the present. Here you will explore a range of performance styles and the theatrical conventions that are appropriate to these styles.

UNIT 3 – PRODUCTION DEVELOPMENT
Here you will produce a play or excerpts to explore the production process.

UNIT 4 – PERFORMANCE INTERPRETATION
You will select a monologue from a prescribed text and develop it to performance.

CONTACT: Miss J Kelly
Music Performance (Solo Performance)

This subject is for instrumentalists / singers who would like to continue developing on their instrument as part of their school study. These students can pursue an enormous range of options from bagpipes, electric bass and violin to modern vocal. Students **MUST** have a teacher from within or outside the school. In the five periods, students work on performances (solo and group), developing their aural/listening skills, creative work and investigating music styles. Being able to read music is an advantage in the aural section of the course. Because units 1 and 2 measure improvement, it is easier to do year 11 than year 12 (where very high standards are set.) Students should see Mr. Woods or Mr. Kerby before selecting to do units 3 and 4.

Areas of Study

**UNITS 1 & 2**
You will focus on improving on your solo instrument. The grade you receive will reflect this growth rather an absolute standard. You will perform in groups, develop listening skills (aural), engage in a range of creative activities (composing, arranging, improvising) and investigate musical styles. All assessment is carried out by the school.

**UNITS 3 & 4**
The school assesses 25% of the final mark, 50% is assessed on the solo performance externally, 25% aural and written test assessed externally. The solo performance is graded by an external examiner based on absolute standards.

**CONTACT:** Mr D Woods

Media Studies

Students take an analytical and creative approach to studying aspects of the media, ranging from film, television, radio, internet and print. They will have the opportunity to explore texts from different eras as well as creating their own media products.

Areas of Study

**UNIT 1 - REPRESENTATION AND TECHNOLOGY**
In this unit you will learn about how images are presented, related and ordered. Also the codes and conventions involved in creating images will be explored. The equipment used to produce images will be examined and used by you to create a media product.

**UNIT 2 - MEDIA PRODUCTION AND THE AUSTRALIAN MEDIA INDUSTRY**
You will discover how the TV News is constructed and how Newspapers are produced, and have experience in developing your own product.

**UNIT 3 - NARRATIVE AND MEDIA PRODUCTION DESIGN**
You will study two films and learn how to analyse the various components. You will devise a project of your own and design a plan for it. While doing this you will gain the appropriate technical expertise to complete your project in Unit 4.

**UNIT 4 - MEDIA PROCESS, SOCIAL VALUES AND MEDIA INFLUENCE**
You will complete your project and also examine society’s social values as expressed on TV. You will also discuss the influence of the media on society eg violence.

**CONTACT:** Mr J Greenwood
TECHNOLOGY

Design & Technology
This study is designed to give students a greater understanding of the importance design plays in our every day lives. It determines the form and function of the products we use and wear. In Design and Technology students will take on the role of the designer-maker and develop skills and knowledge and skills to produce creative, effective solutions to design challenges.

STRUCTURE
The study is made up of four units that may be undertaken with different materials focus

- METAL
- TEXTILES
- WOOD/TIMBER

UNIT 1 - Design Modification and Production
UNIT 2 - Collaborative design
This unit involves the refinement and improvement of existing products. Students will focus on the tools, processes, techniques, knowledge and skills required to successfully modify an existing product.

Why Study Design And Technology?
CAREER OPPORTUNITIES.
Building Surveying
Cabinet making Landscape architecture
Furniture design Education
Fashion design
Fabric design
Fashion marketing
Metal fabrication
Fitting and machining

Design and Technology is not usually a pre-requisite for tertiary courses but it is a useful tool for the demonstration of related skills when applying for places in courses.

CONTACT:
Mr M Cook (Wood)
Mrs R Jones (Textiles)
Mr P Every (Metal)
VISUAL ARTS

Art

ART is designed to introduce students to ‘life’ as a practising Artist. Each student will learn how to work through the Artistic process – working through or continuing with a specific theme, mediums or techniques to suit each individual student's needs. Students will explore ideas and demonstrate effective working methods as well as explore a range of technical skills. Art forms and/or media investigations are an integral part of this exploration. Students will also be trained to respond to art in an articulate and informed manner.

Areas of Study
UNIT 1 - ART EXPLORATION
An exploration of materials, techniques and working methods demonstrating visual solutions to set tasks. You will study the art of the past and present and how it relates to society.

UNIT 2 - CONCEPTUAL / IMAGINATIVE PRODUCTION
Here you will study the role of the artist, their innovation and personal involvement in art, and produce imaginative works of your own.

UNIT 3 and 4
In these units you will present a broad and innovative body of work, communicating ideas through experiments in one or more media. You will also learn how to interpret, discuss and debate art.

CONTACT: Miss S Murnane
Studio Art

Studio Art is designed to provide students with the opportunity to specialise in a particular studio form because of special interest or career aspiration, or to prepare for further studio-based studies at a tertiary level.

Studio Art has been divided into 2 major separate Art practices. *These will run as separate courses as outlined below.*

**Studio Art: Photography Unit 1 and 2 / Unit 3 and 4**

**Studio Art: Painting and Drawing Unit 1 and 2 / Unit 3 and 4**

Students can ONLY therefore select to do -
- Units 1 & 2 Photography **OR** Units 1 & 2 Painting and drawing
- Units 3 & 4 Photography **OR** Units 1 & 2 Painting and drawing

Careful consideration will therefore need to be given when deciding the choice of which Studio Art course a student will undertake. It is recommended that a student follow through their choice of Art form from Unit 1 & 2 into Units 3 & 4, giving them the advantage of very well developed skills and ideas for Units 3 & 4, where more independent study is required.

**Studio Art: Photography**

The art form studied in this course is Photography and its related processes. Students will be able to explore their interests in Black and White photography and darkroom techniques - including some computer imaging techniques.

**Note:** Students need to be aware that they will be expected to provide their own photographic paper, which will incur some cost. It is also highly recommended that students provide their own SLR 35mm camera.

**UNIT 1 - ARTISTIC INSPIRATION AND TECHNIQUES**
The focus is mainly on methods of developing and documenting ideas and inspirations. Students will also develop skills in using various art materials and techniques. This will be achieved by responding to different topics, such as portraits, landscapes and still life, in a variety of ways, and recording their findings in a WORKBOOK. These workbook experiments will then lead to some finished artworks which will form a FOLIO.

**UNIT 2 - DESIGN EXPLORATION AND CONCEPTS**
The focus is to establish effective design methodology and to develop the ability to analyse art forms.

**UNIT 3 - STUDIO PRODUCTION AND PROFESSIONAL ART PRACTICES**
The focus of this unit is to implement the design process to meet the expectations of the professional art world, which is determined by clients, patrons and sponsors. Students use an exploration proposal to define an area of exploration and apply a design process to explore and develop their ideas.

**UNIT 4 - STUDIO PRODUCTION AND ART INDUSTRY CONTEXTS**
The focus of this unit is to produce a cohesive folio of finished art works and to gain an understanding of artists’ involvement in the art industry.

**CONTACT:** Ms N Schreenan
Studio Art: Painting, Drawing, Printmaking or 3D

The Art forms studied in this course could include Painting, Drawing, Printmaking, Sculpture, Ceramics and related processes such as air brush, collage and mixed media.

UNIT 1 - ARTISTIC INSPIRATION AND TECHNIQUES
The focus is mainly on methods of developing and documenting ideas and inspirations. Students will also develop skills in using various art materials and techniques. By experimenting with a variety of art materials and techniques, students will explore the origins of artistic inspirations. This will be achieved by responding to different topics, such as portraits, landscapes and still life, in a variety of ways, and recording their findings in a WORKBOOK. These workbook experiments will then lead to some finished artworks which will form a FOLIO.

Students are required to study current and past artists, their inspirations, subject matter, techniques and materials, and to submit this as written research.

UNIT 2 - DESIGN EXPLORATION AND CONCEPTS
The focus is to establish effective design methodology and to develop the ability to analyse art forms.

UNIT 3 - STUDIO PRODUCTION AND PROFESSIONAL ART PRACTICES
The focus of this unit is to implement the design process to meet the expectations of the professional art world, which is determined by clients, patrons and sponsors. Students use an exploration proposal to define an area of exploration and apply a design process to explore and develop their ideas.

UNIT 4 - STUDIO PRODUCTION AND ART INDUSTRY CONTEXTS
The focus of this unit is to produce a cohesive folio of finished art works and to gain an understanding of artists’ involvement in the art industry.

CONTACT: Ms A Langdon

Visual Communication and Design

Visual Communication and Design is intended to assist students in the understanding, use and interpretation of a range of visual communications. It involves a study of the vocabulary and grammar of visual communication, which includes an understanding of, and application of drawing and drawing convention, design elements, and principles and function of design in communication. The study also provides the opportunity to develop an informed, critical and discriminating approach to visual communications encountered in everyday life.

Areas of Study
UNIT 1 - VISUAL COMMUNICATION
The main purpose of this unit is to enable students to prepare instrumental drawings of objects and explore freehand drawing from direct observation. Students will also be introduced to the visual communication production process.

UNIT 2 - COMMUNICATION IN CONTEXT
The main purpose of this unit is to enable students to develop practical skills, by generating images and developing them through freehand and instrumental drawing. The ways in which information and ideas are communicated visually will be explored through analysing the work of others. The visual communication production process will be applied by modifying existing final presentations for specified audiences.

UNIT 3 - VISUAL COMMUNICATION PRACTICES
The main purpose of this unit is to enable students to apply the visual communication production process to satisfy communication needs. Students will investigate the production of visual communications in a professional setting, and evaluate examples of visual communications.

UNIT 4 - DESIGNING TO A BRIEF
The main purpose of this unit is to enable students to prepare one brief, and design and produce developmental work and two final presentations based on the brief.

CONTACT: Mr G French, Mr S Marshall
VET

Certificate II in Automotive Technology Studies

Description
This course will suit you if you are looking towards a career in the automotive industry. It covers the competency to carry out research activities and perform generic mechanical tasks that are encountered in the automotive industry sector. The program is of approximately 400 hours duration to be taken over two full years of study and delivered in class time at Ballarat High School. The units selected are from the pre-apprenticeship descriptor for motor mechanics.

Career Opportunities
On completion of this course, you will have the opportunity to pursue a career in such areas as automotive mechanics, engine reconditioning, automotive electrician and electronics, vehicle body repair, painting, panel beating and trimming.

CONTACT: Mr S White

Certificate II in Business

Description
In this subject, students will develop their skills and abilities in a broad range of competencies related to business and industry, with a focus on IT skills as a core part of the program.

At the end of the year, students will be eligible to gain their Certificate 2 in Business from the University of Ballarat. This is a recognised qualification that will support them in either continuing their studies or gaining employment in areas such as administration, office assistant, receptionist, office manager, secretary, small business owner, office manager, personal assistant, business management.

Five days of structured workplace experience is included in this program. There is also a $90 fee to cover all course materials.

Students will complete competencies in a number of areas including: using business technology, work processing, mail, spreadsheets, maintaining business records, organising personal work priorities, designing and producing business document, working effectively with others, communication in the workplace.

Career Opportunities
On completion of this course, you will have the opportunity to pursue an occupation in such areas as administration, receptionist or secretary, business owner, customer service officer, office manager, and personal assistant.

CONTACT: Mr D Cavender
Certificate II in Dance

Description
This course aims to provide students with the technical and performance skills, to begin the process of establishing a career in the dance industry. It enables students to develop the knowledge and skills to participate in a variety of dance routines and leads to further education and training in the performing arts industry.

Career Opportunities
Completion of Certificate II in Dance will assist students in entering the dance industry. With additional training and experience, future employment outcomes may include dancer, dance teacher, performer, choreographer, dance therapist, dance critic.

CONTACT: Mr D Woods

Certificate II and (partial) III in Fashion Design

Description
This course aims to provide students with the knowledge and skills to achieve competencies that will enhance their employment prospects in the fashion, clothing and related industries. Students who complete this training will be able to design and produce simple garments, use a sewing machine safely, modify patterns and embellish garments, sew components and garments and identify design processes, fibres and fabrics.

Career Opportunities
Completion of Certificate II and (partial) III in Fashion Design will assist students in entering the fashion, clothing and related industries. With additional training and experience, future employment outcomes may include patternmaker, product designer, dressmaker, fashion coordinator, tailor, textile designer or technician.

CONTACT: Mrs R Jones

Certificate III in Music Performance

Description
In this subject, students will extend their music skills which will enhance their employment prospects within the Music Industry. Students who complete this program will obtain the expertise to compose and record their own music, work in a group and solo, improvisation, work at a music event, explore career options and understand copyright.

Career Opportunities
On completion of this course, you will have the opportunity to pursue an occupation in such areas as musician, music teacher, singer, songwriter or jingle writer, stage producer, music technician, stage manager, director or music editor, broadcaster, and disk jockey.

CONTACT: Mr D Woods