



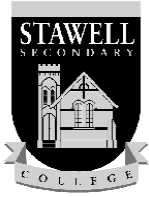
STAWELL SECONDARY COLLEGE

www.stawellsc.vic.edu.au



Year 11
&
Year 12

VCE Handbook 2009



Contents

| | |
|---|----|
| WELCOME TO YEAR 11 & 12 STUDIES | 3 |
| CURRICULUM..... | 4 |
| VCE..... | 6 |
| ACCOUNTING – Code: ACO | 7 |
| ART– Code: ARO..... | 8 |
| BIOLOGY– Code: BIO..... | 9 |
| BUSINESS MANAGEMENT– Code: BMO..... | 10 |
| CHEMISTRY– Code: CHO | 11 |
| DESIGN AND TECHNOLOGY – WOOD – Code: DTO | 12 |
| DRAMA– Code: DRO | 13 |
| ENGLISH – Code: ENO | 14 |
| Foundation ENGLISH..... | 14 |
| ENGLISH AS A SECOND LANGUAGE – Code: ESL..... | 15 |
| ENGLISH LITERATURE – Code: LIO | 16 |
| GEOGRAPHY – Code: GEO..... | 17 |
| GRAPHICS - VISUAL COMMUNICATION AND DESIGN– Code: VCO | 18 |
| HEALTH & HUMAN DEVELOPMENT – Code: HHO | 19 |
| HISTORY– Code: HIO | 20 |
| INFORMATION TECHNOLOGY– Code: ITO | 21 |
| IT APPLICATIONS..... | 22 |
| LANGUAGES OTHER THAN ENGLISH – GERMAN – Code: LO..... | 23 |
| LANGUAGES OTHER THAN ENGLISH – CHINESE FIRST LANGUAGE | 24 |
| LEGAL STUDIES– Code: LSO | 25 |
| MATHEMATICS– Code: MAO | 26 |
| MEDIA– Code: MEO | 29 |
| MUSIC PERFORMANCE– Code: MUO | 30 |
| PHYSICS– Code: PHO | 31 |
| PSYCHOLOGY– Code: PYO..... | 32 |
| PHYSICAL EDUCATION– Code: PEO | 33 |
| STUDIO ART– Code: SAO | 34 |
| SYSTEMS ENGINEERING– Code: STE | 35 |
| VET PROGRAMS AVAILABLE IN 2009 | 36 |
| YEAR 11&12 VCE SELECTION SHEET | 37 |
| STUDENT COPY | 37 |
| SCHOOL COPY | 38 |

WELCOME TO YEAR 11 & 12 STUDIES

Dear Students,

Congratulations on having successfully completed your studies in Years 7-10 and a warm welcome to you as you enter the vital final years of your secondary education. The fundamental purpose of Stawell Secondary College is to enable every student to reach his or her full academic, social and physical potential. To achieve this, the college provides exciting opportunities and encouragement for all students to achieve their individual goals and aspirations. Whilst opportunities, assistance and encouragement are important, your personal level of commitment to your studies will be the most vital factor in determining whether you achieve your potential at this level.

Taking a positive and responsible approach to learning, taking advantage of the experiences on offer, being highly motivated and prepared to put in the hard work is most likely to lead to a successful outcome. What you get out of your Year 11/12 experience will largely depend on what you put into it.

Stawell Secondary College offers a comprehensive curriculum including an extensive range of VCE subjects (Victorian Certificate of Education) and a VCAL program (Victorian Certificate of Applied Learning). Students may also choose from a selection of Vocational Education and Training (VET) units, Work Experience and Work Placement opportunities. Experience indicates that our College caters for the diverse needs of all students; providing pathways to universities, TAFE programs, apprenticeships or traineeships, and directly into employment. Choice of courses, subjects and pathways needs careful consideration and should be undertaken in consultation with teachers, parents and others whom you trust to provide wise advice.

Our well qualified and highly experienced teaching and support staff work conscientiously to foster a challenging but caring environment which emphasises self discipline, respect and the importance of taking personal responsibility for your learning. Assistance is available to address concerns you might have about the learning program or issues which influence your school and life experience. Social, physical and academic balance is promoted to maximise your success.

Enjoy your senior school experience. Take advantage of the opportunities to develop new skills, knowledge and personal qualities that will equip you for the future. Work with your fellow students to form enduring friendships which help you learn together, and look to your teachers as mentors; build your relationships with them and others who can support your learning journey.

Best wishes in Years 11 and 12, and for the future.

Peter Hilbig
Principal

CURRICULUM

What is offered?

1. Most of the courses contained in this booklet are offered at this College. Some, however, can be accessed from the other members of the Pyrenees Grampians Cluster. The location of various courses is detailed at the bottom of each subject description.

VCE subjects carrying the “VET” (Vocational Education and Training) tag have extra advantages. These courses, as well as being VCE subjects, also result in an additional certificate - equivalent to a TAFE Training Certificate. These qualifications are recognised nationally by employer groups and training institutions. Courses with the VET tag may also have a workplace learning component which is becoming increasingly sought by employers and seen as very useful even for those who will complete tertiary studies. A completed VET course also attracts either a score or a 10% bonus towards the students Equivalent Tertiary Entrance Rank (ENTER).

What Type of Course Can I Choose?

Victorian Certificate of Education
or
Victorian Certificate of Applied Learning

| | | | |
|---|-----------------------------|-----------------------------|---|
| <div style="text-align: center; border: 1px solid black; background-color: #f4a460; padding: 5px; margin-bottom: 10px;"> Victorian Certificate of Education </div> <p>To complete the VCE students must complete 2 units of English and 10 other units in Yr 11, followed by 2 units of English and 8 other units in Yr 12. They choose from</p> <table style="width: 100%; margin-top: 10px;"> <tr> <td style="background-color: yellow; padding: 5px; text-align: center;">VCE Units</td> <td style="background-color: yellow; padding: 5px; text-align: center;">VET in Schools Units</td> </tr> </table> | VCE Units | VET in Schools Units | <div style="text-align: center; border: 1px solid black; background-color: #f4a460; padding: 5px; margin-bottom: 10px;"> Victorian Certificate of Applied Learning </div> <p>VCAL students must complete- VCAL Literacy, VCAL Numeracy, VCAL Personal Development, VCAL Work Related Skills, Work Placement, 1 day / week. 1 VET subject chosen from the provided list. It is a 1 or 2 year course.</p> <div style="background-color: yellow; padding: 5px; text-align: center; margin-top: 10px;"> VET in Schools units </div> |
| VCE Units | VET in Schools Units | | |

Details of the two certificates are located in separate booklets this year. VCE is a 2 year course, while VCAL is a 1 year course, however students may complete VCAL at different levels of competence thus completing two 1 year courses. If students are interested in VCAL they will need to obtain the VCAL Handbook.

Students have access to a broad range of VCE studies. We value both academic and practical skills and ensure that students have access to as many subjects as possible to develop these skills. The College has an extensive array of science and technology facilities as well as other specialist areas such as information technology, photography, art, media, drama and catering. The college offers approximately twenty five VCE studies as well as other options, such as Pathways to TAFE, or some university subjects.

Year 10 students may choose one Year 11 VCE or VET subject

This gives Year 10 students early entry into the VCE, giving them valuable experience, plus allows them to cover more of their interest areas. Also this subject can be continued at Yr 12 (3/4) level the following year.

Year 11 students may do a Year 12 VCE or VET subject

Where students have completed the prerequisites for a Yr 12 subject during their Yr 10 year they may complete the Yr 12 study while completing Yr 11. This gives an early entry into a Year 12 program and provides a sixth subject. This allows for the maximum 4 primary scores and 2 10% bonus subjects to be calculated for a student's ENTER score.

Enhancement Studies

UNIVERSITY ENHANCEMENT

Enhancement Studies are University subjects that may be attempted by high achieving Year 12 students. A University subject counts as a student's **sixth** VCE Study.

This subject then forms part of the student's score to apply for university placement. Often the subject will be relevant to the course and the university the student wishes to attend and this can be an advantage to the student in gaining a place. The Careers Co-ordinator has detailed information on Enhancement Studies.

Possible Areas of Study

Art, History, Politics, German, English Literature, Music, Philosophy, Maths, Physics, Chemistry, Psychology, Biology, Accounting, Business, Information Systems.

WORK PLACE EXPERIENCES

Senior students, 15 years and older are encouraged to gain first hand experience in the workplace, through the DE&T Work Experience or Work Placement programs. These work place experiences can assist a student with career research, subject selection and skill development.

Most senior students undertake several periods of work experience, while students studying a VET program will be advised about the specific period of industry specific work placement necessary to fulfil the requirements of their certificate level course.

Extra Curricula Activities

The college provides students with the opportunity to participate in activities such as music, sport, debating and public speaking, leadership skills programs and international exchange programs.

VCE

What is the VCE?

The Victorian Certificate of Education (VCE) is a two year certificate that recognises the successful completion of your secondary education. It is an outstanding qualification that is recognised around the world. The VCE provides pathways to further studies at university, Technical and Further Education (TAFE) and to the world of work. It is even possible to undertake a school-based apprenticeship or traineeship within your VCE.

When can I start my VCE?

A VCE study is generally designed to be taken in Years 11 and 12. You may start VCE in Year 10, completing two units in one subject area whilst completing other Yr 10 units. About half of Victorian Year 10 students have already started their VCE.

What is a VCE program?

A VCE program is the entire set of studies you will undertake to complete your VCE. You can choose from a wide range of VCE studies.

A VCE study is made up of units. A unit is half a year or a semester in length. Units 1 and 2 can be taken as single units – that is, just the unit 1 or just the unit 2 – but units 3 and 4 must be taken as a sequence of two units. If you enrol in unit 3 in a study, you will also be expected to enrol in unit 4 of that study, usually in the same year.

A VCE program will generally consist of 20 to 24 units taken over two years, although you can vary the number of units that you do in one year.

Units 3 and 4 are normally taken in your final year at school. Some Unit 3 & 4 sequences require satisfactory completion of Units 1 or 2 in the same area of study. If you are planning to take some Units 3 and 4 in Year 11, remember that these are more difficult than units 1 and 2.

When making your choice you should consider studies that:

- interest you
- you are good at
- lead to employment that you find appealing
- prepare you for further training or tertiary courses that you are considering
- provide VET recognition, that is, a VCE VET program leading to a VET qualification within your VCE.

What must I include in my program?

Stawell Secondary College will provide advice to ensure that you are undertaking the right number of units and the right combination of units to graduate with your VCE.

To obtain your VCE you must satisfactorily complete at least 16 units, including at least 4 sequences of Units 3&4 and three units of English. The 16 units can include VET units.

ACCOUNTING – Code: ACO

Unit 1: Establishing and operating a service business

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering, recording, reporting and analysing financial data and information used by internal and external users.

Students examine the role of accounting in the decision-making process using single entry recording of financial data and information for the owner of a service business.

Students will be required to demonstrate achievement through certain outcomes. These will be achieved through school based assessment tasks such as tests, assignments and a folio of exercises.

Unit 2: Accounting for a trading business

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

Students will be required to demonstrate achievement through certain outcomes. These will be achieved through school based assessment tasks such as tests, assignments and a folio of exercises.

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.

Students are introduced to the double entry system of recording using the accrual basis of accounting.

The perpetual method of stock recording with FIFO is used.

School-based assessment is achieved through 2 outcomes (17%). As well there is a mid-year exam of 1.5 hours (33%).

Unit 4: Control and analysis of business performance

This unit covers the accrual recording and reporting system for a single activity trading business. Students learn about the role and importance of budgeting, and undertake the practical completion of budgets for cash, financial performance and financial position.

Students evaluate the information prepared and analyse the results in order to suggest strategies to the owner.

School-based assessment is achieved through 2 outcomes (17%). As well there is a final exam of 1.5 hours, which focuses on Unit 4 material (33%)

ART – Code: ARO

Unit 1: Developing Ideas and Skills

(Art Production)

Art and Society (Art Appreciation)

In Art Production, students will produce and submit a folio of work exploring a wide range of Art media and techniques. Students will undertake a number of activities which will be teacher directed, ensuring that students will experience a very broad practice of art and be involved in a wider exploration of subject matter.

In Art Appreciation, students will be required to submit a number of short written and oral responses as specified by the teacher. Classroom appreciation sessions will be conducted to help students build a body of knowledge and a grasp of Art Terminology based around the theme of Art and Society.

Assessment – All tasks will be School Assessed.

Unit 2: Exploring Ideas and Issues

(Art Production)

Art and the Individual (Art Appreciation)

In Art Production, students are to produce and submit a Developmental and Exploratory folio based on their own themes and developing their own concepts and skills. Students must use a wide range of media. Students will be expected to produce completed works as well as a folio of their explorations. Record keeping is needed in the development of ideas. In Art Appreciation, students will study the roles played by Artists in Society in both Australia and overseas. Class time will be devoted to this task and a number of short written pieces or an essay will be set on the theme.

Assessment – All tasks will be School Assessed.

Unit 3: Investigating and Interpretation

(Art Production)

Interpreting Art (Art Appreciation)

In Art Production students will produce a developmental folio of work which will form a strong basis for the Unit 4 folio. No finished works are required. It is expected that this body of work will be resolved and refined in Unit 4. Units 3 & 4 are closely linked.

In Art Appreciation, students will produce a number of school based short responses on the content and message of artists' work pre and up to 1970.

Assessment – These will be School Assessed but they will be subject to External Review.

Unit 4: Realization and Resolution

(Art Production)

Discussing and Debating Art

(Art Appreciation)

In Art Production, students will produce one or more Finished Art works that strongly relate to the Unit 3 developmental folio. Evidence of resolution and refinement of techniques, skills and subject matter must be evident.

In Art Appreciation, students will be required to examine, discuss and evaluate what Art writers/critics and presenters say about art and artists. Students will produce several short written pieces or a 1200 word essay.

A written exam will be sat at the end of this unit based on course work.

Assessment – General course work will be school assessed but the exam will be externally assessed.

Materials Cost - \$10.00 per semester

BIOLOGY – Code: BIO

Biology is the study of living organisms, life processes and the different levels of organisation from the cell to the biosphere. It includes the study of interactions between organisms and between organisms and their environments. Modern biology draws on increasingly specialised fields of bioscience such as biochemistry, neuroscience, genetics, evolutionary biology, behavioural science, cell biology, and molecular biology including studies of genomics and proteomics. It makes connections between these fields and the disciplines of physics, chemistry, and earth sciences. The study of biology prepares students for further study in biosciences including environmental, medical and associated biotechnological fields.

The study is made up of four units:

Unit 1: Unity and Diversity

Prerequisite to Units 3 & 4

SEMESTER TWO

This unit studies the cell as the structural and functional unit of the whole organism. It investigates the needs of individual cells, how specialised structures carry out cellular activities and how the survival of cells depends on their ability to maintain a dynamic balance between their internal and external environments. It then explores the diversity of organisms and identifies patterns of similarities and differences in organisms' design. It relates differences in individual structures and systems to differences in overall function of organisms.

Field Trip: Optional – 2 days \$115: Cattle semen collection at Genetics Australia, Plant Tissue Culture at North Melbourne TAFE, Anatomy Museum at Medical Faculty of Melbourne University and Reproductive Technology at Melbourne Zoo.

Unit 2: Organisms and their Environment

Not a prerequisite study

SEMESTER ONE

This unit studies the relationships between living things and their environment. It identifies the biotic and abiotic factors that operate in particular places in the biosphere, and how these factors influence the kinds of organisms that live there. It examines how organisms are part of the naturally self-sustaining systems in which energy flows and matter is cycled, and how adaptations possessed by organisms affect their survival and reproductive success. It investigates what changes have taken place in selected ecosystems and how ecological principles can be used to conserve and restore natural ecosystems.

Field Trips: Optional: 2 days Port Fairy/Warrnambool \$110: Snorkelling, Penguins, Rock Platform Study, Waste Water Treatment Plant, Deakin University Aquaculture Research Station.

Compulsory: 1 day Grampians \$15: Fire Succession

Unit 3: Signatures of Life

This unit considers the molecules and biochemical processes that are indicators of life. It investigates the structure and function of DNA in the synthesis of proteins in cells. It considers proteomics - the role of proteins in cell functioning, and how technological advances have given rise to applications of this knowledge to such things as medical diagnoses and production of pharmaceuticals. It investigates how intercellular communication coordinates cell activities, how cells identify 'self' from 'non-self', and how physical barriers and immune responses protect organisms from pathogens.

Field Trip: 1 day Melbourne \$30 (subsidised): "Protein Specificity and the Immune Response"

Unit 4: Continuity and change

This unit investigates how the study of molecular genetics has expanded into genomics – the study of whole sets of genes possessed by an organism. It investigates emerging technological applications and the implications of advances in molecular genetics. It investigates meiosis and patterns of inheritance, and considers the relationship between heritable variations and environment in accounting for changes to species over time, speciation and extinction. It examines evidence for evolution of life forms over time and explores hypotheses that explain how changes to species have come about.

Field Trip: Compulsory Outcome: 1 day Ballarat \$25 (subsidised) : CSIRO Genetic Engineering Workshop

BUSINESS MANAGEMENT – Code: BMO

Unit 1 Small Business Management

This unit is a look at how to start and manage a small business. Many Australians own or work for small businesses, seeing this as a satisfying and/or profitable way to earn their living. This unit provides useful information about business planning, marketing goods and services, managing finances and the types of businesses that people start or buy into.

Assessment: Students will complete work tasks individually and in groups to plan and conduct their own school-based business, carry out interviews and case studies of Stawell small businesses, complete class exercises, write a business plan and complete a half-year exam.

Unit 2 Communications and Management

The scope of study is broadened and more specialised for this semester. The main topics studied are; how businesses communicate with their employees, customers and the public, and how businesses market their products. Students complete case studies of such companies such as Nike, McDonalds, and Bests Winery in Great Western. There are some excursions in these case studies.

Assessment: Students will complete a business web site, short class exercises, short media research projects on larger companies, business marketing case studies and an end of year exam.

Business Management is a valuable basis for students who may one day wish to start their own business or follow up further study in Business, such as Accounting, Management, Economics or Marketing.

Unit 3 Corporate Management

This unit investigates how large-scale organisations operate. Students will examine how these businesses operate their internal environment and the complexity of operations management. Students will compare theoretical aspects with practical examples from actual businesses.

Assessment: Three outcomes including case studies, media analysis and a test.

Unit 4 Managing People and Change

This unit begins with a focus on Human Resource Management with attention on effective management of people. The final section of the course looks at the management of change in a modern large business.

Assessment: Two outcomes including an essay and a written report.

CHEMISTRY – Code: CHO

Unit 1: The Big Ideas of Chemistry

This unit commences with the building of the Periodic Table from speculation, debate and experimental evidence. This provides a unifying framework for studying the chemistry of the elements using their chemical and physical properties to locate their position. The electron configuration of an element, its tendency to form a particular bond type and its ability to behave as an oxidant or reductant are all linked to its position in the Periodic Table.

Students study the models for metallic, ionic and covalent bonding. They consider the widespread use of polymers as an example of the importance of chemistry to their everyday lives. Students investigate the uses of materials and how these have changed including new materials such as alloys, fibres and compounds incorporating polymers, ceramics, biopolymers, films and coatings.

Students use the language of chemistry, its symbols and chemical formulas and equations, to explain observations and data collected from experiments.

Unit 2: Environmental Chemistry

Students focus on the development of living things and the chemical reactions that sustain them, with particular attention to water and the atmosphere. Issues such as algae blooms, salinity, acid rain, depletion of ozone, photochemical smog, and global warming are covered, including the impact on living things and the environment. Students investigate how chemistry is used to respond to the effects of human activities on our environment.

Students are introduced to the types of quantitative calculations used every day by analytical chemists and to new, cleaner and more efficient chemical processes that have been designed using green chemistry principles.

Unit 3: Chemical Pathways

In this unit students investigate the scope of techniques available to the analytical chemist such as gas chromatography and spectroscopy. Students are introduced to the chemical principles responsible for the how and why associated with the workings of various analytical techniques.

Students investigate organic reaction pathways, the chemistry of particular organic molecules and the role of organic molecules in the generation of biochemical fuels and forensic analysis.

Unit 4: Chemistry at Work

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

Students investigate how energy is produced from available resources and consider the efficiencies, advantages and disadvantages of each energy resource. Investigations into the operating principles behind galvanic and electrolytic cells, both in the laboratory and in important commercial and industrial applications including fuel cells, are covered.

DESIGN AND TECHNOLOGY – WOOD – Code: DTO

UNIT 1: Design modification and production.

The design and production work students complete will need to include three points of difference to improve an existing design/product.

There are two areas of study for this unit:

1. Redesigning an existing product.
2. Producing and evaluating a redesigned product.

UNIT 2: Collaborative Design.

In this unit each student works as a member of a team to design and develop a product range or contribute to the design and production of a group product.

There are two areas of study for this unit:

1. Designing as a team.
2. Producing and evaluating a collaboratively designed product.

UNIT 3: Design, technological innovation and manufacture.

In this unit, students investigate a clients and/or end users needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. They justify the choice of a preferred design option and develop a work plan, and commence production of the product, which will be completed and evaluated in Unit 4.

There are three areas of study for this unit.

1. The designer, client and end- user in product development.
2. Product development in industry.
3. Designing for others.

UNIT 4: Product Development, evaluation and promotion.

Students continue to develop and manufacture the product developed in Unit 3, and record the production processes and modifications to the work plan / product. They promote their work by highlighting the product's features to the client and /or end- user.

There are 3 areas of study for this unit:

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

Assessment:

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Assessment of levels of achievement:

The student's level of achievement for Unit 4 will be determined by school assessed coursework, a school assessed task and an end- of- year -examination.

Production costs: Students are required to fund the cost of the major production task. The production tasks are negotiated between the teacher and the student. Production work is a compulsory part of each unit.

Material Cost for all units: (per semester) **\$30 plus cost of additional materials.**

DRAMA – Code: DRO

The study of drama provides students with pathways to further studies in fields such as acting, direction, playwriting, production design, production management and studies in drama criticism.

Unit 1: Dramatic storytelling

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

Unit 2: Creating Australian drama

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context.

Unit 3: Ensemble performance

This unit focuses on non-naturalistic drama from a diverse range of contemporary and/or cultural performance traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the creation, development and presentation of an ensemble performance.

Unit 4: Solo performance

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

Assessment

Satisfactory Completion

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

Levels of Achievement

Units 1 and 2

School assessed course-work and examination.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In Drama the student's level of achievement will be determined by school-assessed coursework, an end-of-year performance examination and an end-of-year written examination. Percentage contributions to the study score in Drama are as follows:

- Unit 3 school-assessed coursework: 30 per cent
- Unit 4 school-assessed coursework: 10 per cent
- End-of-year performance examination: 35 per cent
- End-of-year written examination: 25 per cent

ENGLISH – Code: ENO

Unit 1 & 2

Outcome One: Reading and Responding

When Unit One and Two are taken as a sequence, at least 4 texts **must** be studied. No more than one set text must be a film, and at least one of the set texts must be by an Australian or about Australians. On completion of this outcome students should be able to identify and discuss key aspects of a set text, and to construct a response in written or oral form.

Outcome Two: Creating and Presenting

At the completion of this outcome students should be able to create and present texts taking account of audience, purpose and context.

Outcome Three: Using Language to Persuade

On completion of this outcome, students should be able to identify and analyse how language is used to persuade, and to present a reasoned point of view in an oral or written form.

Unit 3

English students will study four texts across the three-four sequence.

Using language to persuade

The student will provide a written analysis of the use of language, and a point of view on an issue.

Reading & Responding

The student will complete an extended written interpretation of one selected text. The student can present an oral presentation based on a set text.

Creating and Presenting

One sustained written text or one to five shorter texts based upon a context.

Unit 4

Reading & responding

The student will produce an extended written interpretation of a selected text.

Creating & presenting

One sustained written text or one to five shorter texts based upon a context.

Exams

There is an external exam in November worth 50%..

Foundation ENGLISH

Unit 1 & 2

Area of Study 1

Essentials of English

This area focuses on developing learning strategies and literacy skills.

Unit 1 or 2

Area of study 2

Communication and the Workplace

This area focuses on developing effective workplace communication.

Unit 1 or 2

Area of Study 3

Technology and Communication

This area improves students' knowledge of information and communications technology.

ENGLISH AS A SECOND LANGUAGE – Code: ESL

This study aims to enable students for whom English is a second language to develop their critical understanding and control of the English language so that they can use it in a wide range of situations, ranging from the personal and informal to more public occasions, and to develop a level of competence adequate for the demands of post-school employment, further education, and participation in a democratic society.

Students undertaking this course will be those who have recently arrived in Australia and who speak another language as their first language. This study will focus on enabling non-native speakers to deal with the cultural and linguistic complexities of English.

Units 1 & 2

The focus of these units is the reading of a range of texts, with comprehension, enjoyment and discrimination, development of competence and confidence in writing, and the use of and response to oral language in different contexts. It also involves a variety of forms of response to texts, experimentation with different written forms, and the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings.

Units 3 & 4

The focus of these units is the development of critical responses to both literary and non-literary texts, including media texts, and the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings. Unit 4 involves the development of critical responses to both literary and non-literary texts, and the achievement of competence and confidence in writing for different purposes and audiences, in a variety of forms.

ENGLISH LITERATURE – Code: LIO

The study aims to involve students in reading, writing and talking about the nature and value of a wide range of literature. It is designed to enable students to develop:

- Enjoyment of literature
- An interest in reading widely and independently
- An understanding of the variety of human experience and a critical appreciation of our culture and the cultures of others, past and present, as it is represented in literature
- An understanding of the different ways in which literary texts are constructed
- The ability to read closely and critically
- Interpretive skills by hypothesising, questioning and drawing inferences from texts
- The capacity to present analytical, critical and creative responses to texts orally and in writing.

ASSESSMENT

Assessment may be based on submission of a journal, participation in class discussion, a writing folio and the critical appraisal of texts. Students are also required to write for different purposes and audiences, in a variety of forms.

GEOGRAPHY – Code: GEO

UNIT 1 : NATURAL ENVIRONMENTS

This unit investigate the characteristics of natural environments and the natural processes that shape the earth.

The world’s physical environments are composed of four natural systems: atmosphere, biosphere, lithosphere and hydrosphere which are all fundamental to the operation of all interactions within the environment.

Human activities interact with natural processes, each affecting the other.

Students must investigate at least two environments in each area of study.

Area of Study 1

Characteristics of natural environments

This area of study focuses on environments at two different scales and compares and contrasts their geographic characteristics – location, climate, vegetation, topography. Field work can be involved. It investigates the natural processes that shape the environment.

Outcome 1

A student should be able to describe the geographic characteristics of at least two natural environments and explain how they are developed by natural processes, including extreme events.

Area of Study 2

Changes in Natural Environments

This unit looks at the various factors – human and natural- that cause change in a natural environment. It explores the nature of change through forms of imagery, maps and fieldwork.

Outcome 2

On completion of this unit students should be able to analyse and explain the changes in natural environments due to natural processes and human activity.

ASSESSMENT:

Satisfactory completion is dependent on the student demonstrating that the outcomes for each unit have been achieved.

The decision is based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.

Specific tasks could include: fieldwork, data processing, multi media presentation, oral presentation, reports, written responses and tests.

GRAPHICS - VISUAL COMMUNICATION AND DESIGN – Code: VCO

UNIT 1: VISUAL COMMUNICATION

Areas of study

1. Instrument Drawing
2. Freehand Drawing and Rendering
3. Design Elements and Design Principles
4. Design Process

UNIT 2: COMMUNICATION IN CONTEXT

Areas of study

1. Representing and Communicating Form
2. Developing Imagery
3. Developing Visual Communication Solutions
4. Visual Communication in Context

UNIT 3: VISUAL COMMUNICATION PRACTICES

Areas of study

1. Visual Communication Design
2. Visual Communication Analysis
3. Professional Practice in Visual Communication

UNIT 4: DESIGNING TO A BRIEF

Areas of study

1. The Brief
2. Developmental Work
3. Final Presentations

Each unit encompasses the three focal points of Visual Communication.

1. THE PRODUCTION OF VISUAL COMMUNICATION

- skills
- techniques
- theory

2. THE VISUAL COMMUNICATION PRODUCTION PROCESS

- definition of need
- research
- generation of ideas
- production & evaluation

3. THE APPRECIATION OF VISUAL COMMUNICATION

- understanding concepts
- appreciation of others work and practices
- evaluation and critical appraisal of one's own work and the work of others

Materials Cost per Semester : \$10.00

END OF YEAR EXAMINATION

Questions based on Units 3 and 4

HEALTH & HUMAN DEVELOPMENT

– Code: HHO

Unit 1: Youth Health and Development

This unit provides an opportunity for students to explore the physical, social, emotional and intellectual changes that occur and the inherited and environmental factors that influence health and development. Students will also identify a range of challenges, and have the opportunity to investigate one challenge in detail and justify recommendations for action that could optimise the health and development of youth.

Unit 2: Individual and Community Health and Development

In this unit, students explore the requirements for optimal health and development throughout childhood and adulthood, and investigate inequitable health and developmental outcomes that can occur as a result of social and environmental factors. Students will also examine the organisation and delivery of health care in Australia and critically evaluate its effectiveness in promoting health and development for all Australians.

ASSESSMENT FOR UNITS 1 AND 2

Students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study. Assessment tasks are:

- a case study analysis,
- a data analysis,
- a multimedia presentation,
- an oral presentation,
- a test,
- a written response/report.

Unit 3: Nutrition, Health and Development

Australians are amongst the healthiest people in the world. However, a diversity of health outcomes are evident within our population as a result of a range of determinants that include factors such as biology, socio-economic, environment, inherited lifestyle, behaviour, knowledge, attitudes and beliefs. Nutrition is an important determinant of health and developmental outcomes and considerable evidence supports food intake as a protective factor against a number of diseases across the lifespan. Government and non-government organisations play an important role in the implementation of a range of initiatives designed to promote health and development for all.

Unit 4: Global Health and Development

This unit enables students to examine the developmental changes that occur as individuals move through the lifespan and explore inherited factors that determine developmental potential. Students will also analyse the impact of a range of environmental factors that contribute to variations in health and developmental outcomes both between and within industrialised and developing countries. By comparing similarities and differences in health and developmental outcomes at a global level, students will be able to evaluate the determinants of optimal health and development and the range of sustainable health care initiatives developed by governments and international agencies to optimise health and development globally.

ASSESSMENT FOR UNITS 3 AND 4

The student's level of achievement will be determined by school assessed coursework (which will contribute 50% to the study score) and an end-of-year examination (50%). School-assessed tasks may include:

- a written report,
- a case study analysis,
- a data analysis exercise, or
- a test (short answer, extended response).

HISTORY – Code: HIO

Unit 1: Twentieth Century History 1900-1945 (*This unit is not Australian History*)

The first half of the Twentieth Century marked significant changes in world history.

Areas to be studied include:

- 1. Crises and Conflict:** The Russian Revolution, World War 1, The rise of Hitler
- 2. Social Life:** Rapid technological change, Continued growth of cities, The Great Depression - caused great turmoil in the lives of many people, Suffragettes - women's fight for political and economic freedom
- 3. Cultural Experience:** Films, music, art and literature reflected how people felt about these social changes.

Students will be required to:

- Complete an introductory activity
- Prepare an essay on a world conflict
- Analyse a film, book or other document about the early 20th Century
- Research an assignment on how people's lives changed during this period

Unit 2: 'Liberty' and 'Authority'

People throughout history have struggled for power. This struggle is based on their ideas of Liberty (freedom) and Authority (those with the power to control it).

Areas to be studied may include: Apartheid in South Africa, American War of Independence, Racial Conflict in the USA, Revolutions in China

Students will be required to:

- Complete an introductory activity
- Analyse the way a struggle is represented
- Research and report on the way groups or individuals show dissent
- Prepare an essay on the outcomes of a confrontation

Units 3 & 4 – Revolutions

In looking at this Course students should select two of the following Revolutions. One Revolution for Unit 3 and one for Unit 4.

- The American Revolution
- The French Revolution
- The Russian Revolution
- The Chinese Revolution.

Within each Unit there will be two areas of study. One area will be Revolutionary Ideas, Leaders, Movements and Events. The second area will be Creating a New Society.

ASSESSMENT

The students' level of achievements in Units 3 & 4 will be determined by school-assessed course work (50%) and an end of year examination (50%).

INFORMATION TECHNOLOGY – Code: ITO

Unit 1: IT in action

- This unit focuses on how individuals use, and can be affected by, information and communications technology (ICT) in their daily lives.
- Students acquire and apply a range of knowledge and skills to create information that persuades, educates or entertains. They also explore how their lives are affected by ICT and strategies for influencing how ICT is applied. Students develop an understanding of the role technology plays in inputting, processing, storing and communicating data and information.
- In each outcome of this unit students use software to create solutions and information products. For Outcome 1 and Outcome 3, students use a software tool selected from these types of software: web authoring and multimedia authoring. Additional types of software can be used, such as image editing software, for example, Macromedia Flash and Adobe PhotoShop, but they are not mandatory. For Outcome 2, students use database management software to solve information problems.

Unit 2: IT pathways

- This unit focuses on how individuals and organisations, such as sporting clubs, charitable institutions, small businesses and government agencies use ICT. Students acquire and apply a range of knowledge and skills to create solutions and information products that meet personal and clients' needs. They also examine how networked information systems are used within organisations.
- Students develop and apply knowledge and skills in using two different software tools. One tool must be a programming or scripting language that enables students to manipulate data, for example, Javascript, Actionscript, Visual Basic, Java, php. The other software tool should be selected from these types of software: web authoring and multimedia authoring, and, where appropriate, be supported by image editing software, such as Macromedia Flash and Adobe PhotoShop. Students also explore career pathways that involve using knowledge and skills associated with programming or scripting languages.
- Working collaboratively in teams is an important and effective problem-solving strategy, and this strategy is applied when students solve information problems for clients in the community.
- In each outcome of this unit, students use software tools. For Outcome 1, the software tool should be a programming or scripting language. For Outcome 2, students use software that supports the creation and presentation of animated images, such as multimedia authoring and web authoring. Image editing software may be used in conjunction with these software types. For Outcome 3, students use one or both of the software tools studied for this unit.

ASSESSMENT

- The award of satisfactory completion of a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

IT APPLICATIONS

Units 3 and 4 are designed to be taken as a sequence.

Unit 3: IT applications

- In Unit 3, students use web authoring and database management software to solve information problems. In Unit 4, they use web authoring or multimedia authoring software as well as spreadsheet software to solve information problems. Additional software can be used to support the development of solutions and information products, for example, image editing software, such as Macromedia Flash and Adobe PhotoShop.
- Unit 3 focuses on how individuals or organisations use ICT to solve information problems and to participate actively in a society where use of ICT is commonplace. Students acquire and apply knowledge and skills in solving information problems to assist in decision-making and in managing tasks and timelines.
- The solutions and information products should meet the specific needs of organisations such as sporting clubs, newsagencies, charities, or the needs of individuals. Students also explore how the capabilities of networked information systems support teams of workers or learners to solve problems and share knowledge.
- For Outcome 1 of this unit, students must use database management software to solve information problems, and for Outcome 2, students use web authoring software to create prototypes of websites.

Unit 4: IT applications

- This unit focuses on how ICT is used by organisations to solve ongoing information problems and in the strategies to protect the integrity of data and security of information. Students develop and acquire knowledge and skills in creating solutions and information products using spreadsheet software that can be re-used in the future with new sets of data.
- When solving information problems, students apply all of the problem-solving stages: analysis, design, development, testing, documentation, implementation and evaluation. Students apply their ICT knowledge and skills to record their decision-making strategies when solving information problems and to reflect on the effectiveness of these strategies.
- In this unit students explore how organisations manage the storage, communication and disposal of data and information in order to minimise threats to the integrity of data and security of information, and to optimise efficient information handling.
- Students are required to use two types of software for Outcome 1: spreadsheet and web authoring or multimedia authoring.

ASSESSMENT

- Percentage contributions to the study score in Information Technology are as follows:
- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End-of-year examination: 50 per cent

LANGUAGES OTHER THAN ENGLISH – GERMAN

– Code: LO

The study of LOTE is available in 31 languages. Students may study more than one language. The languages offered at Stawell Secondary College are German, and, Chinese as a First Language. Should you wish to study another language, you may do so by correspondence through the Victorian School of Languages. This can be arranged by the Distance Education Coordinator.

PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

The individual

Personal identity

For example, my home, community, family and friends, relationships, peer pressure, idols and icons.

School and aspirations

For example, my school routine, changing schools, future plans.

Leisure and lifestyles

For example, holidays and travel experiences, sports, hobbies, keeping fit and healthy.

The German-speaking communities

People and places

For example, lifestyles, daily life, cultural diversity, traditions, Oktoberfest. Karneval.

Past and present

For example, German reunification, settlement in different parts of Australia.

Arts and entertainment

For example, music and songs, media, literature, the Berlin Film Festival.

The changing world

The world of work

For example, technology, jobs and careers, globalisation, the workplace.

Youth issues

For example, youth representation, unemployment, drugs, environment, equality.

Tourism

For example, growth of tourism industry, development of ecotourism, interacting with visitors in Australia.

ASSESSMENT TASKS:

UNIT 1: Informal conversation or personal letter, listening & reading, oral presentation, review or article.
Examination

UNIT 2: Formal letter, role play or interview; re-organise information from written & spoken text; journal entry or personal account or story.
Examination

SCHOOL-ASSESSED COURSEWORK

UNIT 3: 250-word personal or imaginative written piece, response to spoken texts, three to four minute role-play.

UNIT 4: Response to written texts, 250-300 word informative, persuasive or evaluative written piece, three to four minute interview

END-OF-YEAR EXAMINATIONS

Oral examination (conversation and discussion)

Written examination (listening and responding/ reading and responding/ writing)

LANGUAGES OTHER THAN ENGLISH – CHINESE FIRST LANGUAGE

This study is offered to our students for whom Chinese is their native language.

PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

Self and Others

- **Personal World**

For example, personal qualities, relationships with family and friends, aspirations and expectations, significant experiences.

- **Personal beliefs and ideals**

For example, personal priorities, student's views of an ideal world and views on an issue, personal beliefs / views of religion.

- **Contributing to the community**

For example, community and voluntary work, caring for the environment / wildlife, sport and social groups.

Tradition and change in the Chinese-speaking communities

- **Lifestyles**

For example, rural and urban life, leisure activities, changing lifestyles, education, housing, impact of travel, extended and single child families.

- **Arts and entertainment**

For example, modern and traditional Chinese art, music and dance, mass media, modern and classical literature.

- **Stories from the past**

For example, legends and myths, inventions, proverbs and idioms, religions in China, a significant period, ancient philosophers.

Global Issues

- **Peace**

For example, causes of conflict, impact of war, ways of attaining and maintaining peace, the role of the individual.

- **Human rights in the world today**

For example, freedom and democracy, roles of government and the individual, equality of rights, racism, rights to life.

- **The nature and future of work**

For example, modern technology and its impact, the nature and causes of unemployment, urbanisation, work ethics.

ASSESSMENT TASKS:

- UNIT 1** Discussion or personal letter;
Re-organising information obtained by listening and reading;
Oral presentation or review or article.
- UNIT 2** Formal letter or role-play;
Comparing information obtained by reading and listening;
Journal entry or spoken personal account or short story.
- UNIT 3** A 500-600 character imaginative written piece;
A response to specific questions, or instructions; analysing and using information requested.
A four-to-five minute evaluative oral presentation focusing on points for and against an aspect related to texts studied.
- UNIT 4** A response to specific questions or instructions, analysing and using information requested;
A 500-600 character persuasive or evaluative written response, for example, report, essay, article or review and;
A four-to-five minute interview on an issue related to texts studied.
Examination.

LEGAL STUDIES – Code: LSO

Unit 1: Criminal Law and Justice

To provide background information on the law, your course commences with an overview of our legal system, including:

- Who makes the law
- The Law Courts
- The Work of a Jury, and
- How a trial is conducted

Our main focus will be on criminal law and justice.

An excursion to Melbourne for a visit to the City Courts is part of this unit and all students are expected to attend.

Assessment is based around 3 Outcomes.

Unit 2: Civil Law and the Law in Focus

It looks at procedures involved in civil cases and the alternative avenues of dispute resolution and their effectiveness.

You will examine how the law operates through the study of two areas. In recent years these areas have included:

- Wills and Inheritance
- Families and the Law
- Protection of Children
- Sport and the Law
- Protection of Road Users / or Tenants

Assessment centres around 3 Outcomes.

Unit 3: Law Making

This unit represents an ideal study for students who are looking for a unit, but don't have background in the subject area. While background study in Units 1 and / or 2 is advantageous, many students in the past have coped successfully, undertaking the subject for the first time.

Unit 3 examines the Courts and Parliament as the primary law-makers in Australia, and their relationship. You find out how the laws are made and what factors influence this process. The role of the Australian Constitution is also studied.

Assessment is based around 3 Outcomes – tests; an essay; a case study. This will constitute 25% of your final grade.

There is no mid year exam.

Unit 4: Dispute Resolution

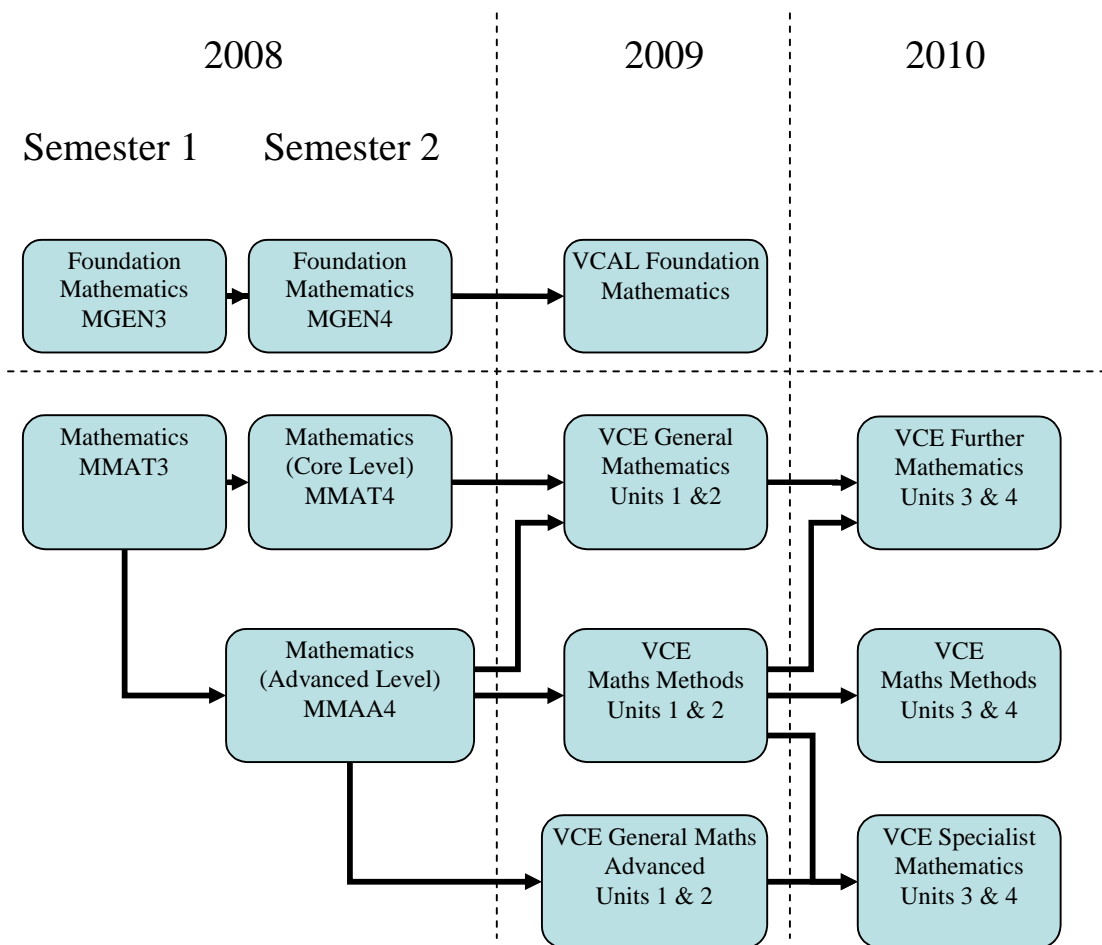
The underlying theme in this unit is the assessment of the performance of the Legal System, in terms of how effective it is. We are given four elements upon which to base this assessment. Aspects of the Legal System that are considered in this assessment include:

- Dispute settlement methods – Courts, Tribunals and alternative dispute resolution methods
- The Trial Process
- Criminal cases and civil disputes
- The Jury System

Assessment is based around 2 Outcomes – A Folio of exercises and An Essay. This will contribute 25% of your final grade. End of year examination – 50%.

MATHEMATICS – Code: MAO

Due to the different mathematics options available to students at VCE/VCAL, students are advised to select the appropriate mathematics depending upon which VCE/VCAL Mathematics they wish to undertake in 2009 and 2010. If you have any questions concerning mathematics subject choices, please feel free to consult your classroom teacher, the Mathematics Coordinator and/or the Year Level Coordinator.



PLEASE NOTE:

- 1) Year 10 students wishing to undertake VCE Maths Methods at Year 11 must have completed the advanced level MMAA4 in Semester 2, 2008.
- 2) Students who have studied Year 10 Foundation Mathematics have only gained sufficient skills to continue with VCAL/Foundation Mathematics in Year 11.
- 3) Students intending to study VCE Specialist Mathematics in Year 12 are recommended to undertake both Year 11 Maths Methods **and** Year 11 General Mathematics (Advanced).

Units 1 & 2:

Mathematics Methods 1 & 2

Contains material from the areas of algebra, co-ordinate geometry, probability, statistics and calculus. Students going to a tertiary course with any Maths involvement at all should be doing this subject. Students will need to do this unit if they wish to study Mathematics Methods 3 and 4.

General Mathematics (Advanced) 1 & 2

Contains material from the areas of arithmetic, algebra, functions and graphs, geometry and trigonometry. This subject is designed to extend the work studied in Mathematical Methods 1 & 2, as well as introduce topics which provide an appropriate background for Specialist Mathematics 3 & 4. Those students intending to do Specialist Mathematics 3 & 4 should take this subject. It would also provide a stronger background for Mathematics Methods 3 & 4.

General Mathematics (Standard) 1 & 2

Contains material from the areas of algebra, arithmetic, functions and graphs, statistics, geometry, measurement and trigonometry. This subject is designed for students not wishing to do Maths after Year 12, but will be sufficient preparation for Further Mathematics 3 & 4.

Foundation Mathematics 1 & 2

In Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal study and work. It contains material from the areas of “Space and Shape”, “Patterns in Numbers”, “Handling Data” and “Measurement and Design”. This subject is **not** sufficient preparation for Further Mathematics 3 & 4.

Units 3 & 4:

Further Mathematics 3 & 4

This is a widely accessible course which has a core unit based on probability and statistics, and optional units which provide a general preparation for employment and other such courses that require some Maths.

Mathematics Methods 3 & 4

This follows directly on from Mathematical Methods 1 & 2. It leads on to Science, Economics, Medicine and other tertiary courses.

Specialist Mathematics 3 & 4

This subject can only be taken with Mathematical Methods 3 & 4. There is a lot of calculus and vectors in this course. It leads to specialist tertiary courses in Maths and related disciplines.

Assessment:

For Units 1 & 2, students will be assessed through written tests, problem solving tasks, projects, short written responses and modelling tasks. There is a mid-year and end-of-year examination, each lasting 1½ hours.

For Units 3 & 4, students level of achievement will be determined by school assessed coursework (34%) and two end-of-year examinations (66%).

So how do you choose a set of Maths courses?

First of all decide if you need Maths in Year 12. If you do, what Year 11 prerequisites are there? Work your way backwards from there:

| Possible University Course | Suggested Mathematics Program |
|---|---|
| Engineering, Medicine, Vet Science and Maths/Science University Courses | Year 11: Maths Methods Units 1-2 General Mathematics (Advanced) Units 1-2 Year 12: Maths Methods Units 3-4 Specialist Mathematics Units 3-4 |
| Maths/Science Courses and other University Courses requiring Maths Methods | Year 11: Maths Methods Units 1-2 Possibly General Mathematics (Advanced) Units 1-2 Year 12: Maths Methods Units 3-4 |
| Courses that do not require Maths Methods but require a good score for entry, such as Accounting, Business Courses and some Maths/Science Courses | Either: Year 11: Maths Methods Units 1-2 Year 12: Maths Methods Units 3-4 Or: Year 11: Maths Methods Units 1-2 Year 12: Further Maths Units 3-4 Or: Year 11: General Maths Units 1-2 Year 12: Further Maths Units 3-4 |
| Courses that require a Maths at Year 12 | Year 11: General Maths Units 1-2 Year 12: Further Maths Units 3-4 |

Remember that some tertiary institutions give bonus points for some maths courses. Make sure you check this carefully.

MEDIA – Code: MEO

Unit 1: REPRESENTATION AND TECHNOLOGY

This unit examines the relationship between technology and the media, and representations in media texts. While developing practical and analytical skills, students also study the impact of technology within the media, and the codes and conventions used by the media to represent particular topics.

PRACTICAL: a study of technological change in photography, including development of skills in digital photography and editing techniques. Two projects are undertaken, one being quite extensive.

Exhibition- student will exhibit their work inside and outside the school using varied media.

WRITTEN: each task requires some analytical and written components, but two projects will require extended study and be completed in written format.

Research Project

Exam

ASSESSMENT – School assessed.

UNIT 2: MEDIA PRODUCTION AND THE AUSTRALIAN MEDIA INDUSTRY

This unit examines the media production process and the Australian media industry. Students gain an appreciation for specialist production stages within the collaborative organisation of media production, while developing production and analytical skills.

PRACTICAL: two practical projects

- co-produce a group media production incorporating photographs and print, studying stages and roles in media production.

- major project involving production methods in digital photography and print layout.

WRITTEN: Each task requires some analytical and written components, but two projects require a detailed study of the Australian media. Analysing issues concerning the stages and roles in the media production process.

Research Essay

Exam

ASSESSMENT – School assessed

Materials Cost: \$40.00 for full year
\$20.00 per semester

MUSIC PERFORMANCE – Code: MUO

Unit 1: Music Performance

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

Students are required to: prepare and perform a solo program; rehearse and perform a program in a musical group; give an unprepared performance; complete a creative organisation activity; and undertake aural comprehension exercises.

Unit 2: Music Performance

This unit further develops skills in practical music and performance in solo and group contexts. Students present a prepared program of solo and group works, demonstrate prepared technical work, perform previously unseen music and develop skills in aural comprehension. Selected works are analysed to enhance performance interpretation and to understand their context, influences, characteristics and styles. This unit also focuses on music language that is relevant to performance and used to analyse, compose or improvise music.

Students are required to: prepare and perform a solo program; rehearse and perform a program in a musical group; give an unprepared performance; undertake an analysis activity; investigate different interpretations of works, and complete aural comprehension exercises.

Unit 3: Music Performance – Solo Performance

This unit focuses on the preparation of solo works. Students use performance techniques to develop understanding of interpretation of a range of styles. Music performance skills are broadened by ensemble performance, solo technical work and unprepared performance. Music language knowledge, aural comprehension skills and understanding of the structure and characteristics of an ensemble work are also developed.

Students are required to: prepare and perform a solo program; rehearse and perform in an ensemble; give an unprepared performance; undertake a creative organisation activity; analyse the works selected for performance complete aural comprehensive exercises; and prepare reviews of live performances.

Unit 4: Music Performance – Solo Performance

This unit focused on the preparation and presentation of a solo program or works, demonstrating through performance an understanding of interpretation. Music performance skills are extended by development of technical work in ensemble performance and unprepared performance skills, and studies in aural comprehension. Understanding and recognition of musical characteristics of an ensemble work are further developed.

Students are required to: prepare and perform a solo program; rehearse and perform in an ensemble; give an unprepared performance; undertake a creative organisation activity; investigate the interpretation of music for performance; and complete aural comprehension exercises. Students will have to perform a recital for external examiners and an end of year aural written examination.

PHYSICS – Code: PHO

Unit 1

Unit 1 consists of two areas of study (Wave-like properties of light and Nuclear and Radioactivity Physics) and a choice of one from three detailed studies (Astronomy, Medical Physics or Energy from the nucleus). Students learn to use conceptual models to describe and explain observed phenomena. Students are given extensive laboratory experience in experimental investigations.

Unit 2

This Unit consists of two areas of study (Movement and Electricity) and a choice of one from three detailed studies (Astrophysics, Investigations: Aerospace or Investigation: Alternative energy sources). This Unit continues to develop students' understanding of physics as a way of thinking about the physical world

Unit 1 & 2 : Assessment

Throughout the year students will cover a selection from the following:

- An annotated folio of practical experiments
- A data analysis
- A multimedia or webpage presentation
- A response to a media article
- A summary report of selected practical investigations including maintenance of a log book
- A written report
- A test
- A students designed/adapted/extended practical investigation (Unit 2)

Unit 3

Unit 3 consists of two prescribed areas of study: Motion in one and two Dimensions; Electronics and Photonics; and a third area of study to be chosen from one of three detailed studies: Einstein's Relativity, Investigating Structures and Materials, or Further Electronics.

Unit 4

Unit 4 consists of two prescribed areas of study: Interactions of light and matter; Electric power; and a third area of study to be chosen from one of three detailed studies: Synchrotron and applications, Photonics, or Recording and reproducing sound.

In these Units, students identify focused problems or research questions and formulate quantitatively testable hypotheses. They identify variables of significance to an investigation, select at least two relevant independent continuous variables and decide the appropriate variables to be controlled. They adapt or extend given methods, and design their own methods, for the control of variables and the systematic collection of sufficient relevant data for focused investigations.

Assessment of levels of achievement

The student's level of achievement for Units 3 &4 will be determined by school-assessed coursework and an end-of-year examination.

Contributions to final assessment

School-assessed coursework for Units 3 &4 will contribute 17 % each to the study score. The level of achievement for the two Units are also assessed by end-of-year examinations, which will contribute 33 % each to the study score.

PSYCHOLOGY – Code: PYO

The study is made up of four units:

Unit 1 Is the scientific study of psychology as an investigation into human behaviour: Introduction to Psychology, Social Relationships, Development of Individual Behaviour.

Unit 2 Builds understanding of the different methods and models that describe and explain human behaviour: Introduction to Neurons and Nervous System, Individual Differences, Social Attitudes.

Unit 3 Is concerned with the brain and nervous system as a whole structure and their role in affecting human behaviour: Brain and Nervous System, Visual Perception, States of Consciousness.

Unit 4 The study of cognitive psychological methods through concepts of memory, learning, research investigation.

Levels of Achievement:

Units 1 and 2

School assessed coursework and an examination.

Units 3 and 4

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

- Unit 3 school-assessed coursework: 17%
- Unit 4 school-assessed coursework: 17%
- Mid-year examination: 33%
- End-of-year examination: 33%

PHYSICAL EDUCATION – Code: PEO

We offer Units 1 and 2 Physical Education on alternate calendar years to Units 3 and 4. In the year 2009 the school is in the cycle of offering Units 3 and 4 and in 2010 offering Units 1 and 2.

Unit 3: Physiological and participatory perspectives of physical activity

This unit introduces students to an understanding of physical activity from a physiological perspective. In particular, the contribution of energy systems to performance in physical activity is explored, as well as the health benefits to be gained from participation in regular physical activity. The underlying physiological requirements of an activity being used for health or for fitness are the same. There are many factors that influence an individual to initially begin and then continue on with some form of regular physical activity. In this unit, students study and apply various models to identify strategies that will be effective in promoting participation in some form of regular activity.

Areas of Study

1. Monitoring and promotion of physical activity

This area of study focuses on patterns of participation in physical activity and the National Physical Activity Guidelines. Using subjective methods such as recall, self-report logs or diaries, or objective methods such as heart rate telemetry, pedometry, accelerometry and observational tools, students assess their own or others' activity levels. They analyse the advantages and limitations of these various methods. Using setting-based models to explain physical activity promotion, they collect and analyse data from a range of settings such as schools, community settings and the workforce. They investigate physical activity promotion through individual-based strategies such as telephone assisted or Internet-based counseling, and population-based strategies such as environmental change, for example introducing bicycle paths, as well as media campaigns, and marketing and policy development.

2. Physiological requirements of physical activity

This area of study explores energy systems, fatigue and recovery. It examines the way in which energy for activity is created through oxygen and food supplies. It also considers the physiological effects of muscular fatigue, and speeds of recovery.

Unit 4: Enhancing physical performance

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

Areas of Study

1. Enhancing fitness through training

This area of study focuses on the components of fitness and assessment of fitness from a physiological perspective. Students consider the manner in which fitness can be improved by the application of appropriate training principles and methods and participation in activity data collection, fitness testing and fitness training. Students collect data and apply theoretical information in a practical and meaningful way.

2. Strategies for enhancing sports performance

This area of study focuses on a range of factors and strategies that influence improvement and limit performance in physical activities. How each individual adapts both physically (training responses) and mentally (psychological aspects such as motivation, anxiety and confidence), to a training program will vary. It is vital that the training program is correctly implemented, including appropriate recovery regimes. Dietary procedures can also improve performance, and students identify a range of dietary strategies that combine with appropriate recovery and risk management systems to enhance performance and recovery. While the focus of improvement and performance enhancing practices will be on legal strategies, it is important to take into consideration the ethical considerations of both legal and illegal practices.

Assessment

The student's level of achievement in Units 3 & 4 will be determined by school-assessed coursework and an end-of-year examination. School-assessed coursework for Units 3 & 4 will EACH contribute 25 per cent to the study score. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

School –assessed tasks for Units 3 and 4 will be selected from:

- | | |
|------------------------|-----------------------|
| • Written Reports | • Tests |
| • Structured questions | • Oral reports |
| • Laboratory reports | • Case study analysis |
| • Video analysis | • Media analysis |

As a number of activities are conducted at venues and commercial businesses outside of the school students will be required to cover costs of approximately \$25.00 - \$-30.00 per unit depending on the program.

STUDIO ART – Code: SAO

Unit 1: Artistic Inspiration and Techniques

- This unit examines the sources of inspiration which generate creative ideas and encourages the student to explore a wide range of materials and techniques as tools for transacting ideas, observations and experiences into visual form.
- Students are required to produce a folio of artworks exploring the above in both practical examples and in a Studio journal that maintains a record of their studies. They are also required to discuss how artists from different times and locations interpret sources of inspiration and use materials and techniques.

Unit 2: Design Explorations and Concepts

- Artists produce artworks through a process of visual research and inquiry. Initial ideas and materials are explored; techniques developed and alternative solutions generated, analysed and evaluated prior to final artworks being undertaken. This unit examines design methodology and aims to develop skills in visual analysis of artworks.
- Students are required to produce a folio of artworks that demonstrate a variety of design explorations and methods. They are also required to examine and discuss the ways in which design elements and principles are used in a variety of artworks to communicate ideas and develop style, in a studio journal.

Unit 3: Studio Production and Professional Practices

- The focus of this unit is the implementation of the design process leading to the production of a range of solutions. Students use a work brief to define an area of exploration and apply a design process to explore their ideas and potential solutions. Students are also asked to examine and discuss traditional and contemporary work practices and the ways in which artists interpret artistic influences, cultural contexts and ideas in developing distinctive styles.
- Students are required to complete a folio and prepare a collection of material based on an exploration of their work brief. They are also required to present written material that examines and discusses traditional and contemporary issues as above.

Unit 4: Studio Production and Industry Contexts

- The focus of this unit is to produce a cohesive folio of finished artworks which resolve the design brief and design explorations of Unit 3.
- Students are also expected to research, analyse and evaluate roles and methods of presentation of artworks to an audience and to discuss in an informed way relevant contemporary art industry issues.
- Students are required to complete finished art works (as above) and to complete written presentations in relation to their chosen studio form and to the art industry in general.
- Students are also expected to sit a 1 ½ hour examination where they will be asked to respond to both visual and written material in short and extended ways.

Materials Cost: \$10.00 per semester

SYSTEMS ENGINEERING– Code: STE

Unit 1 Mechanical Engineering Fundamentals

This unit focuses on mechanical engineering fundamentals as the basis of understanding the underlying principles and the building blocks that operate in the simplest mechanism or can be related to the most complex mechanical devices.

The unit covers the representation of mechanical devices, the motions performed, the elementary applied physics, and the mathematical calculations that can be applied in order to define and explain the physical characteristics. The unit allows for a ‘hands on’ approach, as students apply their knowledge and construct functional systems. These systems can be purely mechanical or have some level of integration with electrotech systems.

Unit 2 Electrotechnology Engineering Fundamentals

This unit contains the fundamental physics and theoretical understanding of electrotechnology systems and how they work, the main focus remains on the construction of electrotechnology systems. The construction process heavily draws upon design and innovation within all the interrelated applied learning activities directly associated with the construction. The systems constructed can provide tangible, real life demonstrations of some of the theoretical principles studied in this unit.

Units 3 & 4 Integrated Systems

In this unit, students study the engineering principles that are used to explain the physical properties of integrated systems and how they work. This is underpinned by the study of human endeavor in which observations and ideas about the physical world are organised and explained. Students learn about the use of conceptual models to explain observed physical characteristics. Through the application of their knowledge students produce an integrated operational system. Students also apply their knowledge and skills to research, and produce and present technical reports. In this unit students develop their engineering knowledge and undertake the construction of a substantial system. They also explore contemporary energy issues in relation to powering systems.

Material Costs per semester: \$40.00

Production Costs: Students are required to fund the cost of the major production tasks. The cost varies from \$50.00 - \$300.00 and is determined by the students’ choice of production task. The production tasks are negotiated between the student and teacher. Production work is compulsory.

VET PROGRAMS AVAILABLE IN 2009

VET subjects offered are dependent on student enrolment numbers
Not all programs will run in 2009

| VET PROGRAM | NATIONALLY RECOGNISED CERTIFICATE |
|--|--|
| Agriculture | Certificate II in Agriculture |
| <u>Automotive</u> | Certificate II in Automotive |
| Building & Construction | Certificate II in Building & Construction (Carpentry Stream) |
| <u>Business</u> | Certificate II in Business |
| Community Services (Childcare or Disability Care) | Certificate II in Community Services |
| Conservation & Land Management | Certificate II in Conservation and Land Management |
| <u>Engineering</u> | Certificate II in Engineering |
| Equine Industry | Certificate II in Equine Industry Studies |
| Food Processing (Wine) | Partial completion of Certificate II in Food Processing (Wine) |
| <u>Furnishing</u> | Certificate II Pre Apprenticeship in Cabinet Making |
| <u>Hair and Beauty</u> | Selected units from Certificate II in Hairdressing and Certificate II in Beauty |
| Hospitality | Certificate II in Hospitality (Operations) and units of competence leading to certificate III |
| Hospitality Introduction | Selected units from Certificate II in Hospitality |
| Multimedia | Certificate II and Certificate III in Multimedia |
| <u>Music</u> | Certificate II in Music Industry Skills (Foundation) Certificate III in Music Certificate III in Music Industry Skills (Technical Production) |
| <u>Retail Operations</u> | Partial completion of Certificate II in Retail Operations |
| Sport & Recreation | VCE VET Sport and Recreation Certificate II in Fitness. |

Programs in bold will be offered at Stawell Secondary College in 2009.

YEAR 11&12 VCE SELECTION SHEET STUDENT COPY

| | | |
|----------------------------|----------|-----------|
| SUBJECTS IN YEAR 10 | | |
| 1. ENGLISH 1 | 5. _____ | 9. _____ |
| 2. ENGLISH 2 | 6. _____ | 10. _____ |
| 3. MATHS 1 - CORE | 7. _____ | 11. _____ |
| 4. MATHS 2 – CORE/ADVANCED | 8. _____ | 12. _____ |

CAREER INTEREST AREAS FOR THE FUTURE:

| | | | | | | |
|-------------------------------|------------------------------------|--|--|--|--|--|
| 200_ Yr 11 level | ENGLISH 1 or Foundation | | | | | |
| | ENGLISH 2 | | | | | |
| 200_ Yr 12 level | ENGLISH 3 | | | | | |
| | ENGLISH 4 | | | | | |

CHECKLIST: The following points are for discussion by students with their Parents, Teachers, Level Co-ordinators and Careers Advisors.

- Have you selected a range of interests, possible careers, and courses?
- Have you checked the information provided through the careers room and Job Guide?
- Have you used for Job Guide to find what units of study do you need for your career?
- Are you really clear why you have selected this course and these units?

If not please ask a Year 11&12 Co-ordinators Mr. Sweeney / Mrs. Tangey or see Mr. Mair, Careers, or see Ms Nicholson VCAL/VET and SBA

NAME: _____

STAWELL SECONDARY COLLEGE
2009 Year 11 & 12 VCE SELECTION SHEET
SCHOOL COPY

CAREER INTEREST AREAS FOR THE FUTURE:

ENTERING YR 11 in 2009 YR 12 in 2009

| | | | | | | |
|---|--|--|--|--|--|--|
| 200_ Yr 11 level | ENGLISH 1 or Foundation | | | | | |
| | ENGLISH 2 | | | | | |
| 200_ Yr 12 level | ENGLISH 3 | | | | | |
| | ENGLISH 4 | | | | | |

CHECKLIST: The following points are for discussion by students with their Parents, Teachers, Level Co-ordinators and Careers Advisors.

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- Are you really clear why you have selected this course and these units?

If not please ask a Year 11&12 Co-ordinators Mr. Sweeney / Mrs. Tangey or see Mr. Mair, Careers, or see Ms. Nicholson VCAL/VET and SBA

Parent Approval for this course _____
(Parent Signature)

Please return this form to your form teacher before Friday 22nd August, 2008.
BOOK PARENT INTERVIEW AT GENERAL OFFICE