

Name: _____ Form Group: _____

BRIGHTON SECONDARY COLLEGE

YEAR 11 HANDBOOK - 2010



Brighton Secondary College
120 Marriage Road
EAST BRIGHTON 3187
Principal Mrs Julie Podbury

School No. 7650
Telephone 9592 7488
Fax 9592 5724
Email brighton.sc@edumail.vic.gov.au



Year 11 Programme 2010

INTRODUCTION

At Brighton Secondary College we offer a range of Senior Programs.

- VCE – Victorian Certificate of Education
- VET/ASBA – Vocational Education and Training/Australian School Based Apprenticeship or Traineeship

The selection of subjects should be based on student interest and aptitude with a view to future hopes, and the discipline to apply oneself.

There are 70 studies available in VCE, and those available at Brighton Secondary College are listed in its Handbook with an outline of each study and related assessments.

Over the two years of VCE, students must do

- English Units 1, 2, 3 and 4 (from English, ESL or Literature)
- **Year 11, 2010 students must choose ENGLISH/ESL/LITERATURE**
Plus
- **five** other subjects, (*including VET and any external LOTE*). A Unit 3/4 study may be chosen if Unit 1/2 of that study was satisfactorily completed in 2009.
- *Students may include a VET study/Apprenticeship or Traineeship as part of their course.*
- *They may also study a language not offered by the College externally as part of their course.*



STUDY and UNIT: Accounting Units 1 & 2

Description of Course Content:

Unit 1 – Establishing and Operating a Service Business

- Basic accounting principles
- Reasons for establishing and types of small business
- Designing and using an appropriate accounting system for service businesses
- Identifying and recording cash receipts and payments
- Preparing Cash Flow Statements, Profit and Loss Statements and Balance Sheets
- Investment and Superannuation

Unit 2 – Accounting for a Trading Business

- Accounting for stock
- Accounting for credit transactions
- Balance Day Adjustments
- Evaluating performance
- ICT in Accounting

Assessment of Unit:

Unit 1 – Going into business.

Going into business assignment
Folio of tasks.

Unit 2 – Operating a business

Folio of tasks including a QuickBooks Pro task
Report on Evaluating the performance of an organisation.

Relationship to further options:

It is strongly recommended that students complete Units 1 & 2 before undertaking Units 3 & 4.

Why study this unit?

Career Opportunities

Accounting, marketing, small business ownership, law, journalism, real estate, insurance, banking and financial, computing, engineering, stock broking, teaching, community service and welfare work.

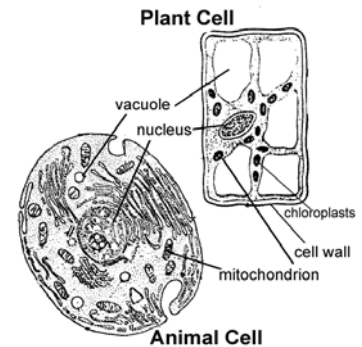
STUDY and UNIT: Biology Units 1 & 2

Description of Course Content:

The biological sciences have brought about the complete mapping of the human genome, genetically modified food, in-vitro fertilisation, and stem cell research. Less mathematically based than physics or chemistry, biology is the science of life.

Unit 1: Unity and diversity

In this unit you examine the cell as the structural and functional unit of the whole organism. This includes 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.



Unit 2: Organisms and their environment

In this unit you draw on the rich diversity of Australian ecosystems to study the relationships between living things and their environments. You investigate particular sets of biotic and abiotic factors that operate in different places in the biosphere, and how these factors influence the kinds of organisms that live there. You also examine how organisms in their particular habitats are part of the integrated and naturally self-sustaining systems in which energy flows; and how matter is cycled between the living and non-living components of the environment.

Assessment of Unit:

Practical reports, second hand data analysis, research tasks, PowerPoint presentations, tests and exams.

Relationship to further options:

It is strongly recommended that students complete Units 1 & 2 before undertaking Units 3 & 4.

Why study this unit?

Biology helps us to understand healthy lifestyles, explanations given by medical professionals, the nutritional quality of food, and how to keep our gardens and pets healthy.

Biology is important to those who might be considering a career in a medical or veterinary field, agriculture, forest management, environmental science, animal management, management of a forest or marine park, and many other careers. A range of research opportunities are also available to those who choose to go on to do advanced studies in biology, zoology and botany, including honours, masters or doctoral degrees.

Careers that use biological knowledge include: Medical Scientist, Laboratory Supervisor, Laboratory Manager, Medical Technician, Research Assistant, Laboratory Assistant, Clinical technician, Neurophysiologist, Ambulance Officer, Medical Representative, Myofascial Therapist, Drug Rehabilitation, Hospital Pharmacy Management, Retail Pharmacy, Naturopathy, homeopathy, traditional medicine, Biology Teacher, Scientific Representative, Wine Maker, Marine Ecology, Marine Biologist, Waste Management Officer, Recycling Biomedical Waste, Fitness Consultant, and Surf-Life Saving.

For more information about careers in biotechnology, go to <http://www.biotechnologyonline.gov.au/career/careers.html>



STUDY and UNIT: Business Management Units 1 & 2

Description of Course Content:

Unit 1 - Small Business Management

- Characteristics and objectives of small, medium and large businesses
- Business and support services and a range of measures of business performance
- Business ethics and socially responsible management
- Major planning and decisions necessary at the commencement of a small business

Unit 2 - Communication and Management

- Participants in the business communication process
- A range of communication methods
- Effective methods and forms of communication including consideration of barriers/actions which limit/enhance communication
- Marketing functions
- Market research processes
- Key elements of a marketing plan
- Issues in marketing
- Public relations

Assessment of Unit:

Will include a mix of the following:

- Case studies and Written reports
- Oral and Multi-media presentations
- Business surveys and analysis
- Preparation of a business plan

Relationship to further options:

Provides a good foundation to Units 3 & 4, but is not a prerequisite.

Why study this unit?

Career Opportunities

Accounting, business consultant, marketing, small business ownership, human resource management, journalism, banking and financial, operations management, engineering, stock broking and teaching.



STUDY and UNIT: Chemistry Units 1 & 2

Description of Course Content:

Chemistry explains why everything looks, acts and reacts the way it does. It is the study and the explanation of all things. With the basic building blocks of matter a plant or a bridge or whole universe can be created. Chemistry is a challenging course with lots of experimental investigations.

Unit 1: The Big Ideas of Chemistry

In this unit, you study the development of chemical theories and models of metallic, ionic and covalent bonding. You learn about carbon chemistry and consider the widespread use of polymers as an example of chemistry in everyday life.

You investigate the uses of materials and how these have changed, including 'smart' materials. The development of new materials has escalated with the use of synchrotron science and nanotechnologies, which explore particle behaviour at ever smaller sizes. Some examples of new materials include alloys, fibres and compounds incorporating polymers, ceramics, biopolymers, films and coatings.

Unit 2: Environmental Chemistry

In this unit, you will investigate how chemistry is used to respond to the effects of human activities on our environment. Typical tasks of environmental chemists include monitoring the concentration of wastes in the effluent from an industrial plant and monitoring air quality. Quantitative chemical calculations play an essential role in these tasks and you will be introduced to the types of calculations used every day by analytical chemists.

You study the principles and applications of green chemistry and ways to achieve hazard-free, waste-free, energy efficient chemical processes. You also learn how to minimise corrosion, how batteries work and how the behaviour of gases can be accurately predicted.

Mathematics comes into this unit a lot. If you struggle with maths or if balancing an equation sounds like a magic trick to you, try biology or psychology instead.

Assessment of Unit:

Chemistry is assessed through the undertaking of practical reports, review questions, tests and exams.

Relationship to further options:

It is strongly recommended that you successfully complete Units 1 and 2 before undertaking Units 3 and 4. This is important because most of Units 3 & 4 assume you have a strong knowledge of the concepts introduced in Units 1 & 2.

Why study this unit?

Chemistry is a prerequisite for many courses in the biological sciences, physical sciences, medical sciences, and engineering. For example, in 2009, a study score of at least 35 in Units 3 & 4 Chemistry is listed as a requirement for entry to the new generation Bachelor of Biomedicine degree at the University of Melbourne; and at Monash University, a study score of at least 25 in Units 3 & 4 Chemistry is required to commence its Bachelor of Biomedicine course.

Knowledge of a specific field of chemistry is necessary for many careers. Those fields include, for example, Agricultural Chemistry, Analytical Chemistry, Biochemistry, Biotechnology, Chemistry Teacher, Chemical Engineering, Chemical Information Specialists, Chemical Sales, Chemical Technology, Colloid and Surface Chemistry, Consulting Consumer Product Chemistry, Environmental Chemistry, Food and Flavour Chemistry, Forensic Chemistry, Geochemistry, Hazardous Waste Management, Inorganic Chemistry, Materials Science, Medicinal Chemistry, Organic Chemistry, Oil and Petroleum Industry, Physical Chemistry, Polymer Chemistry, Pulp and Paper Chemistry, Research and Development Management, Science Writing, Textile Chemistry, and Water Chemistry.

Chemistry is also important to many jobs that can be started after successfully completing Year 12.

A comprehensive list of careers that use chemistry knowledge may be found at

<http://www.usetute.com.au/ccareer.html>



STUDY and UNIT: Food and Technology Units 1 & 2

Description of Course Content:

Food and Technology introduces students to the diverse nature of food, how to prepare it and how to store it for the best quality in terms of safety, health and aesthetics. They look at different food preparation techniques and prepare foods using a wide variety of these and look at the changes in the food. Students also investigate the best methods, tools and equipment to maximize the sensory, physical and chemical properties of food. Students work both independently and as a member of a team to prepare foods for a wide variety of situations.

Assessment of Unit:

Students are assessed in both practical and theory classes, through production reports, tests, multi-media presentations, written reports and the end of semester exam. Students are required to plan for, prepare and evaluate their productions in response to a design brief in Unit 2.

Relationship to further options:

Units 1 and 2 lead to Units 3 and 4. Even though they are not a prerequisite, some of the skills and knowledge gained in them gives students a head start in Year 12. Food and Technology works in well with the VET hospitality course.

Why study this unit?

This study gives students a hands-on understanding of food and how to prepare a wide variety of foods for a variety of situations. It also gives students an understanding of food preparation, production and processing and helps them to improve their ability to prepare high quality foods.



STUDY and UNIT: Design and Technology (Textiles)

Description of Course Content:

There are three outcomes for both Units 1 and 2.

Outcome 1: Students gain an understanding of man made and natural fibres, by completing a number of tests and presenting their results in brief written reports. Students are then given a design brief and asked to interpret it for a specific audience.
For Unit 2, students write their own design brief. They must consider audience, style and budget.

Outcome 2: Students maintain a design folio illustrating their personal response to the brief. The folio will include week by week production plans for making the items in the student's collection and will also comprise illustrations, research on designers that inspire the student and evaluation criteria to assess the items in the collection.

Outcome 3: Students take the research they have undertaken for Outcome 2 and actually design and construct items for the design brief, using hand and machine stitching. For example, the brief may be to make an item aimed at active young women aged 16-30 under the banner "go girl". Students could design a tube dress or an easy wear shift dress, a carry all tote bag, a prototype for a designer sneaker, a Spring Carnival Outfit or 'Little Black Dress' and a matching fascinator. During this process students learn the beginner techniques of how to safely and effectively use an electric sewing machine.

It is strongly recommended that students have completed Year 10 Textiles as a foundation for this course.

Assessment of Unit:

1. Fabric tests (Unit 1), Design Brief (Unit 2)
2. Fashion folio drawings/annotation (Units 1 and 2)
3. Written Production plans/evaluation criteria (Units 1 and 2)
4. Production product (Unit 1 and 2)
5. Exam (Units 1 and 2)

Relationship to further options:

- Unit 3/4 of the study and post VCE
- Fashion design
- Textile design

Why study this unit?

To form the basis for a career in one or more of any of the following

- Fashion design
- Fashion editorial
- Fashion merchandising
- Textile design
- Fashion stylist



STUDY and UNIT: Design and Technology (Wood) Units 1 & 2

Description of Course Content:

Unit 1: Materials, Processes and Design

The 3 main areas of study are:

- Properties and uses of materials
- Methods of communicating ideas
- Production processes.

Unit 2: Parameters of Design

The 3 main areas of study are:

- Design considerations and constraints
- Materials in design, development
- Design and realisation

Assessment of Unit:

Assessment is in the form of folio work, short tests, assignments and the completion of a practical product.

Relationship to further options:

There are no pre-requisites for Units 3 and 4 Design Technology. However, it would be preferable for students to have chosen Units 1 and 2 before attempting Units 3 and 4.

Students who chose Design Technology may also wish to choose Visual Communication and Design to compliment the design aspects of the course and further strengthen those skills.

Why study this unit?

Students who enjoy drawing, designing and making would benefit from this course. Post VCE options include Industrial design, interior design, visual communication, cabinet making, builder etc.



STUDY and UNIT: Drama Units 1 & 2

Description of Course Content:

Unit 1 – Dramatic Story Telling

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. Expressive skills are used in the creation and presentation of characters. Students learn about performance style, dramatic elements, stagecraft and theatrical conventions. Students will analyse their own performance work as well as a performance by professional and other drama practitioners.

Unit 2 - Creating Australian Drama

The course focuses on the creation of a performance based on a person, an event, an issue, a place, an art work, a text or an icon from a recent or historical Australian context, using Australia as inspiration. The process is important and the end product could be a solo or ensemble performance. A range of techniques and performance styles are used to develop subject matter. Performance skills are also developed. There is further understanding of theatrical conventions, dramatic elements and expressive skills.

Assessment of Unit:

Unit 1:

Creating a devised performance.
Presenting a devised performance and analysing that performance.
An analysis of a drama performance usually by a professional company.
Assessment will involve both practical and written responses.

Unit 2:

The creation of a performance using a range of stimulus material.
The documentation of the creation.
Presenting the above performance to an audience, including the effective use of dramatic elements, stagecraft and theatrical conventions.
Analysing a devised performance.
Analysing an Australian drama performance by professional drama practitioners.
Assessment could include an oral report, an essay, a written report, a multimedia presentation or structured questions.

Relationship to further options:

Units 3 and 4 and Further Study

Why study this unit?

To assist with the development of creativity and problem solving, as well as an understanding of expressive and communication skills, these are used in situations that deal with people, across a large range of occupations. Drama provides pathways into various performing arts studies, such as, acting, directing, production management and an appreciation of the aesthetics and design.



STUDY and UNIT: Economics Units 1 & 2

Description of Course Content:

Economics is a study of how we manage to make the best use of what we have available to us throughout our lives.

Unit 1 - The Australian Economy

- The Market System
- Economic Issues and the Australian Economy

Unit 2 - Australia and the Global Economy

- Australia's External Relationships
- Economic Globalisation

Assessment of Unit:

Assessment in Units 1 & 2 relate to achieving a set of two outcomes in each unit.

Each outcome involves completing a range of learning activities/ assessment pieces. These range from research tasks, PowerPoint presentations, tests, assignments, role play, and excursion/field trip reviews as well as guest speaker assignments.

Relationship to further options:

Units 1 & 2 Economics are self contained units in that they make the student well informed in economic concepts and issues. They are also designed to prepare students to go on and complete Units 3 & 4.

All business-based post-secondary courses require students to undertake economics-based units in order to complete the courses being offered.

Why study this unit?

Economics issues, events and controversies are often reported in the media because they are extremely relevant to our individual lives and society as a whole. Issues such as efficient use of resources, spending, income levels, interest rates, inflation, unemployment, market operation (buying and selling) overseas trade and different economic systems are just a few of the areas covered in the study of economics.

Governments, Workplace Stakeholders, Financial Institutions are constantly impacted upon by the operation of the economy and often voters in elections are influenced by economic issues.

In all, Economics will assist students in their everyday lives as well as prepare them to continue their studies in all areas in the future, as it helps them to become more informed citizens, consumers, producers, workers, voters and investors.



STUDY and UNIT: English/ESL Units 1 and 2

Description of Course Content:

Study of a range of texts, both literary and non-literary, including novels, films, short stories and media reporting.

You will have the opportunity to analyse the way texts are constructed by their authors, and give your own interpretations, both in writing and orally. In addition, you will make your own creative response to texts.

Assessment of Unit:

You will be assessed by coursework assignments which are written or presented in class, and examinations at the end of each semester.

Relationship to further options:

Success in Units 1 and 2 leads to Units 3 and 4 of the study.

Why study this unit?

Your Study Score for entry to university must feature English/Literature as a component. Success in this Unit demonstrates a level of expertise in English which employers and higher education consider essential.



STUDY and UNIT: French Units 1 & 2

Description of Course Content:

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

There are three prescribed themes:

- The individual
- The French-speaking communities
- The changing world

Unit 1:

- The personal word
- Education and aspirations
- Lifestyles

Unit 2:

- Personal opinions and values
- Arts and entertainment
- Personal world

The student will be expected to be familiar with the following text types:

Biography, chart, debate, documentary, email, film, folktale, interview, map, menu, play, poem, postcard, proverb, recipe, song, survey, table, timetable

The student will be expected to produce the following text types:

Advertisement, announcement, article, conversation, discussion, editorial, formal letter, informal letter, invitation, journal entry, leaflet, message, news item, note, personal profile, report, résumé, review, script for a speech, story

Assessment of Unit:

Unit 1:

An informal conversation or a reply to a personal letter/email

Listen to spoken texts (i.e. Conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in French or English

Read written texts (i.e. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in French or English

An oral presentation or review or article

Class activities

Unit 2:

A formal letter/email or role-play or interview

Listen to spoken texts (i.e. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type

Read written texts (i.e. extracts, advertisements, letters) and reorganise information and ideas in a different text type

Journal entry or personal account or short story

Class activities

Relationship to further options:

Unit 3 and 4 French

Why study this unit?

Studying French offers opportunities/openings in the following careers: travel, education, linguistics, interpreting, science, art.



STUDY and UNIT: Geography Units 1 & 2

Description of Course Content:

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.

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. Rural and urban environments vary significantly from place to place and across a variety of scales. Rural and urban environments are significant because they are the locations where people live. Their presence creates settlements which vary in size and complexity from individual farm houses to small villages, regional towns, large metropolitan cities and mega cities.

Assessment of Unit:

Assessments in units 1 & 2 relate to achieving a set of two outcomes in each unit.

Unit 1: Outcome 1

On completion of this unit the 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 natural events.

Outcome 2

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

Unit 2: Outcome 1

On completion of this unit the student should be able to describe and explain the geographic characteristics of different types of rural and urban environments.

Outcome 2

On completion of this unit the student should be able to analyse and explain changes due to human activities in rural and urban environments.

Relationship to further options:

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

Why study this unit?

The study of Geography addresses the following questions: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time? Should it be like this? What will it be like in the future?

Through studying Geography, students develop knowledge and skills that enable them to understand the complex interactions of their world from a spatial perspective. They learn to participate effectively as global citizens in the sustainable use and management of the world's resources.



STUDY and UNIT: Health and Human Development Units 1 & 2

Description of Course Content:

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 – Youth health and development

- Health and development of Australis’a children
- Adult health and development
- Health issues

Assessment of Unit:

- Case study analysis
- Data analysis
- Visual presentation
- Multimedia presentation, using more than two data types
- Oral presentation, such as debate or podcasts
- Blog
- Test
- Written response, such as a research assignment

Relationship to further options:

Units 1 & 2 are not prerequisites for Units 3 & 4.

Why study this unit?

Health and human development enables students to investigate the dynamic influences on health and development across the lifespan. Students will develop the knowledge, attitudes, values and skills to become actively involved in shaping the influences that determine their own health and development, and the health of their local and global communities.

Career Opportunities

Nursing, dietician, teacher, health promotion officer, social worker, welfare officer, psychologist.



STUDY and UNIT: History – 20th Century Units 1 & 2

Description of Course Content:

Unit 1 – 20th Century History 1900-1945

- World War I
- Life in the trenches
- All quiet on the Western Front (film study)
- The rise of Hitler, the Nazi party and the Nazi movement
- 'Cabaret' (film study)
- The last days of Hitler
- The Holocaust

Unit 2 – 20th Century History 1945 – 2000

- Communism versus Capitalism
- The Cold war
- The Iron Curtain
- The building and fall of the Berlin Wall
- The Korean War
- The Cuban Missile Crisis
- The space race
- The Vietnam War
- The protest Movement

Assessment of Unit:

Unit 1 – 20th Century History 1900-1945

Essays on:

- Why did Nazism become the dominant force in Germany
- Social life in Nazi Germany (Cabaret film study)
- Art in the Weimer Republic

Unit 2 – 20th Century History 1945-2000

Short answer questions and tests on:

- The Cold War 1945-63
- The Cold War – Protest movements and Australia's involvement
- The Vietnam War: An International Perspective

Relationship to further options:

Provides a good foundation to units 3 & 4, but is not a prerequisite.

Why study this unit?

Career Opportunities

Anthropologist, conservator, author, criminologist, cultural heritage officer, lawyer, journalist, historian, lecturer, multimedia developer, project manager, public relations, publisher, researcher, teacher, travel agent and tour operator.



STUDY and UNIT: Information Technology Units 1 & 2

Description of Course Content:

Unit 1: IT In Action

This unit focuses on how individuals use, and can be affected by, information and communication technology in their daily lives. During the unit students will transform a printed product into an on-screen product and evaluate its effectiveness as an information product. They will solve an information problem by using database management software, and also contribute collaboratively to the creation of an on-screen information product that presents an analysis of a contemporary ICT issue.

Unit 2: IT Pathways

This unit focuses on how individuals and organisations use IT. During the unit students will demonstrate the ability to use a programming or scripting language and explain the possible career pathways that require the use of software skills. They will also study a networked information system within an organisation, and work collaboratively to design a solution and an information product for a client.

Assessment of Unit:

For both Unit 1 and Unit 2 students will be required to complete a variety of tasks to achieve satisfactory completion of each outcome and therefore the unit.

Unit 1:

Students will use either web authoring or multimedia authoring as the software tool to produce the products for two of the outcomes. The third outcome will require the use of database management software. For each of the products, a written report will also be needed.

Unit 2:

Students will use a programming or scripting language to manipulate data and write a report exploring the associated career pathways. A networked information system will be represented using web authoring or multimedia authoring with an associated report. The final task will involve students working in groups to solve an information problem for a client using at least one of the software tools studied in the unit and write a report which evaluates the solution.

Both units will have end of unit examinations which are reported separately.

Relationship to further options:

Units 1 and 2 IT, while not a prerequisite for Units 3 and 4, gives a better base and preparation for Units 3 and 4. It may provide pathways to further studies in IT and to careers in ICT-based areas.

Why study this unit?

It may prepare students for future studies that require either an IT-related subject or for a vast range of careers that require efficient and effective use of IT.

As a student you have enjoyed past experiences in IT and have shown yourself to be good at it.



STUDY and UNIT: Japanese Units 1 & 2

Description of Course Content:

The areas of study for Japanese Second Language comprise themes and topics, grammar, text types, vocabulary and different kinds of writing. There are three prescribed themes:

1. The individual
 - Personal world, daily life, past and future
2. The Japanese-speaking communities
 - Visiting Japan, Life in Japan, Getting to know people in Japan
3. The changing world
 - The world of work, changes in daily life, home and neighbourhood

During Units 1 and 2, students will study several sub-topics relating to each of these topics, so that they become thoroughly familiar with the ideas and issues relating to them and also with the vocabulary and grammar you need to understand them and to speak and write about them.

Assessment of Unit:

Outcome 1.

Establish and maintain a spoken or written exchange related to personal areas of experience. Informal conversation or reply to a personal letter/ fax/ email.

Outcome 2.

Listen to, read and obtain information from written and spoken texts. Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in English.

Outcome 2-2.

Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Japanese.

Outcome 3.

Produce a personal response to a text focusing on a real or imaginary experience. An oral presentation or review or article.

Relationship to further options:

Unit 3 and 4 and Further Study

Why study this unit?

Japanese is one of the most widely taught languages from the Asia-Pacific region in Australian schools. This recognises the close economic and cultural ties between the two countries. The ability to communicate in Japanese, in conjunction with other skills, may provide students with enhanced vocational opportunities in areas such as trade, tourism, banking, technology and education.



STUDY and UNIT: Legal Studies Units 1 & 2

Description of Course Content:

Unit 1 – Criminal law and justice

- Criminal law
- Law making through Parliament
- General principles of criminal liability
- Reasons for a formal court hierarchy
- Procedures of the criminal trial
- Features of the adversary system of trial
- Court personnel and their role
- The role of the jury system in criminal cases

Unit 2 – Civil law and the law in focus

- Civil disputes
- The role of a formal court hierarchy in civil disputes
- Tort law and related defences
- Contract law and related defences
- Pre-trial and trial procedures used in civil cases
- Role of the jury system in a civil case
- Civil remedies and their objectives
- Alternative methods of dispute resolution

Assessment of Unit:

Will include a mix of the following: Case studies, mock script or role plays, essays and Tests, audio or visual presentation, folio and research reports and action plans and reports.

Relationship to further options:

Provides a good foundation to units 3 & 4, but is not a prerequisite.

Why study this unit?

Career Opportunities

Lawyer, Court officer, law clerk, legal secretary, police officer, prison officer, teaching, marketing, accounting, community and welfare work.



STUDY and UNIT: Literature Units 1 and 2

Description of Course Content:

This course is ideal for the keen, independent reader of fiction, who is able to write fluently and enjoys the close reading of fiction texts.

The course involves intensive study of a range of challenging fiction, novels, short stories, poetry and films.

You will make personal, creative and critical and analytical responses to these texts, showing your understanding of character, language, structure and meaning of these texts.

Assessment of Unit:

You will be assessed by coursework assignments which are done in class, and examinations at the end of each semester.

Relationship to further options:

Success in Units 1 and 2 leads to Units 3 and 4 of the study and post VCE.

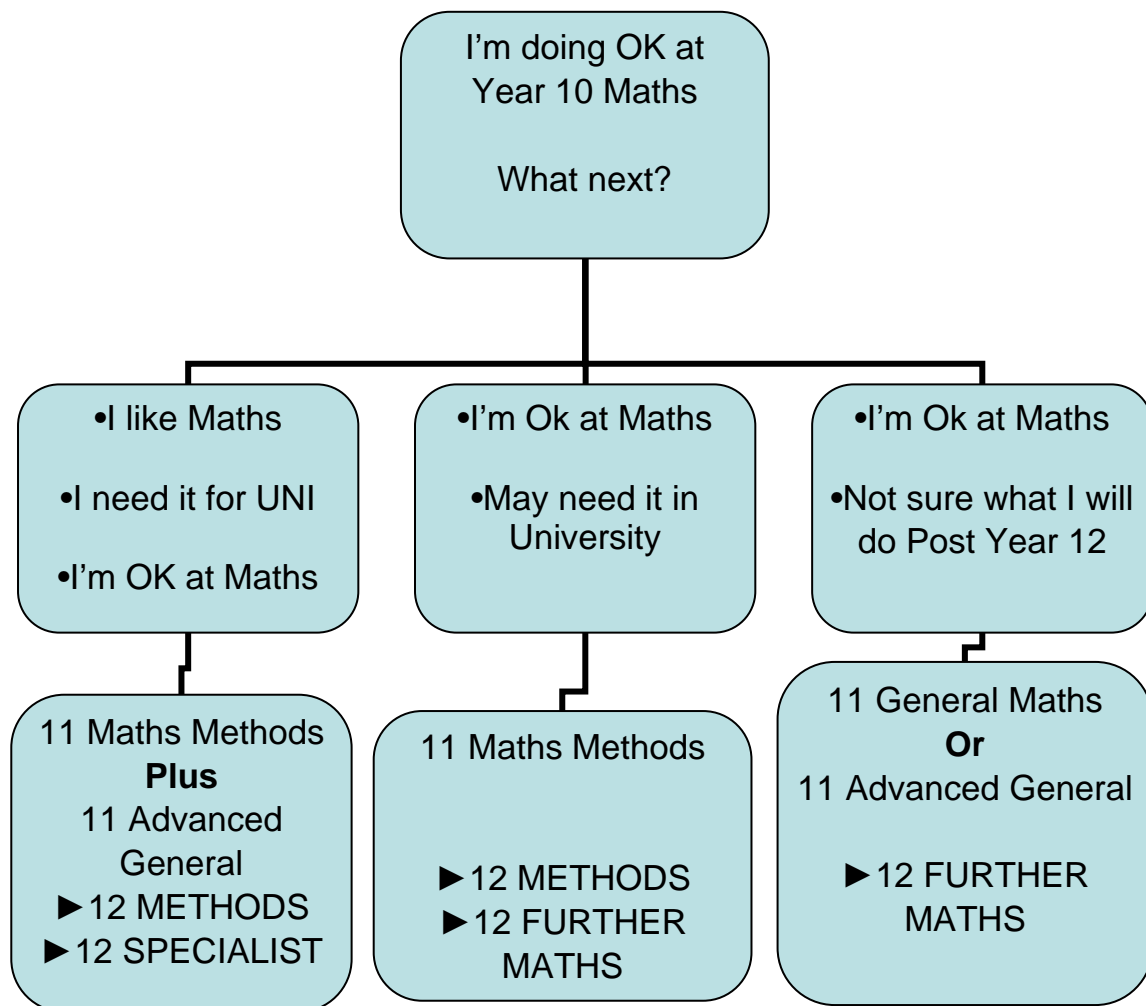
Why study this unit?

Success in this subject demonstrates a high level of expertise in close reading, analysis of language, and ability to express ideas fluently and cogently, which many employers and higher education consider very important. The independent reading and study needed for this course are evidence of self-reliance and personal motivation to succeed.



VCE MATHEMATICS OFFERINGS FOR 2010

I would like to do maths in year 11 but which one should I choose?





STUDY and UNIT: General Mathematics Unit 1 & 2

Description of Course Content:

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

The areas of study are:

Unit 1:

- Univariate Statistics
- Shape and Measurement
- Sequences and Series
- Trigonometric Ratios and Applications

Unit 2:

- Financial Arithmetic
- Linear Relations and Equations
- Bivariate Data
- Linear Graphs and Modelling

Assessment of Unit:

Students will be assessed across three outcomes with class tests, application and analysis tasks. The use of technology will generally be imbedded in these tasks.

Outcome 1

...define and explain key concepts and apply a range of related mathematical routines and procedures.

Outcome 2

... apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.

Outcome 3

... select and appropriately use a computer algebra system and other technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Relationship to further options:

General Mathematics Units 1 & 2 will provide a pathway to the Year 12 study of Further Mathematics Units 3 & 4.

Why study this unit?

This unit is intended for those students who may have found mathematics difficult in previous years but are intending to study Further Maths in Year 12 Maths.



STUDY and UNIT: Advanced General Mathematics Unit 1 & 2

Description of Course Content:

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of those students who intend to pursue careers involving a higher level of Mathematics.

The areas of study are:

Unit 1:

- Matrices
- Trigonometric Ratios and Applications
- Algebra
- Variation
- Sequences and Series
- Number Systems and Sets

Unit 2:

- Polar Coordinates and Complex Numbers
- Circular Functions
- Vectors
- Kinematics
- Probability

Assessment of Unit:

Students will be assessed across three outcomes with class tests, application and analysis tasks. The use of technology will generally be imbedded in these tasks.

Outcome 1

...define and explain key concepts and apply a range of related mathematical routines and procedures.

Outcome 2

... apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.

Outcome 3

... select and appropriately use a computer algebra system and other technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Relationship to further options:

Advanced General Mathematics Units 1 & 2 in conjunction with Mathematical Methods Units 1 & 2 provides the necessary background to study Specialist Mathematics Units 3 & 4.

Why study this unit?

This unit is intended for those students who have a passion for Mathematics and want to keep their options open for Year 12 Maths and any future tertiary studies.



STUDY and UNIT: Mathematical Methods Computer Algebra System (CAS) Units 1 & 2

Description of Course Content:

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving.

The areas of study for Units 1 and 2 are 'Functions and graphs', 'Algebra', 'Rates of change and calculus' and 'Probability'.

The appropriate use of CAS technology (TI-89 calculator) to support and develop the learning of mathematics, and in related assessments, is to be incorporated throughout both units.

Assessment of Unit:

Students will be assessed across three outcomes with class tests, application and analysis tasks. The use of technology will generally be imbedded in these tasks.

Outcome 1

...define and explain key concepts and apply a range of related mathematical routines and procedures.

Outcome 2

... apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.

Outcome 3

... select and appropriately use a computer algebra system and other technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Relationship to further options:

Mathematical Methods (CAS) Units 1 & 2 will provide a pathway to the Year 12 study of Mathematical Methods (CAS) Units 3 & 4. It is also required (in addition to Advanced General Units 1 & 2) for students wishing to undertake Specialist Maths Units 3 & 4.

Students are advised to closely check which level of Mathematics will best suit their needs for any tertiary courses.

Why study this unit?

The opportunity to study the CAS version of the Methods course gives students an opportunity to combine their skills in Mathematics with the rapidly growing area of Computer Algebra Systems. This use of this technology is far reaching and the problem solving skills developed in this subject go far beyond just Mathematics. For those keeping their options open or as a preparation for any level of Year 12 Maths, the subject is an excellent pathway choice for students starting out on their VCE studies.



STUDY and UNIT: Media Units 1 & 2

Description of Course Content:

The Media Studies course introduces students to the basic concepts of the study of the media as well as allowing students to create their own media. The main areas of study are Representation and Technologies of Representation, New Media, Media Production and the Australian Media Industry.

In these units students will analyse various media forms and study codes and conventions of the various media forms. Basic concepts of communication studies are investigated. Students also produce various media products based on the research and analysis.

Assessment of Unit:

There are various forms of assessment in Media Studies. Students will be given the opportunity to demonstrate their understanding of the key knowledge and skills through practical tasks such as the production of videos, magazines, web sites and animations. Students will also complete some written Assessment Tasks such as research reports, short answer questions and extended written responses.

Relationship to further options:

Units 1 & 2 provide good knowledge and skills to move into Units 3 & 4 although they are not a compulsory prerequisite of Units 3 & 4.

Media Studies could be chosen with subjects such as Drama, Visual Communication, Studio Art and IT.

Why study this unit?

Media Studies teaches us the knowledge and skills to become active viewers of the media that surrounds our everyday lives. The practical components allow students to be creative and communicative.

Studying Media leads directly into many careers including Journalism, Public Relations, Marketing, Film and Television Production, Magazine Production and Radio Production.

Options for future study include University and TAFE course such as Communications, Media, Journalism, Film making and animation.



STUDY and UNIT: Music Performance Units 1 & 2

Description of Course Content:

The main focus of this study is to develop performance skills within a Group and Solo context. Students prepare contrasting works for performance and develop technical skills on their chosen instrument and/or voice. Students learn music language, theory and analysis to support the performance of their works.

Unit 1:

Outcome 1:

Performance of 2 contrasting Solo and 2 Group works and a performance of technical work and unprepared performance (sight reading or improvisation).

Outcome 2:

An analysis of a work being prepared for performance.

Outcome 3:

An aural (listening) and written examination.

Unit 2:

The main focus is the same as Unit 1 with the inclusion of the study of composition and improvisation and the use of music technology to compose and arrange music.

Outcome 1:

As for Unit 1. Students must study and present new works.

Outcomes 2 and 3:

As for Unit 1.

Outcome 4:

Submission of a folio of work including compositional and improvisation exercises.

Course requirements:

Students are expected to have had regular weekly lessons in an instrument, or voice, for at least three years and have achieved Grade 3 theory or equivalent in order to graduate to Units 3 & 4.

Assessment of Unit:

- Practical performance outcomes on chosen instrument(s)
- Written Outcomes or multimedia presentation
- Aural written exam
- Submission of composition folio

Relationship to further options:

- Music Solo Performance Units 3 & 4
- Music Group Performance Units 3 & 4
- Bachelor of Music Performance
- Bachelor of Music
- Dip Ed Music

Why study this unit?

Career Opportunities: Professional musician, Songwriter/Composer, Music Producer, Sound Engineer, Music Therapist, Music Teacher, DJ/Radio Presenter



STUDY and UNIT: Outdoor Education Units 3 & 4 (For Year 11 students)

Description of Course Content:

Unit 3 - Relationships with natural environments

- Historical and current perspectives
- Interactions and relationships with the Australian environment as expressed by indigenous cultures
- The role of environmental movements in changing human relationships with Australian environments
- Technology and commercialisation of outdoor activities
- Risk taking behaviour in the outdoors

Unit 4 - The future of human-nature interactions

- Interacting with the environment through outdoor activities
- The impact of outdoor activities on the environment
- Conflicts of interest in the environment
- Actions taken to maintain a healthy environment
- Management strategies for sustainability

Assessment of Unit:

- Outdoor activities and camps
- Case studies
- Written Reports
- Research Analysis
- Oral Presentation
- End of semester examination

Relationship to further options:

Career Opportunities

P.E./Outdoor Education Teacher, Park Ranger, Recreation Officer, Outdoor Guide, Environmental Scientist, Environmental Research.

Why study this unit?

Outdoor Education is the study of how humans interact with the environment. In this study outdoor activities provide the means for students to develop experiential knowledge of environments. Students will then relate those outdoor experiences to the theory component of the subject. The study also focuses on human impacts on natural environments and nature's impact on humans, with a particular focus on outdoor recreation. Outdoor education also provides students with the skills and knowledge to safely participate in activities such as mountain biking, surfing, camping, bushwalking and cross-country skiing.

Due to the number of excursions and camps for this subject there will be an added cost to the fees.



STUDY and UNIT: Physical Education Units 1 & 2

Description of Course Content:

Unit 1 – Learning and improving skill

- Stages of skills and learning from beginner to the elite athlete
- Developing and refining movement pattern to enhance skill development
- Sports psychology and styles of coaching

Unit 2 – The active body

- The musculoskeletal system, cardiorespiratory and energy systems
- Health benefits of physical activity
- Health consequences of inactivity
- Factors influencing participation

Assessment of Unit:

- Written reports
- Laboratories
- Data analysis
- Case studies
- Multimedia presentation
- Oral presentation
- End of semester examination

Relationship to further options:

Provides a good foundation to units 3 & 4, but not a prerequisite.

Why study this unit?

Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. Students will analyse the processes associated with skill development and biomechanical principles, thereby providing opportunities to reflect on factors that affect performance and participation, as well as improve their own performance.

Career Opportunities

Physiotherapy, nursing, teaching, coaching, fitness instructor, personal trainer, sports scientist, sports person, recreation officer.



STUDY and UNIT: Physics Units 1 & 2

Description of Course Content:

Physics concerns the smallest sub-atomic particles through to the largest galaxies. Physics relies heavily on mathematics and includes the study of the fundamental particles that make up all matter.

Unit 1:

In this unit, you learn about Physics as a human endeavour. You learn how to use mathematical modelling and calculations to organise data and make predictions. You learn to solve qualitative and quantitative problems and to use computer and graphics calculators to analyse data.

Unit 1 consists of the study of: Nuclear Physics and Radioactivity; Electricity; and a third area of study selected from: Astronomy, Astrophysics, Energy from the Nucleus, Investigation of Flight, Investigation of Sustainable Energy Sources, or Medical physics.

Unit 2:

In this unit, you learn how to apply scientific models to motion and light. This includes the study of theories proposed by Isaac Newton and wave and particle models of light. The detailed studies provide opportunities to explore motion and light in nuclear, sustainable energy, flight, space and medical contexts. You will make greater use of simple mathematical modelling and calculations to analyse data, solve problems and make predictions.

Unit 2 consists of the study of Motion, Wave-Like Properties of Light; and a third area of study to be selected from one of six detailed studies: Astronomy, Astrophysics, Energy from the Nucleus, Investigation of Flight, Investigation of Sustainable Energy Sources, and Medical Physics. The detailed study selected for Unit 2 will be a different detailed study from that chosen in Unit 1.

If you fear numbers and have no idea what a mathematical formula is, do not study physics.

Assessment of Unit:

Assessment within physics is dependant on the unit covered, although generally involves practical based work written into a portfolio, an extended practical investigation, data analysis, tests and exams. Star plotting is also covered in the Astronomy unit.

Relationship to further options:

It is *strongly* recommended that students complete Physics Units 1 & 2 and Mathematical Methods Units 1 & 2 before undertaking Physics Units 3 & 4.

Physics Units 3 & 4 assumes that students have a strong knowledge of those two units. If you have not successfully completed them prior to enrolling in Physics Units 3 & 4, your workload is likely to be double that required of the other students as you work to fill in gaps in your knowledge.

Why study this unit?

Physics is listed as a prerequisite for many tertiary courses, together with or as an alternative to Mathematical Methods, Specialist Mathematics, Biology or Chemistry. It provides preparation for future studies in Engineering, Physical Sciences or related fields.

For more information about careers that use physics knowledge, go to the following websites:

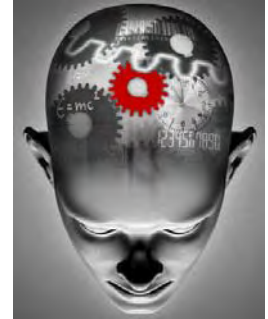
- Physics careers: http://www.phys.unsw.edu.au/COURSES/careers/careers_in_physics.pdf ;
www.graduatecareers.com.au/content/download/969/3635/file/Careers%20in%20Physics%20Booklet.pdf
- Engineering careers: <http://www.graduatecareers.com.au/content/view/full/3125>

Some jobs can become available after completing Year 12 if you have successfully completed VCE Physics and Mathematics. With these subjects, you do not necessarily have to complete a university degree to enter a worthwhile career.

STUDY and UNIT: Psychology Units 1 & 2

Description of Course Content:

Psychology is the study of behaviour. It gives an insight into brain function and structure, and how humans grow, learn, develop and ultimately behave. Some of you will already have had the opportunity to study Unit 1 and 2 Psychology at Year 10, and the chance to complete a Year 12 subject a year early is too important to miss. For others, Psychology offers an understanding of those around us and ourselves.



There are many aspects of the Psychology course that are based in the biology of the body, and particularly the brain, but the analytical approach makes this a truly different science.

Units 1 and 2:

These two units include an introduction to psychology, behaviour in groups, attitudes, research methods, development of individual behaviour, biological bases of behaviour, intelligence and IQ and differences among people. It gives a firm grasp and understanding of the development of human behaviour, and analyses why and how certain behaviours have arisen and how these are formulated in the brain.

Assessment of Unit:

Tests, essays, Empirical Research Activities, practical reports, making models, posters and exams.

Relationship to further options:

Units 3 and 4 Psychology

Why study this unit?

Psychology is a good companion to Biology and Health and Human Development. It provides a helpful introduction to Psychology for those who go on to study the subject at tertiary level.

Psychology is relevant to careers such as Counselling Psychology, Clinical Psychology, Clinical Neuropsychology, Community Psychology, Educational and Developmental Psychology, Forensic Psychology, Health Psychology, Organisational Psychologists, Academic Psychologists, and Sport Psychologists.

Psychology also provides useful general knowledge about stress management, child development, human relationships, people management and learning. This knowledge is relevant to any career and can help us to maintain healthy lifestyles.



STUDY and UNIT: Studio Arts Units 1 & 2

Description of Course Content:

Unit 1:

INSPIRATION AND INVESTIGATION sourcing ideas and inspiration and using a variety of methods to translate these into visual form.

MATERIAL AND TECHNIQUES skills in using materials and techniques and in examining the application of media by artists from different times and locations

INTERPRETATION OF ART IDEAS AND USE OF MATERIALS AND TECHNIQUES discuss how artists from different times and cultures interpret sources of inspiration and use materials and techniques, covering a broad range of art movements.

Unit 2:

Outcome 1: DESIGN EXPLORATION AND CONCEPTS

Students develop their own ideas for a series of work in a range of media. Initial ideas and materials are explored, techniques are experimented with and practiced, a range of alternative directions and solutions are generated, analysed and evaluated prior to final works being undertaken.

Outcome 2: DESIGN AESTHETICS

On the completion of this unit the student should be able to examine and discuss the ways in which design elements and principles, signs, symbols and images are used in a variety of art works to communicate ideas and develop style.

Assessment of Unit:

Studio Arts assessment is divided into two areas:

PRACTICAL WORK: Unit 1 Outcomes 1 & 2 and Unit 2 Outcome 1 aim to develop in the students the ability to establish effective art practices through the application of the design process and the production of a cohesive folio of art works. The Visual Diary is therefore a major component of the assessment and as important as the final practical pieces for each outcome.

THEORETICAL COMPONENT: Unit 1 Outcome 3 and Unit 2 Outcome 2 are theoretical. Students discuss and write about artists, their artworks and demonstrate an understanding of how artists work. Students are expected to conduct research outside class time and complete written pieces of work in class. There is also a written exam at the end of each unit.

Relationship to further options:

Units 3 and 4 of Studio Arts
University / TAFE study in various courses

Why study these units?

If you are interested in:

Fine Art, Art Education, Architecture, Art Therapy, Photography, Art History, Graphic Design, Gallery Direction, Illustration, Museum Curator, Animation, Art Conservation, Interior Design, Product Design, Industrial Design, Fashion Design, Visual Merchandising, Set and costume design, Multimedia



STUDY and UNIT: Visual Communication and Design Units 1 and 2

Description of Course Content:

Visual Communication and Design introduces students to the field of design, knowledge of colour, technical drawing, freehand illustration, and design concept development and computer software applications. There are four assessment outcomes each semester, each having a focus in one of these areas. Students develop the skills to understand the design process and how to best use it when embracing product design, brand development and forms of layout design. The application of the elements and principles of design increase their knowledge of the design field and provide the necessary structure for working in this field.

Assessment of Unit:

Students are assessed by topic criteria and are encouraged to actively work to meet these requirements, both in and out of class. The assessment outcome is broken up into manageable parts and students work to complete these usually over a four-week period. Students are assessed as they work through the design process working to a Design Brief. Tests and an exam are the final means of assessment at the end of the semester.

Relationship to further options:

Units 1 and 2 lead to Units 3 and 4. Even though they aren't a prerequisite, many of the skills and knowledge gained transfer to Units 3 and 4 and provide a sound basis for students to develop their knowledge of the design field. The VET Multi Media course also enhances the skills acquired through this course.

Why study this unit?

This study provides students with a hands-on understanding of the visual world in which we live and increases their awareness of aesthetics and an appropriate application of these in a visual sense. It also provides the basis for a career in one or more of any of the following: Graphic Design, Set Design, Publishing and Layout Design, Product Design, Product and Merchandise Stylist. It also provides a background for anyone who wants to work in a creative field.