Year 11 Programme 2013

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, EAL or Literature)
- **Year 11, 2013 students must** choose **ENGLISH/EAL/LITERATURE**
  Plus
- **five** other subjects, *(including VET and any external language)*. A Unit 3/4 study may be chosen if Unit 1/2 of that study was satisfactorily completed in 2012.

- **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.**

*Students who select Outdoor and Environmental Studies in their choices will be required to meet the conditions for selection outlined in the College’s Outdoor Education Policy (see Page 26). This involves a compulsory meeting of parents/guardians prior to the completion of the course selection process.*
## 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, Income Statements, Balance Sheets & Budgets

#### 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 Premier 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.
<table>
<thead>
<tr>
<th>STUDY and UNIT: Biology Units 1 &amp; 2</th>
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<tbody>
<tr>
<td><strong>Description of Course Content:</strong></td>
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<tr>
<td>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.</td>
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</tbody>
</table>

**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.

## 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.


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.ausetute.com.au/ccareer.html](http://www.ausetute.com.au/ccareer.html).
### STUDY and UNIT:
### Food and Technology Units 1 & 2

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>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.</td>
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<th>Assessment of Unit:</th>
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<td>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.</td>
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<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Why study this unit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
# STUDY and UNIT: Design and Technology (Textiles)

## Description of Course Content:

There are two outcomes for both Units 1 and 2.

### Unit 1

**Outcome 1:** Students gain an understanding of the design process by producing a folio based on the modification of an already existing design. Students create their own design brief, evaluation criteria and production plan. They also develop fashion illustrations and research to coincide with their final garment.

**Outcome 2:** Using sewing machines and hand sewing, students construct their garment designed in Outcome 1. During this process, students assess the risks associated with the production of their garment and techniques of how to safely and effectively prevent and avoid injuries. On the completion of their item, students evaluate their process and final garment according to their evaluation criteria created in Outcome 1.

### Unit 2

**Outcome 1:** Students work within a group to create a team design brief, evaluation criteria and production plan. They can choose to create a garment independently or as a team according to their group’s design brief. Students develop fashion illustrations, research and peer evaluations to coincide with their final garment.

**Outcome 2:** Using sewing machines and hand sewing, students construct their garment designed in Outcome 1. During this process, students assess the risks associated with the production of their garment and techniques of how to safely and effectively prevent and avoid injuries. On the completion of their item, students evaluate their process and final garment using an in depth evaluation report.

*It is strongly recommended that students have completed Years 9 & 10 Textiles as a foundation for this course.*

## Assessment of Unit:

1. Units 1 & 2 Outcome 1 - Folio
2. Units 1 & 2 Outcome 2 – Production and Final Garment
3. 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 complement 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 confidence, creativity and problem solving, interpreting, researching, negotiating and decision making. Drama contributes to the understanding of expressive and clear communication skills, which 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: English/EAL 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: Environmental Science Units 1 & 2**

**Description of Course Content:**

VCE Environmental Science draws on three of the main branches of science: Biology, Chemistry and Physics. In this study, you will gain a deeper knowledge of those disciplines as you apply them to questions of environmental change and the impact of those changes on ecosystems and human life.

**Unit 1: The Environment**

In this unit, we focus on the environment and its components. We also investigate the function of ecosystems and the interactions of the various parts of ecological systems. You will have the opportunity to consider the effects of both natural and human-induced changes in ecosystems. You will develop your ability to work scientifically and collect and interpret scientific data.

**Unit 2: Monitoring the Environment**

In this unit we learn about the characteristics of environmental indicators and how they may be used to monitor environmental health, pollution and changes in local environments. You will define, collect and interpret environmental indicator data through systematic scientific investigations. We will also study the way government agencies and private sector companies monitor emissions and the health of ecosystems.

**Assessment of Unit:**

- Practical reports
- Written reports
- Research tasks
- Posters
- Presentations
- Tests
- Exams

**Relationship to further options:**

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

**Why study this unit?**

VCE Environmental Science is a good choice of study in Year 10 as it provides useful preparation for the later study of VCE Biology, Chemistry or Physics, Units 1 & 2. VCE Environmental Science is also a good choice of study for Year 11 students as a second science subject in that year.

The demand is increasing for professionals with the ability to understand, analyse and manage environmental issues and problems. In addition to important content knowledge and skills, you will also develop a range of other important skills, such as teamwork, analytical skills, and communication skills. Employers value those kinds of skills as much as content knowledge.

For those who go on to obtain tertiary qualifications in Environmental Science, work can be found in government, research institutes, forestry, museums, mining, conservation organisations, fisheries, agriculture, schools and universities, national parks, biotechnology companies, marine parks, environmental protection agencies, the water industry, infrastructure companies, ecotourism, electricity supply companies, port authorities, wind and solar energy companies, road and rail, intellectual property, engineering firms, and urban and regional planning.

**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 opens the door to employment in France, Switzerland and Belgium as well as many countries throughout Southeast Asia and Africa. It also offers opportunities in travel, education, linguistics, interpreting, science, art and other related fields.
# 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 – Child and Adulthood Health and Development
- Health and development of Australia’s 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 – 20<sup>th</sup> Century Units 1 & 2

### Description of Course Content:

#### Unit 1 – 20<sup>th</sup> Century History 1900-1945

- Reason why World War I occurred
- Life in the trenches
- The rise of Hitler, the Nazi party and the Nazi movement
- Anti-Semitism
- The Holocaust
- Art during the Weimar Republic

#### Unit 2 – 20<sup>th</sup> Century History 1945 – 2000

- Communism versus Capitalism
- The Cold war
- The building and fall of the Berlin Wall
- The Korean War
- The Cuban Missile Crisis
- The space race
- The Vietnam War
- Movements of the People
- Terrorism in the 20<sup>th</sup> Century

### Assessment of Unit:

#### Unit 1 – 20th Century History 1900-1945

A combination of short answer questions, tests and essays on:

- How Nazism was dominant in the 1930's
- Short answer and document analysis test on the Holocaust
- Short answer and document analysis test on art in the Weimer Republic

#### Unit 2 – 20th Century History 1945-2000

A combination of short answer questions, tests and essays on:

- The Cold War 1945-63
- Any protest movement of the people
- Terrorism in the 20<sup>th</sup> Century

### 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 looks on how individuals and organisations use, and can be affected by, information and communications technologies (ICT) in their daily lives. Throughout the unit, students will apply the design and development stages of the problem-solving methodology. They will be required to acquire and apply various knowledge and skills to work with different data types to create solutions that can be used to persuade, educate, inform and entertain. The unit also examines the role of networked information systems in the communication of data within a global environment and exploration of mobile devices. Several issues relating to the effect of ICT on students themselves are also examined and students are required to work collaboratively in order to examine these issues.

**Unit 2: IT Pathways**

This unit looks at how individuals and organisations use ICT to meet a range of purposes. Students will be required to apply analysis, design, development and evaluation stages of the problem solving methodology. Data visualisations will be created from large data repositories, such as the Australian Bureau of Statistics and the Australian Bureau of Meteorology. Students will develop a range of knowledge and skills associated with the use of programming or scripting language software, and they will consider the career pathways that utilise these skills. Students will demonstrate the skills they have developed when they work in teams to create a solution to an information problem experienced by an individual or organisation in the community.

**Assessment of Unit:**

**Unit 1:**
Students will:
- use a spread sheet to collect, sort, filter, format and analyse data and create charts
- produce a network solution using VISIO to construct a floor plan and a network diagram
- create a multi-page web site about an ICT issue using web authoring software

**Unit 2:**
Students will:
- use a programming or scripting language to create a simple virtual music player
- write a report exploring ICT career pathways
- maintain an electronic journal
- work in groups to solve an ICT problem for a ‘client’ using at least one of the software tools studied

For all of the outcomes, a folio of work will be constructed and submitted in both hard and soft copy formats. 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.

**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.
### 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 needed to understand them and to speak and write about them.

#### Assessment of Unit:

**Unit 1:**

- **Outcome 1.** Establish and maintain a spoken or written exchange related to personal areas of experience. Informal conversation or reply to a personal letter/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. This can be presented as an oral presentation, review or article.

**Unit 2:**

- **Outcome 1.** Participate in a spoken exchange related to making arrangements and completing transactions.

- **Outcome 2.1.** Extract and use information and ideas from spoken texts.

- **Outcome 2.2.** Extract and use information and ideas from spoken texts.

- **Outcome 3.** Express real or imaginary experience in spoken or written form.

#### 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.
描述课程内容：

**Unit 1 – Criminal law and justice**
- 刑事法
- 刑法制定
- 刑事责任的一般原则
- 刑事司法体系的理由
- 刑事审判的程序
- 对抗制审判体系的特征
- 法庭的构成及其角色
- 刑事案件中陪审团的作用

**Unit 2 – Civil law and the law in focus**
- 民事纠纷
- 民事案件中正式法院体系的作用
- 损害赔偿法及其相关抗辩
- 合同法及其相关抗辩
- 民事案件中的预审和审判程序
- 民事案件中陪审团的角色
- 民事救济及其目标
- 替代性争议解决方法

**Assessment of Unit:**

将包括以下内容的混合：案例研究，模拟脚本或角色扮演，论文和测试，音频或视觉展示，作品集和研究报告，行动计划和报告。

**Relationship to further options:**

为3 & 4单元提供了良好的基础，但不是先决条件。

**Why study this unit?**

职业机会
- 律师，法院官员，法律秘书，警察，囚犯官员，教学，市场营销，会计，社区和福利工作。
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 2013

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

I’m doing OK at Year 10 Maths

What next?

• I like Maths
• I need it for UNI
• I’m very good at Maths

11 Maths Methods
Plus
11 Advanced General
► 12 METHODS
► 12 SPECIALIST

• I’m good at Maths
• May need it in University

11 Maths Methods

• I’m Ok at Maths
• Not sure what I will do Post Year 12

11 General Maths
Or
11 Advanced General
► 12 FURTHER MATHS
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 effecting 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

*Special Equipment:
CASIO ClassPad 330 CAS and Graphics Calculator
(This calculator is necessary for all VCE Maths subjects offered at Brighton Secondary College.)

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

*Special Equipment:*
Casio ClassPad 330 CAS and Graphics Calculator.  
(This calculator is necessary for all VCE Maths subjects offered at Brighton Secondary College.)

**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 (Casio ClassPad 330 CAS and Graphics 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:
This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments.

**Area of Study 1 - Performance:**
This area of study focuses on knowledge and skills that students use to present musically engaging performances. Students prepare and present performances in a variety of contexts.

**Area of Study 2 - Performance Technique:**
On completion of this unit the student should be able to demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance.

**Area of Study 3 - Musicianship:**
This area of study focuses on aural perception, music theory and analysis. Students study concepts in isolation and in the contexts of performing and listening. This approach develops students’ general musicianship ability and enables them to apply their learning to rehearsal and performance.

### Unit 2:
In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments.

**Area of Study 1 - Performance:**
In this area of study students develop knowledge and skills that are required to present music performances in a group and as a soloist. They develop their ability to present musically engaging performances in a variety of performance contexts.

**Area of Study 2 - Performance Technique:**
This area of study focuses on continuous development of techniques for group and solo performance. Students systematically practice technical work and exercises to enhance their ability to realize the character and style of selected group and solo works.

**Area of Study 3 - Musicianship:**
In this area of study students build their knowledge and skills in music theory, aural comprehension and music analysis.

**Area of Study 4 - Organization of Sound:**
This area of study focuses on devising original work as a composition or an improvisation, inspired by analysis of music in selected works being prepared for performance.

### 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 & Environmental Studies 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.
Brighton Secondary College Outdoor Education Studies Student Selection Policy

DRAFT VERSION ONLY

Rationale

Outdoor education studies involve students participating in a variety of activities in a range of environments, of which both are inherently more dangerous than studies conducted at school. College staff are often in remote locations in which physical support is less able to be provided to them and the students in their charge if it is needed. Furthermore, the potential consequences of students not correctly following instructions, or behaving in a thoughtless or inconsiderate manner are in the most serious risk category. Because risk analysis is required before many components of these studies can be completed, and because student conduct and attitude themselves constitute a significant factor in this analysis, this policy is designed to outline a process by which students are selected to complete outdoor education studies.

Definition

Outdoor education studies currently at Brighton Secondary College comprises, Outdoor Education and Advance (incorporating Outdoor Education) at Year 10, and VCE units 3/4 Outdoor and Environmental Studies.

Policy

• Students will apply to be enrolled into Outdoor Education studies and will only be accepted into the subject if they meet the criteria outlined in the policy
• Unsuccessful applicants may appeal the decision by writing to the Assistant Principal, Senior School
• Applicants for VCE units 3/4 Outdoor and Environmental Studies are deemed to have met the requirements for selection if they have been previously accepted into either of the Year 10 Outdoor Education studies and demonstrated appropriate work habits for that study
• Parents/Guardians of applicants for VCE Units 3/4 Outdoor and Environmental Studies will attend a compulsory meeting

Applicants will be deemed suitable if they meet the following criteria
• Their work habits, that is, behaviour, effort and meeting deadlines, are assessed as “very good” or “excellent” on their Physical and Health Education end of semester report
• They receive a favourable assessment of their behaviour from their year level co-ordinator

If more applicants that meet the criteria above exist than there are spaces available, students will be selected according to the following criteria:

• Submission of application on time
• Previous completion of Outdoor Education studies including their level of performance
• External references (eg from Scouts/Guides groups)
## STUDY and UNIT: Physical Education Units 1 & 2

### Description of Course Content:

#### Unit 1 – Body Systems and Human Movement

**Area of Study 1**
- The musculoskeletal system
- The cardiorespiratory system
- The energy systems

**Area of Study 2**
- Biomechanical movement principles

**Area of Study 3**
- Technological advancements from a biomechanical perspective
- Injury prevention and rehabilitation

#### Unit 2 – Understanding sports coaching and physically active lifestyles

**Area of Study 1**
- Effective coaching practices
- Development and refinement of movement patterns to enhance skill development
- Sports psychology and coaching styles

**Area of Study 2**
- Physically active lifestyles
- Health benefits of physical activity
- Health consequences of inactivity
- Factors influencing participation

**Area of Study 3**
- Promoting active living
- Decision-making in sport

### 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 dependent 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:


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: Artistic Inspiration and Techniques
This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas through artmaking. Students explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas.

Area of Study 1: Developing Art Ideas
Outcome 1:
On completion of this unit, the students should be able to source inspiration, identify individual ideas and use a variety of methods to translate these into visual language.

Area of Study 2: Materials and Techniques
Outcome 2:
On completion of this unit, the student should be able to explore and use a variety of materials and techniques to support and record the development of individual ideas to produce artworks.

Area of Study 3: Interpretation of Art Ideas and Use of Materials and Techniques
On completion of this unit, the student should be able to discuss how artists from different times and cultures have interpreted sources of inspiration and used materials and techniques in the production of artworks.

Unit 2: Design Exploration and Concepts

Area of Study 1: Design Exploration
Outcome 1: DESIGN EXPLORATION AND CONCEPTS
On completion of this unit, the student should be able to develop an individual design process, including visual research and inquiry, in order to produce a variety of design explorations to create a number of artworks.

Area of Study 2: Ideas and Styles in Artworks
Outcome 2: DESIGN AESTHETICS
On completion of this unit, the student should be able to analyse and discuss the ways in which artists from different times and cultures have created aesthetic qualities in artworks, communicated ideas and developed styles.

Assessment of Unit:
Unit 1:
• A selection of exploratory work showing sources of ideas and inspiration translated into visual form through the use of variety of materials and techniques
• Minimum 2 finished artworks
• Short answer responses

Unit 2:
• A folio including design explorations and artworks
• Minimum 2 finished artworks
• Short answer responses

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:
**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.