

VCE Subjects offered at Orbost Secondary College in 2008

- Agriculture and Horticulture
- Biology
- Business Management
- Chemistry
- Design and Technology—Textiles
- Design and Technology—Wood
- Drama
- Food and Technology
- Geography
- Health and Human Development
- History
- Japanese
- Legal Studies
- Literature
- Mathematics
 - Foundation
 - General
 - Further
 - Maths Methods
 - Specialist
- Music Performance
- Outdoor and Environmental Education
- Physical Education
- Physics
- Political Studies
- Psychology
- Studio Arts
- Systems and Technology - Automotive
- Systems and Technology - Electronics
- Visual Communication and Design

AGRICULTURE & HORTICULTURAL STUDIES

Rationale

The Australian social and economic fabric is reliant on its primary industries. Agricultural and Horticultural Studies provide opportunities for students to experience and understand these industries. The focus is on human interaction with the Earth and its organisms. The goal of this interaction is to develop an economically, socially and ecologically sustainable system. Throughout the study students apply their acquired knowledge in managing an agricultural or horticultural business. This business could involve the management of animals, for example - raising steers; or the management of plants, for example – growing vegetables. The business will be undertaken at a suitable location which is easily accessible to both student and teacher. The business complements the skills focus of competency training available through VET Agriculture & Horticulture Certificates.

Structure

The study is made up of four units:

- Unit 1: Agricultural and horticultural operations
- Unit 2: Production
- Unit 3: Technology, innovation and business design
- Unit 4: Sustainable management

Unit 1

In this unit students study local agricultural and horticultural operations and the factors that influence these operations, including historical, environmental, social and economic factors.

Unit 2

This unit focuses on the analysis of production systems in terms of time and physical, biological, social and economic factors. A scientific approach to investigating aspects of production is also included.

Unit 3

Technology in this unit refers to the equipment, techniques and processes that can be used to maintain and enhance efficiency and effectiveness of agricultural/horticultural systems. This unit focuses on a range of technology that is currently used by commercial agricultural/horticultural businesses, and reviews the areas where change and innovation are occurring.

Unit 4

This unit focuses on the management of agricultural/horticultural systems within the context of ecological sustainability. It takes a holistic ecological approach to issues associated with land, plant and animal management.

Entry

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

Assessment

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

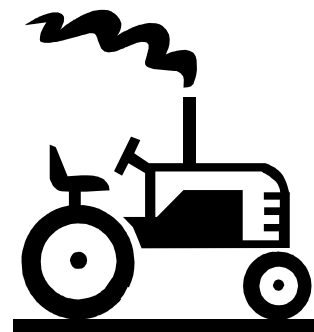
Individual school decision on levels of school achievement.

Unit 3 and 4

School-assessed coursework and an end-of-year examination.

- Unit 3 school-assessed coursework: 33 %
- Unit 4 school-assessed coursework: 33 %
- Units 3 and 4 examination: 34 %

Contact: Mr. David McKenzie



BIOLOGY

Rationale

Biology is the study of living things from familiar, complex multicellular organisms that live in the many different habitats of our biosphere to single celled micro-organisms that live in seemingly inhospitable conditions. It is a study of the dynamic relationships between living things, their interdependence, their interactions with the non-living environment, and the processes that maintain life and ensure its continuity. Biology enables students to understand that despite the diverse ways of meeting the challenges to survival, all living things have many structural and functional characteristics in common.

Structure

The study is made up of four units:

- Unit 1: Unity and diversity
- Unit 2: Organisms and their environment
- Unit 3: Signatures of life
- Unit 4: Continuity and change

Unit 1

This unit examines the cell as the structural and functional unit of the whole organisms. It investigates the needs of individual cells, how specialised structures carry out cellular activities and how the survival of cells depends on their ability to maintain a dynamic balance between their internal and external environments.

Unit 2

This unit examines the characteristics, which assist plants and animals to function effectively in their particular environments. The application of technology to explore maintain and modify reproduction and development is examined, as well as the issues associated with the use of this technology.

Unit 3

This unit considers the molecules and biochemical processes that are indicator of life. It investigates the synthesis of biomolecules and biochemical processes that are common to heterotrophic and autotrophic organisms. The universality of DNA is investigated, as is its structure.

Unit 4

This unit examines evidence for evolution of forms of life over time. Hypotheses that explain how changes to species have come about are explored. In addition to observable similarities and differences between organisms, the universality of DNA is explored, as is conservation of genes as evidence for ancestral lines of life.

Entry

There are no prerequisites for entry to units 1, 2 and 3. However, students who enter the study at Unit 3 will be required to do preparatory work based on Unit 1 and Unit 2, as specified by the teacher. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

The individual school will determine levels of achievement.

Assessment of Units 1 and 2 is for the purpose of school reports and has no bearing on the ENTER

Units 3 and 4

School- assessed coursework, a mid-year examination and an end-of-year examination.

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



Contact: Ms. Elizabeth Hoyland & Ms. Bronwyn Llewellyn

BUSINESS MANAGEMENT

Rationale

Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. The study recognises that there is a range of management theories rather than a single theory of management. Each unit examines some of these theories and, through exposure to real business scenarios and/or direct contact with business, tests them against management in practice.

Structure

The study is made up of four units:

- Unit 1: Small business management
- Unit 2: Management in action
- Unit 3: Corporate management
- Unit 4: Human resource and operations management

Unit 1

This unit studies generic business concepts, which apply to the management of organisations of varying size, complexity or industry setting. It also involves a consideration of the range of activities related to planning and operation of a small business.

Unit 2

This unit studies how change affects management and investigates how management responds. It also involves consideration of the relationship of management with the operating environment and the planning and marketing processes. This unit focuses on several aspects of management: management in a time of change, management as a communication process, management as a planning process to position its products in the marketplace.

Unit 3

This unit examines the role and importance of large-scale organisations to the Australian economy. It considers management styles and skills and the management of change.

Unit 4

This unit examines the human resource management practices and processes and the operations management practices and processes in large-scale organisations in Australia.

Entry

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

Assessment

Satisfactory Completion

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

Levels of Achievement

Units 1 and 2

Individual school decision on levels of achievement.

Unit 3 and 4

School-assessed coursework and end-of-year examination

Unit 3 school - assessed coursework: 25 %

Unit 4 school-assessed coursework: 25 %

Unit 3 & 4 examination: 50 %

Contact : Mr Geoff Preston



CHEMISTRY

Rationale

Chemical processes are important in improving human health, preventing environmental problems and rehabilitating degraded environments. In this study of Chemistry a thematic approach has been adopted, and throughout the study contexts have been provided to apply chemical knowledge to technology and society. Students will investigate, explore and solve qualitative and quantitative problems and discuss chemical concepts and issues.

Structure

The study is made up of four units.

Unit 1

In this unit students investigate the history of chemistry through study of the periodic table. They then use the modern version of the table to investigate the structure of the atom. Students also study the models for ionic, covalent and metallic bonding, and use these models to explain the behavior of a range of everyday materials, including a range of 'smart' materials such as alloys, fibres and nanotubes. During the unit students will learn the language of chemistry, and use its symbols, formulas and equations to explain observations and data collected from experiments.

Unit 2

In this unit students investigate a variety of aspects related to Environmental Chemistry. This includes studies on water, the atmosphere, and a range of issues related to the effect of human behavior on our planet. Included in this is a detailed look at new cleaner and more efficient processes designed using green chemistry principles. Students also learn the skills required by analytical chemists on a day to day basis, whilst continuing to use the language and symbols of chemistry to explain experiment observations and data.

Unit 3

In this unit students investigate the scope of techniques available to the analytical chemist. Chemical analysis is vital in the work of the forensic scientist, the quality control chemist at a food manufacturing plant, the geologist in the field, and the environmental chemist monitoring the health of a waterway. Students also investigate organic reaction pathways, and the chemistry of certain organic molecules found in the medical, biochemical and forensic fields of study. In this unit students are required to complete an extended investigation drawn from one of the two areas of study.

Unit 4

In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Features that affect chemical reactions such as rate and yield or equilibrium position are studied, and students explore optimum conditions for the production of a selected chemical. Students then look at a range of energy sources available, and then investigate the workings of galvanic and electrolytic cells. Students will continue to investigate the application of principles of green chemistry to chemical processes and use the language and symbols of chemistry, and chemical formulas and equations to explain observations and data collected from experiments.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students who enter the study at Unit 2 or 3 may need to undertake preparatory work. Students must undertake Unit 3 prior to undertaking Unit 4 and in view of the sequenced nature of the study it is advisable that students undertake Units 1 to 4.

Assessment

Satisfactory Completion

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

Levels of Achievement

Units 1 and 2

A set of school based assessment tasks such as exams, projects, practical reports, data interpretation etc;

Units 3 and 4

School assessed coursework, a mid-year examination and an end-of-year examination.

- Unit 3 school-assessed coursework: 17 %
- Unit 4 school-assessed coursework: 17 %
- Unit 3 examination: 33 % (June)
- Unit 4 examination: 33 % (November)



DESIGN & TECHNOLOGY (TEXTILES)

Rationale

Students assume the role of a designer-maker and develop knowledge and skills to produce effective and creative responses to design challenges. In units 1 & 2 it is envisaged that design and production activities will be teacher directed. At this stage, students will undertake meaningful, focused practical tasks. They will develop knowledge and practice particular skills in which they investigate, design, produce and evaluate familiar products and applications. In Units 3 & 4, students will initiate and undertake a major design and production task. This may be a single product over Units 3 & 4 or a product range.

Structure

The study is made up of four units:

- Unit 1: Design modification and production.
- Unit 2: Collaborative design.
- Unit 3: Design, technological innovation and manufacture.
- Unit 4: Product development, evaluation and promotion.

Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills students are required to demonstrate.

Unit 1

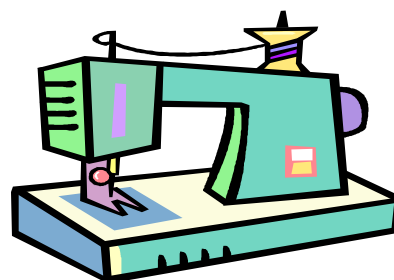
- Outcome 1: On completion of this unit the student should be able to describe the methods used by a designer to design a product, and apply similar processes to document the redesigning of an existing product.
- Outcome 2: On completion of this unit the student should be able to use and evaluate materials, tools, equipment and processes to make the product redesigned in Outcome 1, and compare the finished product with the original design.

Unit 2

- Outcome 1: On completion of this unit the student should be able to individually and as a member of a team, identify a need and collaboratively develop design options and production planning in response to a design brief for a product range based on a common theme or a group product with component parts.
- Outcome 2: On completion of this unit the student should be able to justify, manage and use appropriate production processes to make a product and evaluate, individually and as a member of a team, the processes and materials used, and the suitability of a product or components of a group project against the design brief.

Unit 3

- Outcome 1: On completion of this unit the student should be able to explain and demonstrate the role of a designer by writing a design brief, developing evaluation criteria, and identifying and explaining areas for research and methods that would be used to develop design ideas.
- Outcome 2: On completion of this unit the student should be able to explain the factors that influence the design, development and manufacture of products within industrial/commercial settings.
- Outcome 3: On completion of this unit the student should be able to present a folio that documents the procedure and decision making processes used while working as a designer to meet the needs of a client or end-user, and commence production of the designed product.



Unit 4

- Outcome 1: On completion of this unit the student should be able to analyse similar product types through a comparison of innovative features, function, aesthetic appeal, and any economic, social and environmental benefits and costs.
- Outcome 2: On completion of this unit the student should be able to competently and safely apply a range of production skills and processes to implement the production plan, make the product designed in Unit 3, Outcome 3, and manage time and resources effectively.
- Outcome 3: On completion of this unit the student should be able to evaluate the outcomes of the design and production activities, and promote the product's design features to the client and/or end user.

Levels of achievement.

Units 1 & 2

The satisfactory completion: Achievement of the set outcomes specified in the unit.

Units 3 & 4

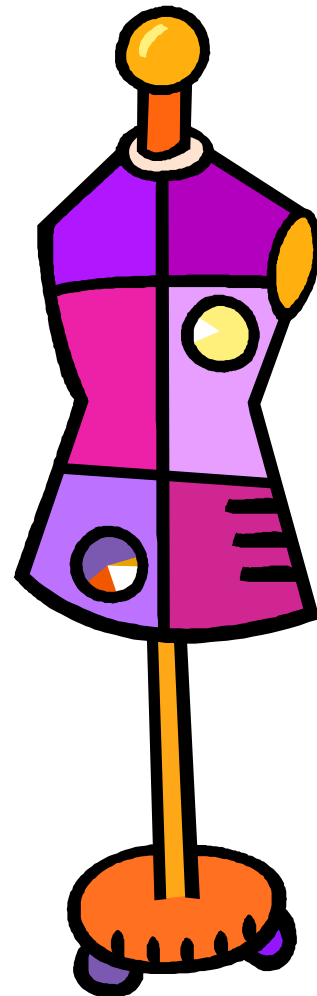
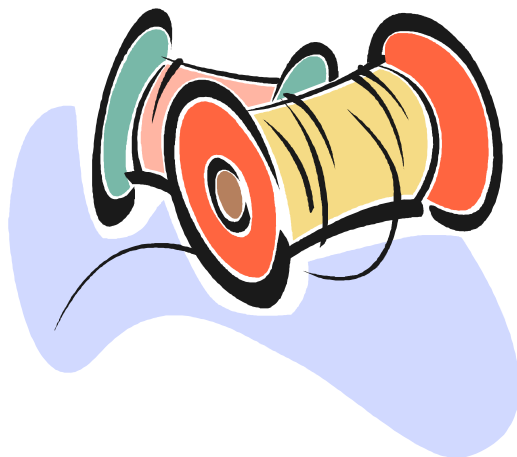
The Board of Studies will supervise the assessment of all students undertaking Units 3 & 4. The student's level of achievement will be determined by school-assessed tasks, school-assessed coursework and an end of year examination.

Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed coursework: 12 per cent.
- Unit 4 school-assessed coursework: 8 per cent.
- School-assessed task: 50 per cent.

End of year examination: 30 per cent.

Contact: Ms. Kay Mehlert



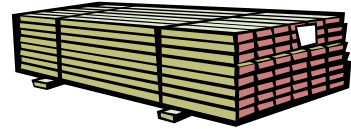
DESIGN & TECHNOLOGY (WOOD)

Rationale

All four units in this study provide opportunities for students to undertake production activities often related to industrial and commercial practices. In Units 1 & 2 it is envisaged that design and production activities will be teacher directed. At this stage, students will undertake meaningful focused practical tasks. They will develop knowledge and practice particular skills in which they investigate, design, produce and evaluate familiar products and applications. In Units 3 & 4, students will initiate and undertake a substantial and demanding major design and production task. This may be a single product over Units 3 & 4 or a product range. In all units, one or more of the following categories of materials will provide the basis for production activities.

Structure

- Unit 1 – Design Modification & Production
- Unit 2 – Collaborative Design
- Unit 3 – Design, Technological Innovation & Manufacture
- Unit 4 – Product Development, Evaluation & Promotion



Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

Unit 1 - DESIGN MODIFICATION AND PRODUCTION

Outcome 1 - Describe the methods used by a designer design a product, and apply similar processes to document the redesigning of an existing product.

Outcome 2 – Use and evaluate materials, tools, equipment and processes to make the product redesigned in outcome 1, and compare the finished product with the original design

Unit 2 - COLLABORATIVE DESIGN

AREA OF STUDY 1 – DESIGNING AS A TEAM

Outcome 1 - On completion of this unit the student should be able to individually and as a member of a team, identify a need and collaboratively develop design options and production planning in response to a design brief for a product range based on a common theme or a group project with component parts.

AREA OF STUDY 2 – PRODUCING AND EVALUATING A COLLABORATIVELY DESIGNED PRODUCT

Outcome 2 On completion of this unit the student should be able to justify, manage and use appropriate production processes to make a product and evaluate, individually and as a member of a team, the process and materials used, and the suitability of a product or components of a group project against the design brief.

Unit 3 – DESIGN, TECHNOLOGICAL INNOVATION AND MANUFACTURE

Outcome 1 – Explain and demonstrate the role of a designer by writing a design brief, developing evaluation criteria, and identifying and explaining areas for research and methods that would be used to develop design ideas.

Outcome 2 – Explain the factors that influence the design, development and manufacture of products within industrial/commercial settings.

Outcome 3 – Present a folio that documents of the procedure and decision-making process used while working as a designer to meet the needs of a client or end-user, and commence production of the designed product.

Unit 4 – PRODUCT DEVELOPMENT, EVALUATION AND PROMOTION

AREA OF STUDY ONE PRODUCT ANALYSIS AND COMPARISON

Outcome 1 – Analyse similar product types through a comparison of innovation features, function, aesthetic and visual appeal, and any economic, social and environmental benefits and costs.

AREA OF STUDY TWO – PRODUCT MANUFACTURE

Outcome two – Competently and safely apply a range of production skills and processes to implement the production plan, make the product designed in Unit 3 and manage time and resources efficiently.

AREA OF STUDY THREE – PRODUCT EVALUATION AND PROMOTION

Outcome Three – Evaluate the outcomes of the design and production activities, and promote the product’s design features of the client and/or end user.

Levels of Achievement:

Individual schools will determine levels of achievement for Units 1 & 2.

Units 3 & 4:

Assessment Tasks:

1. Materials Testing 33 1/3 %
2. Production 33 1/3 %
3. Examination 33 1/3 %

Units 1 & 2

Satisfactory Completion: Achievement of the set outcomes specified in the unit.

Units 3 & 4

The Board of Studies will supervise the assessment of all students undertaking Units 3 & 4. The student's level of achievement will be determined by school-assessed tasks, school assessed coursework and an end of year examination. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed coursework: 10%
- Unit 4 School-assessed coursework: 10%
- Units 3 & 4 School –assessed task: 50%
- Units 3 & 4 Examinations: 30%

Contact: Mr. Adrian Konieczny



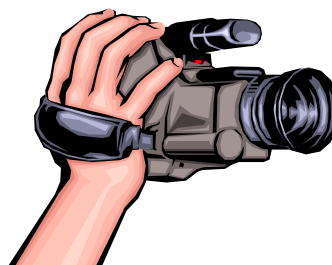
Rationale

The study of drama focuses on the development of expressive skills and the development of and performance of imagined characters. The study also provides students with the opportunity to examine and explore the ways in which drama gives form to, and makes meaning of, a range of social, political, cultural and historical contexts.

Structure

This study is made up of four units:

- Unit 1: Character Development
- Unit 2: Interpreting Drama
- Unit 3: Ensemble Performance
- Unit 4: Solo Performance



Unit 1: Character Development

Areas of Study:

- Creating characters—this study involves a range of dramatic styles in order to create a range of characters.
- Analysing characters—this study involves the observation and analysis of professional performances.

Outcomes:

- On completion of the unit the student should be able to develop and perform a range of characters.
- On completion of the unit the student should be able to analyse and describe the development and performance of the characters from Outcome 1.
- On completion of the unit the student should be able to analyse a professional performance.

Unit 2: Interpreting Drama

Areas of Study:

- Creating dramatic performance—this study involves the use and analysis of scripts and stimulus material from many cultures to create an ensemble performance.
- Analysing dramatic performance—this study involves the analysis of professional performance work.

Outcomes:

- On completion of this unit the student should be able to create an ensemble piece.
- On completion of this unit the student should be able to analyse how the ensemble from Outcome 1 was created.
- On completion of this unit the student should be able to analyse a professional performance.

Unit 3: Ensemble Performance

Areas of Study:

- Creating an ensemble performance - this study explores non-naturalistic drama through the creation of an ensemble performance.
- Analysing non-naturalistic performance - this study will involve the analysis of a non-naturalistic performance.

Outcomes:

- On completion of this unit the student should be able to develop and present character(s) within a non-naturalistic ensemble performance.
- On completion of this unit the student should be able to analyse and evaluate the development and performance of the ensemble piece.
- On completion of this unit the student should be able to analyse the performance of a professional non-naturalistic performance.

(School assessed coursework for Unit 3 contributes 35% to the final assessment)

Unit 4: Solo Performance

Areas of Study:

- Creating a solo performance—this study involves the development of a solo performance from the prescribed material.
- Analysing a solo performance— this study is an analysis and evaluation of the processes involved in the creation and performance of a solo piece.

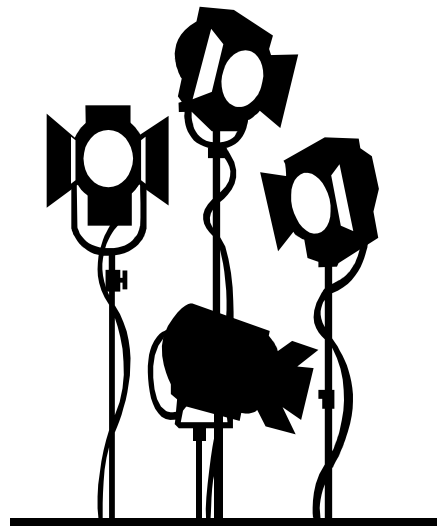
Outcomes:

- On completion of this unit the student should be able to develop and perform a solo piece selected from the prescribed list as set out by the board of studies.
(The solo performance will last no more than 7 minutes and will be externally assessed)
- On completion of this unit the student should be able to analyse the development and performance of the solo piece.

Assessment:

End of year written examination—students will answer a series of questions requiring short and extended responses. The questions will focus on Unit 3, Outcomes 2 & 3 and Unit 4, Outcome 2. The exam duration will be one and a half hours and will be marked by an external panel.
(Outcome 2 is a SAC and it contributes 5% to the final assessment, the solo performance contributes 35% and the exam, 25% to the final assessment).

Contact: Mrs. Penelope Quin



FOOD AND TECHNOLOGY

Rationale

The study of Food Technology is designed to provide students with an understanding of the links between food processing, nutrition, health and well-being in a contemporary society. The food sector is dynamic, diverse and creative. Innovative food products are continually being introduced into the marketplace in response to changing social, economic and environmental needs of society. Technology plays an important role in food product development and the way food is produced, processed, packaged and marketed. Students will develop knowledge of the functional, sensory, physical and chemical properties of food, apply safe and hygienic work practices, and use the design brief to develop food products for specific situations.

Structure

The study is made up of four units:

- Properties of food
- Planning and preparation of food
- Food preparation, processing and food controls
- Food product development and emerging trends



Unit 1

This unit introduces students to the diverse nature of food, how to prepare and store it for the best quality in terms of safety, health and aesthetics. Students study safe and hygienic handling techniques when preparing food as well as appropriate food storage practices. They develop links between the classification of foods and how their enjoyment of food is associated with different cooking methods.

Unit 2

This unit provides students with the opportunity to investigate the best methods and tools and equipment to use in order to optimise the sensory, physical and chemical properties of food. Students work independently and as a team member to research and implement solutions to a design brief for preparing food in a range of situations.

Unit 3

This unit requires students to analyse the functions of the natural components of key foods. Students investigate cooking techniques and justify the use of best techniques for key foods. They develop an understanding of Australian food safety standards and processing techniques that are used in industrial and domestic settings to prevent spoilage. A design brief and plan is developed for implementation in Unit 4.

Unit 4

This unit enables students to work independently to complete the design plan established in Unit 3. Students also examine the factors leading to food product development, including packaging, packaging systems and marketing. Emerging trends caused by societal pressure to improve health, technological developments and environmental implications are also considered.

Assessment

Satisfactory completion.

Achievement of the set of outcomes specified for each unit.

Levels of Achievement

| | | |
|--------------|-----------------------------------------------------|-----|
| Units 1 & 2: | Individual school decision on levels of achievement | |
| Units 3 & 4: | Unit 3 School-assessed coursework | 15% |
| | Unit 4 School-assessed coursework | 15% |
| Units 3 & 4 | School-assessed task | 40% |
| Units 3 & 4 | End of year examination | 30% |



Contact: Mrs. Jacquie Axen

GEOGRAPHY

Rationale

Geography is the study of where geographical features are located and why they are there, and what makes one place different from another, and how and why these differences matter. It looks at the interaction between human activities and natural processes, and develops understanding of the distribution of human and natural phenomena on or near the surface of the earth from a special perspective.

Structure

The study is made up of four units:

- Unit 1: Natural environments
- Unit 2: Human environments
- Unit 3: Regional resources
- Unit 4: Global perspectives

Unit 1

This unit investigates the geographical characteristics of natural environments and landforms and the natural processes that shape and change the Earth's surface. Students must investigate at least two natural environments in each area of study. Each environment selected for investigation must focus on physical geography at two different scales.

Unit 2

This unit investigates the characteristics of rural and urban environments which are developed by human activities and their interactions with natural environments. Students must investigate at least two human environments in each area of study. At least one must be a rural environment and one an urban environment: one must be from Australia and one from another country.

Unit 3

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

Unit 4

This unit investigates the geographic characteristics of global phenomena and responses to them. Students must investigate two global phenomena in each area of study, one of which must be human population.

Entry

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

Assessment

Satisfactory completion.

Demonstrated achievement of the set of outcomes.

Levels of Achievement

Units 1 & 2

Individual school decision on levels of achievement

Units 3 & 4

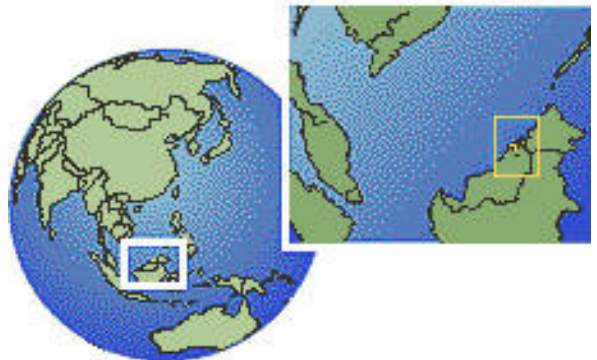
School assessed coursework and examinations

Unit 3 school assessed coursework: 25%

Unit 4 school assessed coursework: 25%

Units 3 & 4 examination: 50%

Contact: Ms. Darlene Steed



HEALTH & HUMAN DEVELOPMENT

Rationale

The central focus of the Health and Human Development study is to examine the factors that promote health in individuals, families and communities. This study aims to develop an understanding of the relationship between health and human development

Structure

The study is made up of four units:

- Unit 1: Youth Health and Development
- Unit 2: Individual and Community Health and Development
- Unit 3: Nutrition, Health and Development
- Unit 4: Global Health and Development

Unit 1

This unit focuses on transition from childhood to adulthood and examines the physical, social, intellectual and emotional development associated with youth. The challenges and resources available to young people during this stage to optimise their health and development are explored.

Unit 2

This unit looks at the roles played by families, community and the government in optimising the health and development of individuals across the lifespan. The differences in health and developmental outcomes of different groups eg: Indigenous Australians and rural remote communities are explored.

Unit 3

This unit explores the reasons for the diversity and the health outcomes of Australians, changing community expectations and approaches taken to improve the health of all. It looks at the importance of nutrition in maintaining and optimising health across the lifespan and government and non-government initiatives to promote health and development eg: strategies to promote healthy eating.

Unit 4

This unit examines development and health across the life span and the genetic and environmental factors that influence them in industrialised and developing countries. Students will be able to evaluate the range of sustainable health care initiatives developed by governments and international agencies to optimise health and development globally.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. It is recommended that students complete Units 1 & 2, however students who enter the study at Unit 3 will need to undertake preparatory work based on Units 1 & 2 as specified by teacher.

Assessment

Satisfactory Completion

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

Levels of Achievement

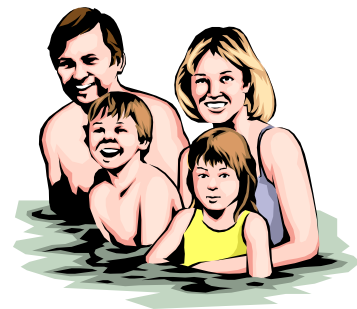
Unit 1 and 2

Individual school decision on levels of achievement.

Unit 3 and 4

School-assessed coursework and an end-of-year examination.

- Unit 3 school-assessed coursework: 25 %
- Unit 4 school-assessed coursework: 25 %
- Units 3 and 4 examination: 50 %



Contact: Ms. Bronwyn Llewellyn

HISTORY

Rationale

History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing the meaning. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

Structure

- Unit 1 – Twentieth Century History 1900 – 1945
- Unit 2 – Twentieth Century History since 1945
- Unit 3—History of the Russian Revolution
- Unit 4—History of the Chinese Revolution

Unit 1

The first half of the twentieth century was a period marked by significant change. Throughout the period new forms of economic and political organisation emerged and cultural expression reflected different responses to these changes. This unit focuses on Germany, in particular the aftermath of World War 1, the rise of Hitler and Nazism, the holocaust and the persecution of Jews.

Unit 2

After 1945 there has been increasing interplay between domestic and regional events and international developments. This unit focuses on America and looks at the Cold War, including Vietnam and the social and political movements such as the civil rights movement and the anti-war movement in the USA.

Units 3

Revolutions break with the past and destroy what has gone before. They have changed the world we live in. Unit 3 looks at the Russian Revolution, the crisis which initiated it, the leaders such as Lenin, Trotsky and Stalin, who led it and the society that evolved after the revolution.

Unit 4

Unit 4 looks at the other great Marxist Revolutions of the Twentieth Century in China. It investigates the failure of traditional Chinese society to cope with the twentieth century, the leadership of Mao Zedong, Sun Yat Sen, Chiang Kai Shek and the Chinese society after the revolution.

Entry

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

Requirements

In all units students will be required to maintain a workbook, conduct research using print and the Internet, write essays and analyse representations.

Assessment

Units 1 & 2

Satisfactory Completion
Demonstrated achievement of the set of outcomes
School based assessment

Units 3 & 4

Satisfactory Completion
Demonstrated achievement of the specifies learning outcomes
School assessed coursework 50%
Examinations 50%

Contact: Ms. Anna Halasa



Rationale

The study of a language other than English (LOTE) contributes to the overall education of students in the areas of cross cultural understanding, intercultural understanding, attitudes and values, cognitive development, literacy and general knowledge.

The ability to communicate in another language, in conjunction with other skills, may provide opportunities for employment in the field of interpreting, social services, international relations, the arts, commerce, technology, science education etc. Topics include family life, the Japanese and Australian Festival, diet and food, seasons, career and part-time jobs.

Structure

The study is made up of four units. In 2007, Units 1 - 4 were studied via Distance Education with some teacher mentoring.

Unit 1:

Establish and maintain a spoken or written exchange related to personal areas of experience, listen to, read and obtain information from spoken and written texts, produce a personal response to a text focusing on real or imagined experiences.

Unit 2:

Participate in a spoken or written exchange related to making arrangements and completing transactions. Listen to, read, extract and use information and ideas from spoken and written texts. Give expression to real or imaginary experience in spoken or written form.

Entry

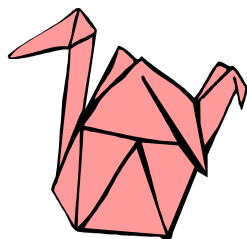
It is strongly recommended that students have completed Japanese units at Middle School.

Assessment

Satisfactory Completion:

Demonstrated achievement of outcomes specified for the unit.

Contact: Mr. Paul Dawson



LEGAL STUDIES

Rationale

This study is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates in Australia.

Structure

The structure is made up of four units:

- Unit 1: The individual and the law
- Unit 2: The law in operation
- Unit 3: Making and changing the law
- Unit 4: Evaluation of the legal system

Unit 1

This unit introduces sources of law, the need for law, the nature of criminal and civil law, and the role of law enforcement agencies.

Unit 2

This unit explores legal issues relating to the law in society. In particular, it focuses on the factors involved in the determination of legal rules.

Unit 3

This unit focuses on the institutions, which determine laws, and the processes by which laws are made.

Unit 4

This unit focuses on the courts, tribunals and alternative avenues of dispute resolution, and processes and procedures, which operate within the legal system.

Entry

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

Assessment

Satisfactory Completion

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

Levels of Achievement

Unit 1 and 2

Individual school decision on levels of achievement.

Unit 3 and 4

School-assessed coursework and an end-of-year exam

- Unit 3 school-assessed coursework: 25 %
- Unit 4 school-assessed coursework: 25 %
- Units 3 and 4 examination: 50 %

Contact: Mr. Geoff Preston



LITERATURE

Rationale

Literature involves the study and enjoyment of a wide range of literary texts - classical, popular, traditional and modern. Its distinctive focus is on the use of language to illuminate and give insight into the nature of experience. Literature is an interactive study between the text, the social \ political \ economic context in which the text was produced, and the experience of life and of literature that the reader brings to the text.

Structure

The study is made up of 4 units.

Unit 1

This unit enables students to develop effective reading strategies, to examine the ideas and views of life which are presented in the literature studied and relate what they read to their own lives. The unit covers various kinds of literature where students are asked to respond both critically and creatively.

Unit 2

This unit focuses on developing reading strategies and personal responses to literature, and to an understanding of how themes and ideas in texts relate to personal and social experiences. It covers a variety of literature with an emphasis on works from periods of past eras.

Unit 3 and 4

The study of literature is a means of exploring human experience. It involves asking questions such as: whose experiences and what experiences are given voice in the text? How are they created through the text's use of language and literary devices? What does the text's representation of characters and events suggest about the values and views of the text? These units examine such questions and involve students in analysing a range of texts, developing skills in reading closely and critically, and discussing and debating various ways of interpreting and evaluating texts.

Assessment

Satisfactory completion

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

Levels of Achievement

Units 1 and 2

The individual school will determine levels of achievement.

Units 3 and 4

School assessed coursework and an end-of-year examination

- Unit 3 school-assessed coursework: 25 %
- Unit 4 school-assessed coursework: 25 %
- Unit 3 and 4 examination: 50 %

NOTE: The study of Literature fulfils the English requirement of the VCE or may count as a Group A study if studied in conjunction with VCE English.

Contact: Ms. Heather Macalister



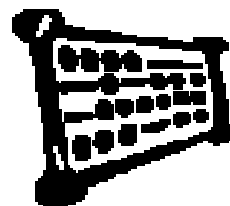
Rationale

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage their environment. Essential mathematical activities includes abstracting, proving, applying, investigating, modelling and problem solving. 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 an increasingly technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

Structure

The study is made up of the following units:

- Foundation Mathematics Units 1 and 2
- General Mathematics Units 1 and 2
- Mathematical Methods Units 1 and 2
- Further Mathematics Units 3 and 4
- Mathematical Methods Units 3 and 4



Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

Units 1 and 2: Foundation Mathematics

Foundation Mathematics is intended to provide for the continuing mathematical development of students entering VCE needing mathematical skills to support their other VCE subjects including VET studies and who do not intend to undertake Units 3 and 4 studies in VCE Mathematics in the following year. Foundation Mathematics Units 1 and 2 do not provide a basis for undertaking Unit 3 and 4 studies in Mathematics. For VCAL students this subject meets the numeracy strand.

Entry: After consultation with Maths Coordinator and Careers Teacher.

Units 1 and 2: General Mathematics

General Mathematics provides courses for diverse groups of students.

The areas of study are 'Statistics and Probability', 'Arithmetic', 'Functions and Graphs', 'Algebra', 'Geometry', and 'Trigonometry'.

Unit 1 and 2: Mathematical Methods

These units are designed in particular as preparation for Mathematical Methods Units 3 and 4. The areas of study are 'Functions and Graphs', 'Algebra', 'Calculus' and 'Probability'.

Units 3 and 4: Further Mathematics

Further Mathematics Units 3 and 4 are intended to be widely accessible. They provide general preparation for employment or further study. The assumed knowledge for Further Mathematics Units 3 and 4 is drawn from General Mathematics Units 1 and 2, students who have done only Mathematical Methods Units 1 and 2 will also have had access to this assumed knowledge. It consists of a compulsory area of study 'Data Analysis' and then a selection of three from five modules in the 'Applications' area of study: "Number Patterns and Applications", "Geometry and Trigonometry", "Graphs and Relations", "Business Related Mathematics" and "Networks and Decision Mathematics".

Unit 3 and 4: Mathematical Methods

Mathematical Methods Units 3 and 4 may be taken alone or in conjunction with either Specialist Mathematics Units 3 and 4 or Further Mathematics Units 3 and 4, and is intended to provide an appropriate background for further study in, for example, science, economics or medicine. It consists of the following areas of study: 'Coordinate Geometry', 'Circular (trigonometric) functions', 'Calculus', 'Algebra' and 'Statistics and Probability'.

Entry

There are no prerequisites for entry to Foundation Mathematics Units 1 and 2, General Mathematics Units 1 and 2 or Mathematical Methods Units 1 and 2. However students attempting Mathematical Methods, in particular, are expected to have a sound knowledge of algebra, function, and probability. Some additional preparatory work will be advisable for any student who is undertaking Unit 2 without completing Mathematical Methods Unit 1.

Units 3 and 4 of a study are designed to be taken as a sequence. Students must undertake Unit 3 of a study before entering Unit 4 of that study. Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Unit 3 and 4.

Assessment

Satisfactory Completion

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

Levels of Achievement

Units 1 and 2

The assessment of achievement in Units 1 and 2 will be based on students' performance on a selection of assessment tasks such as tests, projects, problem solving and modelling tasks, short written reports, etc; as set by the school. (NOTE: Levels of achievement in Units 1 and 2 will not contribute towards a students ENTER score.)

Units 3 and 4

The Board of Studies will supervise the assessment of all students undertaking Units 3 and 4. The student's level of achievement will be assessed through school-assessed coursework and examination as follows:

Further Mathematics

Unit 3 school-assessed coursework: 20 %

Unit 4 school-assessed coursework: 14 %

Unit 3 and 4 examination (Facts, skills and applications): 33 %

Unit 3 and 4 examination (Analysis task): 33 %

Mathematical Methods

Unit 3 school-assessed coursework: 20 %

Unit 4 school-assessed coursework: 14 %

Unit 3 and 4 examination 1. (Technology free): 22.1

Unit 3 and 4 examination: 2. 44.1

Specialist Mathematics

Unit 3 school-assessed coursework: 14 %

Unit 4 school-assessed coursework: 20 %

Unit 3 and 4 examination: 1. (Technology free) 22.1

Unit 3 and 4 examination: 2. 41.1

Contact: Mr. Simon Lamplugh



The structure of Mathematics is summarised below:

Units 1 and 2

Foundation Mathematics

Unit 1 Unit 2

Foundation Mathematics Units 1 and 2 are an alternative to General Mathematics and Mathematical Methods Units 1 and 2. Students who take Foundation Mathematics Units 1 and 2 would not be taking General Mathematics Units 1 and 2 or Mathematical Methods Units 1 and 2 in the same year, and would not proceed to study Units 3 and 4 Mathematics in the following year.

General Mathematics

Unit 1 Unit 2

General Mathematics Units 1 and 2 may be undertaken alone or with Mathematical Methods Units 1 and 2. It contains assumed knowledge for related material in Further Mathematics Units 3 and 4. It is strongly recommended, in addition to Mathematical Methods Units 1 and 2, as preparation for Specialist Mathematics Units 3 and 4.

Mathematical Methods

Unit 1 Unit 2

Mathematical Methods Units 1 and 2 may be taken alone or with General Mathematics Units 1 and 2. It contains the assumed knowledge for Mathematical Methods Units 3 and 4. Students may complete Mathematical Methods Unit 1 followed by General Mathematics Unit 2. Completing General Mathematics Unit 1 followed by Mathematical Methods Unit 2 is not generally advised without additional preparatory work.

Units 3 and 4

Further Mathematics

Unit 3 Unit 4

Further Mathematics Units 3 and 4 may be taken alone or with Mathematical Methods Units 3 and 4. Unit 3 has a prescribed core (Data Analysis) and one selected module. Unit 4 has two selected modules.

Mathematical Methods

Unit 3 Unit 4

Mathematical Methods Units 3 and 4 may be taken alone or with either Further Mathematics or Specialist Mathematics Units 3 and 4.

Specialist Mathematics

Unit 3 Unit 4

Specialist Mathematics Units 3 and 4 is normally taken in conjunction with Mathematical Methods Units 3 and 4. Mathematical Methods Units 3 and 4 contain assumed knowledge for Specialist Mathematics

MUSIC PERFORMANCE

Rationale

Music Performance develops intellectual, aesthetic and cultural understanding of the value and importance of music in solo and group settings. As soloists and members of groups, students develop skills in preparing programs of music works. They learn about and apply musicianship as they create, interpret and analyse solo and ensemble works in a range of styles.

Structure:

- Unit 1: Focuses on achieving flexibility in music performance.
- Unit 2: Continues the development of performance skills and focuses on analysis of music being prepared for performance.
- Units 3& 4: Solo Performance focuses on the preparation and presentation of performances in solo and ensemble contexts, demonstrating through performance an understanding of interpretation and authenticity. Aural comprehension and understanding of characteristics of works relevant to performance are also developed.

Assessment:

Units 1 & 2:

1. Satisfactory completion of all outcomes: solo & group performance, analysis, aural skills, composition.
2. School based assessment tasks will be based on the outcomes as above.

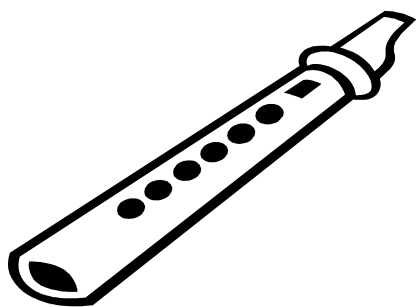
Units 3 & 4:

1. Satisfactory completion of all outcomes: solo and ensemble performances, solo performance of technical work, exercises and unprepared music, aural skills, analysis, demonstration of performance techniques.
2. Assessment Tasks:
 - School assessed course work: 25%
 - Aural and Analysis written examination: 25%
 - Solo performance recital (25 Minutes): 50%

Entry:

It is preferable for students to have studied an instrument or voice prior to Unit 1. It is advisable to have done either Music Performance Unit 1 and/or 2, to undertake Units 3 & 4. The set list of works for units 3 & 4 Solo Performance programs for all instruments/voice is a minimum of A.M.E.B. Grade 6 standard. Units 3 & 4 must be taken as a sequence.

Contact: Mrs. Janette Osborne



OUTDOOR & ENVIRONMENTAL EDUCATION

Rationale

Outdoor and Environmental Studies is a study of the relationships humans have with the outdoor environment. This includes both natural environments which have minimal influence from humans and natural environments which have been subject to human intervention.

Structure

- Unit 1: Understanding Nature
- Unit 2: Environmental Impacts
- Unit 3: Relationships with Outdoor Environments
- Unit 4: The Future of Outdoor Environments

Unit 1

This unit examines the ways in which humans understand and relate to nature in the context of outdoor environments.

Unit 2

This unit focuses on human-related impacts on natural environments at local, regional and state levels. It includes historical and contemporary analysis of human conceptions of nature and human interactions with nature, including nature's impact on humans.

Unit 3

This unit considers the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. It examines the impact of those relationships on the outdoor environment.

Unit 4

This unit focuses on the conservation and use of the natural environment. It acknowledges the maintenance of natural environments and examines the capacity of the natural environment to support the future needs of the world's human population.

Entry

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

Assessment

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

Levels of Achievement

Units 1 & 2:

Levels of achievement are a matter for school decision.

Units 3 & 4:

School assessed coursework and an end of year examination

- Unit 3 school assessed coursework 25%
- Unit 4 school assessed coursework 25%
- Units 3 & 4 examination 50%

Contact: Mr. Graeme Jamieson & Mr. Glenn Sykes



PHYSICAL EDUCATION

Rationale

Physical education examines the biological, social and cultural influences on performance and participation in physical activity. Theory and practice are integrated in this study which is approached through both the study of, and participation in, physical activity. This course prepares students for such fields as human movement, nursing and physiotherapy, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits.

Structure

The study is made up of four units:

1. Learning and improving skill
2. The active body
3. Physiological and participatory aspects of physical activity
4. Enhancing physical performance

Unit 1

This unit looks at a range of factors that influence learning and improving physical skills and the role of the coach in making this happen.

Unit 2

This unit introduces students to an understanding of physical activity, including the relationships between body systems and physical activity, the place of physical activity in contributing to well being in students' own lives as well as within the wider community, and the classification of physical activity in terms of type and experience.

Unit 3

This unit introduces students to an understanding of physical activity from a physiological perspective. In particular, the contribution of energy systems to performance in physical activity is explored, as well as the health benefits to be gained from participation in regular physical activity.

Unit 4

Improvements in physical performance, in particular fitness, depend on the ability of the coach to acquire, apply and evaluate knowledge and understanding about training.

Entry

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

Assessment

Demonstrated achievement of the set outcomes specified for each unit.

Levels of Achievement

Units 1 and 2:

Individual school decision on levels of achievement

Units 3 and 4

School assessed course work and an end of year exam

- Unit 3 school assessed course work: 25%
- unit 4 school assessed course work: 25%
- Units 3 and 4 end of year exam: 50%

Contact: Mr. Peter Seal



PHYSICS

Rationale

Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe. This understanding has significance for the way we understand our place in the Universe.

Structure

The study is made up of four units. Unit 3 and 4 are designed to be taken as a sequence. The development of practical skills in investigating physical phenomena is an essential part of all units.

Unit 1

This unit covers wave like properties of light. Nuclear and radioactivity physics and one detailed study is to be selected from astronomy, medical physics or energy from the nucleus.

Unit 2

This unit covers the areas of movement, electricity and one detailed study is to be selected from astrophysics, aerospace or alternative energy sources.

Unit 3

This unit covers motion in one and two dimensions, electronics and photonics and one detailed study is to be selected from Einstein's relativity, investigating structures and materials, or further electronics.

Unit 4

This unit covers the interaction of light and matter, electric power and one detailed study is to be selected from the synchrotron and application, photonics and recording and producing sound.

Entry

There are no prerequisites for entry into Units 1, 2 and 3, although students are advised to take Unit 2 before Unit 3. Students who enter the study at Unit 3 should be willing to undertake some preparation as specified by the teacher. Students must undertake Unit 3 prior to Unit 4.

Assessment

Satisfactory Completion

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

Levels of Achievement

Unit 1 and 2

A set of school based assessment tasks such as exams, projects, practical reports, data interpretation etc.

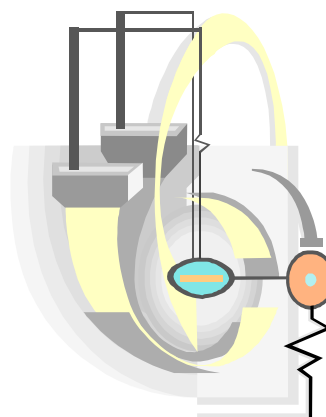
Assessment of Unit 1 and 2 is for the purpose of school reports and has no bearing on students ENTER SCORE.

Unit 3 and 4

School-assessed coursework and examination

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

Contact: Mrs. Tristi Woerz



POLITICAL STUDIES

Rationale

This study seeks to provide students with an understanding of political processes and has a particular emphasis on the study of Australian politics. Units 1, 3 and 4 are designed to give students knowledge and an understanding of the three levels of government in the Australian federal system. Unit 2 focuses on the study of politics in a country other than Australia.

Structure

The study is made up of four units:

- Unit 1: Systems of government
- Unit 2: The politics of another country
- Unit 3: The Australian political system
- Unit 4: The Australian political system

Unit 1

This unit introduces students to basic forms of government and fundamental concepts such as representative democracy and to the study of the Australian government.

Unit 2

This unit examines the political system of another country and requires students to consider political values, the role of leadership, current contemporary political issues as well as forms of political organisation.

Unit 3

This unit investigates the operation and effectiveness of the Australian political system. It includes an analysis of the framework of government and the mechanisms available for political participation.

Unit 4

This unit involves an examination of the forces, which have an impact on government decisions. Particular attention will be paid to contemporary politics and requires a study of a political issue and media coverage of it.

Entry

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

Assessment

Satisfactory Completion

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

Levels of Achievement

Unit 1 and 2

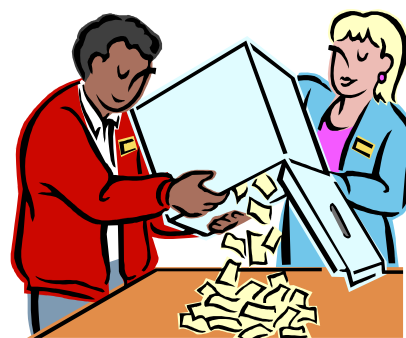
Individual schools will determine levels of achievement.

Unit 3 and 4

School-assessed coursework and end-of-year examination

- Unit 3 school-assessed coursework: 25 %
- Unit 4 school-assessed coursework: 25 %
- Units 3 and 4 examination: 50 %

Contact: Mr. Geoff Preston



PSYCHOLOGY

Rationale

Psychology is the systematic study of thoughts, feelings and behaviour. As a science, psychology aims to describe, explain and predict behaviour; in doing so it relies on empirical procedures rather than intuition. The application of research methods in psychology allows students to develop useful skills in analytical and critical thinking and in making inferences. VCE Psychology is not intended as a prerequisite for tertiary studies in psychology. Rather, it provides a challenging yet accessible introduction to the science of psychology, allowing students to increase their knowledge of human behaviour.

Structure

The study is made up of four units.

Unit 1

In this unit students are introduced to the nature and scope of psychology as a scientific discipline. Behaviour in groups is considered together with the ways attitudes develop and influence how we relate to others. The application and appreciation of research methods and ethical issues are also introduced.

Unit 2

In this unit an understanding of perceptual and cognitive development is examined together with the ways of describing normality, and its application to the constructs of intelligence and personality.

Unit 3

This unit develops understanding of the biological bases of behaviour, visual perception and states of consciousness. It includes the role of the nervous system in understanding human behaviour, and the ways in which information is acquired, processed, stored and used.

Unit 4

This unit develops understanding of the related areas of memory and learning. It is designed to enable students to develop knowledge and skills in research methods in psychology, and to relate the areas of study of learning and memory to everyday experience.

Entry

There are no prerequisites for entry in Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. However, students who enter the study at unit 3 may need to undertake preparatory work.

Assessment

Satisfactory Completion

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

Levels of Achievement

Units 1 and 2

A set of school based assessment tasks such as exams, projects, practical reports, data interpretation etc.

Assessment of Unit 1 and 2 is for the purpose of school reports and has no bearing on students ENTER.

Units 3 and 4

School-assessed coursework and examination

- Unit 3 school-assessed coursework: 17 %
- Unit 4 school-assessed coursework: 17 %
- Unit 3 mid-year examination: 33 %
- Unit 4 end-of-year examination: 33 %

Contact: Mr Ian McIntosh



STUDIO ARTS

Rationale

Studio Arts provides a framework for the establishment of effective art practices through an understanding and application of the process of design. It enables students to specialise in a particular form of studio production. Students generate, explore and communicate ideas through specific studio forms and develop and use specialised skills in a range of media and techniques. The theoretical component of the study informs students' practice through an investigation of how selected studio forms have developed, an examination of artists' working methods and a study of professional practices and art industry issues.

Structure

The study is made up of four units.

- Unit 1: Artistic inspiration and techniques
- Unit 2: Design exploration and concepts
- Unit 3: Studio production and professional practice
- Unit 4: Studio production and industry contexts

Unit 1

The focus of this unit is the investigation of sources of inspiration, which generate creative activity and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. The application of materials and techniques and interpretation of sources of inspiration by artists from different times and locations is also examined.

Unit 2

The focus of this unit is to establish an effective design methodology for the production of art works and develop skills in the analysis of art works.

Unit 3

The focus of this unit is the implementation of the design process leading to the production of a range of solutions. Students also examine traditional and contemporary practices of artists together with the ways in which artists develop distinctive styles and approaches to subject matter.

Unit 4

The focus of this unit is to produce a cohesive folio of finished art works which resolves the aims and intentions set out in the work brief formulated in Unit 3. Students also examine different components of the arts industry and issues relating to the public display, promotion and critique of art works.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. It is strongly recommended that students entering Unit 3 should have completed Unit 1 or Unit 2.

Assessment

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Unit 1 and 2

Individual school decision on levels of achievement.

Unit 3 and 4

School-assessed tasks and an end-of-year examination

- Unit 3 school-assessed tasks: 33%
- Unit 4 school-assessed tasks: 33%
- Units 3 and 4 examination: 34%



Contact: Mr. Jerry Williams

SYSTEMS & TECHNOLOGY (AUTOMOTIVE)

Rationale

This study focuses on the study of design, production, modification, repair and assembly of automotive mechanical and electrical/electronic systems.

Structure

• Unit 1: Fundamentals of Technological Systems

There are three outcomes:

1. Concepts & Principles
2. Use of equipment to make a system
3. Explanation of impact of technological systems on the work environment

• Unit 2: Operational Technological Systems

There are three outcomes:

1. Concepts of complex operating systems
2. Elementary fault finding, repair and maintenance
3. Explanation of standards, industry legislation, regulations, codes of practice and health & safety

Unit 1 : Fundamentals of Technological Systems

This unit deals with concepts, principles and skills related to the understanding, assembly and measurement of automotive and mechanical systems. It includes an introduction to design principles associated with these systems.

Unit 2: Operational Technological Systems

This unit focuses on more complex automotive and mechanical systems than Unit 1. Aspects of modification, repair and maintenance are included in the production and operation of systems. Application of design in the planning and production process is introduced.

Units 3: & 4 will be available in 2007

Entry

There are no pre-requisites for entry into Units 1 & 2. However, Middle School Systems, Metal Fabrication, VET Automotives or VET Electronics would be an advantage. As the course is partly project based, it is expected that students will have a genuine interest in the automotive field and be independent learners prepared to take responsibility for their own progress.

Assessment

Satisfactory Completion

Demonstrated the outcomes specified in the unit.

Levels of Achievement

Units 1 & 2

School based assessment including tests, projects and evaluations.

Units 3 & 4

School – assessed coursework and examination

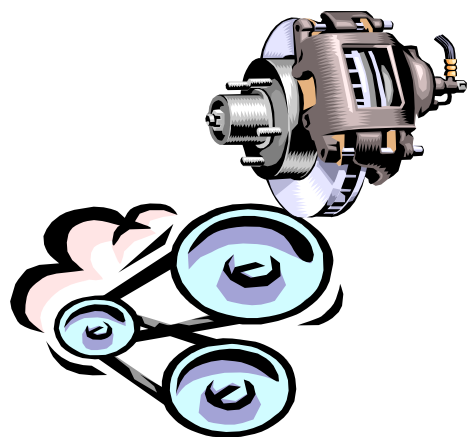
Unit 3 school-assessed coursework: 17%

Unit 4 school assessed coursework: 17%

Mid year examination: 33%

End of year examination: 33%

Contact: Mr. Marcus Luchetta



SYSTEMS AND TECHNOLOGY (ELECTRONICS)

Rationale

Technological systems are an increasingly significant part of the human-made world and they mediate or control many aspects of human experience. This study provides an opportunity for students to develop capabilities in and knowledge about the design, operation, construction, assembly, maintenance, repair and evaluation of technological systems.

Structure

The study is made up of four units. Units 3 and 4 are designed to be taken as a sequence. The development of practical skills in investigating electronic systems is an essential part of all units.

Unit 1

This unit covers systems, concepts and technological principles, designing and producing technological systems, evaluating and sustaining technological systems and the implications of technological systems. In unit 1 we work with basic electricity, advanced robotics and robotic systems.

Unit 2

This unit covers system concepts and technological principles, designing and producing technological systems, evaluating and sustaining technological systems and the implications of technological systems. In unit 2 we work with designing, building and troubleshooting computer systems as well as networking and network testing.

Unit 3

This unit covers systems, concepts and technological principles, designing and producing technological systems, evaluating and sustaining technological systems and the implications of technological systems.

Unit 4

This unit covers system concepts and technological principles, designing and producing technological systems, evaluating and sustaining technological systems and the implications of technological systems.

Entry

There are no prerequisites for entry into Units 1, 2 and 3, although students are advised to take Unit 2 before Unit 3. students who enter the study at Unit 3 should be willing to undertake some preparation as specified by the teacher. Students must undertake Unit 3 prior to Unit 4.

Assessment

Satisfactory completion.

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

Levels of achievement

Units 1 and 2

A set of school based assessment tasks such as exams, projects, practical reports, data interpretation, etc. assessment of Unit 1 and 2 is for the purpose of school reports and has no bearing on the student's ENTER SCORE.

Unit 3 and 4

School – assessed coursework and examination

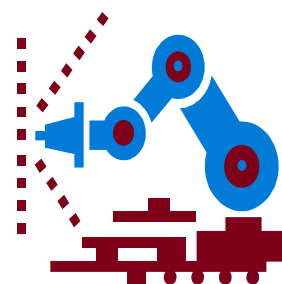
Unit 3 school-assessed coursework: 17%

Unit 4 school assessed coursework: 17%

Mid year examination: 33%

End of year examination: 33%

Contact: Mr. Marcus Luchetta



VISUAL COMMUNICATION & DESIGN

Rationale

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

Structure

The study is made up of four units:

- Unit 1: Visual Communication
- Unit 2: Communication in context
- Unit 3: Visual communication practices
- Unit 4: Designing to a brief

Unit 1

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

Unit 2

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

Unit 3

The main purpose of this unit is to enable students to apply the visual communication production process to satisfy specific communication needs. Students will investigate the production of visual communications in a professional setting, and evaluate examples of visual communication produced.

Unit 4

The main purpose of this unit is to enable students to prepare one brief, and design and produce developmental work and two final presentations based on the brief.

Entry

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

Assessment

Satisfactory Completion

Demonstrated achievement of the set of outcomes.

Levels of Achievement

Units 1 and 2

Individual school decision on levels of achievement

Units 3 and 4

School-assessed coursework and an end-of-year examination.

- Unit 3 school-assessed coursework: 33 %
- Unit 4 school-assessed task: 33 %
- Units 3 and 4 examination: 34 %

Contact: Ms. Rhyll Mathews

