What is Accounting all about?
VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and information and technology (ICT).
Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners.

Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1: Role of accounting in business</th>
<th>Unit 2: Accounting and decision-making for a trading business</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The role of accounting</td>
<td>• Accounting for inventory</td>
</tr>
<tr>
<td>• Recording financial data and reporting accounting information for a service business</td>
<td>• Accounting for and managing accounts receivable and accounts payable</td>
</tr>
<tr>
<td></td>
<td>• Accounting and managing non-current assets</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3: Financial accounting for a Trading Business</th>
<th>Unit 4: Recording, reporting, budgeting and decision-making</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recording and analysing financial data</td>
<td>• Extension of recording and reporting</td>
</tr>
<tr>
<td>• Preparing and interpreting accounting reports</td>
<td>• Budgeting and decision making</td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:

| • Assignment including use of ICT                  | • A case study                                               |
| • Structured questions                              | • Examination                                                |
| • Folio of exercises                                | • A classroom presentation                                   |
| • A report                                          | • A feasibility investigation of a business venture          |

Key Skills developed through this area are:

• Using correct accounting terminology
• Explain and apply relevant qualitative characteristics and accounting assumptions
• Identify, classify and record financial information
• Record and interpret accounting information, including through the use of ICT accounting applications
• Use financial and non-financial information to improve decision making for a small business
• Apply theoretical knowledge to simulated situations
• Prepare, explain and interpret accounting reports
• Discuss ethical considerations in relation to the recording and reporting of accounting information

Possible Occupations that could relate to this study include:

<table>
<thead>
<tr>
<th>Accountant</th>
<th>Business Teacher</th>
<th>Accounts Officer</th>
<th>Small Business Owner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Planner</td>
<td>Finance Clerk</td>
<td>Valuer</td>
<td>Tax Consultant</td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>Payroll Officer</td>
<td>Bank Officer</td>
<td>Administration Assistant</td>
</tr>
</tbody>
</table>

Interested (tick) [ ]
What is Agriculture & Horticulture all about?
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 study allows students to develop and apply theoretical knowledge and skills to real world businesses and practices. They apply their acquired knowledge and skills to design, develop and manage an agricultural or a horticultural business as a project for part of their study.

Areas of Study:

**Unit 1:**
- Influences on agricultural and horticultural systems
- Agricultural and horticultural operations

**Unit 2:**
- Biological and environmental factors in agriculture and horticulture
- Production systems and processes

**Unit 3:**
- Current management techniques
- New and emerging technology
- Business design

**Unit 4:**
- Sustainability in agriculture and/or horticulture
- Resource management and maintenance
- Business plan implementation and evaluation

Type of Assessments in this subject:
- Annotated visual display
- A report in data show format
- Test (short answer, open book)
- Practical demonstration
- Written enterprise report
- Practical reports
- Written case study report
- Examination

Key Skills developed through this area are:
- Work effectively as a team member
- Select and use appropriate production skills
- Safely use tools and equipment appropriate to the business project
- Collect and record appropriate production data, including visual material (e.g. photographs)

Possible Occupations that could relate to this study include:
- Geographer
- Landscape Architect
- Park Ranger
- Tourism Officer
- Surveyor
- Fire Fighter
- Ecologist
- Agricultural Scientist
- Teacher

Additional Information:
This course is suited to students who have an interest in Agricultural and Horticultural practices and a willingness to participate in outdoor activities.
In the Sunraysia Region, Agriculture and Horticulture is an area identified as a growth industry in the Victorian Skills Commissioner Report 2017.
What is Art all about?
Art is about expressing creative ideas and learning to analyse artwork. Students are encouraged to explore a variety of art forms including painting, drawing and printmaking. Students will also study the work of a range of artists.

<table>
<thead>
<tr>
<th>Areas of Study:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1:</td>
<td>Unit 2:</td>
</tr>
<tr>
<td>Artworks, Experience &amp; Meaning</td>
<td>Artworks &amp; Contemporary Culture</td>
</tr>
<tr>
<td>• Art making &amp; meaning</td>
<td>• Contemporary Artworks &amp; culture</td>
</tr>
<tr>
<td>• Artworks &amp; meaning</td>
<td>• Art-making &amp; Contemporary Culture</td>
</tr>
</tbody>
</table>

| Unit 3: | Unit 4: |
| Artworks, Ideas & Values | Artworks, Ideas and Viewpoint |
| • Investigation & interpretation through Art-making | • Refining ideas and techniques |
| • Producing a major artwork | • Producing major art works |
| • Investigating Analytical Frameworks | • Art ideas & issues, and the role of art in society |
| • Interpreting art |  |

<table>
<thead>
<tr>
<th>Type of Assessments in this subject:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Experimental Work</td>
<td>• Examination</td>
</tr>
<tr>
<td>• Annotated Folios</td>
<td>• Essay or Oral presentation</td>
</tr>
<tr>
<td>• Major Art works</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Skills developed through this area are:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ability to work independently</td>
<td></td>
</tr>
<tr>
<td>• Enhanced creativity and problem solving</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Occupations that could relate to this study include:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Artist</td>
<td>Graphic Designer</td>
</tr>
<tr>
<td>Art Teacher</td>
<td>Illustrator / Animator</td>
</tr>
</tbody>
</table>

Additional Information:
Folio Info: In all Units you work on developing skills in both writing about art and making it. Whether that be from a starting point from the teacher or from a personal theme.

It is recommended that students undertaking Unit 3 at Year 11 have sound writing skills.
**What is Biology all about?**

The life science of Biology looks at the forms and functions of living things (organisms), how they relate to each other and to their environment. Studies in Biology have resulted in the modern, more complex understanding of the process of life.

**Areas of Study:**

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How organisms function</td>
<td>• Reproduction</td>
</tr>
<tr>
<td>• How living things sustain life</td>
<td>• Inheritance</td>
</tr>
<tr>
<td>• Practical Investigation</td>
<td>• Investigation of an issue</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cellular processes</td>
<td>• How species are related</td>
</tr>
<tr>
<td>• Cell communication</td>
<td>• Human impact</td>
</tr>
</tbody>
</table>

**Type of Assessments in this subject:**

- Practical reports
- Questions and problems
- Tests
- Data Analysis
- Multimedia presentations
- Examinations
- Scientific Poster
- Written and oral reports

**Key Skills developed through this area are:**

- Investigate and inquire scientifically
- Use of technology
- Apply biological practice and understanding
- Communicate biological information and understanding

**Possible Occupations that could relate to this study include:**

- Pharmacist
- Nurse
- Osteopath
- Science Teacher
- Scientist
- Physiotherapist
- Speech Pathologist
- Biochemist
- Dentist
- Ecologist
- Park Ranger

**Additional Information:**

Biology Units 1 and 2 are designed to prepare students for Biology Units 3 and 4. It is aimed at students with an interest in how living things function and survive, and how they interact with other living things and with ecosystems. It can assist in student understanding of subjects such as Environmental Science, Psychology, Physical Education, Agriculture and Horticulture, and Outdoor and Environmental Studies. Students are expected to work both theoretically and practically, collect and analyse data, and learn through application.

This course is suited to students who have coped well with Core Science at Year 10. An interest in scientific investigation and its application to the living world is also desirable.

Interested (tick) [ ]
What is Business Management all about?
VCE Business Management examines the way businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources.
A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

Areas of Study:

**Unit 1: Planning a business**
- The business idea
- External environment
- Internal environment

**Unit 2: Establishing a business**
- Legal requirements and financial considerations
- Marketing a business
- Staffing a business

**Unit 3: Managing a business**
- Business foundations
- Managing employees
- Operations Management

**Unit 4: Transforming a business**
- Receiving performance – the need for change
- Implementing Change

**Type of Assessments in this subject:**
- Case study analysis
- Business research report
- Development of a business plan
- An interview and report on contact with business
- School-based short term business activity
- A business simulation exercise
- Structured Questions
- A report
- A media Analysis

**Key Skills developed through this area are:**
- Understand and apply business concepts, principles and terminology
- Understand the complex and changing environments within which businesses operate
- Recognise the contribution and significance of business within local, national and global markets
- Purpose strategies to solve business problems and take advantage of business opportunities

**Possible Occupations that could relate to this study include:**
- Human Resources
- Supply Officer
- Travel Consultant
- Business Owner
- Hotel Manager
- Marketing Officer
- Retail Buyer
- Professional Employee
- Training Officer
- Office Administration
- Insurance Agent
- Events Management
- Real Estate Agent
- Sports Management

**Additional Information:**
Unit 2 involves one week participation in ‘Business Week’.

Interested (tick) □
What is Chemistry all about?
Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

Areas of Study:

**Unit 1:**
- Periodic Table
- Mole Concept
- Chemical Bonding
- Carbon Chemistry
- Research Investigation

**Unit 2:**
- Water
- Acids and Bases
- Redox Chemistry
- Practical Investigation
- Stoichiometry
- Chemical Analysis

**Unit 3:**
- Fuels – types and energy sources
- Galvanic cells and Fuel cells
- Reaction rates
- Equilibrium
- Electrolysis

**Unit 4:**
- Organic compounds – reaction and analysis
- Food molecules – metabolism and energy content
- Practical Investigation

Type of Assessments in this subject:
- Practical Reports
- Modelling Activities
- Problem Solving
- Data Analysis
- Tests
- Questions and Problems
- Examinations

Key Skills developed through this area are:
- Develop aims and questions, formulate hypotheses and make predictions
- Plan and undertake investigations
- Comply with safety and ethical guidelines
- Conduct investigations to collect and record data and draw evidence-based conclusions
- Analyse and evaluate data, methods and scientific models
- Communicate and explain scientific ideas

Possible Occupations that could relate to this study include:
- Medical Practitioner
- Pharmacist
- Science Teacher
- Chemical Engineer
- Veterinarian
- Biochemist
- Dietician
- Horticulturist
- Food Technologist
- Physicist
- Dentist
- Scientist

Additional Information:
Chemistry Units 1 and 2 are designed to prepare students for Chemistry Units 3 and 4. It is recommended that students studying Chemistry should have good algebra skills. Students are expected to work both theoretically and practically, collect and analyse data, and learn through application.

Interested (tick)
What is Computing all about?
Computing focuses on how data, information and networked digital systems can be used to meet a range of users’ current and future needs. Students consider data how it is acquired, managed, manipulated and interpreted to meet a range of needs. Strategies and techniques for manipulating, managing and securing data and information to meet a range of needs are also studied.

Areas of Study:

Unit 1:
- Data and graphic solutions
- Networks
- Collaboration and communication

Unit 2:
- Programming
- Data analysis and visualisation
- Data management

Unit 3:
- Use a programming language to create solutions that meet a need
- Analyse and create data visualisations using software
- Use database management software to solve problems

Unit 4:
- Design and develop an online solution (web design)
- Strategies to manage the storage and disposal of data and information
- Use a programming language to solve a real-world problem

Type of Assessments in this subject:
- Using digital systems and techniques to create a solution in response to a need or opportunity
- Visual Presentations
- Multimedia Presentation
- Written Reports

Key Skills developed through this area are:
- Problem solving
- Communication
- Software use

Possible Occupations that could relate to this study include:
- Project Manager
- Web Designer
- Programmer
- Game Developer
- Graphic Designer
- Systems Analyst
- Database Administrator
- Marketing Manager
- Teacher
- Network Administrator
- Digital Content Designer

Additional Information:
No prior experience is required.
Units 1 and 2 are designed to prepare for Units 3 and 4.
What is Dance all about?
Dance is a combination of both the theory and practical. It is about the realisation of the body as an expressive instrument and development of performance skills. It is highly recommended that students have a background in dance and external dance lessons are encouraged.

Areas of Study:

Unit 1:
- Dance analysis
- Dance technique and performance
- Choreography and performance
- Awareness and maintenance of the dancers body

Unit 2:
- Dance analysis
- Choreography, performance and dance-making analysis
- Dance technique, performance and dance analysis

Unit 3:
- Dance analysis
- Dance choreography, performance and dance-making analysis
- Dance technique, performance and analysis

Unit 4:
- Dance analysis
- Choreography, performance and dance-making analysis

Type of Assessments in this subject:
- Oral presentations
- Investigative presentations
- Written reports
- Examination
- Performances
- Essays
- Tests

Key Skills developed through this area are:
- Confidence
- Team work
- Time management and organisation

Possible Occupations that could relate to this study include:
- Professional Dancer
- Choreographer
- Film / Stage Actor
- Teacher
- Entertainer
- Theatrical Manager
- Music Therapist
- Early Childhood Teacher

Additional Information:
Some dance experience is required. Students can work in any dance style but must be prepared to explore a variety of dance styles including contemporary (class group dances will be created in a contemporary style).

NB: Additional cost for State School Spectacular Trip (between $200-$250)
What is Drama all about?
Drama is about performance. You will develop your expressive skills and gain the ability and confidence to perform a range of characters. You will study both the practical and theoretical aspects of different styles of acting and the history of drama as an art form.

Areas of Study:

**Unit 1:**
- Dramatic
- Creating a devised performance
- Presenting a devised performance
- Analysing a devised performance

**Unit 2:**
- Non-naturalistic Australian drama
- Using Australia as an inspiration
- Presenting a devised performance
- Analysing a devised performance
- Analysing Australian drama performance

**Unit 3:**
- Devise a non-natural ensemble performance
- Analysis of performance
- Analyse a professional non-natural play (prescribed)

**Unit 4:**
- Devise a non-natural solo performance & analyse the process
- Devise a non-natural solo performance (prescribed structure exam)
- Solo performance analysis
- Written Exam

**Type of Assessments in this subject:**
- Performances (individual & group)
- Workshops
- Written Analyses
- Research Tasks
- Visual Folio
- Examination

**Key Skills developed through this area are:**
- Performance
- Research
- Confidence
- Public Speaking

**Possible Occupations that could relate to this study include:**
- Actor
- Teacher
- Scriptwriter
- Camera Operator
- Film & TV worker
- Costume Maker
- Playwright
- Set Designer
- Recreation Officer

**Additional Information:**
In Drama you will be expected to participate in acting exercises, perform as part of a group and perform as a soloist. You will write and devise your own performances using non-naturalistic styles meant for stage drama. It is important to understand that Drama is based around live stage performance, not Film and Television acting. You will study Drama practitioners throughout history and analyse live drama performance. VCE Drama is both practical and theoretical including creation and rehearsal of drama pieces and written theory and analysis. The main difference between Drama and Theatre Studies is that in Drama you write your own script and in Theatre Studies you will create for playscripts that are already written by professional playwrights.

Interested (tick) ☐
What is Economics all about?
Economics provides an opportunity to learn about how Australia’s economy operates and is managed. Examine how economic decisions (local, national or international) impact on the life and wellbeing of all Australians. The central theme of economics concerns decision making to determine how well our scarce resources of land, labour and capital are managed and how wealth in our society is created and distributed. The course is suited to students who have an interest in Business Studies and also an interest in current affairs.

Areas of Study:

Unit 1:
- Thinking like an Economist
- Decision making in markets

Unit 2:
- Economic Growth, Long-Term Economic Prosperity and Environmental Sustainability
- Economic Efficiency and Equity
- Global Economic Issue: Free Trade versus Protectionism

Unit 3:
- Domestic Macroeconomics Goals
- Australia and the World Economy

Unit 4:
- Aggregate Demand Policies and Domestic Economic Stability
- Aggregate Supply Policies

Type of Assessments in this subject:
- Folio of applied economic exercises
- Problem solving tasks
- Blog of media commentaries
- Report of an investigation
- Essay
- Structured questions
- Case studies
- Media analysis
- School Social Experiment

Key Skills developed through this area are:
- Define and apply key economic concepts
- Interpret and analyse economic data
- Analyse the impact of economic policies on living standards in Australia
- Construct and interpret graphs
- Analysis of written, visual and statistical evidence

Possible Occupations that could relate to this study include:
- Economist / Corporate Manager
- Importer / Exporter
- Politician
- Commerce Teacher
- Financial Planner
- Stock Broker
- Lawyer
- Business Analyst
- Customs Officer
- Accountant
- Banker
- Property Valuations
- Town Planning

Additional Information:
Competent reading, writing and analytical skills are desirable.
Units 1 and 2 are preferred before studying Units 3 and 4 Economics, but not essential.
**What is EAL all about?**

English as an Additional Language (EAL) is an alternative English subject for students who speak English as a second or additional language. This subject provides guidance and support for EAL learners completing the two year VCE course. EAL provides students with opportunities to extend their competence in using English to meet a wide range of needs. EAL students will read a variety of texts and extend their skills in reading, responding, creating, speaking and listening.

English is a compulsory subject and a requirement for Tertiary Entrance. Entry into Units 3 and 4 EAL is subject to approval by the VCAA.

**Areas of Study:**

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Study of print and non-print texts</td>
<td>• Study of print and non-print texts</td>
</tr>
<tr>
<td>• Oral presentations (creative and persuasive)</td>
<td>• Oral presentations (creative and persuasive)</td>
</tr>
<tr>
<td>• Media Text analysis</td>
<td>• Media Text analysis</td>
</tr>
<tr>
<td>• Creating and responding to a range of texts and contexts</td>
<td>• Creating and responding to a range of texts and contexts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reading and responding to a variety of texts</td>
<td>• Reading and responding to a variety of texts</td>
</tr>
<tr>
<td>• Oral presentations</td>
<td>• Creating responses related to context/theme</td>
</tr>
<tr>
<td>• Analysing argument in media texts</td>
<td>• Reading and comparing texts</td>
</tr>
<tr>
<td>• Listening to texts</td>
<td></td>
</tr>
</tbody>
</table>

**Type of Assessments in this subject:**

- Text Response Essay
- Oral Presentation
- Creative Essay
- Discussions
- Examination
- Analytical Essay
- Comparative Essay
- Listening task

**Key Skills developed through this area are:**

- Comprehension of themes/issues in texts
- Analysis of persuasive language
- Written skills in a variety of styles
- Confidence in public speaking
- Listening Skills

**Possible Occupations that could relate to this study include:**

<table>
<thead>
<tr>
<th>Public Relations Officer</th>
<th>Lawyer</th>
<th>Translator</th>
<th>Journalist</th>
<th>Diplomat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech Pathologist</td>
<td>Actor</td>
<td>Linguist</td>
<td>Librarian</td>
<td>Writer</td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interested (tick) [ ]
What is English all about?

English is the mainstream subject that caters for students doing the two year VCE course. It is the only compulsory VCE subject and a requirement for Tertiary Entrance. This subject enables students to extend their competence in using English to meet a wide range of needs. They will read a variety of texts and extend their skills in reading, responding, creating and speaking.

Areas of Study:

Unit 1:
- Study of print and non-print texts
- Oral presentation
- Media Text analysis
- Creative response to Text

Unit 2:
- Study of print and non-print texts
- Media Text analysis
- Reading and comparing texts
- Persuasive writing

Unit 3:
- Detailed analysis of media issue
- Reading and responding to a variety of texts

Unit 4:
- Reading and comparing texts
- Creating and presenting a persuasive argument

Type of Assessments in this subject:
- Comparative Essays
- Oral Presentation
- Text Response Essays
- Examination
- Analytical Essays
- Creative Essays

Key Skills developed through this area are:
- Comprehension of themes/issues in texts
- Analysis of persuasive language
- Written skills in a variety of styles
- Confidence in public speaking

Possible Occupations that could relate to this study include:
- Public Relations Officer
- Lawyer
- Translator
- Journalist
- Diplomat
- Teacher
- Speech Pathologist
- Actor
- Linguist
- Librarian
- Writer

Additional Information:

Often university courses require a minimum result in English.
What is Environmental Science all about?
Environmental Science creates an exciting sense, and a deep understanding, of current issues. Students learn how to use scientific equipment, collect data and analyse the basis of the many serious environmental problems in the world today. On a local scale in Year 11, students investigate salinity, wind erosion, acid sulphate soils and waste management. In Year 12 topics include energy (renewable and non-renewable sources), the enhanced greenhouse effect, management strategies of endangered species, pollution and health, and government environmental policy.

**Areas of Study:**

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ecological components and interactions</td>
<td>• Environmental indicators</td>
</tr>
<tr>
<td>• Environmental change</td>
<td>• Using environmental indicators</td>
</tr>
<tr>
<td>• Ecosystems</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Maintaining biodiversity and managing development</td>
<td>• Reducing human impact</td>
</tr>
<tr>
<td>• Diversity in the biosphere</td>
<td>• Energy sources</td>
</tr>
<tr>
<td></td>
<td>• Changes to earth’s climate</td>
</tr>
</tbody>
</table>

**Type of Assessments in this subject:**

| • Fieldwork and reports                       | • Practical reports                        |
|                                              |                                              |
| • Tests                                      | • Data analysis                            |
| • Examination                                | • Written or oral reports                   |
| • Multimedia presentation                    |                                              |

**Key Skills developed through this area are:**

- Investigate and inquire scientifically
- Use of technology
- Apply environmental practice and understanding
- Communicate environmental information and understanding

**Possible Occupations that could relate to this study include:**

- Geographer
- Landscape Architect
- Park Ranger
- Tourism Officer
- Science Teacher
- Fire Fighter
- Ecologist
- Environmental Scientist
- Agricultural Scientist
- Environmental Impact Assessor

**Additional Comments:**

Environmental Science Units 1 and 2 is designed to prepare students for Environmental Science Units 3 and 4. It is aimed at students with an interest in the responsible use and management of the outdoors and its resources. It can assist in student understanding of subjects such as Biology, Agriculture and Horticulture, and Outdoor and Environmental Studies. Students are expected to work in the outdoors at all times, collect data, and learn through application.
What is Food Studies all about?
This study takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. Each Unit provides a framework for informed and confident food selection and food preparation within today’s complex architecture of influences and choices.

Areas of Study:
**Unit 1: Food Origins**
- Food around the world
- Food in Australia

**Unit 2: Food Makers**
- Food industries
- Food in the home

**Unit 3: Food in Daily Life**
- The science of food
- Food choice, health and wellbeing

**Unit 4: Food issues, challenges and futures**
- Environment and ethics
- Navigating food information

Type of Assessments in this subject:
- Practical activities
- Planning and production tests
- Written production records
- Written reports
- Written tests
- Examination

Key Skills developed through this area are:
- Understanding influences on food choices
- Range of practical food preparation skills
- Use design process to inform decision making

Possible Occupations that could relate to this study include:
- Biochemist
- Winemaker
- Quality Assurance Inspector
- Food Writer
- Chef
- Food Stylist
- Hotel/Motel Manager
- Laboratory Assistant
- Hospital Food Service Manager

Additional Information:
There is no experience required to do Food Studies.
Practicals are undertaken weekly.
What is Geography all about?
As Geographers we look for patterns in the landscape and the way humans and the natural systems interact. We are curious about the way the world changes and look for ways to both analyse and understand change.
In Year 11 we study Hazards and Disasters as well as Global Tourism.
In Year 12 we study Desertification, Deforestation, Melting Glaciers and Ice Sheets as well as a research report based around land cover change at Lake Hawthorn Sunraysia. We also look at population characteristics and change across the globe.

Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Geographical concepts and questions</td>
<td>• Characteristics of domestic and international tourism</td>
</tr>
<tr>
<td>• Geological hazards and disasters</td>
<td>• Changing characteristics of tourism over time</td>
</tr>
<tr>
<td>• Hydro-meteorological hazards and disasters</td>
<td>• Location and distribution of different types of tourism and tourist destination</td>
</tr>
<tr>
<td>• Biological hazards and disasters</td>
<td>• Environmental and economic impacts of tourism</td>
</tr>
<tr>
<td>• Technological hazards and disasters</td>
<td>• Management strategies responding to environmental, economic and socio-cultural impacts.</td>
</tr>
</tbody>
</table>

Unit 3:
• Case Study Lake Hawthorn / Interconnection of the lake with Sunraysia
• Positive and negative impacts of Lake Hawthorn change on the environment, and economic and social conditions in the region
• Desertification – Case Study Niger
• Deforestation – Case Study Borneo
• Glaciers and Ice Sheets – Case Study Greenland

Unit 4:
• World population distribution
• Distribution of world population characteristics including birth rate, death rate, infant mortality rate, fertility rate and life expectancy
• Case Studies – Japan, Bangladesh and Australia.
• Overview of world population growth since the 1700’s and projected changes in the 21st Century

Type of Assessments in this subject:
• Fieldwork
• Data processing
• Research reports
• Visual displays
• Analysis of geographical data
• Tests
• Essays
• Examinations

Key Skills developed through this area are:
• Analysis of data
• Interpretation of graphs and maps
• Spatial skills in terms of representing information in a map on diagram
• Reading skills
• Presentation skills

Possible Occupations that could relate to this study include:
Ecologist  Scientist  Meteorologist  Surveyor  Stock and Station Agent
Geologist  Pilot  Tour Guide  Town Planner  Recreation Officer

Interested (tick) [ ]
What is Global Politics all about?

Global Politics introduces students to an understanding of international studies by considering key concepts and ideas including citizenship, power and democracy. It focuses on ethical issues and debates involving international treaties and responses to a range of issues. Students analyse political power and global actors, the exercise of political power and the ways in which this legitimacy can be undermined. Students consider the ideologies that underpin political structures and the ways in which they affect the exercise of political power. Students also consider the nature and context of leadership and globalisation.

Areas of Study:

Unit 1:  
- Power and ideas  
- Political actors and power  

Unit 2:  
- Global links  
- Global cooperation and conflict  

Unit 3:  
- Global actors  
- Power in the Asia Pacific Region  

Unit 4:  
- Ethical issues and debates  
- Global Crises  

Type of Assessments in this subject:

- Essays  
- Tests  
- Short answer questions  
- Extended responses  
- Presentations  
- Case Studies  
- Reports  
- Examination  

Key Skills developed through this area are:

- Analysis  
- Raises awareness of international issues  
- Critical thinking  

Possible Occupations that could relate to this study include:

Diplomat  
Lawyer  
Journalist  
Hospitality Manager  
Trade Union Officer  
Teacher  
Translator  
Politician  
Marketing Officer  
Travel Consultant  
Economist  
Police Officer  
Defence Force  
Public Relations Officer  
Foreign Affairs Officer  

Additional Information:

No prior expertise is required to undertake this subject. It is not an in-depth exploration of Australian Politics. There is more emphasis on Globalisation than politics. Internet research skills are extremely valuable.
What is Health & Human Development all about?
Health & Human Development focuses on the factors that promote health and wellbeing in individuals, families and communities, both in Australia and globally. It aims to develop an understanding of the relationship between health and human development.

Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health perspectives and influences</td>
<td>Developmental transitions</td>
</tr>
<tr>
<td>Health and nutrition</td>
<td>Health care in Australia</td>
</tr>
<tr>
<td>Youth and wellbeing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding health and wellbeing</td>
<td>Health and wellbeing in a global context</td>
</tr>
<tr>
<td>Promoting health and wellbeing</td>
<td>Health and the Sustainable Development Goals</td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:
- A case study analysis
- A data analysis
- Visual presentation
- Oral presentation
- Structured questions
- Media Analysis
- A written report (e.g. research inquiry)
- Examination

Key Skills developed through this area are:
- Analysis and interpretation of data
- Personal health and knowledge skills
- Ability to make good health choices during life

Possible Occupations that could relate to this study include:
- Kindergarten Teacher
- Maternal Health Nurse
- Medical Practitioner
- Health Promotion Officer
- Nurse
- Dietician
- Nanny
- Childcare worker
- Health Educator
- Health Officer
- Youth Worker
- Social Worker
- OHS Officer
- Primary Teacher

Additional Information:
Units 1 and 2 are not a pre-requisite for Units 3 and 4.
What is Australian History all about?
Australian History explores the experiences and ideas of men and women from the beginning of European settlement in Victoria, until today, in shaping the nation. This course is suited to students who enjoy learning about our past and who are prepared to read, write and discuss ideas.

Areas of Study:

Unit 3: Transformation: Colonial Society to Nation
- The reshaping of Port Phillip District / Victoria 1834-1860
- Making a people and a nation 1890-1920

Unit 4: Transformations: Old certainties and new visions
- Crises that tested the new nation 1929-1945 – The Depression 1929-1939
- Voices for change 1965-2000 – Australia’s involvement in the Vietnam War and Land Rights

Type of Assessments in this subject:
- Essay
- An evaluation of historical interpretation
- Historical enquiry
- Analysis of primary sources

Key Skills developed through this area are:
- Comprehension
- Analysis
- Change
- Evaluation
- Continuity

Possible Occupations that could relate to this study include:
- Historian
- Politician
- Lawyer
- Anthropologist
- Policy Analysis
- Anthropologist
- Teacher
- Librarian
- Writer
- Museum Curator
- Academic Research
- Journalist
- Writer
- Museum Curator
- Academic Research

Additional Information:
This course is preferable to History of Revolutions for a Year 11 student wishing to complete a Year 12 subject.
What is History of Revolutions all about?
These two Units study the history of revolutions in both Russia and China. We examine the causes of revolution: the ideas and leaders that stimulate change, the key revolutionary events and the consequences of the revolution: the consolidation of power and the extent to which revolutionary ideas were achieved. The course is suited to students who have an interest in history.

Areas of Study:
Unit 3:
Russia 1896 – 1927
• Causes of Revolution
• Consequences of Revolution

Unit 4:
China 1912 – 1971
• Causes of Revolution
• Consequences of Revolution

Type of Assessments in this subject:
• Essay
• An evaluation of historical interpretation

• Historical Enquiry
• Analysis of primary sources

Key Skills developed through this area are:
• Comprehension
• Inference
• Analysis

• Evaluation
• Continuity
• Change

Possible Occupations that could relate to this study include:
Politician
Lawyer
Journalist
Librarian
Foreign Affairs
Writer
Teacher
Publisher
Policy Analyst
Media and Public Relations

Additional Information:
Students do need to possess strong skills in reading, writing and analysing, and we recommend the study for students in Year 12.
What is Twentieth Century History all about?
Twentieth Century History is about developing critical thinking, awareness and fostering an understanding of individual and group behaviour in an historical setting. At the same time, the study of the past helps our understanding of the modern world.

Unit 1 looks at the events, ideas and movements that emerge from World War One. It covers the changes in social, political and cultural circumstances and the underlying causes of the outbreak of World War Two.

Unit 2 examines the development of the modern world during the Cold War standoff between the USSR and the USA covering the conflicts such as the Korean War, the Vietnam War and the division of Germany and Berlin. There is a focus on the civil rights campaigns in the USA and the Irish Troubles.

Areas of Study:

**Unit 1:**
- Ideology and conflict
- Social and cultural change

**Unit 2:**
- Competing Ideologies
- Challenge and change

Type of Assessments in this subject:

**Unit 1:**
- Analysis of historical interpretations
- Examination

**Unit 2:**
- Historical inquiry
- Analysis of primary sources

Key Skills developed through this area are:

- Analysis
- Research
- Critical thinking

Possible Occupations that could relate to this study include:

- Historian
- Politician
- Lawyer
- Criminologist
- Film & TV Producer
- Journalist
- Writer
- Teacher
- Hansard Reporter
- Museum Curator
- Anthropologist
What is Legal Studies all about?

VCE Legal Studies examines the institutions and principles that are essential to the Australian legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia and the justice system.

Areas of Study:

Unit 1: Guilt and Liability
- Legal Foundations
- The Presumption of innocence
- Civil Liability

Unit 2: Sanctions, Remedies and Rights
- Sanctions
- Remedies
- Rights

Unit 3: Rights and Justice
- The Victorian Criminal Justice System
- The Victorian Civil Justice System

Unit 4: The people and the law
- The people and the Australian Constitution
- The people, the parliament and the courts

Type of Assessments in this subject:
- A case study
- Structured questions
- A report in written format
- A report in multimedia format
- A folio of exercises
- A classroom presentation

- An essay
- A debate
- A role-play
- A question and answer session
- Examination

Key Skills developed through this area are:
- Define and use legal terminology
- Discuss, interpret and analyse legal principles and information
- Apply legal principles to actual cases
- Synthesise and apply legal principles and information to actual hypothetical scenarios
- Evaluate the ability of the criminal justice system to achieve the principles of justice

Possible Occupations that could relate to this study include:

<table>
<thead>
<tr>
<th>Lawyer</th>
<th>Police Officer</th>
<th>Journalist</th>
<th>Politician</th>
<th>Court Registrar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Worker</td>
<td>Legal Secretary</td>
<td>Legal Aid Worker</td>
<td>Teacher</td>
<td>Industrial Relations Officer</td>
</tr>
<tr>
<td>Law Clerk</td>
<td>Human Resources Manager</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interested (tick)
What is Literature all about?

Literature is designed for students who enjoy reading, watching and listening to a wide variety of print, visual and spoken texts. Students extend their understanding of how texts are constructed and how they present varied views of human experience. By developing an understanding of our culture and the cultures of others, students gain a rich enjoyment of literature. This subject can lead to the study of English at University.

Areas of Study:

**Unit 1:**
- Study of print texts – Contemporary & Classics
- Study of social issues in texts
- Oral Presentation – Critical Theory
- Close analysis of passage
- Reading journal – wider reading

**Unit 2:**
- Study of print texts – Contemporary & Classics
- Comparative study of two texts
- Creative response
- Close Analysis of passages
- Reading journal – wider reading

**Unit 3:**
- Film adaption analysis
- Study of the views and values in a text
- Creative response to a text

**Unit 4:**
- Critical Theory
- Interpretation of a text
- Close Analysis of passages

Type of Assessments in this subject:

- Analytical essays
- Reviews
- Journals
- Discussions
- Creative essays
- Close Analysis
- Comparative essays
- Examination
- Oral Presentation

Key Skills developed through this area are:

- Appreciation of how texts are constructed
- Identification of a writer’s purpose
- Enhanced written skills
- Understanding reviews and values

Possible Occupations that could relate to this study include:

- Journalist
- Lawyer
- Public Relations
- Writer / Novelist
- Publicity Officer
- Teacher
- Librarian
- Editor
- Script Writer
- Film & TV Critic

Additional Information:
Students must also undertake Year 11 English when choosing Year 11 Literature.
What is LOTE VSL – Distance Education all about?

Students have the opportunity to study an additional language through the Victorian School of Languages (VSL). Course delivery is by Distance Education or ‘correspondence’ and students are linked to a VSL tutor. Students will, in most cases, also have an allocated class and support teacher at Mildura Senior College. Please note that enrolling in VSL may involve the additional expense of travel to Melbourne to participate in language specific seminars. Students undertaking a VCE level of VSL will undertake this program outside their school timetable.

VCE Languages offered via Distance Education through VSL:

<table>
<thead>
<tr>
<th>Language</th>
<th>Language</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>German</td>
<td>Japanese</td>
</tr>
<tr>
<td>Chinese – Mandarin</td>
<td>Greek</td>
<td>Japanese First Language</td>
</tr>
<tr>
<td>Chinese – Mandarin First Language</td>
<td>Hindi</td>
<td>Latin</td>
</tr>
<tr>
<td>Chinese – Mandarin Second Language</td>
<td>Indonesian</td>
<td>Spanish</td>
</tr>
<tr>
<td>Classical Greek</td>
<td>Indonesian First Language</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>Italian</td>
<td></td>
</tr>
</tbody>
</table>

Enrolment Procedures:

School-based students can only enrol in VSL Distance Education with the support of their regular home school. Once approved, the online enrolment request form must be completed by the home school. This will be completed during the orientation program or at the start of the year during class time. VSL Online enrolment request form (Parents cannot complete this form).

Cost (as of 2018): $180 per student per language.

What you need to study through Distance Education:

Studying via Distance Education requires students to be well organised. Each week students must complete one ‘worksheet’ and submit it to their VSL teacher. The time required to complete a VSL ‘worksheet’ is designed to be the same amount of time required for other subjects at that year level. Courses include:

- **Weekly work**: Work set.
- **Oral lessons**: Students also have regular ‘oral lessons’ with their VSL teacher. These are conducted on the phone/video conferencing during school hours.
- **Seminars**: Many courses, particularly in senior levels, have several day-long seminars throughout the year to help students with their study.
- **VCE Formal Assessment**: As with all VCE subjects School Assessed Coursework is conducted under exam conditions at the student’s home school.

Mode of Course Delivery:

Different VSL courses are delivered in different way, including:

- Moodle based courses.
- Printed workbooks with an accompanying CD with required listening tracks.
- Some languages are completed on the VSL Course App. These include: French, German, Indonesian, Italian, Japanese & Spanish.

➢ **VSL Course ‘App’**

To use the VSL Course App you will need good internet access and a computer/device with one of the following operating systems: Windows (7, 8, 8.1, 10); Mac OS; iOS (iPad only)

Interested (tick)
What is Further Mathematics all about?
Further Mathematics allows students to develop their knowledge of arithmetic, data analysis, network and decision mathematics, business mathematics, geometry and trigonometry. The topics studied for each unit are listed below.

Who should consider Further Mathematics?
Further Mathematics Units 1 and 2 is designed to prepare students for Further Mathematics Units 3 and 4 and is aimed at students who have coped satisfactorily with Year 10 Mathematics at a mainstream level. It is an ideal choice for those who need to study a Mathematics subject to meet or support tertiary study or career requirements.

Further Mathematics is able to satisfy the Numeracy strand for students studying a VCAL Certificate and supports students studying a range of VET subjects.

Areas of Study:

Unit 1:
- Matrices
- Networks
- Univariate Data
- Trigonometry

Unit 2:
- Financial Mathematics
- Number patterns and recursion
- Bivariate Data
- Linear Graphs

Unit 3:
- Data Analysis
- Recursion and Financial Modelling

Unit 4:
- Networks and Decision Making
- Matrices

Type of Assessments in this subject:
- Analysis tasks
- Tests
- Examinations
- Application tasks
- Summary books

Key Skills developed through this area are:
- Apply mathematical processes in routine and non-routine context
- Use of technology

Possible Occupations that could relate to this study include:

<table>
<thead>
<tr>
<th>Allied Health</th>
<th>Defence Force</th>
<th>Graphic Designer</th>
<th>Apprenticeship/Traineeship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horticulturist</td>
<td>Hospitality Worker</td>
<td>Nurse</td>
<td>Information Technology</td>
</tr>
<tr>
<td>Office Administrator</td>
<td>Social Worker</td>
<td>Sports Coach / Trainer</td>
<td>Primary School Teacher</td>
</tr>
</tbody>
</table>

Additional Information:
VCE Further Mathematics involves purchasing a ClassPad Calculator, please see subject fees in MSC Handbook.

Units 3 & 4 Further Mathematics is a suitable option for students in year 11 wishing to study Units 3 & 4 Mathematical Methods in year 12 (they must also have competed Units 1 & 2 Mathematical Methods in Year 11).
**What is Mathematical Methods all about?**
Mathematical Methods allows students to develop their knowledge of functions, graphs, algebra, rates of change, calculus, probability and statistics. The topics studied for each unit are listed below.

**Who should consider Mathematical Methods?**
Mathematical Methods is an ideal choice for students who have a strong background in Mathematics. In terms of career pathways it is the minimum level of Mathematics that is often a prerequisite for students wishing to undertake tertiary studies in areas such as Science, Engineering, Computer Science, Commerce and Medical Science courses.

### Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Linear Equations and Coordinate Geometry</td>
<td>* Exponential and Logarithm Functions</td>
</tr>
<tr>
<td>* Quadratic Functions</td>
<td>* Circular Functions</td>
</tr>
<tr>
<td>* Gallery of Graphs and Functions Relations</td>
<td>* Differentiation &amp; Anti-differentiation</td>
</tr>
<tr>
<td>* Cubic and Quartic Functions</td>
<td>* Probability and Combinatorics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Algebra and Functions</td>
<td>* Integral Calculus</td>
</tr>
<tr>
<td>* Circular Functions</td>
<td>* Probability and Statistics</td>
</tr>
<tr>
<td>* Exponential and Logarithmic Functions</td>
<td></td>
</tr>
<tr>
<td>* Calculus</td>
<td></td>
</tr>
</tbody>
</table>

### Type of Assessments in this subject:

- Problem Solving and modelling tasks
- Problem Solving and modelling tasks
- Tests
- Application tasks
- Examinations

### Key Skills developed through this area are:

- Apply mathematical processes in routine and non-routine context
- Use of technology

### Possible Occupations that could relate to this study include:

<table>
<thead>
<tr>
<th>Accountant</th>
<th>Air Traffic Controller</th>
<th>Architect</th>
<th>Industrial Designer</th>
<th>Biochemist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Scientist</td>
<td>Dentist</td>
<td>Pharmacist</td>
<td>Radiologist</td>
<td>Marine Biologist</td>
</tr>
<tr>
<td>Medical Practitioner</td>
<td></td>
<td></td>
<td></td>
<td>Tax Agent</td>
</tr>
</tbody>
</table>

### Additional Information:

Students enrolled in Units 1 and 2 of this subject are expected to have a strong background in number, algebra, graphing and probability.

To enrol in Units 3 and 4 of this subject, students should have previously completed Units 1 and 2 Mathematical Methods.

If enrolled in Specialist Mathematics it is preferred that Units 1 and 2 of Specialist is completed before Units 3 and 4 in Methods.
What is Specialist Mathematics all about?
Specialist Mathematics allows students to develop their knowledge of functions and graphs, algebra (calculus, vectors, mechanics, probability and statistics). Studying Specialist Mathematics Units 1 and 2 gives students the widest choice and strongest background for Units 3 and 4 Mathematics since they must also be undertaking Mathematical Methods. This allows for coverage of all material to a greater depth which promotes better understanding.

Who should consider Specialist Mathematics?
Specialist Mathematics is an ideal choice for students who have a very strong background in Mathematics. It is the level of Mathematics that is recommended to be studied by students wishing to undertake tertiary studies in areas such as Science and Engineering. Students enrolled in Units 1 and 2 of this subject are expected to have a sound background in number, algebra, functions and graphing.

Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Algebra and Number Systems</td>
<td>• Number and Proof</td>
</tr>
<tr>
<td>• Variation, Sequences and Series</td>
<td>• Vectors</td>
</tr>
<tr>
<td>• Geometry and Trigonometry</td>
<td>• Further Trigonometry</td>
</tr>
<tr>
<td>• Complex Numbers</td>
<td>• Kinematics and Statistics</td>
</tr>
<tr>
<td>• Sampling Distributions</td>
<td>• Further Calculus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Circular Functions</td>
<td>• Complex Numbers</td>
</tr>
<tr>
<td>• Differential and Rational Functions</td>
<td>• Kinematics</td>
</tr>
<tr>
<td>• Techniques of Integration</td>
<td>• Vector Functions</td>
</tr>
<tr>
<td>• Applications of Integration</td>
<td>• Dynamics</td>
</tr>
<tr>
<td>• Differential Equations</td>
<td>• Statistics</td>
</tr>
<tr>
<td>• Vectors</td>
<td></td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:
- Analysis tasks
- Tests
- Summary books
- Application tasks
- Examinations

Key Skills developed through this area are:
- Apply mathematical processes in routine and non-routine contexts
- Use of technology

Possible Occupations that could relate to this study include:
- Actuary
- Aerospace Engineer
- Chemical Engineer
- Electrical Engineer
- Pilot
- Laser and Photonics
- Mining engineer
- Maths Teacher
- Scientist
- Mechanical Engineer
- Nanotechnologist
- Robotics Engineer
- Meteorologist

Additional Information:
To enrol in Units 3 and 4 of this subject, students should have previously completed Units 1 and 2 Specialist Mathematics.

Interested (tick)
What is Media all about?
So much of our world is seen through the media. Media Studies helps us to understand the world through analysing texts and through making media products. It is recommended that:
• Students considering taking Unit 3 in Year 11 have sound writing skills and/or experience in Media Studies at Years 7 – 10
• Students considering Media Studies are highly competent English students

Students need to be aware that successful completion of each Unit relies on written analysis, a visual folio as well as a media production. Students need to be aware that creation of the production occurs outside of class time.

Areas of Study:
Unit 1:
• Media Representations
• Media forms in production
• Australian Stories

Unit 2:
• Narrative, Style and Genre
• Narratives in Production
• Media and change

Unit 3:
• Narrative and Ideology
• Media Production development
• Media Production Design

Unit 4:
• Media Production
• Agency and Control in, and of, the media

Type of Assessments in this subject:
• Folios
• Analysis Tasks
• Presentation
• Test

Key Skills developed through this area are:
• Analysis skills
• Use of technology
• Understanding Media

Possible Occupations that could relate to this study include:
Journalist  Director  Film Critic  Actor  Film & TV worker
Librarian  Publisher  Sound Technician  Teacher  Multimedia Developer

Interested (tick) \[ ]
What is Music Performance all about?
Music Performance shows all students how to develop skills in their chosen instrument area, in solo and group settings. As soloists and members of groups, students develop skills in the preparation and presentation of musical works. It is highly recommended that students have achieved at least Grade Three AMEB and have at least three years playing experience on their instrument.

Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Performance Skill Development</td>
<td>• Performance Skill Development</td>
</tr>
<tr>
<td>• Effective practise &amp; preparation strategies</td>
<td>• Music Analysis</td>
</tr>
<tr>
<td>• Aural/Theory Concepts</td>
<td>• Aural/Theory Concepts</td>
</tr>
<tr>
<td></td>
<td>• Composition</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3 and 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Solo Performance</td>
</tr>
<tr>
<td>• Solo Technique</td>
</tr>
<tr>
<td>• Ensemble Performance</td>
</tr>
<tr>
<td>• Aural/Theory Concepts</td>
</tr>
<tr>
<td>• Music Analysis</td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:

- Band Performance
- Solo Performance
- Learn about different styles
- Examination
- Learn how to solo (improvise)
- Learn how to read music
- Learn how to write music

Key Skills developed through this area are:

- Performance of musical works and knowledge of music theory

Possible Occupations that could relate to this study include:

- Singer
- Actor
- Musician
- Film & TV Worker
- Producer
- Composer
- Entertainer
- Teacher

Additional information:
Please note that at the end of Unit 4, students may be required to perform their final recital in Melbourne at the student’s cost.
What is Outdoor and Environmental studies all about?
Human relationships with outdoor environments.
Impacts of humans using the environment.
Sustainability and management of environments.
Practical activities and educational camps.

Areas of Study:

Unit 1:
- Motivations for outdoor experiences
- Influences on outdoor experiences

Unit 2:
- Investigating outdoor environments
- Impact on outdoor environments.

Unit 3:
- Historical relationships with outdoor environments.
- Relationships with Australian environments since 1990.

Unit 4:
- The health of the environment and the importance of healthy environments.
- Sustainable use of outdoor environments

Type of Assessments in this subject:
- Oral presentations
- Written responses
- Trips/Camps reports
- Practical reports of outdoor experiences
- Comparisons & evaluations
- Structured questions
- Multi Media or poster practical report
- Analysis of data

Key Skills developed through this area are:
- Organisational skills
- Group work and leadership
- Sustainable thinking
- Awareness of environment and others

Possible Occupations that could relate to this study include:
- Recreation Officer
- Park Ranger
- Sports Administration
- Tour Guide
- Forest Officer
- OES/PE Teacher
- Fire Fighter

Additional Information:
Camps for this subject are compulsory. You will be required to attend two camps for the year. Camps range from 3-5 days away from school at a time. The expectation is that students catch up on the work missed in other subjects while they have been away on the camps. Students are also required to participate in practical activities throughout the year.
What is Philosophy all about?

VCE Philosophy is a challenging study which is more than merely offering one’s opinion on a range of ideas. It is a rigorous study that encourages accurate comprehension of complex ideas, clarity of thought and precision in expression. Students choosing this subject must have good skills in reading, writing and analysing challenging content. Unit 1 provides a broad introduction to Philosophy, exploring themes and debates in Metaphysics about the soul, mind and body and what ‘reality’ actually means. In Epistemology, the course addresses questions about what knowledge is, different ways of knowing, and whether or not we can ever really ‘know’ anything. Unit 2 focuses on ideas of ‘wrong’ and ‘right’ and looks at different Value Theories as well as techniques of reasoning and argument.

Areas of Study:

Unit 1:
• Logic and reasoning
• Metaphysics – The Nature of Reality
• Metaphysics – Mind and Body
• Epistemology – On knowledge
• Epistemology – On science

Unit 2:
• Techniques of Reasoning
• Ethics and Moral Philosophy – On the Foundations of Morality
• Ethics and Moral Philosophy – On Right and Wrong
• Further problems in Value Theory – On Rights and Justice
• Further problems in Value Theory – On Liberty and Anarchy (The social contract)

Unit 3:
• Minds and bodies
  (Are human beings more than their bodies?)
• Personal identity
  (Does an individual remain the same person over time?)

Unit 4:
• Conceptions of the good life
  (What is the role of happiness in a well-lived life?)
• Living the good life in the twenty-first century
  (How does our social context impact on our conception of a good life?)

Type of Assessments in this subject:
• Essay
• Written Analysis
• Test
• Short answer responses
• Written exercises
• Written reflection

Key Skills developed through this area are:
• Logical and critical thinking
• Empathy and respect for cultural diversity

Possible Occupations that could relate to this study include:
Writer  Journalist  Historian  Clerical  Lawyer
Politician  Teacher  Diplomat  Criminologist

Interested (tick) ☐
What is Physical Education all about?
The Physical Education course is designed to allow students to look at the relationships between the human body, lifestyle and the vast array of physical activities. Students gain knowledge through the balance of theoretical study, practical experience and application.

Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Musculoskeletal system</td>
<td>• Participation in physical activity</td>
</tr>
<tr>
<td>• Cardiovascular and respiratory systems</td>
<td>• Developing and promoting active lifestyles</td>
</tr>
<tr>
<td>• Factors affecting physical activity</td>
<td>• Issues related to sport and physical activity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How are movement skills improved?</td>
<td>• What are the foundations of an effective training program?</td>
</tr>
<tr>
<td>• How does the body produce energy?</td>
<td>• How is training implemented effectively to improve fitness?</td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Data analysis</td>
<td>• Written report</td>
</tr>
<tr>
<td>• Examinations</td>
<td>• Laboratory reports</td>
</tr>
<tr>
<td>• Application tasks</td>
<td>• Video analysis</td>
</tr>
<tr>
<td>• Summary books</td>
<td>• Multimedia presentation</td>
</tr>
<tr>
<td>• Structured questions</td>
<td>• Case study analysis</td>
</tr>
</tbody>
</table>

Key Skills developed through this area are:

| • Data interpretation and analysis                                |
| • Personal health and knowledge skills                            |
| • Identification of body structures                               |
| • Analysis of skills and performances                            |
| • Knowledge to improve skills performance and fitness             |

Possible Occupations that could relate to this study include:

<table>
<thead>
<tr>
<th>Medical Practitioner</th>
<th>Physiotherapist</th>
<th>Chiropractor</th>
<th>Massage Therapist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naturopath</td>
<td>Allied Health</td>
<td>Youth Worker</td>
<td>Health Promotion Officer</td>
</tr>
<tr>
<td>Sports Coach/Trainer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Education Teacher (Secondary or Primary)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Information:

Physical Education Units 1 and 2 are designed to prepare students for Physical Education Units 3 and 4. Students do not necessarily have to participate in sports outside school, however an interest in sports and physical activity is recommended, as Physical Education relies on theory concepts being related to practical examples. Physical Education is more theoretical than practical.
**What is Physics all about?**

Physics is a physical science that studies why things behave as they do. Many theories in Physics have led to innovations in medicine, electronics, energy use, telecommunications and materials science. An interest in scientific investigation and its application to the physical world is desirable.

**Areas of Study:**

**Unit 1:**
- How can thermal effects be explained?
- How do electric circuits work?
- What is matter and how is it formed?

**Unit 2:**
- How can motion be described and explained?
- Extended practical investigation
- One of:
  - How can AC electricity change a DC device?
  - How do heavy things fly?
  - Comparing fission and fusion as energy sources
  - How can human vision be enhanced?
  - How do instruments make music?

**Unit 3:**
- How do things move without contact?
- How are fields used to move electrical things?
- How fast can things go?

**Unit 4:**
- How can waves explain behaviour of light?
- How are light and matter similar?
- Practical investigation

**Type of Assessments in this subject:**

- Student designed practical investigations and reports
- Multimedia Presentation
- Data analysis
- Tests
- Annotated folio of practical activities
- Written or oral reports
- Examination

**Key Skills developed through this area are:**

- Investigate and inquire scientifically
- Use of technology
- Analyse and apply physics understanding
- Communicate physics information / understanding

**Possible Occupations that could relate to this study include:**

Engineer, Radiographer, Science Teacher, Nuclear Medicine Technologist, Architect, Pilot, Electronics Technician, Telecommunications Technician, Medical Practitioner

**Additional Information:**

Physics Units 1 and 2 are designed to prepare students for Physics Units 3 and 4. It is recommended that students studying Physics have good algebra skills. Students are expected to work both theoretically and practically, collect and analyse data, and learn through application.
What is Product Design and Technology Metals all about?
This study engages students in technological tasks that call on their knowledge and understanding of the materials and production processes to design and make products suitable for their intended purpose.

They develop the ability to understand, communicate and develop creative solutions while using tools, resources and human capabilities to complete a task for a given context.

Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1: Product re-design and sustainability</th>
<th>Unit 2: Collaborative design</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Product re-design for improvement</td>
<td>• Designing as a team</td>
</tr>
<tr>
<td>• Producing and evaluating a redesigned product</td>
<td>• Producing and evaluating a collaboratively designed product</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3: Applying the Product design process</th>
<th>Unit 4: Product development and evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The designer, client and/or end-user in product development</td>
<td>• Product analysis and comparison</td>
</tr>
<tr>
<td>• Product development in industry</td>
<td>• Product manufacture</td>
</tr>
<tr>
<td>• Designing for others</td>
<td>• Product evaluation</td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:

- Written tests
- Written reports
- Project construction
- Design folio
- Examination
- Tools and machinery skills
- Design construction exercises

Key Skills developed through this area are:

- Understanding the characteristics and uses of a range of metals and profiles
- Range of machinery skills
- Understanding designing to maximise products

Possible Occupations that could relate to this study include:

| Builder | Musical Instrument Maker | Industrial Designer | Material Engineer |
| Metallurgist | Welder- Boiler Maker | Fitter & Turner | Sheet metal Worker |
| Plumber | Civil Engineer | |

Additional Information:

There are no prerequisites for entry in Units 1, 2 and 3.

Please note: VCE D&T Textiles, VCE D&T Metals and VCE D&T Wood are all run on the same course guidelines therefore students can only choose one of these subjects as credit towards their VCE / VCAL.
VCE PRODUCT DESIGN AND TECHNOLOGY - TEXTILES

What is Product Design and Technology - Textiles all about?
This study focuses on developing an understanding of the social, economic and environmental consequences of design choices and decision making. Students develop skills to critically analyse the purpose, processes and products associated with design and technological innovation and activity.

They develop the ability to understand, communicate and develop creative solutions while using tools, resources and human capabilities to complete a task for a given context.

Areas of Study:

Unit 1: Product re-design and sustainability
- Product re-design for improvement
- Producing and evaluating a redesigned product

Unit 2: Collaborative design
- Designing within a team
- Producing and evaluating a collaboratively designed product

Unit 3: Applying the Product design process
- The designer, client and/or end-user in product development
- Product development in industry
- Designing for others

Unit 4:
- Product analysis and comparison
- Product manufacture
- Product evaluation

Type of Assessments in this subject:
- Design folios
- Short written reports
- Examination
- Evaluation report with visual support
- Production work and records of production and modification
- Multimedia presentations supported by speaker’s notes
- Oral reports supported by notes or visual presentation

Key Skills developed through this area are:
- Design folio development
- The design process
- Garment construction

Possible Occupations that could relate to this study include:
- Fashion Designer
- Wardrobe Supervisor
- Interior Designer
- Retail buyer
- Dress Maker
- Visual Merchandiser
- Costume Designer
- Textile Designer

Additional Information:
There are no prerequisites for entry in Units 1, 2 and 3.

Please note: VCE D&T Textiles, VCE D&T Metals and VCE D&T Wood are all run on the same course guidelines therefore students can only choose one of these subjects as credit towards their VCE / VCAL.

Interested (tick)
What is Product Design and Technology - Wood all about?
This study engages students in technological tasks that call on their knowledge and understanding of the materials and production processes to design and make products suitable for their intended purpose.

They develop the ability to understand, communicate and develop creative solutions while using tools, resources and human capabilities to complete a task for a given context.

**Areas of Study:**

**Unit 1: Product re-design and sustainability**
- Product re-design for improvement
- Producing and evaluation a redesigned product

**Unit 2: Collaborative design**
- Designing within a team
- Producing and evaluating a collaboratively designed product

**Unit 3: Applying the Product Design Process**
- The designer, client and/or end-user in product development
- Product development in industry
- Designing for others

**Unit 4: Product development and evaluation**
- Product analysis and comparison
- Product manufacture
- Product evaluation

**Type of Assessments in this subject:**
- Written tests
- Written reports
- Projects construction
- Examination
- Design construction exercises
- Tools and machinery skills
- Design folio

**Key Skills developed through this area are:**
- Identify materials to be used in PDT
- Implement design process and how designs work

**Possible Occupations that could relate to this study include:**
- Cabinet Maker
- Builder
- Industrial Designer
- Building Consultant
- Material Engineer
- Architect
- Interior Designer
- Construction Engineer
- Draft Person
- Musical Instrument Maker

**Additional information:**
There are no prerequisites for entry in Units 1, 2 and 3.

Please note: VCE D&T Textiles, VCE D&T Metals and VCE D&T Wood are all run on the same course guidelines therefore students can only choose one of these subjects as credit towards their VCE / VCAL.
**What is Psychology all about?**

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.

VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. The study explores the connection between the brain and behaviour, the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health.

**Areas of Study:**

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How does the brain function?</td>
<td>• What influences a person’s perception of the world?</td>
</tr>
<tr>
<td>• What influences Psychological function?</td>
<td>• How are people influenced?</td>
</tr>
<tr>
<td>• Student-directed research investigation</td>
<td>• Student-directed practical investigation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How does the nervous system enable psychological functioning?</td>
<td>• How do levels of consciousness affect mental processes and behaviour?</td>
</tr>
<tr>
<td>• How do people learn and remember?</td>
<td>• What influences mental wellbeing?</td>
</tr>
<tr>
<td></td>
<td>• Practical Investigation</td>
</tr>
</tbody>
</table>

**Type of Assessments in this subject:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Annotations of practical activities</td>
<td>• Logbook Activities</td>
</tr>
<tr>
<td>• Evaluation of Research</td>
<td>• Data Analysis</td>
</tr>
<tr>
<td>• Exam</td>
<td>• Structured questions</td>
</tr>
</tbody>
</table>

**Key Skills developed through this area are:**

- Research Skills
- Abstract thinking
- Analysis

**Possible Occupations that could relate to this study include:**

- Psychologist
- Health Officer
- Social Worker
- Police Officer
- Teacher
- Nurse
- Marketing Manager
- Human Resources Manager
- Hospitality Worker

**Additional information:**

Psychology Units 1 and 2 are designed to prepare students for Psychology Units 3 and 4. Students are encouraged to have completed Units 1 and 2 to obtain the research skills and an understanding of basic psychological concepts required for success in Units 3 and 4.

**Interested (tick) ☐️**
What is Religion and Society all about?
VCE Religion and Society enables students to understand the complex interactions between religion and society over time. Students undertake a general study of religion and its interaction with society in the past and the present. They study specific religious traditions or denominations in societies where multiple worldviews coexist and consider both the collective and individual experiences of members as they engage with their religion. This study respects and encourages an open and objective inquiry, without partiality towards any one religion. Through the study of VCE Religion and Society students come to acknowledge the role of religion in shaping historical and present events. They explore times when religion dominated societies and the shifting role of religion in societies today in which multiple world views coexist and religion may be seen to have a lesser role. Religion and Society develops skills in research and analysis, helping students to become informed citizens and preparing them for work and further study in fields such as anthropology, theology, philosophy, sociology, journalism, politics and international relations.

Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1: The role of Religion in Society</th>
<th>Unit 2: Religion and Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The nature and purpose of religion</td>
<td>• Ethical and decision-making and moral judgement</td>
</tr>
<tr>
<td>• Religion throughout time</td>
<td>• Religion and Ethics</td>
</tr>
<tr>
<td>• Religion: The Australian Experience</td>
<td>• Ethical issues in society</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3: The search for Meaning</th>
<th>Unit 4: Religion, Challenge and Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The nature and purpose of religion in the human search for meaning</td>
<td>• Responses of religious traditions to significant challenges</td>
</tr>
<tr>
<td>• The expression of meaning through the dynamic aspects of religion</td>
<td>• The interaction of religion and society when dealing with a significant challenge to a particular religion</td>
</tr>
<tr>
<td>• Significant life experience, religious beliefs and faith</td>
<td></td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:

- A report
- An essay
- A case study
- Analytical exercises
- Structured questions
- Extended responses
- End-of-year examination

Key Skills developed through this area are:

- Analysis
- Explain
- Comparison
- Interpretation
- Evaluation
- Application
- Synthesize
- Explain
- Interpretation
- Application
- Synthesize

Possible Occupations that could relate to this study include:

Writer
Journalist
Cleric
Historian
Lawyer
Teacher

Interested (tick)
What is Sociology all about?
Sociology is a modern area of study that examines social change, our identities and social relations. Sociology encourages us to become aware and to think about the everyday things we usually take for granted. For example, sociologists ask questions like: Why do we act in the ways we do? Why do we dress, eat and generally live in the ways we do? Students will be encouraged to question their assumptions and to reflect on their understandings and ideas about Australian Society.

Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1: Youth and Family</th>
<th>Unit 2: Crime and Deviance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Generational change</td>
<td>• Deviant behaviour</td>
</tr>
<tr>
<td>• The experience of being young</td>
<td>• Moral panic</td>
</tr>
<tr>
<td>• The Family</td>
<td>• Crime and punishment in Australia</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3: Culture and Ethnicity</th>
<th>Unit 4: Community, Social Movements and Social Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Australian Indigenous Culture</td>
<td>• The experience of community</td>
</tr>
<tr>
<td>• Ethnicity in Australian society</td>
<td>• The impact of social movements on social change</td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:

- Media reports
- Case studies
- Tests
- Exams
- Reports
- Multimedia presentations
- Essays
- Research assignments

Key Skills developed through this area are:

- Define, explain and apply key concepts
- Analyse and evaluate material
- Synthesise and apply evidence
- Critically reflect on own and others’ approaches to understanding the social world

Possible Occupations that could relate to this study include:

- Social Worker
- Journalist
- Nursing/Health
- Police
- Human Rights Advocacy
- Anthropologist
- Hospitality
- Human Resources
- Teacher
- Childcare Worker

Interested (tick) [ ]
**VCE STUDIO ARTS - CONTEMPORARY PRACTICES**

What is Studio Arts Contemporary Practices all about?

Studio Arts focuses on the development of techniques and materials. Students work in a visual diary to produce their pieces as well as more involved finished works, which may be external from the work book. The course also involves writing about artists and their working methods.

### Areas of Study:

**Unit 1: Studio inspiration & techniques**
- Sources of inspiration and developing ideas
- Practise a variety of techniques
- Study of artists from different times and locations

**Unit 2: Studio exploration & concepts**
- Design elements and principles; themes & processes
- Development and practices of signs and symbols
- Study of artists from different times and cultures and copyright and appreciation

**Unit 3: Studio practices & processes**
- Selection of theme
- Writing an exploration proposal
- Produce a developmental folio based on ideas and exploration proposals
- Study of artists and their working practices
- Selection of potential directions for Unit 4

**Unit 4: Studio practice & art industry contexts**
- Folio of Artworks
- Focus, Reflection & Evaluation
- Professional art practices & styles
- Final Artworks

**Type of Assessments in this subject:**
- Observational art works
- Ideas and inspiration
- Classroom activities
- Demonstrations of techniques
- Examination
- Material studies
- Analysis of Artists' work
- Written reports
- Folio presentation with annotation of art works
- Oral presentations

**Key Skills developed through this area are:**
- Ability to work independently
- Enhanced creativity and problem solving

**Possible Occupations that could relate to this study include:**

<table>
<thead>
<tr>
<th>Architect</th>
<th>Photo Lab Assistant</th>
<th>Real Estate Marketer</th>
<th>Fashion Designer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cartoonist</td>
<td>Newspaper Photographer</td>
<td>Fashion Photographer</td>
<td>Interior Designer</td>
</tr>
<tr>
<td>Artist</td>
<td>Forensic Photographer</td>
<td>Web Designer</td>
<td>Botanical Artist</td>
</tr>
<tr>
<td>Illustrator</td>
<td>Art Teacher</td>
<td>Textiles Designs</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Information:**

**Folio Info:** In all units you work on developing skill in both writing about art and making it, whether that be from a starting point from the teacher or from a personal theme.

**Please note:** Students cannot enrol in both Studio Arts Contemporary Practices and Photography.
**What is Studio Arts Photography all about?**

Studio Arts focuses on the development of techniques and materials. Students work in a visual diary to produce their pieces as well as more involved finished works, which may be external from the work book. The course also involves writing about artists and their working methods.

### Areas of Study:

#### Unit 1: Studio inspiration & techniques
- Sources of inspiration and developing ideas
- Practise a variety of techniques
- Study of artists from different times and locations

#### Unit 2: Studio exploration & concepts
- Design elements and principles; themes & processes
- Development and practices of signs and symbols
- Study of artists from different times and cultures and copyright and appreciation

#### Unit 3: Studio practices & processes
- Selection of theme
- Writing an exploration proposal
- Produce a developmental folio based on ideas and exploration proposals
- Study of artists and their working practices
- Selection of potential directions for Unit 4

#### Unit 4: Studio practice & art industry contexts
- Folio of Artworks
- Focus, Reflection & Evaluation
- Professional art practices & styles
- Final Artworks

### Type of Assessments in this subject:

- Observational art works
- Ideas and inspiration
- Classroom activities
- Demonstrations of techniques
- Examination
- Material studies
- Analysis of Artists work
- Written reports
- Folio presentation with annotation of art works

### Key Skills developed through this area are:

- Creativity
- Ability to work independently
- Problem Solving
- Time management
- Organisation

### Possible Occupations that could relate to this study include:

- Newspaper Photography
- Visual & Performing Arts
- Professional Freelance

### Additional Information:

**Folio Info:** In all units you work on developing skill in both writing about art and making it, whether that be from a starting point from the teacher or from a personal theme.

**Please note:** Students cannot enrol in both Studio Arts Contemporary Practices and Photography.

**Interested (tick)**
What is Systems Engineering all about?

A system is an assembly of components that act together in an organised way to produce a specific outcome. This study encourages students to learn about and engage with systems from a practical perspective. Technological principles and associated mathematics are incorporated as some of the essential tools necessary for design, modification and production. This subject can provide students studying physics and computing with an opportunity to apply their theoretical knowledge to the design and manufacture of practical applications such as programmable robotic devices.

Areas of Study:

Unit 1:
• Fundamentals of mechanical system design
• Producing and evaluating mechanical systems

Unit 2:
• Fundamentals of electrotechnology system design
• Producing and evaluating electrotechnology systems

Unit 3:
• Controlled and integrated systems engineering design
• Clean energy technologies

Unit 4:
• Producing, testing and evaluating integrated technological systems
• New and emerging technologies

Type of Assessments in this subject:
• Theory tests
• Completion of practical tasks
• Design folios

Key Skills developed through this area are:
• Understanding mechanical and electrical systems
• Use of tools and equipment

Possible Occupations that could relate to this study include:
Motor Mechanic    Automotive Parts Interpreter    Electrician    Mechatronics
Auto Electrician    Computer Repair Technician    Robotics    Electrical Engineer
Electrical Appliance Repairer

Additional Information:
There are no prerequisites for entry to Units 1, 2 and 3.
What is Theatre Studies all about?
Theatre Studies focuses on the knowledge and use of stagecraft and equipment: designing and constructing sets, lighting, sound, stage management, costumes, make-up and publicity. You will also study the role of actors. Performance work is necessary to fully understand the relationship between actors and stagecraft. Students will undertake performances as part of this study.

Areas of Study:

**Unit 1: Pre-modern Theatre**
- Pre-modern theatre
- Interpreting play-scripts
- Analysing a play in performance

**Unit 2: Modern Theatre**
- Modern theatre
- Interpretation through stagecraft
- Analysing a play in performance

**Unit 3: Play-script Interpretation**
- Product process
- Theatrical interpretation
- Production analysis

**Unit 4: Performance Interpretation**
- Monologue interpretation
- Scene interpretation
- Performance analysis

Type of Assessments in this subject:
- Performances
- Workshops
- Research Tasks
- Examination
- Visual Folios
- Written Analysis

Key Skills developed through this area are:
- Confidence
- Team work
- Time management and organisation

Possible Occupations that could relate to this study include:
- Actor
- Screen Play Writer
- Child Care Worker
- Auctioneer
- Film/TV Director
- Journalist
- Stage Manager
- Recreation Officer
- Drama Teacher

Additional Information:
In Theatre Studies you will put on a play as part of a team using ‘Stagecraft’ such as Acting, Costume design, Set design, Props design etc. In Unit 4 you will be expected to either Act a solo monologue or do a solo presentation of a Design idea for a solo monologue.

The main difference between Drama and Theatre Studies is that in Drama you write your own script and in Theatre Studies you will create for play scripts that are already written by professional playwrights. You must have a willingness to learn and practise acting skill or have creative design skill if you prefer to design for a play. Theatre Studies is strongly related to literature as you must analyse and write about plays in their written and performance forms.
What is Visual Communication Design all about?

Visual Communication Design could be described as a visual language to allow the development of concepts and ideas. This subject will teach you to use instrumental, freehand and computer techniques to create drawings. Students are encouraged to define visual problems, research other visual communications, generate ideas, produce final graphics and evaluate their work.

Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1: Introduction to visual communication design</th>
<th>Unit 2: Applications of visual communication within design fields</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Drawing as a means of communication</td>
<td>• Technical drawing in context</td>
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<tr>
<td>• Design elements and principles</td>
<td>• Type and imagery in context</td>
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<tr>
<td>• Visual communications in context</td>
<td>• Applying the design process</td>
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<table>
<thead>
<tr>
<th>Unit 3: Visual Communication design practices</th>
<th>Unit 4: Visual Communication design development, evaluation and presentation</th>
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</thead>
<tbody>
<tr>
<td>• Analysis and practice in context</td>
<td>• Development, refinement &amp; evaluation</td>
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<tr>
<td>• Design industry practice</td>
<td>• Development of design concepts</td>
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<tr>
<td>• Developing a brief and generating ideas</td>
<td>• Final presentations</td>
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</tbody>
</table>

Type of Assessments in this subject:

- 2D Drawings
- Computer aided design
- Instrumental Drawing
- 3D Drawings
- Rendering
- Freehand drawing
- Written presentation
- Examination

Key Skills developed through this area are:

- Technical drawing conventions
- Application of 3D drawing methods
- Design thinking
- Typographical and layout conventions

Possible Occupations that could relate to this study include:

<table>
<thead>
<tr>
<th>Graphic Designer</th>
<th>Landscape Designer</th>
<th>Architect</th>
<th>Hub Designer</th>
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<tbody>
<tr>
<td>Fashion Designer</td>
<td>Visual Merchandiser</td>
<td>Interior Designer</td>
<td>Industrial Designer</td>
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<tr>
<td>Pattern Maker</td>
<td>Multimedia Design</td>
<td>Web Design</td>
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</tbody>
</table>

Interested (tick) □