Chapter 1: Introduction

This booklet provides subject selection information for students entering Years 10-12 in 2015.
This document contains information about the Year 11 programs offered at St Bernard's College. Please read the information carefully before you begin to make decisions about the subjects you will be choosing for your Year 11 course of study.

We are providing you with opportunities to receive further information and to discuss your options with staff that can guide you in your decisions. It is important that you keep the following considerations in mind as you think about your subjects:

- How well you are doing in this subject already (your subject teacher can assist you here)
- How well you like a subject or think you might like it (read the descriptions contained in these pages and consult with the KLA Coordinator)
- What you are interested in as a tertiary course or career

It is important to note that some tertiary courses have prerequisites. Please ensure that you have all relevant information prior to making your decisions. There are many people to assist you with this information. The subject Expo on July 29 is a great opportunity to have your questions answered.

Ms Pauline Thompson
Director of Learning
Dates for Subject Selection

**July 28** - Student information session Year 10 2015 (period 1)
**July 29** - Subject Selection Expo Years 10 & 11 2015
- Session 1 4pm - 5:30pm
- Session 2 6:30 pm – 8pm
**July 29** - Student information session Year 11 2015 (period 1)
**August 19** - Application for acceleration closes
**August 22** - Subject selection closes Year 10 & Year 11 2015

Format of Subject Selection Expo:
Session 1:
4:00 - 4:30 - Welcome and general information session
4:15 - 5:30 - Expo (opportunity for students and families to talk to staff)
5:30 - 6:30 - Dinner
Session 2:
6:30 - 6:30 - Welcome and general information session
6:45 - 8:00 - Expo (opportunity for students and families to talk to staff)

Pathways at SBC

VCE Pathway
In your final 2 years at SBC most students study a minimum of 22 units. The minimum number of units to obtain a VCE is 16 units. At least four (4) full Year 12 subjects (sometimes referred to as a Unit 3-4 sequence), including 4 sequential units from the group of English Studies.
At SBC Year 11 = 6 subjects
Year 12 = 5 subjects (generally)
10% bonus on 5/6th subjects
Must include at least three (3) units from the English list
All SBC students study 2 units of Religious Education in Year 11.
We report either an S or N for all VCE units. Outcomes are the basis for satisfactory completion of a VCE unit; 1-4 outcomes per unit per study. Provided previous criteria met, students are awarded a VCE. For Unit 3-4 subjects, we complete SACs and SATs (folios) and report a score, this is moderated against the end of year exam. A study score is obtained and an ATAR (formerly ENTER) is then calculated.

The ATAR is a rank based on an aggregate of scaled marks in unit 3/4 subjects comprising a student’s:
- Subject score in English (or English Language, Literature or ESL);
- The next best three subject scores permissible; and
- 10% of the fifth and sixth permissible ATAR subject scores that are available

Edmund Rice Pathway

Concept:
- Students to complete VCE certificate without an ATAR
- Students to participate in extended work placement opportunities (up to six weeks across the year)
- Potential to participate in VET/traineeship/short courses
- Students looking to gain full time employment
- Students participate in an independent learning program

Year 11 Program:
- Religion and Society Unit 1 & 2
- English Unit 1 & 2
- General Mathematics Unit 1 & 2
- Business and Enterprise Unit 1 & 2
- TAFE
- Elective Study

Year 12 Program:
- English Unit 3 & 4
- General Mathematics Unit 3 & 4
- Business and Enterprise Unit 3 & 4
- TAFE
- Elective Study

Who should apply:
- Students capable of completing a VCE certificate
- Students from Yr 10-12
- Places available for 15-20 students for Year 11 and 12 in 2015.

What is required for Satisfactory completion in the Edmund Rice Program?
- Attendance to all classes (punctuality is highly regarded)
- Completion of all work requirements and homework
- Demonstration of satisfactory knowledge and mastery of the subjects undertaken

Agere

The Agere program absorbed its first group of 24 students at the start of 1998. Each year since, another 24 students have been chosen after extensive interviewing of applicants. Since 1999 we have conducted the Agere program at both Year 10 and Year 11, and this has expanded in turn to include Year 12.

Initially the program was called "The Year 10 Parallel Program" in an attempt to capture what it was about. Its focus is individual students - some of them quite clever, many of them strugglers for one reason or another - who feel that the options provided by the plain Year 10 curriculum do not really meet their needs.

As a result they are not enthusiastic about tackling school-based study. In the vital final three years of secondary school study, such an approach - and the habits that almost always accompany it - can have a series of unhappy long-term consequences. This program is aimed squarely at overcoming that sense of irrelevance, the accumulated poor study habits, and the results that flow from them. Consequently the program took the name, "Agere" Latin for "to do / to put into action" - from the College motto.

We aim to establish one or more of the employment ambitions of each student, and then build a relevant study program while keeping as many options still open as possible. Where possible, an off-campus study element is negotiated and timetabled. For example, those students focused on an apprenticeship or traineeship complete the required pre-apprenticeship modules at TAFE, and then those subjects available on-campus at St. Bernard’s that are most relevant to this focus are added. Finally, the teachers involved full-time in the Agere program provide the students' core studies of Year 10 English, Year 10 Maths, a VCE Religious Education unit, and a VCE unit of "Industry and Enterprise". the students are therefore not disadvantaged in any way to those undertaking the more conventional Year 10, but they
have a study program tailored to their employment ambitions which also leaves the option of completing VCE studies open to them as well.

Students must apply specifically for Agere through Mr. Reedy by the deadline, after discussing it with their parents. An Information Evening specifically on the Agere program will be held for all interested parties in the period following the general Year 10 Subject Selection Information Night.

Following this, all applicants will be interviewed individually along with their parents or guardians.

When everyone is very clear about what is being undertaken, the final 24 students will be chosen to take part in the program.

For more information contact:
Mr Steve Giannakis & Mr Anthony Alessio
Agere Program
alessio@sbc.vic.edu.au
sgiannakis@sbc.vic.edu

VCE Program with accelerated subjects

There is an opportunity for some students to complete a unit 3/4 sequence as a Year 11 student. This option is available to students who are achieving at a standard above expected level across all subjects.

Why accelerate?
The benefits of acceleration include:
- An extra subject in Year 11 added to the five completed in Year 12
- Experience in a 3/4 subject
- Challenge involved in doing an advanced subject
- Possibility of an additional 10% to ATAR

All applications are considered in light of our Acceleration Policy

Please note:
- All subjects are available for acceleration
- Entry is not automatic after completing U1/2
- Generally require a “B+” grade or better on relevant semester one results.

- Except in exceptional circumstances students will only be permitted to undertake one accelerated subject sequence

How to apply?
Application forms are available online and in the subject selection booklet. May require an interview to ascertain that a student is capable and motivated. Final date for applications is August 19 (no late applications will be considered).

Victorian Certificate of Applied Learning (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is broadening the educational, training and employment opportunities for students who are more suited to learning in an applied, “practical” environment.

Unlike the VCE, which is widely used by students as a pathway to university, students who do the VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or going straight into the workplace after completing Year 11 and/or 12.

The VCAL has four compulsory strands, which give students ‘hands-on’ practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work.

The VCAL’s flexibility enables schools to design a study program that suits the interests and learning needs of individual students. Modules and units are selected for the following four compulsory strands:

• Literacy and Numeracy Skills
• Work Related Skills
• Industry Specific Skills
• Personal Development Skills

Students who successfully complete the VCAL receive a fully accredited secondary school qualification.
VCAL at St Bernard’s College

Students will attend core classes* at school - covering numeracy, literacy and personal development.

They will undertake vocational training (VET) courses and work placement** in their chosen field for a further two days per week.

All VCAL students will attend scheduled vocational training (VET) courses and work placement on the same days.

*The core classes will be conducted as a school based program. The learning activities in these classes will often be very “hands on”, giving all VCAL students an excellent opportunity to develop useful, and life-long practical skills.

**The selection of vocational training (VET) courses and work placements for each student is expected to reflect the career interests of the student, providing both the development of workplace skills and experience of relevant work environments. The work placements are being set up in partnership with local employers and industries, as well as with ex-students of SBC who have offered students the opportunity to undertake structured workplace learning programs.

Some students will attend the same work placement for the whole year; while other students will need to try out several different placements.

These placements may provide the students with an opportunity to ‘earn while they learn’.

Before starting, the students will be interviewed to ensure their suitability as employees.

Assessment will be based upon:

- Satisfactory participation in school and community based projects
- Satisfactory completion of vocational training (VET) course
- Satisfactory completion of structured workplace learning programs during work placement.

For more information contact:
Mr Chris Mannix

VCAL program
cmannix@sbc.vic.edu.au

VCE - VET Subjects

A VET subject can taken as part of a VCE program
- Usually on a Wednesday
- Will mean missing classes on Wed.
- Must complete Units 1, 2, 3 & 4 to receive a TAFE certificate qualification and VCE sequence
- There is a VET levy clothing and equipment to purchase
- Will require a pre-selection interview.
- May involve additional costs above school fees

Subject Selection Process Year 11 2015

- Read the Subject Selection material thoroughly, especially the General Information in Section 1
- Check up on information relating to specific subjects of interest

Forms you may need

- You may need to fill in an Acceleration form (available for download as a pdf via links from website).
- Submit by
- You may wish to apply to do the Agere or Edmund Rice Pathway program (forms available for download from website)

Forms you will need to fill in

- Download Record of Subject Selection (R.O.S.S.) using the subject codes
- Keep this document for your own records (until you receive official notification of your subjects)
- You will log in and enter your selections via the College website.
- Input to be completed by
Careers Information
What factors do I need to consider when choosing subjects?
What do I enjoy?
What am I good at?
How can I keep my options open?
Do I need to consider pre-requisites for university?
Where can I get information and advice?
The best place to start is through a careers inventory or quiz. Try [www.joboutlook.gov.au](http://www.joboutlook.gov.au) and enter “Career Quiz” (5 minutes). For a more detailed assessment go to [www.myfuture.edu.au](http://www.myfuture.edu.au) (15-20). Click on “My Guide” and sign up to register. Then click on “My Profile” to complete the Interests Quiz. For a very comprehensive assessment contact Mr Rosel for information on the Morrisby Report (3 hours). [www.careeranalysts.com.au](http://www.careeranalysts.com.au)

- Online job profile videos. Go to [www.myfuture.edu.au](http://www.myfuture.edu.au) and click on “The Facts” and “Occupation Videos”.
- Careers Resource Centre – take tertiary and industry guide booklets.
- VTAC website for course information (particularly in regard to prerequisites)
- Appointment with Mr Rosel

Tertiary Open Days
• ACU August 11
• Deakin University;
  • Burwood August 24
  • Geelong August 10
• LaTrobe University August 24
• Monash University August 3
• RMIT August 10
• Swinburne August 3
• University of Melbourne August 17
• Victoria University August 24

Important contact:
David Rosel
Careers Advisor
92891159
drosel@sbc.vic.edu.au
www.sbc.vic.edu.au/careers

Tafe or Uni - What suits me best?

<table>
<thead>
<tr>
<th></th>
<th>SCHOOL</th>
<th>TAFE</th>
<th>UNI</th>
<th>WORK FORCE</th>
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<tbody>
<tr>
<td>WEEKLY CONTACT HOURS</td>
<td>30</td>
<td>25-35</td>
<td>10-25</td>
<td>38+</td>
</tr>
<tr>
<td>COURSE LENGTH</td>
<td>6 years</td>
<td>1-2 years</td>
<td>3-6 years</td>
<td>Typical 3-6 career changes in a lifetime</td>
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<tr>
<td>TEACHING APPROACH</td>
<td>Classes, 25-28 students, one teacher per subject</td>
<td>Classes and workshops, 12-20 students, one teacher per subject</td>
<td>Lectures, 100-500 people tutorials and practicals, 15-30 people, one subject teacher (tutor)</td>
<td>No classes</td>
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<tr>
<td>STYLE OF LEARNING</td>
<td>Hands-on theory</td>
<td>Hands-on theory</td>
<td>Mostly theory, some hands on</td>
<td>On the job</td>
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<td>QUALIFICATIONS</td>
<td>VCE, VCAL</td>
<td>Cert IV, Diploma, Advanced Diploma</td>
<td>Associate degree, Bachelor’s degree, Honours, Masters, PHD</td>
<td>Certification</td>
</tr>
<tr>
<td>TEACHERS</td>
<td>High school teachers</td>
<td>Industry trained</td>
<td>Academics, researchers, industry professionals</td>
<td>Managers/ Mentors</td>
</tr>
</tbody>
</table>

*Check with individual institutions for specific details.
Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>APPRENTICE</td>
<td>Combines working on the job with learning at TAFE. Generally three to four years in length.</td>
</tr>
<tr>
<td>ASSOCIATE DEGREE</td>
<td>Two-year course that pathways into 3rd year of degree.</td>
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<tr>
<td>ATAR</td>
<td>The overall percentile ranking reflecting your comparative performance amongst your age group. Made up of English and the next best three subjects plus 10% of a 5th or 6th subject studies.</td>
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<tr>
<td>DEGREE</td>
<td>A course awarded at University. Admission requires a satisfactory completion of VCE and meeting course requirements such as ATER and prerequisites. 3-4 year duration.</td>
</tr>
<tr>
<td>DIPLOMA</td>
<td>A course awarded at TAFE. ATAR is not required for application. Two years duration.</td>
</tr>
<tr>
<td>EXTRA REQUIREMENTS</td>
<td>Set by tertiary course, in addition to ATER. Can include such things as interviews, folios, written statements.</td>
</tr>
<tr>
<td>PREREQUISITE</td>
<td>VCE subject/s that students must successfully complete in order to apply for a tertiary course.</td>
</tr>
<tr>
<td>TAFE</td>
<td>Providers of technical and further training. Hands-on, less theory oriented than university, smaller classes.</td>
</tr>
<tr>
<td>TRAINEESHIPS</td>
<td>Training for entry into the workforce - similar to apprenticeships but shorter.</td>
</tr>
<tr>
<td>UNIVERSITY</td>
<td>Institution of higher learning authorised to grant degrees. Theory orientated. Lecture/tutorial style of learning.</td>
</tr>
</tbody>
</table>

Open Day Questions:

Make sure you plan well ahead and download open day guide from institute homepage.

Questions to ask:

- What are the subject choices?
- Can I combine subjects from another course?
- How are subjects taught?
- What are the contact hours?
- How many students are there in a lecture/tutorial?
- How are subjects assessed? (e.g. exams, folios)
- Prerequisite subjects in VCE?
- ATAR ranking?
- Subjects that can boost my chances in middle band?
- Do TAFE courses gain credit towards certain degrees and how much?
- Back-up courses? Foundation year program? Tafe diploma? Associate degree?
- How much will the course cost?
- Does this course have links with industry? Can I do an industry placement?
- What do selection officers look for? Ask about special requirements such as folios, work experience, attending information sessions or interviews, weight given to ATAR scores, whether scholarships are available.
- Student clubs and societies?
- What kind of jobs will the course prepare me for?
- I have no idea what I want to do. My favourite subject is __________. What kind of courses will allow me to continue to study in this area?
- Opportunities for leadership or voluntary programs?
### Subject Codes

#### Year 11

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<tr>
<th>Subject</th>
<th>Code</th>
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<tr>
<td>Accounting Unit 1</td>
<td>ac011</td>
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<tr>
<td>Australian &amp; Global Politics Unit 1</td>
<td>ps041</td>
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<tr>
<td>Biology Unit 1</td>
<td>bi011</td>
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<tr>
<td>Business Management Unit 1</td>
<td>bm011</td>
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<tr>
<td>Chemistry Unit 1</td>
<td>ch011</td>
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<tr>
<td>Design and Technology Unit 1</td>
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<tr>
<td>Drama Unit 1</td>
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<tr>
<td>Economics Unit 1</td>
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<td>English Language Unit 1</td>
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<td>English Unit 1</td>
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<td>Extensions Maths Methods Unit 1</td>
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<tr>
<td>General Mathematics Unit 1</td>
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<td>General Specialist Maths Unit 1</td>
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<td>Geography Unit 1</td>
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<td>Health and Human Development Unit 1</td>
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<td>History Unit 1</td>
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<td>Information Technology Unit 1</td>
<td>it011</td>
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<tr>
<td>Italian Unit 1</td>
<td>lo141</td>
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<td>Japanese Unit 1</td>
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<td>Legal Studies Unit 1</td>
<td>ls011</td>
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<td>Literature Unit 1</td>
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<td>Maths Methods CAS Unit 1</td>
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<td>Media Studies Unit 1</td>
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<td>Music Unit 1</td>
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#### Year 12

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<td>Accounting Unit 3</td>
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<tr>
<td>Australian Politics Unit 3</td>
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<td>Biology Unit 3</td>
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<td>Business Management Unit 3</td>
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<tr>
<td>Chemistry Unit 3</td>
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<td>Design and Technology Unit 3</td>
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<td>Drama Unit 3</td>
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<td>Economics Unit 3</td>
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<td>English Unit 3</td>
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<td>Subject</td>
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<td>Further Mathematics Unit 3</td>
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<td>Global Politics Unit 3</td>
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<td>Health and Human Development Unit 3</td>
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<td>Media Studies Unit 3</td>
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<td>Music Solo Performance Unit 3</td>
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<td>Outdoor and Environmental Studies Unit 3</td>
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<td>Philosophy Unit 3</td>
<td>pl033</td>
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<td>Religion and Society Unit 3</td>
<td>re033</td>
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<tr>
<td>Software Development Unit 3</td>
<td>it033</td>
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<td>Specialist Maths Unit 3</td>
<td>ma093</td>
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<td>Studio Arts Unit 3</td>
<td>sa033</td>
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<tr>
<td>Texts and Traditions Unit 3</td>
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<td>Visual Communication Unit 3</td>
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<td>VET Subject</td>
<td>VET12</td>
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Chapter 2: Subjects
# Subjects by Key Learning Areas (KLAs) for Year 11 2015

## LIST OF SUBJECTS

### English
- English / E.S.L.
- English Language
- Literature

### Health and Physical Education
- Physical Education
- Outdoor and Environmental Studies
- Health and Human Development

### Humanities
- Accounting
- Business Management
- Economics
- Geography
- History
- Australian & Global Politics
- Legal Studies
- Philosophy

### Languages Other Than English (L.O.T.E)
- Italian
- Japanese

### Mathematics
- Mathematics

### Religious Education
- Art / RE
- Religion and Society
- Texts and Traditions

### Science
- Biology
- Chemistry
- Physics
- Psychology

### Technology
- Information Technology
- Design and Technology

### Visual and Performing Arts
- Drama
- Media Studies
- Music Performance
- Studio Arts
- Visual Communication and Design
Vocational Education and Training in schools (VET)

The vocational courses available at St Bernard's College provide students with access to further training, e.g. at a TAFE institute, and are intended to improve a student's chances of obtaining employment at the completion of secondary school.

Student places in the VET courses of study are limited. Any student wishing to commence a VET course in 2015 is advised to contact the VET Co-coordinator (Ms. Ersilia Spanti tel. 9289 1038 espanti@sbc.vic.edu.au) as soon as possible, in order to arrange a pre-selection interview.

Selection preference will be given to students who intend to undertake a post-secondary pathway in one of these vocational areas.
English

- English/E.A.L.
- English Language
- Literature
English / E.A.L.

Structure

Unit 1: EN011
The focus of this unit is the reading of a range of texts, with comprehension, enjoyment and discrimination, development of competence and confidence in writing, and the use of and response to oral language in different contexts.

Unit 2: EN012
The focus of this unit is on a variety of forms of response to texts, experimentation with different written forms, and the use of oral language to interact positively, critically and confidently with audience in formal and informal settings.

Unit 3: EN013
The focus of this unit is the development of critical responses to both print and non-print texts, including media texts, and the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings.

Unit 4: EN014
The focus of this unit is the development of critical responses to both print and non-print texts, and the achievement of competence and confidence in writing for different purposes and audiences in a variety of forms.

English Language

Introduction
This is particularly appropriate for students of LOTE and for students with a strong Maths/Science background. It is also suitable for students with sound analytical language skills.

Structure

Unit 1: EL011
The focus of this unit is language and its use in communication. Language is an essential aspect of human behaviour: the means by which individuals relate to each other, the world and to their communities. It also focuses on children’s language acquisition.

Unit 2: EL012
The focus of this unit is how language changes. Language is dynamic and change is inevitable. Thus students explore how English has altered over the centuries and how it continues to evolve today.

Unit 3: EL013
The focus of this unit is formal and informal language in its social setting: how language varies according to the user and the occasion of its usage.

Unit 4: EN014
The focus of this unit is how language constructs Australian, individual and group identities.
Literature

Introduction
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.

Structure

Unit 1: Readers and their Responses: LI011
Students respond to a range of texts personally, critically and creatively. Their understanding is developed with a deepening knowledge of the conventions associated with different forms of texts, for example poetry, prose, drama and non-print texts.

Unit 2: Critical Responses to texts: LI012
The focus of this unit is on students' critical and creative responses to texts. Students extend their knowledge of aspects of text such as narrative style, characterization, language and style of texts, as well as the exploration of ideas and concerns of texts.

Unit 3: LI013
This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of a text affects meaning and generates different expectations in readers, the ways texts represent views and values and the social, historical and cultural contexts of literary works.

Unit 4: LI014
This unit focuses on students' critical and creative responses to texts as well as the concerns, the style of the language and the point of view of their re-created or adapted work. Students learn to develop an interpretation of a text and to synthesise their insights into a cogent and substantiated response.
Health & Physical Education

- Physical Education
- Outdoor and Environmental Studies
- Health and Human Development
Students generally complete unit 1 and 2 in year 11 and units 3 and 4 in year 12. A student could accelerate and complete units 3 and 4 in year 11, however we would only encourage students who would be anticipating a high STUDY score to do this. The unit outline below clearly stipulates the content of the course.

Unit 1 - Bodies in motion: PE011
There are 3 areas of study in unit 1:
AOS #1: Body systems and human movement the neuromuscular, musculoskeletal, cardiovascular and respiratory systems and the energy pathways (an introduction).
AOS #2: Biomechanical movement principles Biomechanical principles of motion, motion through air and water, force production and equilibrium
AOS #3: Detailed study - A choice of individual study from technological advancements in a sport or sports injury prevention

Students use practical activities to enhance the theoretical understanding of factors involved in the units above.

Unit 2 - Understanding sports coaching and physically active lifestyles. : PE022
There are 3 areas in unit 2:
AOS #1: Effective coaching practices
AOS #2: Physically active lifestyles
AOS #3: Detailed study on promoting active living or decision making in sport

Students use practical activities to enhance the theoretical understanding of factors involved in the units above.

Unit 3 - Physical activity participation and physiological performance: PE033
There are 2 areas of study in this unit:
AOS #1: Monitoring and promotion of physical activity Assessment of physical activity and methods of changing physical activity patterns, in particular the social - ecological model, is investigated in this outcome. We also study what the various levels of government are doing to promote physical activity.
AOS #2: Physiological responses to physical activity This outcome concentrates on the energy systems, acute responses experienced to exercise and the fatigue and recovery mechanisms of the body.

Unit 4 - Enhancing Physical Performance: PE044
There are 2 areas of study in this unit:
AOS#1: Planning, implementing and evaluating a training program. In this area of study we study fitness components, data collection and analysis, fitness testing and fitness training methods and principles. We also investigate chronic training adaptations due to an aerobic and anaerobic training program.
AOS #2: Performance enhancement and recovery practices. This outcome includes performance enhancement from a dietary and psychological perspective, legal and illegal methods of enhancing performance and a study of anti doping codes and practices.
Outdoor And Environmental Studies

Introduction

Students generally complete unit 1 and 2 in year 11 and units 3 and 4 in year 12. A student could accelerate and complete units 3 and 4 in year 11, however we would only encourage students who would be anticipating a high STUDY score to do this. While there are camps and excursions in all units of Outdoor and Environmental studies (Unit 1: Barmah National Park, Unit 2: Victorian High Country, Unit 3: Otways National Park, Unit 4: Grampians) 85% of the content is delivered in a theoretical manner within the classroom. Structure

Unit 1 - Understanding outdoor experiences:

This unit examines the ways in which humans understand and relate to nature through experiences of natural environments. The focus is on the individual and his/her personal relationship with the natural environment.

This unit provides an opportunity for students to explore the many ways in which nature is understood and perceived. Through related outdoor experiences, students develop the practical skills and knowledge required to live comfortably, with minimal impact, in natural environments.

Unit 2 - Environmental impacts:

This unit focuses on characteristics of natural environments, human impacts on natural environments, and how changes to nature affect people. The focus shifts from the individual's personal relationship with the natural environment to society's interaction with the natural environment. It includes analyses of historical and contemporary conceptions of nature and human interactions with nature, including Nature's impact on humans.

Outdoor recreation provides the means for studying nature's impact on humans, as well as the ecological, social and economic implications of human impact on natural environments. A clear understanding of the impact of technology and changing human lifestyles on natural environments should also be developed.

Unit 3 - Relationships with natural environments:

The focus of this unit is the ecological, historical and social context of relationships between humans and natural environments in Australia. The impact of these relationships on natural environments is examined by reflecting on the changing nature of human interactions and relationships with, and perceptions of, the natural environment in Australia since human habitation.

The unit also considers the impact of these natural environments on humans as expressed through contemporary relationships, the media and behaviour in the outdoors. The dynamic nature of relationships between humans and their environment and the factors involved in shaping these relationships are also examined.

Unit 4 - The future of human–nature interactions:

This unit focuses on the sustainable use and management of natural environments. It examines the contemporary state of environments in Australia, considers the importance of the maintenance of natural environments and examines the capacity of the natural environment to support the future needs of the world's human population.

The emphasis in this unit is on the need to develop a balance between human needs and the conservation of natural environments. Students consider the skills needed to be environmentally responsible citizens in the context of their lives. They investigate current policies and management strategies for achieving and maintaining healthy environments, and the actions that can be undertaken to achieve and maintain healthy and sustainable environments in contemporary Australian society.

Health And Human Development

Introduction

Health and Human Development is a theory-based subject that explores macro and micro reasons for individual and global health. In all units an exploration will be undertaken of the role that government plays in the promotion of health. Individual human development is about understanding how people move from conception to death and the challenges this presents. The topic area of global health studies the role-played by the United Nations, WHO, and the World Bank in promoting health in developing countries. The Millennium Development Goals are explored and assessed as to their strengths and weaknesses.

Structure

Unit 1 - Health and development of Australia's youth: HHD011

Unit 1 introduces the notion of health and development as separate but integral components of human existence.
There are 3 areas of study in unit 1 HHD:
Area Of Study 1: Understanding youth health and human development
Area Of Study 2: Youth issues

Unit 2 - Individual human development and health issues: HHD022
This unit focuses on the lifespan stages of childhood and adulthood.

There are 3 areas of study in this unit:
Area Of Study 1: Prenatal health and individual development
Area Of Study 2: Child health and individual development
Area Of Study 3: Adult health and individual development issues

Unit 3 - Nutrition, health and development: HHD033
Unit 3 focuses on the health of the individual and then investigates broader health implications for Australia.

There are 2 areas of study in this unit:
Area Of Study 1: Understanding Australia's health
Area Of Study #2: Promoting health in Australia.

Unit 4 - Global health and human development: HHD044
Unit 4 studies a global approach to health and explores differing factors between developing and developed countries.

There are 2 areas of study in this unit:
Area Of Study 1: Introducing global health and human development
Area Of Study 2: Promoting global health and human development.
Humanities

- Accounting
- Business Management
- Economics
- Geography
- History
- Australian & Global Politics
- Legal Studies
- Philosophy
Accounting

Introduction

Accounting is the process of recording, reporting, analysing and interpreting financial data and accounting information, which is then communicated to internal and external users of this information. It plays an integral role in the successful operation and management of businesses. VCE Accounting focuses on small business. Unit 1 begins with a small service business, allowing students to develop knowledge and skills in accounting without the complexities of accounting for trading businesses or large organisations. Units 2, 3 and 4 then focus on a single activity trading business where students build on and extend their accounting skills. Many students who study VCE Accounting will go on to further studies and careers in business and finance.

Structure

Unit 1 - Establishing and operating a service business: AC011

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit. Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

Unit 2 - Accounting for a Trading Business: AC012

This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Unit 3 - Recording and Reporting for a Trading Business: AC033

This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is also used.

Unit 4 - Control and Analysis of Business Performance: AC034

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system. Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business.
This unit also introduces the student to the different sort of day-to-day activities a small business owner must undertake, specifically relating to ethically and socially responsible management practices.

**Unit 2 - Communication and Management: BM012**

This unit is divided into three separate areas:

- Communication in business
- Managing the marketing function
- Managing the public relations function

The communication function focuses on how businesses communicate with its key stakeholders with an emphasis on its importance and methods and how effective these methods are.

The marketing function involves how businesses market their product or service and the tools and techniques used.

The public relations function explains the role that management play in creating and maintaining the image of a business.

**Unit 3 - Corporate Management: BM033**

This unit examines the role and importance of large-scale organisations to the Australian economy, particularly the make-up of large organisations in Australia. It considers management styles and skills, corporate culture management structures and key performance indicators. This unit also explores the operations management, processes in large-scale organisations and other internal factors such as quality, technology, materials management and inventory.

**Unit 4 - Managing People and Change: BM034**

This unit examines Human Resource Management practices and processes involving motivation theories, the Human Resource Cycle and Industrial Relations and the effect of Ethical and Social Management on the Human Resource Manager. The management of change is explained to show how large-scale organisations deal with change and how to implement change processes. Contemporary change issues are discussed.
Economics

Introduction
Economics is the study of decisions that affect everyday lives.

How the decisions that the Government makes today, affects our food prices, our house prices and whether we get to retirement age we will be able to receive the pension.

This subject is one in which you must be able to look beyond the present and be able to interpret, create and discuss things that are happening 'now'.

Structure

Unit 1 - Economics: Choices and Consequences: EC011
On completion of this unit the student should be able to explain the role of markets in the Australian economy, how markets operate to meet the needs and wants of its citizens, and apply economic decision making to current economic problems. Economic growth, sustainable development and one other contemporary economic issue are studied in relation to how they are affected by the actions of economic decision makers and the overall impact on living standards.

Unit 2 - Economic Change: Issues and Challenges: EC012
On completion of this unit the student should be able to describe the factors that influence Australia's population and labour markets, and analyse how changes in these areas may impact on living standards. Additionally, two contemporary global economic issues are studied, and the student should be able to explain how each issue is affected by the actions of economic decision makers and evaluate the impact on living standards.

Unit 3 - Economic Activity: EC033
On completion of this unit, the student should be able to explain how markets operate to allocate scarce resources and discuss the extent to which markets operate freely in Australia. The student should also be able to explain the nature and importance of key economic goals in Australia, the factors affecting these goals over the past four years and the impact of each goal on living standards.

Unit 4 - Economic management: EC034
On completion of this unit the student should be able to explain the nature and operation of government macro economic demand management policies and analyse how budgetary and monetary policy may be used to improve living standards. Students should also be able to explain the nature and operation of aggregate supply policies and their function in the current government policy mix.

Geography

Introduction
Each place on the surface of the earth possesses characteristics that make it unique, yet all places are subject to change. Places are changed through the agency of natural processes and human activities, generally interacting together to cause change to the characteristics of places. In this course the geography of place is investigated by the use of four themes, each theme constituting a separate unit.

Structure

Unit 1 - Natural Environments: GE011
This unit investigates the geographic characteristics of natural environments and landforms and the natural processes and human activities that shape and change natural environments. Areas studied include coasts and wilderness areas such as Kakadu and Antarctica.
Unit 2 - Human Environments: GE012
This unit investigates the characteristics of rural and urban environments, which are developed by human activities and their interactions with natural environments.

Unit 3 - Regional resources: GE033
This unit investigates the characteristics of resources and the concept of region. It investigates the use and management of resources in response to the interactions between human activities, natural processes and the legislative processes that humans put into place. Resources to be covered are the Murray-Darling Basin region and a local resource to be determined.

Unit 4 - Global Perspectives: GE034
This unit examines global phenomena, the factors explaining their occurrence and distribution and measures suggested or adopted to alleviate the impacts of these phenomena. Case studies include population movements with particular emphasis on refugees, landmines and earthquakes.

History

Introduction
While History is the study of people and events of the past it has an increasing level of relevance for the present. The study of History can help us to understand the world we live in today. Units 3 and 4 are designed to be taken as a sequence.

Each History is treated as a separate study with its own structure, key knowledge and skills and assessment. Units 1 & 2 are based in the 20th Century, while Units 3 & 4 look to specific Revolutions to explain our History.

Structure

Unit 1 - 1900-1945: HI031
The focus is the early Twentieth Century. We begin with life in 1900 then World War One and the aftermath. The focus then moves to Nazi Germany - the rise to power of Adolf Hitler and fascism, the use of propaganda by the Nazis and their persecution of the Jews.

Unit 2 - Since 1945: HI032
The focus is the later half of the Twentieth Century. We begin with the aftermath of World War Two and the beginning of the Cold War. The focus then moves to the Vietnam War, including Nixon's strategy of Vietnamisation, the protest movements in Australia and the US and a film study of this century's most controversial war. It also includes a study of Chinese and French involvement and the rise of Ho Chi Minh and Communism. In conclusion there are brief units on Civil Rights and a current world conflict (e.g. Iraq or Afghanistan).

Unit 3 - Revolutions: HI133
A study of the French Revolution of 1789. We will look at the structure of the Ancient Regime, the ideas of equality, fraternity and liberty that influenced the revolution and the creation of the French republic. We begin with the fall of the Bastille and the execution of Louis XVI and end with the execution of Robespierre and the establishment of the Directory.

Key Questions:
- Why was there a revolution in France in 1789?
- What sort of society did the French people wish to establish in France?

Unit 4 - Revolutions: HI134
A study of the Russian Revolutions of 1905 and 1917. We will look at the feudal nature of Russian society prior the 1917, the Romanov dynasty and the impact of World War One on bringing about the downfall of the Russian Empire. The idea of Marxism is a focus, as well as the leadership of Lenin.

Key Questions:
- Why did Tsar Nicholas II fail to rule Russia effectively?
- How did the Bolsheviks set up a new society in Russia in the 1920's?


Australian & Global Politics

Introduction

VCE Australian and Global Politics offers students the opportunity to engage with key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities. Australian Politics increases awareness of the nature of power and its influence. It allows students to become informed observers of, and active participants in, their political system. As students begin to think critically, they recognise that democratic ideals are often difficult to achieve in practice. Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical understanding of the world in which they live and contemporary global issues. In doing so, students are provided with the means to meet the opportunities and challenges posed by contemporary international life and the understanding, awareness and critical thinking skills that underpin active citizenship. Australian and Global Politics provides knowledge and skills that prepare students for formal study at the tertiary level or in vocational education and training settings. It also leads to opportunities in a range of careers, including academia, management, and government. Students may also pursue occupations in corporate and private enterprises in fields such as journalism, law, research and politics.

At St Bernard’s College we offer Units 1 and 2 Politics (as an RE Unit) and Units 3 and 4 Australian Politics OR Global Politics. Read the Units below to see which one you would like to pick.

Structure

Unit 1 - The National Citizen: PS 041

In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The nature of and philosophical ideas behind democracy are studied, as well as the operation and nature of contemporary Australian representative democracy. Students examine the reasons why people seek political power, the characteristics of successful political activists and leaders, and the political ideas that motivate them. The ways in which political power is exercised and how that power is challenged and resisted by others is explored. Students also examine the role and influence of social and political movements as methods of organising political ideas and action. VCE Australian Politics is contemporary in focus. While the focus of this study is the twenty-first century and current events, historical events, examples and illustrations may provide students with contextual understanding and may provide unique examples of the workings of the Australian political system.

Unit 2 - The Global Citizen: PS 042

This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the ‘global citizen’. In Area of Study 1 they explore the myriad ways their lives have been affected by the increased interconnectedness – the global threads – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which the notion of an international community exists, and investigate its ability to manage areas of global cooperation and respond to issues of global conflict and instability. This unit is concerned with contemporary issues and events. While these may have antecedents in issues and events before the twenty-first century that students need to understand to contextualise contemporary global situations, focus needs to be on the twenty-first century when choosing particular examples and case studies.

Unit 3 - Evaluating Australia Democracy: PS 033

This unit provides an overview of the operation of Australian democracy. Area of Study 1 focuses on democratic theory and practice. It compares the practice of Australian politics and government with democratic ideals. The major elements of representative and liberal democracy are introduced and significant aspects of the Australian system are evaluated in terms of their democratic strengths and weaknesses. Having evaluated the democratic merits of the Australian political system, in Area of Study 2 students compare the Australian political system with one other contemporary democratic nation. Students analyse key aspects of the selected political system, including the electoral process, the operation of the legislative branch and the protection of rights and freedoms. They then consider an aspect of the selected political system that Australia might adopt to strengthen its democracy. VCE Australian Politics is contemporary in focus. While the focus of this study is the twenty-first century and current events, historical events, examples and illustrations may provide students with contextual understanding and may provide unique examples of the workings of the Australian political system.

Unit 4 - Australian Public Policy: PS 034

This unit focuses on Australian federal public policy formulation and implementation. During the formulation stage of many public policies, the government is subject to pressures from competing stakeholders and interests. As the government responds to these influences and pressures, policy proposals are often subject to change and compromise. Students
investigate the complexities the government faces in putting public policy into operation. Area of Study 1 examines domestic policy, that which is largely concerned with Australian society and affecting people living in Australia. Students investigate a contemporary Australian domestic policy issue and consider the policy response of the Australian government to that issue. They analyse the major influences on the formulation of the policy and the factors affecting the success of its implementation. In Area of Study 2, students consider contemporary Australian foreign policy. As it deals with Australia’s broad national interests, foreign policy may be less subject to the pressures and interests of competing stakeholders. Students examine the major objectives and instruments of contemporary Australian foreign policy and the key challenges facing contemporary Australian foreign policy. VCE Australian Politics is contemporary in focus. While the focus of this study is the twenty-first century and current events, historical events, examples and illustrations may provide students with contextual understanding and may provide unique examples of the workings of the Australian political system.

Unit 3 - Global Actors: PS 053

In this unit students investigate the key global actors in twenty-first century global politics. They use contemporary evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interest and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives. For the purposes of this study, the term ‘non-state actors’ covers a range of global actors: altruistic non-governments organisations (NGOs), for example Amnesty International and Greenpeace; organised religions; terrorist movements and organised crime syndicates. This unit is concerned with contemporary issues and events. While these may have antecedents in issues and events before the twenty-first century, that students need to understand to contextualise contemporary global situations, focus needs to be on the twenty-first century when choosing particular examples and case studies.

Unit 4 - Global Challenges: PS 054

In this unit students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises, and consider the varying effectiveness of responses and challenges to solving them. This unit is concerned with contemporary issues and events. While these may have antecedents in issues and events before the twenty-first century, that

Legal Studies

Introduction

VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. Legal Studies examines the processes of law making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society.

Structure

Unit 1 - Criminal law in action: LS011

In this unit, students explore the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law making, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria. Lastly, students investigate the processes and procedures followed by courts in hearing and resolving criminal cases. They explore the main features and operations of criminal courts and consider the effectiveness of the criminal justice system in achieving justice.

Unit 2 - Issues in civil law: LS012

In this unit, students examine the rights that are protected by civil law as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals. This unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies. Students examine these methods of dispute resolution and evaluate their effectiveness.

Unit 3 - Law-making: LS033

In this unit students develop an understanding of the institutions that determine our laws and their law-making powers and processes. They undertake an informed evaluation of the
effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society. Students develop an appreciation of the complex nature of law making by investigating the key features and operation of parliament, and the influences on law making with a focus on the role of the individual. Students develop an understanding of the importance of the Constitution in their lives and on society as a whole and undertake a comparative analysis with another country. They learn the importance of the role played by the High Court of Australia in interpreting and enforcing the Constitution and ensuring that parliaments do not act outside their areas of power nor infringe protected rights. Furthermore, students investigate the nature and importance of courts as lawmakers and undertake an evaluation of their effectiveness as law-making bodies. They also investigate the relationship that exists between parliaments and courts.

Unit 4 - Resolution and justice: LS034

In this unit students examine the institutions that adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system. Using the elements of an effective legal system, students consider the extent to which court processes and procedures contribute to the effective operation of the legal system. They also consider reforms or changes that could further improve its effective operation.

Philosophy

Introduction

VCE Philosophy nurtures curiosity, problem-solving skills, open-mindedness and intellectual rigour. Doing philosophy involves explicitly developing the habits of clarifying concepts, analysing problems, and constructing reasoned and coherent arguments. It encourages students to reflect critically on their own thinking and helps them to develop a sophisticated and coherent worldview.

The ability to think philosophically is highly regarded in careers where conceptual analysis, strategic thinking, insightful questioning and carefully reasoned arguments are needed. Importantly, philosophy demands independent thinking, and develops independent reasoning skills, which are highly transferable. Studies in philosophy complement courses across the VCE, interrogating underlying premises and connections between related fields.

Structure

Unit 1: Existence, knowledge and reasoning: PL011

What is the nature of reality? How can we achieve certain knowledge? These are some of the questions, which have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical problems through active, guided investigation, and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’ – and hence the study and practice of the distinctive nature of philosophical thinking, including techniques of logic, are central to this unit. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, should be used to support, stimulate and enhance their thinking about central concepts and problems. Students investigate relevant debates in applied epistemology and metaphysics, and consider whether the philosophical bases of these debates continue to have relevance in contemporary society and our everyday lives.

Unit 2: Questions of value: PL022

What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised?
The first area of study in this unit invites students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.

The second area of study focuses on Philosophy of Religion, and examines the nature of religious belief, rationales for belief such as the proofs for the existence of God suggested by Thomas Aquinas, and the possibility of knowledge about God.

**Unit 3: Minds, bodies and persons: PL033**

This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in set texts from the history of philosophy to their own views on these questions and to contemporary debates.

**Unit 4: The Good Life: PL034**

This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a life well lived? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore texts by both ancient and modern philosophers that have had a significant impact on contemporary western ideas about the good life.
Languages Other Than English (L.O.T.E)

- Italian
- Japanese
Italian

Introduction

At St Bernard’s we offer Italian to VCE level. The ability to use a language other than English and move between cultures is important for full participation in the modern world, especially in the context of increasing globalisation and Australia’s cultural diversity. Learning a language offers students the opportunity to:

- Use the language to communicate with its speakers
- Understand how language operates as a system and, through comparison, how other languages, including English, are structured and function
- Gain direct insights into the culture or cultures which give the language its life and meaning
- Consider their own culture, and compare it with the cultures of countries and communities where the language is spoken
- Add to their general knowledge
- Enhance their vocational prospects.

The LOTE faculty is undertaking some exciting initiatives in 2014:

- The continuation of sister-school relationship with Li Istituto Mazzotti, a senior high school that specialises in tourism and commerce. It is located in the beautifully historic town of Treviso. In 2014, St. Bernard’s students will have the opportunity to participate in the Italian Study Tour and meet host families from Treviso.
- Language activities / excursions also occur throughout the school year.

LOTÉ not only stands for Languages Other Than English...it also stands for Lots Of Terrific Enterprises!!

Structure

Unit 1 : LO41

This unit involves students extending their language skills through developing the capacity to speak and write effectively for a range of purposes and audiences in a variety of ways.

Students are required to maintain an organised collection of their course work and handouts in the form of a workbook folio; read a range of texts for enjoyment and critical appreciation, and present, orally and in writing, various situational events.

Content - Possible topics are:
- Personal profile
- The History of the Italian Republic; Fascism
- Family and the individual
- Appreciation of Italian cinema – film study
- Aspects of Italian society – technology and crime.

Unit 2: LO42

Continues to build on the knowledge and skills acquired.

Content - Possible topics are:
- School life in Australia and Italy
- Health and Nutrition
- Entertainment in Italy
- Italian contribution to Australian society
- Detailed Text Study – the mystery novel genre

Units 3 & 4 : LO43 & LO44

These final 2 units involve students extending their language skills through developing the capacity to speak and write effectively for a range of purposes and audiences in a variety of ways.

Students are required to maintain an organised collection of their course work and handouts in the form of a workbook folio; read a range of texts for enjoyment and critical appreciation, and present, orally and in writing, various situational events.
Unit 3 LO43

Content - Possible topics are:
- Identity and family
- The environment
- The new Migrants in Italy.
- Work and school
- Italian customs & superstitions

Unit 4 LO44

Content - Possible topics are:
- The social effects of technology
- Detailed study: Today's New Italian Migrants
- Detailed study: The Palio of Siena

Japanese

Introduction

Japanese at VCE level is designed to continue the process of developing and refining a keen understanding and a competent mastery of this fascinating language. The students are encouraged to appreciate the customs and perspectives of others and, in doing so, come to understand their own cultural identity better.

Japanese has been identified as a priority language in the Asian Pacific region to be taught in Australian schools. As well as offering generous bonuses to the final ATAR score, it is a course of study, which provides career opportunities in many areas.

Structure

Unit 1:
Students are required to demonstrate achievement in the following outcomes:
- Establish and maintain conversation on topics of personal interests
- To extract information from written and spoken texts
- To produce personal and/or informative responses in written form

Content - Possible topics are:
- My town, my house, my room
- My family life, their family life
- Festivals & events
- Japanese cuisine
- Seasonal shifts

Unit 2:
Continues to build on the knowledge and skills acquired.

Content - Possible topics are:
- Travelling through Japan
- Introducing my country and my city to the Japanese
- Japanese schools
- Careers and part-time jobs

Unit 3:
In the final 2 units students will develop language skills further through reading, writing, listening and interacting with others.

Students are required to demonstrate achievement of the following outcomes:
- To express ideas through the production of personal or imaginative writing
- To analyse the use information from a spoken form
- To exchange information, opinion and experiences in role-play
- To analyse and use information from written texts
- To respond critically to spoken and written texts that reflects aspects of language and culture in Japanese speaking communities.

Content - Possible topics are:
- Sports in Japan
- Japan's weather and seasons
- Leisure activities in Japan
- Student life in Japan
- Japanese restaurants

Unit 4:

Content - Possible topics are:
- Living in Japan
- High tech modern life
- The future; life after high school
Mathematics

Introduction

Students in all mathematical units offered will apply knowledge and skills, model, investigate and solve problems, and use technology to support learning mathematics and its application in different contexts.

Structure

Units 1 & 2 - General Mathematics: MA071 & MA072

General Mathematics provides courses for diverse groups of students and may be implemented in a number of ways. The areas of study are ‘Statistics’, ‘Arithmetic’, ‘Linear Relations and Modeling’, ‘Linear Programming’, ‘Measurement’, ‘Trigonometry’, ‘Matrices’ and ‘Networks’. This subject is designed to prepare students for Further Mathematics Units 3 and 4.

Units 1 & 2 - General Mathematics - Specialist: MA091 & MA092

This course is compulsory for students who intend to undertake Specialist Mathematics Units 3 and 4 in Year 12. The areas of study include: ‘Co-ordinate geometry’, ‘Circular (trigonometric) functions’, ‘Algebra and complex numbers’, ‘Calculus’, ‘Vectors’ and ‘Mechanics’.

Units 1 & 2 - Mathematical Methods (CAS): MA111 & MA112

These units are designed in particular as preparation for Mathematical Methods (CAS) Units 3 and 4. The areas of study for Unit 1 are ‘Functions and graphs’ and ‘Algebra’. For Unit 2 the areas of ‘Calculus’, ‘Circular Trigonometry’, ‘Logarithms and Exponential Functions’ and ‘Probability’ will be covered.

Units 1 & 2 - Year 11 Enhanced Maths: MA061 & MA062

Students will be offered placements in this option, having already successfully completed Year 10 Enhanced Maths. This class is designed to fully prepare the boys for the demanding VCE Mathematical Methods (CAS) when they are in Year 12. Entry into this subject is by teacher selection, as criteria must be met.

Units 3 & 4 - Further Mathematics: MA073 & MA074

Further Mathematics consists of a compulsory area of study ‘Data Analysis’ and three of the modules in the ‘Applications’ area of study.

- Geometry and trigonometry
- Graphs and relations
- Matrices
- Networks

Units 3 & 4 - Mathematical Methods (CAS): MA113 & MA114

Mathematical Methods (CAS) Unit 3 and 4 consists of the following areas of study: ‘Coordinate geometry’, ‘Circular (trigonometric) function’, ‘Calculus’, ‘Algebra’ and ‘Statistics and probability’ which must be covered in a progression from Unit 3 to Unit 4.

Units 3 & 4 - Specialist Mathematics: MA093 & MA094

Specialist Mathematics consist of the following areas of study: ‘Coordinate geometry’, ‘Circular (trigonometric) function’, ‘Algebra’, ‘Calculus’, ‘Vectors in two and three dimensions’ and ‘Mechanics’. The development of course content should highlight mathematical structure and proof.
Religious Education

- Art / RE
- Religion and Society
- Texts and Traditions
Art / RE

Introduction

Art/RE explores the transformation of experience into a visual form. Artists have universally explored experiences of the aesthetic, of culture, of environment, of history, of sensations (pain, pleasure, protest) and mystery. Art is one way of making tangible, the mystery that is our experience of God and the spiritual.

Students will be given the opportunity to develop artistic skills through the exploration of a common theme. The unit examines the approach of selected artists in their use of a visual media as a means of expressing human experience. The focus of the unit is on the artist as social commentator. Students undertake their practical work as a response to the challenge of key themes within human experience.

Students are reminded that this subject is based on VCE Art units 1&2. Students selecting Art/RE should have a strong interest in the Visual Arts. This subject can be used as a pathway to Studio Art 3&4.

Structure

Unit 1: AR011
Areas of Study:
- Art and meaning
- Art making and personal meaning

The focus of this unit is the investigation of the theme “The Human Condition and Search for Meaning”. It encourages artistic development through the exploration of materials, techniques and working methods. Formal elements are also studied and applied, and skills in documenting thinking and working practices are further developed. The roles of artists of religion in different societies, how artists of religion are portrayed by society and how artists of religion develop their own style and approach to artistic expression are also explored.

Unit 2: AR022
Areas of Study
- Art and culture
- Art making and religious expression

This unit focuses on the ways religious art reflects and communicates the values, beliefs and the traditions of the societies for which they are created. Students explore and investigate in which the world and the artist of religion have changed over time. And the factors that have influenced the change. In their practical work, students follow a design process, explore techniques and develop personal and creative responses to communicating the narratives and beliefs of the Catholic tradition.

Religion And Society

Introduction

In this study, religions are those forms of belief and practice through which human beings express their sense of ultimate reality. Such beliefs and practices form an important part of the experience of human beings, and this experience is both individual and collective as religions are formed and understood by individuals within religious communities.

This study proposes that religions can be understood in a general way, as meaning systems that consist of eight interrelated aspects. These guide students through their study of one or many religious traditions. The eight aspects of religion are:

- Beliefs, for example formal statements of belief or creeds
- Myths and other stories
- Sacred texts and literature
- Rituals
- Symbols
- Social structures
- Oral or written codes of behaviour
- Religious experience

Structure

Unit 2 - Ethics and Morality: RE012
Note: Unit 2 is undertaken in semester one.

In this unit students survey various approaches to ethical decision-making and then explore at least two religious traditions in detail. They explore contemporary ethical issues in the light of their investigations into ethical decision-making and ethical perspectives, and moral viewpoints in religious traditions.
Unit 1 - Christ in Popular Culture: RE011
Note: Unit 1 is undertaken in semester two.

The stories, values and beliefs of religious traditions can play an important role in maintaining and shaping culture. This unit examines the influence of the Christian tradition upon contemporary Western popular culture as it is expressed in film and music.

This study investigates the influence of key Christian ‘myths’ such as the creation-fall stories, and the stories of the life, death and resurrection of Jesus upon Western culture in general, and upon contemporary popular culture in particular.

Unit 3 - The Search for Meaning: RE033
The religious beliefs of any religious tradition arise from the fundamental beliefs held about ultimate reality, and these in turn inform particular beliefs about human existence; about its meaning, purpose and destiny.

In this unit students begin by studying the religious beliefs developed by the Christian tradition in response to the big questions of life. They explore the ways in which these religious beliefs create meaning for religious traditions and their members. They also explore the expression of religious beliefs through the other aspects of religion, such as myths and stories, sacred texts and other religious writings (such as formal creeds), rituals, symbols, social structures, ethical principles and oral or written codes. Of behaviour, religious experience and spirituality.

Unit 4 - Challenge and Response: RE034
The focus of Unit 4 is the interaction of religious traditions and the societies of which they are a part. Religious traditions are dynamic, living institutions that contribute in many ways, both positively and negatively, to wider societies – stimulating, supporting, as levers for change or resisting changes in those societies. Religious traditions also change over time; this change may be in the form of growth or decline or both.

In this unit students explore challenge and response in historical and contemporary contexts. Students investigate historical challenges to religious traditions arising internally and externally. They explore the challenge to religious traditions in contemporary pluralistic society for action on behalf of social justice and for assessment of new problems arising from social and technological change.

Texts And Traditions

Introduction
Many religious traditions have a special relationship with a set of written texts, often referred to as scriptures. Through this study, students come to understand that these writings have particular authority for the tradition and may act as an important reference and foundation for the tradition’s social organisation, rituals, beliefs, values and behaviour, both historically and in the world today.

Students will study the texts in their original historical and social setting; as well as investigate the impact such texts have had throughout history and on the world today. Different methods of interpretation are taken into account throughout this study. Students will also investigate the texts as pieces of literature and the inspiration others have found in the interpretation of such writings.

The study of VCE Texts and Traditions encourages independent and critical thinking in students that will assist them in work and study. The selected text for 2013 is The Gospel According To John

Structure
Unit 3 - Texts and The Early Tradition: TT033
In this unit students develop an understanding of how a text is a response to particular contemporary and historical religious and social needs and events. They explore the formation of the text itself, the intended audience of that text and the message or teaching found within the text. As a part of the understanding of the message or teaching of a text, the students also become familiar with the nature of exegetical methods being used by scholars today in the religious tradition of the particular text.

Unit 4 - Texts and their Teachings: TT034
In this unit students continue to apply, in greater depth, the exegetical method begun in Unit 3.

Some texts are regarded as essential for the continuation of a tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the transcendent. These understandings are often expressed through religious ideas, beliefs or social themes in the particular texts. With the passing of time, some of the themes contained in the foundational texts have been reinterpreted at different times in the tradition. In this unit a significant idea, belief or social theme contained in the set text will be studied, and the interpretation of the text in the light of the idea, belief or theme considered.
Science

- Biology
- Chemistry
- Physics
- Psychology
Introduction

Biology is the study of living things. It includes the study of molecules and how they are put together to make cells, tissues, organs, systems and organisms. Biology also looks at the interactions between organisms and their environment, which includes genetics and changes to organisms and their environments over time. The study of Biology requires a fair amount of reading and is particularly suited to students who write well. Experiments in Biology include:

- Dissection – identifying parts of a living organism
- Field work – collecting data in different environments
- Microscope use – identifying and drawing cells
- Investigating molecules – such as the factors that affect enzymes in liver

Biology draws on fields of bioscience, biochemistry, neuroscience, medicine, genetics and evolution. The study of biology prepares students for continuing studies in bioscience and is an entry point for a wide range of careers.

Structure

Unit 1 - Unity and Diversity: bi011
In this unit students examine the cell as the structural and functional unit of an organism. Students investigate the needs of individual cells, how specialised structures carry out cellular activities and how the survival of the cell depends on its ability to maintain a dynamic balance between its internal and external environment. Students will explore the diversity of organisms and look for patterns of similarities and differences. They investigate how the structure and functioning of organisms assists them to maintain their internal environment. Students will investigate technological applications and implications of bio scientific knowledge.

Area of Study 1: Cells in action
Area of Study 2: Functioning organisms

Unit 2 - Organisms and their environment: bi022
Students will study the rich diversity of Australian ecosystems and the relationships that exist between living things and their environment. Students investigate how features possessed by organisms affect their fitness and reproductive success in relation to their habitats. They consider how species are affected by changes in the environmental conditions, whether natural or human-induced. Students will investigate what changes have taken place in selected ecosystems, how ecological principles can be applied to conserve natural ecosystems, to restore damaged ones and to ensure sustainability of the biosphere.

Area of Study 1: Adaptations of Organisms
Area of Study 2: Dynamic ecosystems
Unit 3 - Signatures of Life: bi033
In this unit students consider the molecules and biochemical processes that are indicators of life. They investigate the synthesis of biomolecules and biochemical processes common to autotrophs and heterotrophs. Students consider the universality of DNA and investigate its structure, function, genes of an organism, and how genes code for the production of proteins.
Students investigate the significant role of proteins in cell functioning and consider advances in proteomics applied to medical diagnosis and the development of medications, new pharmaceuticals and vaccines.
Students investigate how cells communicate with each other at the molecular level in regulating cellular activities and how the physical barriers and immune response can protect organisms from pathogens. Technological advances in molecular biology will be investigated.

Area of Study 1: Molecules of life
Area of Study 2: Detecting and responding

Unit 4 - Continuity and Change: bi034
In this unit students examine evidence for the evolution of life forms over time. They will observe similarities and differences between organisms, the universality of DNA and conservation of genes as evidence for ancestral lines of life that have given rise to the present biodiversity of our planet. Students investigate how molecular genetics has provided insight into gene expression, regulation and relationships between organisms. Students will study how genes are transmitted from generation to generation by examining meiosis, patterns of inheritance and environmental influences and link this to how changes have occurred in species over time, leading to speciation and extinction. Students will explore the issues and implications surrounding the application of technologies that can change the genetic composition of individual organisms and species, including humans.

Area of Study 1: Heredity
Area of Study 2: Change over time

Chemistry

Introduction
Chemistry is commonly called the 'central science' as the skills required involve the comprehension of concepts, the interpretation of data and the communication of understanding of the biological sciences and the mathematical skills of the physical sciences. Whilst not regarded as prerequisites, problem solving skills and a solid mathematical foundation may be advantageous.

Structure
Chemistry Unit 1: ch011
The Big Ideas of Chemistry. This unit covers: The Periodic Table, and Materials. The Periodic Table includes the historical development of, and the relationship between the Periodic Table and atomic theory. The study of materials focuses on structure, properties and applications of materials. This includes bonding between atoms while exploring the role of surfaces in the application of nanotechnology.

Chemistry Unit 2: ch022
Environmental Chemistry. This unit covers Water and the Atmosphere. Water includes the exploration of the special properties of water, bonding characteristics, reactions in solutions, acids and bases, redox reactions and corrosion. Green chemistry issues are explored. The Atmosphere focuses on the interaction between living things and gases of the atmosphere. This explores the gas laws, gas cycles and testing properties of gases. This also includes the state, national and global issues associated with the impact of human activities on the atmosphere.
Chemistry Unit 3: ch033

In this unit students investigate the scope of techniques available to the analytical chemist.

Each technique of analysis depends on a particular property or reaction of the chemical being investigated. Consequently, an understanding of the chemistry is necessary in learning how and why the techniques work.

Students also investigate organic reaction pathways and the chemistry of particular organic molecules. A detailed knowledge of the structure and bonding of organic chemicals is important to the work of the synthetic organic chemist. Students will investigate the role of organic molecules in the generation of biochemical fuels and production of medicines, specifically aspirin.

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.

Students complete an extended experimental investigation drawn from area of study 1 or area of study 2.

Chemistry Unit 4: ch034

In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions.

Features that affect chemical reactions such as the rate and yield or equilibrium position are investigated. Students explore how an understanding of these features is used to obtain optimum conditions in the industrial production of a selected chemical.

Students also investigate how energy is produced from available resources and consider the efficiencies, advantages and disadvantages of each energy resource.

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.

Physics

Introduction

The study is made up of four units. Each unit has a particular focus:

Structure

Physics Unit 1: ph011

This unit focuses on conceptual models to describe and explain observed physical phenomena. These models are developed within contexts that are familiar to students and relevant to their experiences.

- Electricity
- Nuclear and radioactivity physics
- An investigation into Energy from the nucleus
Physics Unit 2: ph022
The students’ understanding of physics is further developed through the application of models to more complex phenomena. Newtonian ideas of motion already studied as part of the general science curriculum are extended to a greater range of movements and more abstract ideas.
- Motion
- Wave-like properties of light
- An investigation into Flight

Physics Unit 3: ph033
This unit focuses on ideas that underpin much of the technology found in areas such as communications, commerce and industry.
- Motion in one and two dimensions
- Electronics and photonics
- Structures and materials

Physics Unit 4: ph034
In Unit 4, the development of models to explain the complex interactions of light and matter is considered. A field model of electromagnetism is applied to the generation, distribution and use of electric power.
- Interactions of light and matter
- Electric power

Psychology

Introduction

What is Psychology?
Psychology is the scientific study of mind and behaviour – but what does that mean?

How do visual illusions work? Why do some people help in an emergency and others don’t? What makes people follow orders or copy other people’s behaviour? What is intelligence? How can you improve your memory? Why do we forget? What is mental health? How do we learn? Why do we need sleep?

This course allows students to answer the above questions and develop an understanding of the theories that underpin modern perspectives of psychology. The study is made up of four units, each with a particular focus (developmental, social, biological and cognitive psychology).

Psychology requires a large amount of reading and use of subject specific language including many definitions. It is suited to those with an inquiring mind and excellent comprehension and written skills.

Structure

Psychology Unit 1: py011
In this unit students are introduced to the development of Psychology as a scientific discipline. They will examine ways that psychologists approach the study of the mind and human behaviour through different psychological perspectives including biological, behavioural, cognitive and socio-cultural perspectives. Students will cover the following outcomes:
- Outcome 1 - What is Psychology – Major perspectives in psychology and the application of these perspectives to explain visual perception (why we see things the way we do).
- Outcome 2 - Lifespan psychology – the nature vs. nurture debate. Theories of cognitive, emotional, perceptual and moral development.
- Research Methods in Psychology.

Psychology Unit 2: py022
In this unit students learn about what influences the formation of attitudes of individuals and how groups and the social situation can affect individual behaviour. They will also examine the concept of intelligence and personality. Students will cover the following outcomes:
- Outcome 1 - Interpersonal and Group Behaviour – how attitudes (including prejudice) are formed and changed. Factors that contribute to peer pressure and conformity. Factors affecting pro and anti-social behaviour.
- Outcome 2 - Intelligence and Personality – what is intelligence? Strengths and limitations of measuring intelligence. The concept of personality, how it is measured, strengths and limitations of personality tests.
- Research Methods in psychology

Psychology Unit 3: py033
This unit focuses on the role of the functioning brain and nervous system in relation to awareness of self, the environment and behaviour. Students will also study the concept of
memory, the neural basis for memory and factors that affect its retention. Students will cover the following outcomes:

- Outcome 1 - Mind brain and body – consciousness and sleep, structure of the brain and function of the lobes, brain research methods, effect of damage on cognitive processes of the brain.
- Outcome 2 - Memory – biological processes involved in memory, models for explaining human memory and theories of forgetting.
- Research Methods in Psychology.

Psychology Unit 4: py034
In this unit students explore the characteristics of learning as a process that plays a part in determining behaviour. They will examine different types of learning theories and practical applications. Students will also investigate mental health. They will use a bio psychosocial framework to investigate how biological, psychological and social-cultural factors interact to contribute to the development of an individual's mental functioning and mental health. Students will cover the following outcomes:

- Outcome 1 - Learning –behaviours not dependent on learning, mechanisms of learning, applications of, and comparisons of learning theories.
- Outcome 2 - Mental health – the concept of normality, classification of mental disorders, the relationship between stress and wellbeing, the bio psychosocial framework for understanding anxiety and mood disorders.
- Research Methods in Psychology.
Technology

- Information Technology
- Design and Technology
- Food Technology
Information Technology

Year 11: VCE IT Applications Units 3 and 4 (Semester 1 and 2)
- Use a range of applications software to develop information products (e.g. websites, spreadsheets, databases)

The aim of this subject is to provide students with a detailed study of the utilisation of applications software in the creation of information products, in the overall context of the Problem Solving Methodology, as it affects their day-to-day lives.

Subject Selection:

In other than exceptional circumstances, this is the only IT subject available at Year 11. As the only available IT subject at Year 11, I would argue that it is not subject to the school's acceleration policy.

It is SBC's "Year 11 IT subject".

It is not intended to simply attract "advanced" students.

The content of the course is suitable, relevant and accessible to all Year 11 students.

Although preferred, enrolment in this subject is not conditional upon completion of VCE Information Technology Units 1 and 2, nor are there any participation requirements/recommendations in relation to a student's capacity in numeracy/mathematics.

Consequently, the delivery of the subject to students must specifically include:

- higher levels of individual student support than would exist in a "standard" Year 11 subject:
  - structured study skills
  - emphasis on the ongoing development of specific independent learning skills
  - emphasis on literacy across the curriculum within the context of the subject - focusing on comprehension, sentence and paragraph construction, vocabulary development
  - a strong practical component where students frequently participate in applied learning activities, especially as a precursor to consideration of the underlying knowledge/theory behind any such activities
  - presentation of this subject should follow a practical-theory-practical-reflection cycle, rather than the more conventional theory-practice cycle

As an alternative to the restrictions of the school's acceleration policy, ensure that the subject teacher(s) are clearly, and actively aware of any literacy related learning issues relating to individual students. Knowledge of this shall be reflected in the manner of the course presentation to students.

Identification of a student as having special learning needs will not preclude the student from undertaking this subject.

Selection of this subject option will, in general, preclude a Year 11 student from undertaking an "accelerated Unit 3/4" subject.

Under no circumstances would a student be engaged in "subject shadowing" in this subject. Two options for students who are experiencing considerable difficulty with the demands of the subject:

- After due consideration, some students may be given the option of an unscored assessment - on the basis that it would not be repeated in Year 12. This would apply in exceptional circumstances.

- Within the standard guidelines for Year 11 student change of course, a student may be given the opportunity to move into VCE Information Technology Unit 1/2.

Year 12: VCE Software Development Units 3 and 4 (Semester 1 and 2)
- Develop information products using a programming language (e.g. PYTHON)

The aim of this subject is to provide students with a detailed study of the development of information products using programming languages, in the overall context of the Problem Solving Methodology, as it affects their day-to-day lives.

It is not intended to train students as employment ready computer programmers.

Subject selection:

In other than exceptional circumstances, this is the only IT subject available at Year 12. It is SBC's "Year 12 IT subject".

It is not intended to simply attract "advanced" students.

The content of the course is suitable, relevant and accessible to all Year 12 students.

Although preferred, enrolment in this subject is not conditional upon completion of VCE Information Technology Units 1 and 2 and VCE IT Applications Units 3 and 4, nor are there any participation requirements/recommendations in relation to a student's capacity in numeracy/mathematics.
A student with well-developed Mathematics skills/ability would be expected to perform very well in this subject.

Consequently, the delivery of the subject to students would be generally similar to other Unit 3/4 subjects being undertaken by Year 12 students:

- structured study skills
- emphasis on the ongoing development of specific independent learning skills
- emphasis on literacy across the curriculum within the context of the subject - focusing on comprehension, sentence and paragraph construction, vocabulary development
- a strong practical component where students frequently participate in applied learning activities, especially as a precursor to consideration of the underlying knowledge/theory behind any such activities
- presentation of this subject should follow a practical-theory-practical-reflection cycle, rather than the more conventional theory-practice cycle

Identification of a student as having special learning needs will not preclude the student from undertaking this subject.

Selection of this subject option will, in general, not be available for any Year 11 student intent on undertaking an "accelerated Unit 3/4" subject. Such an application would be subject to the constraints of the school's acceleration policy.

After due consideration, some students may be given the option of an unscored assessment - on the basis that it would not be repeated in Year 12. This would apply in exceptional circumstances.

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**Design And Technology**

**Introduction**

Design and Technology 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.

**Structure**

**Unit 1 - Design modification and production:**

Design often involves the refinement and improvement of existing products. This unit focuses on the analysis, modification and improvement of a product design. It provides a structured approach towards the design process, and looks at examples of design practice used by a designer, and analysis and evaluation of a design. The design and production work students complete will need to include three points of difference to improve an existing design/product.

**Unit 2 - Collaborative Design:**

In this unit each student works as a member of a team to design and develop a product range or contribute to the design and production of a group product. This mirrors professional design practice where designers often work within a multidisciplinary team to develop solutions to design problems. Team members contribute their expertise, share research findings and develop viable solutions that conform to the needs and requirements outlined in a design brief.

Restrictions and parameters within design may be determined by end-user's needs, producer's requirements, social conventions and environmental concerns. This unit focuses on the impact of these factors on the design solution.

In this unit, the student works both individually and as a member of a small design team to address a problem, need or opportunity that requires a product within a product range or based on a theme, or component of a group product. This provides the student with the opportunity to work with others while taking responsibility for particular aspects of the design and production processes.
Unit 3 - Design, technological innovation and manufacture:

The design and development of a product that meets the needs and expectations of a client or an end-user is influenced by a range of complex factors. These include client or community requirements; innovation, social and economic trends, availability of resources and technological developments in industry. Design, product development and manufacture occur in a range of settings. An industrial setting provides a marked contrast to that of a ‘one-off situation’ in a small ‘cottage’ industry or a school setting.

In this unit, students investigate a client or end-user’s needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. They justify the choice of a preferred design option and develop a work plan, and commence production of the product, which will be completed and evaluated in Unit 4. This unit also examines how a range of factors influence the design and development of products within industrial/commercial settings.

Unit 4 - Product development, evaluation and promotion:

Evaluations are made at various points of product design, development and production. When judging the suitability and viability of design ideas and options designers refer to the design brief and evaluation criteria in collaboration with a client. Designers may also base design decisions on intuition and experience.

With increased focus on environmental, economical and social viability, the impact of products throughout their life cycle can be analysed and evaluated.

Comparisons with similar products help to judge the success of a product in relation to a range of design factors and fundamentals. In this unit, students use comparative analysis and evaluation methods to make judgments about product design and development.

Students continue to develop and manufacture the product designed in Unit 3, Outcome 3, and record the production processes and modifications to the work plan and product. They evaluate the effectiveness and efficiency of techniques they used and the quality of their product with reference to evaluation criteria. Students make judgments about possible improvements. They promote their work by highlighting the product’s features to the client and/or end-user.

Food Technology

What is Food Technology?

VCE Food and Technology explores the importance of food in our daily lives. This course enables students to apply their theoretical understanding of the relationship between food and technology as they develop skills in food preparation.

Students will investigate a range of topics in order to make informed choices when selecting, storing, purchasing, preparing and consuming foods. Some of these include:

- Hygiene and Safety
- Food Processing and Production
- Nutrition
- Health and Well-being
- Physical, Chemical, Sensory and Functional properties of food
- Sustainability and Environmental issues
- Role of Technology in food product development

This course is suited to those with a theoretical and practical appreciation of food.
Excellent organisation, critical thinking and problem-solving skills are a must to investigate, design, produce, analyse and evaluate food products for specific purpose.

This study may provide students with a foundation for future career pathways such as:

- Food Science, Consumer Science and Technology
- Home Economics and Education
- Community Services
- Hospitality and Food Manufacturing Industries
- Nutrition and Health Studies

**Unit 1: Food Safety and Properties of Food**

Area of Study 1: Keeping Food Safe
- Preparing food safely and hygienically to prevent food spoilage and poisoning

Area of Study 2: Food Properties and Preparation
- Exploring the physical, sensory and chemical properties of key foods

**Unit 2: Planning and Preparation of Food**

Area of Study 1: Tools, Equipment, Preparation and Processing
- Investigating various methods used in the preparation, processing, cooking and presentation of foods for optimum results.

Area Of Study 2: Planning and Preparing Meals
- Examining the impact of social and cultural influences when planning and preparing meals, and preparing foods to suit specific nutritional needs.

**Unit 3: Food Preparation, Processing and Food Controls**

Area Of Study 1: Maintaining Food Safety in Australia
- Understanding the relationship between national, state and local authorities in ensuring and maintaining food safety within Australia.

Area Of Study 2: Food Preparation and Processing
- Demonstrating an understanding of key foods and the primary and secondary processes that are applied to them.

Area Of Study 3: Developing a Design Plan
- Developing a design plan to meet the requirements of a specific design brief

**Unit 4: Food Product Development and Emerging Trends**

Area Of Study 1: Implementing a Design Plan
- Applying design and product development processes to develop four to six food items proposed in Unit 3.

Area Of Study 2: Food Product Development
- Investigating the environmental issues surrounding farming, food manufacturing and packaging.
Visual and Performing Arts

- Drama
- Media Studies
- Music Performance
- Studio Arts
- Visual Communication and Design
Visual and Performing Arts

Drama

Introduction

The study of Drama focuses on the development of expressive skills within dramatic structures and the development and performance of imagined characters. This is achieved through the refinement of skills, techniques and processes in the creation and presentation of dramatic works and through an understanding and use of a range of content, application of stagecraft elements and the analysis of the development and performance of dramatic works.

This 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

Unit 1 - Dramatic Storytelling: DR33

Students examine storytelling through the creation of solo and / or ensemble devised performance/s and manipulate expressive skills in the creation and presentation of characters. They develop an awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance style/s. Students also gain an awareness of how performance is shaped and given meaning.

Unit 2 - Creating Australian Drama:

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

Unit 3 - Ensemble performance:

This unit focuses on non-naturalistic drama from a diverse range of contemporary and / or cultural performance traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the creation, development and presentation of an ensemble performance. Collaboration to create, develop and present ensemble performance is central to this performance. Students use and manipulate dramatic elements, expressive skills and performance styles to enhance performance. They select stagecraft and theatrical conventions as appropriate to the performance.

Unit 4 - Solo performance:

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

Media Studies

Introduction

Media Studies Units 1-4 examines media texts; technologies and processes are considered from various perspectives including their structure and features, their industry production and distribution context, audience reception and the impact of media in society.

This aspect of the study is integrated with the individual and collaborative design and production of media representations and products. Media provides students with the opportunity to develop critical and creative knowledge and skills for participating in contemporary society.

Structure

Unit 1 - Representation and technologies of representation: ME11

The purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. The unit involves the study of the implications of media technology for the individual and society.
Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, and the creative and cultural implications of new media technologies.

**Unit 2 - Media Production and the Australian Media: ME12**

This unit will enable students to develop their understanding of the specialist production stages and roles within the collaborative media production. Students develop practical skills through undertaking assigned roles during their participation in specific stages of a media production and analyse issues concerning the stages and roles in the media production process. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

**Unit 3 - Narrative and Media Production Design: ME33**

In this unit students develop an understanding of film, television or radio drama production and story elements, and learn to recognise the role and significance of narrative organisation in fictional film, television or radio drama texts. Students examine how production and story elements work together to structure meaning in narratives to engage audiences. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They complete a media production design plan for a specific media form and audience. They present the relevant specifications as a written planning document, with visual representations that employ media planning conventions appropriate to the media form in which the student chooses to work.

**Unit 4 - Media process, influence and society's values. : ME34**

In this unit students further develop practical skills in the production of media products to realise the production design plan completed during Unit 3. Organisational and creative skills are refined and applied throughout each stage of the production process. Students analyse the relationship between media texts, social values and discourses in the media. The nature and extent of media influence, the relationship between the media, media audiences and media regulation are also critically analysed in this unit.

**Music Performance**

**Introduction**

Music Performance is a subject dedicated to the learning musician. The course is designed to consolidate basic fundamentals of performance through School Assessed Coursework with the ultimate aim of developing musicians with highly developed skills in authentic and tasteful interpretation. Skills in listening, arranging and analysis are also developed and explored.

**Structure**

**Music Performance - Unit 1: MC021**

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practice technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

**Music Performance - Unit 2: MC022**

In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. They study the work of other performers through listening and analysis and use specific strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practice...
related technical work. They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.

Music Performance - Units 3 & 4: MC043 & MC044

Unit 3
This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis. The focus for analysis in Area of Study 3 is works and performances by Australian musicians.

Unit 4
In this unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters.

Unit 3 & 4 - Music Investigation: MC053 & MC054

Unit 3
In this unit students select a work from a prescribed list as the basis for an investigation of a Focus Area. They explore the Focus Area through three complementary areas of study: Investigation, Composition/arrangement/improvisation and Performance. Area of Study 1, Investigation involves research into background contextual issues relevant to performance practice, critical listening to recordings of performances and examination of texts including musical scores. Area of Study 2, Composition/arrangement/improvisation involves applying these research findings to create a folio of exercises, sketches or recorded improvisations that demonstrate understanding of the characteristics of the Focus Area. Students plan, rehearse and perform a program of works that are representative of the Focus Area and in doing so develop relevant instrumental and performance techniques and apply performance practices. Together, these areas of study require students to apply extensive skills in performance, aural awareness, transcription, music theory and analysis.

Unit 4
In this unit students continue the exploration within the Focus Area they began in Unit 3. In Unit 4 the Investigation involves the preparation of program notes to accompany their end-of-year performance program. In Area of Study 2, the Composition/improvisation/arrangement involves creating and performing a composition, improvisation or arrangement that draws on musical characteristics of the Focus Area. This composition, arrangement or improvisation builds on and extends exercises completed in Unit 3. Students rehearse and perform works for inclusion in a performance program of works that relates to the Focus Area. They develop mastery of relevant instrumental techniques and apply advanced performance conventions to realise their intended interpretations of each work. They continue to use skills in aural awareness, transcription, music theory and music analysis to support their work.

Studio Arts

Introduction
The study aims to develop in students the ability to establish effective art practices. The units investigate the art industry and how artists have interpreted topics and developed personal styles. Students have the opportunity to work in a range of media, including photography, painting, sculpture, ceramics and printmaking.
Structure

Unit 1 - Artistic Inspiration and techniques: SA011
This unit focuses on using sources of inspiration and ideas as the basis for artworks and exploring a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. Students also explore the ways in which artists from different times and locations have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks.

Unit 2 - Design exploration and concepts: SA022
This unit focuses on establishing and using a design process to produce artworks. The design process includes the use of sources of inspiration, experimentation with materials and techniques, and the development of effective design qualities and potential directions prior to the production of artworks. Students also develop skills in the visual analysis of artworks. Artworks from different times and locations are analysed to understand artists' ideas and the creation of effective design qualities and identifiable styles.

Unit 3 - Studio production and professional art practices: SA033
This unit focuses on the implementation of the design process leading to the production of a range of potential solutions. Students use an exploration proposal to define an area of exploration. Students apply a design process to explore and develop their own ideas and produce a range of potential directions for artworks. The unit also explores professional art practices in relation to particular art form(s) and the development of distinctive styles in artworks. Students investigate the response of artists to a wide range of stimuli and their use of materials and techniques. Considerations arising from the use made of the work of other artists in the making of new artwork are analysed.

Unit 4 - Studio production and art industry contexts: SA044
This unit focuses on the production of finished artworks. In developing this folio, students present visual and written documentation explaining how potential directions generated in Unit 3 will be used to produce a cohesive folio of finished artworks. This unit also explores aspects of artists' involvement in the current art industry, focusing on the role of galleries and the methods of considerations involved in the preparation, presentation and conservation of artworks. Students examine a range of environments for the presentation of artworks.

Visual Communication And Design

Introduction
The Visual Communications and Design study extends the students understanding of how ideas and information can be conveyed through visual means. The study provides for the opportunity for students to develop an informed, critical and discriminatory approach to visual communication encountered in everyday life.

Structure

Unit 1: Introduction to visual communication design. : VC011
This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practice their ability to draw what they observe and they use visualisation-drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Through experimentation and through exploration of the relationship between design elements and design principles, students develop an understanding of how design elements and principles affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles.

Unit 2: Applications of visual communication design. : VC022
This unit focuses on the application of visual communication design knowledge; design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation-drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas
associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. They apply design-thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

Unit 3 - Design thinking and practice: VC033

Unit 3: Design thinking and practice. In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students use their research and analysis of visual communication designers to support the development of their own work. They establish a brief and apply design-thinking skills through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need. Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design-thinking strategies to organise and evaluate their ideas. The brief and investigation work underpin the developmental and refinement work undertaken in Unit 4.

Unit 4 - Design development and presentation: VC044

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience. As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused. Students refine and present two visual communications within the parameters of the brief. They reflect on the design process and the design decisions they took in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.
Chapter 3: Policies & Forms
Acceleration Policy

Students entering Years 10 and 11 in 2015

1. While all subjects are available for acceleration we do not envisage that it will be possible to accelerate in Maths Methods or Specialist Maths in either Year 10 or Year 11. Some subjects require a prerequisite for Units 3/4 of the corresponding Units 1/2.

2. Except in exceptional circumstances students will only be permitted to undertake one accelerated subject sequence.

3. Students will need to demonstrate academic excellence to be eligible to accelerate:
   - Students completing an AusVELS subject in Year 9 or 10 will need to be performing at a standard above the level expected on relevant dimensions. This means the overall achievement for assessment tasks will need to be “B+” or better.
   - To be considered for a 3/4 subject students will generally require a “B+” grade or better on all assessment tasks from their relevant Semester One Report. Even if a student has undertaken a VCE1/2 sequence, entry into the 3/4 will not be automatic.
   - Academic excellence and a positive attitude in class across all subjects may be taken into consideration when deciding the eligibility of a student for acceleration. It is advisable that students maintain a high level of academic excellence across all subjects.

4. In both cases Approaches to Learning comments will be considered and the relevant Semester One Report must be attached to the acceleration application form. Application will need to be made at subject selection time in Term 3.

5. Prospective candidates may be interviewed if their acceleration application is less than acceptable.

6. VET will not be considered as acceleration but will require an interview.

7. Timetable clashes resulting from Unit 3/4 subjects not being conducted on Line 6 of our timetable may require a change to an approved acceleration subject. Any changes will be finalised following discussion with affected students and their parents.

Acceleration means completing a Year 11 (Unit 1/2) subject while in Year 10 or a Year 12 (Unit 3/4) subject while in Year 11. The major benefit to the student is the experience of working at a more demanding level and is best suited to students who are already excelling in a related subject area. Generally the accelerated subject should not be the student’s best subject.

Pauline Thompson
Director of Learning

Application Forms

Acceleration Application Form
Edmund Rice Pathways Program
VCAL Application Form
Year 11 Subject Selection Form
Year 12 Subject Selection Form