### VCE Subjects Offered at PVGC

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*Food Studies has a higher cost of approximately $280.00

*Outdoor and Environmental Studies has a higher cost of approximately $280.00

### VET Subjects offered at PVGC

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Accounting

Unit 1: Establishing and Operating a Service Business

Prerequisites: Nil

Unit Description: This unit focuses on the financial records that are used in a small service business. It looks at the processing of documents by classifying the information into Cash Journals. Students prepare Statement of Receipts and Payments, Balance Sheets, Profit and Loss Statements and Cash Budgets. Bank Reconciliation Statements are also prepared for cash control purposes. Students will record their work manually and use computers to complete exercises.

Unit 2: Accounting for a Trading Business

Prerequisites: Unit 1 Accounting

Unit Description: This unit focuses on the financial records of a trading business. Students will be introduced to an accounting system using the accrual approach for recording and reporting, which recognises the impact of credit transactions and stock. It will look at the use of analysis and interpretation of the financial reports of a business to evaluate their performance.

Arabic

Unit 1

Prerequisites: A pass in Year 10 Arabic

Unit Description: This unit is designed to extend students’ knowledge and skills in speaking and writing in Arabic. On completion of this unit the students should be able to: establish and maintain a spoken or written exchange related to personal areas of experience; be able to listen to, read and obtain information from written texts; be able to produce a personal response to a text focusing on real or imaginary experiences.

Unit 2

Prerequisites: Satisfactory Completion of Unit 1 Arabic

Unit Description: This unit is designed to extend students’ knowledge and skills in speaking and writing in Arabic. On completion of this unit, the students should be able to: participate in a spoken or written exchange related to making arrangements and completing transactions; listen to, read, and extract and use information and ideas from spoken texts; give expression to real or imaginary experience in written or spoken form.
Australian and Global Politics

Unit 1: Politics, Power and Democracy

Prerequisites: Nil

Unit Description: This unit introduces students to the key political concepts and ideas including representation, citizenship, power and democracy. Students analyse the exercise of political power by comparing a democratic government with a non-democratic government. Student’s investigate how political power is legitimised and ways in which this legitimacy can be undermined. Students consider the ideologies that underpin political structures and interactions, and the ways in which ideologies affect the exercise of political power. Students also consider the nature and context of leadership through the study of a significant post- World War II political leader.

Unit 2: The Global Citizen

Prerequisites: Nil

Unit Description: This unit focuses on the nature of contemporary international relations and the events that shaped them. Students develop an understanding of key terms and concepts, and consider factors which influence international relationships and the role of states. Students also investigate the way a selected state (or group of states) is able to exercise power internationally and a contemporary international conflict or area of instability.

Future Prospects: Politics may be studied as part of an Arts, Law or Economics Degree at University. A study of politics may be an important component of training for occupations which include: Archaeologist, Politician, Author, Barrister/Solicitor, Film/Television Producer, Journalist, Playwright, Publisher, Secondary Teacher, Tertiary Lecturer, Political Analyst, Research Officer, Foreign Affairs Officer, Librarian, Sociologist and Social Worker.

Biology

Unit 1: How Do Living Things Stay Alive?

Prerequisites: A “C” average in Year 10 Science is highly recommended.

Unit Description: In this unit, students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism’s survival in a particular environment and consider the role homeostatic
mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet’s biodiversity is classified and the factors that affect the growth of a population. An extended student practical investigation related to the survival of an organism or species is undertaken in Area of Study 3.

Unit 2: How is Continuity of Life Maintained?

Prerequisites: A “C” average in Year 10 Science and successful completion of Unit 1 Biology is highly recommended.

Unit Description: In this unit, students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined. A student-directed research investigation into, and communication of, an issue related to genetics and/or reproductive science is to be undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or

Business Management

Unit 1: Small Business Management

Prerequisites: Nil

Unit Description: This Unit focuses on the management of small businesses. Firstly, students examine the world of business, including the types of small businesses, their objectives and the factors that affect them. Secondly, students examine the necessary considerations when setting up and operating a small business, including type of ownership, location, support services and financial planning. Thirdly, the students examine the management of staff in small businesses, including the process for hiring the best possible employees and organising staff wages and conditions.
Unit 2: Communication and Management

Prerequisites: Nil

Unit Description: This unit focuses on the importance of effective communication in achieving business objectives. Firstly, students examine the types of communication that occur in business related situations, including within businesses, with customers and with suppliers. Secondly, students examine how businesses market their products or services to maximise their chances of success. Students investigate marketing strategies such as advertising, pricing and packaging. Thirdly, the students examine the public relations functions of businesses. Students investigate the strategies businesses use to create and maintain a positive image.

Chemistry

Unit 1: How Can the Diversity of Materials be Explained?

Prerequisites: It is not advisable to select this subject without a “C” average in Year 10 Science and Year 10 Mathematics.

Unit Description: This unit focuses on the nature of chemical elements, their atomic structure and their place in the periodic table. Students will review how the model of the atom has changed over time and explore patterns, trends and the relationships between elements with reference to their properties including their chemical reactivity. Students will investigate the nature of metals and their properties, including metallic nanomaterials, investigate how a metal is extracted from its ore and how the properties of metals may be modified for a particular use. The formation of ionic compounds, their crystalline structures and how changing environmental conditions may change their properties are also explored. They will also cover introductory organic chemistry and polymers. The fundamental quantitative aspects of chemistry are introduced including the mole concept.

UNIT 2: What Makes Water Such a Unique Chemical?

Prerequisites: A “C” average in Year 10 Science and Year 10 Mathematics, as well as the successful completion of Unit 1 Chemistry is highly recommended.

Unit Description: This unit focuses on water, the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water, including solubility, concentration, pH, and precipitation, acid-base and redox reactions. Students are introduced to
stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

Computing
Units 1 & 2

Unit Description: Computing Units 1 and 2 are designed to give students a strong foundation in the skills and knowledge needed to succeed in either Informatics or Software Development Units 3 and 4 and provide the students with a background to one of Australia’s highest growth areas of employment.

In Unit 1, students focus on data and infographics, networks and using collaboration and communications tools to research contemporary issues in Information Technology. They collaborate on the design and development of a website and learn to use data to test hypotheses.

In Unit 2 students learn to program simple games and applications, further develop their data analysis skills and learn about simple databases.

Drama

Unit 1: Character Development
Prerequisites: There are no official prerequisites but a keen and active interest in drama is recommended.

Unit Description: This unit focuses on the art of transforming into imagined characters, examining the place of role and status in characterisation, and using performance structures such as solo or ensemble performance. The origins of performance from a range a cultures and their significance in a variety of social, political and historical contexts are examined. This unit also involves analysis of student performances and of professional performance work.

Unit 2: Interpreting Drama
Prerequisites: Unit 1 Drama is strongly recommended.

Unit Description: This unit focuses on the differing perspectives and interpretations that drama can give to play scripts and stimulus material selected from a range of cultures. The application of dramatic elements and stagecraft and the development of expressive skills to create and communicate dramatic form will be explored in the student’s own work and in a professional performance work.
English

Unit 1
Prerequisites: Nil
Unit Description: The focus of this unit is on the reading and viewing of narrative and persuasive texts. Students will investigate and analyse the ways in which texts are constructed and interpreted. They will develop competence in structuring and creating a range of written and oral responses in modes that are analytical, persuasive and creative.

Unit 2
Prerequisites: Nil
Unit Description: The focus of this unit is on reading and responding in a more complex way to narrative and persuasive texts. Students will learn a formal way of analysing the key similarities and differences in pairs of texts and learn how comparing them can provide a deeper understanding of ideas, issues and themes. Students will respond in written form and practise their listening and speaking skills through discussions and formal presentations.

Food Studies

Unit 1: Food Origins
Prerequisites: Nil
Unit Description: This unit focuses on food from historical and cultural perspectives; including its origins and the roles of food through time and across the world. The changing face of Australian eating patterns and cuisine is investigated with special focus on immigration, technology and globalization and their impacts on food. Students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

Unit 2: Food Makers
Prerequisites: Nil
Unit Description: This unit focuses on food systems in contemporary Australia; including comparing commercial and small-scale domestic settings, their role in food production and capacity to provide safe, high-quality food that meets the needs of consumers. There is special focus on the development of practical skills and knowledge to produce foods and compare them to commercial
products. Students will design new food products and adapt recipes to suit particular needs and circumstances.

Further information: There are direct links to VCE Chemistry, Psychology and Health and Human Development in this course. The directions in which this study could lead include: Tourism, Hospitality, Food and Wine, Hotel/Motel Management, Food (Wholesale and Retail). Small scale entrepreneurial food production, Chef.

There is a levy to pay for food purchased for this subject.

**Foundation Mathematics**

**Units 1 and 2**

**Prerequisites:** No minimum requirement.

**NOTE:** This subject does not continue in Year 12. Description

Foundation Mathematics consists of the following areas of study:

- Space and Shape Patterns
- Number Handling
- Data Measurement
- Design

Use of appropriate technology is required throughout the course. This includes the use of spreadsheets and other software packages. Students must be able to apply mathematical processes in contexts relating to familiar situations, personal work and study, and to analyse and discuss these applications of mathematics.

**Other Information:** Students must have a Scientific Calculator.

**French**

**Unit 1**

**Prerequisites:** A pass in Year 10 French

**Unit Description:** This unit is designed to extend students’ knowledge and skills in speaking and writing French. On completion of this unit the students should be able to: establish and maintain a spoken or written exchange related to personal areas of experience; be able to listen to, read and obtain information from written texts; be able to produce a personal response to a text focusing on real or imaginary experiences.

**Unit 2**

**Prerequisites:** Satisfactory completion of Unit 1 French

**Unit Description:** This unit is designed to extend students’ knowledge and skills in speaking and writing French. On completion of this unit, the students should be able
to: participate in a spoken or written exchange related to making arrangements and completing transactions; listen to, read, and extract and use information and ideas from spoken texts; give expression to real or imaginary experience in written or spoken form.

**General Mathematics**

**Units 1 & 2**

**Recommendation:** A Pass in Year 10 Mathematics.

**Unit Description:** General Mathematics consists of the following areas of study:

- Applications of Arithmetic
- Univariate Data
- Bivariate Data
- Linear Graphs and Modelling
- Linear relations and equations
- Financial Arithmetic
- Trigonometry
- Shape and Measurement

Use of appropriate technology is required throughout the course. This includes the use of graphing calculators, spreadsheets, dynamic geometry packages and graphing packages.

**Other Information:** Students must have an appropriate Texas Instruments TiNSpire CAS Calculator.

**Geography**

**Unit 1: Hazards**

**Prerequisites:** Nil

**Unit Description:** In this unit, students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

**Unit 2: Tourism**
Health and Human Development

Unit 1: The Health and Development of Australia’s Youth
Prerequisites: Nil
Unit description: This unit focuses on the health and development of Australia’s youth (12-18 year olds). Students identify issues that have an impact on youth health and development. They will investigate one health issue in detail and analyse personal, community and government programs that affect youth health and development.

Unit 2: Individual Human Development and Health Issues
Prerequisites: Nil
Unit description: This unit focuses on health and development for the lifespan stages of pregnancy, childhood and adulthood. Students will learn the characteristics of each stage and analyse the effect of a range of determinants which include; biological, behavioural, social and physical environments.

History

Unit 1: Twentieth Century History (1900-1945)
Prerequisites: Nil
Unit Description: This unit involves an investigation of Nazism in Germany. It provides a fascinating study of the notorious Adolf Hitler and the political movement which ultimately plunged European civilisation into a whirlpool of death and destruction. Area of Study 1 incorporates a study of the post-World War 1 Weimar Republic, where economic, social and political factors leading to the rise of Nazism are explored. Area of Study 2 investigates the Nazi rule of
Germany from 1933 and explores ideological and political aspects of German life at this time.

**Unit 2: Twentieth Century History (Since 1945)**

**Prerequisites:** Nil

**Unit Description:** This unit involves an investigation of the decades following World War 2. Area of Study 1 investigates the Cold War, the ideological battle between the capitalist Western nations and the communist Eastern Bloc. Various instances of the Cold War are explored, including the Space Race, the Vietnam War and the Cuban Missile Crisis. Area of Study 2 explores the rise of Feminism in the 20th Century, and analyses reasons for the movement’s emergence and differences between the various ‘waves’ of the movement. Feminism in the 21st Century is also explored, and students interrogate whether the movement needs to exist through analysing and evaluating source materials.

**Hospitality (VET)**

**Units 1 and 2: Certificate II In Hospitality**

**Prerequisites:** Nil

**Unit Description:** The Certificate II in Hospitality is a Vocation Education and Training (VET) program. This means that students are able to gain work skills whilst doing their VCE. Students benefit by gaining their VCE and a nationally recognised TAFE Hospitality certificate.

To gain the Certificate II in Hospitality, students must satisfactorily complete Hospitality in Year 11. Hospitality students must complete an out of school industry work placement and an allocated number of shifts on the college Coffee Shop.

To cover the Kangan-Batman TAFE enrolment and associated course costs, a fee is payable via your College statement. Students will also need to purchase the College Restaurant Jacket to be able to work in the College Coffee Shop. You are also required to wear either a black knee length skirt or pants.

The course aims to: provide a general overview of the hospitality industry and the potential career paths within it; develop interpersonal, analytical, organisational, communication, planning, teamwork and problem solving skills; and provide training and skill development in food and beverage service.
Italian

Unit 1

Prerequisites: A pass in Year 10 Italian

Unit Description: This unit is designed to extend students’ knowledge and skills in speaking and writing in Italian. On completion of this unit the students should be able to: establish and maintain a spoken or written exchange related to personal areas of experience; be able to listen to, read and obtain information from written texts; be able to produce a personal response to a text focusing on real or imaginary experiences.

Unit 2

Prerequisites: Satisfactory Completion of Unit 1 Italian

Unit Description: This unit is designed to extend students’ knowledge and skills in speaking and writing in Italian. On completion of this unit, the students should be able to: participate in a spoken or written exchange related to making arrangements and completing transactions; listen to, read, and extract and use information and ideas from spoken texts; give expression to real or imaginary experience in written or spoken form.

Japanese

Unit 1

Prerequisites: A pass in Year 10 Japanese

Unit Description: This unit is designed to extend students’ knowledge and skills in speaking and writing in Japanese. On completion of this unit the students should be able to: establish and maintain a spoken or written exchange related to personal areas of experience; be able to listen to, read and obtain information from written texts; be able to produce a personal response to a text focusing on real or imaginary experiences.

Unit 2

Prerequisites: Satisfactory Completion of Unit 1 Japanese

Unit Description: This unit is designed to extend students’ knowledge and skills in speaking and writing in Japanese. On completion of this unit, the students should be able to: participate in a spoken or written exchange related to making arrangements and completing transactions; listen to, read, and extract and use information and ideas from spoken texts; give expression to real or imaginary experience in written or spoken form.
Legal Studies

Unit 1: Criminal Law and Justice

Prerequisites: Nil

Unit Description: Legal Studies involves the study of various aspects of the criminal law. It is a study of our specific laws such as murder and manslaughter and our rights and responsibilities as citizens as well as those of the police during an investigation. Legal Studies involves an understanding of, and the application of legal theory and terminology. These are explored and applied to a variety of current cases and issues of the day. Students will develop an awareness of how laws are made, how a trial is conducted, the role of the jury, our court system and the possible punishments a convicted individual may receive. Furthermore, students will explore the key aspects of fairness and justice within our criminal justice system.

Unit 2: Civil Law and the Law In Focus

Prerequisites: Nil

Unit Description: Unit 2 focuses on resolving conflict in regards to civil disputes. It looks at the law relating to the different types of civil disputes that may arise such as negligence, trespass and defamation. Students will explore the processes and procedures required to enforce civil rights, and how to sue a group or an individual. This unit also explores the methods, other than suing in a court, that can be used to resolve conflicts, eg, VCAT and mediation at the Dispute Settlement Centre Victoria. Furthermore, students will explore the moral, social and legal issues that the law faces when dealing with conflicting or competing interests. Students will develop an understanding of the factors that influence legal outcomes and the development of our laws. Students will also assess how well the law represents our values.

Literature

Unit 1

Prerequisites: There are no prerequisites, although Year 10 Literature is good preparation for both Units 1 & 2. Students should have a degree of competence in English and a love of reading.

Unit Description: This unit focuses on the ways literary texts represent human experience. Students respond to a range of texts such as novels, poetry, drama and non-print texts. They investigate how authors create texts and how texts can be interpreted differently by different readers. Students will respond personally, critically and creatively in written and oral form.

Unit 2
Prerequisites: There are no prerequisites, although Year 10 Literature is good preparation for both Units 1 and 2. Students should have a degree of competence in English and a love of reading.

Unit Description: The focus of this unit is to deepen students' understanding of the style of narrative, the characters, the language and structure of a variety of texts. Students extend their exploration of the ideas and concerns of the text. Students make comparisons between texts and identify some of the relationships that exist through features such as the language, characterisation and ideas.

Mathematical Methods

Units 1 and 2

Prerequisites: An average of C and above in Year 10 Maths and completion of the Year 10 elective Mathematical Methods Preparation.

Unit Description: Mathematical Methods consists of the following areas of study:

- Functions and Graphs
- Algebra
- Calculus
- Probability

Use of appropriate technology is required throughout the course. This includes the use of a graphing calculator and other technology as required.

Other Information: Students must have a Texas Instruments TiNspire CAS Calculator

Media

To find out more about Media you can also [click here](#).

Unit 1: Representation and Technologies of Representation

Prerequisites: There are no official prerequisites but a keen and active interest in film and the media is recommended.

Unit Description: Is anything we see in the media real? To what extent can we really talk about ‘reality’ TV? How do media creators represent reality, and how can we use the technology of the media to create our own representations of the world around us?

Representation is one of the fundamental concepts in the study of the media. In this unit, we look at what representation means, how directors use film codes and conventions to create representations and we create our own representations in the form of short films. The theoretical knowledge and practical skills developed in this unit are a great forerunner to Units 3 and 4 Media.

If you’ve ever wanted to make a short film then this is the course for you.
Unit 2: Media Industry Production

Prerequisites: Unit 1 Media strongly recommended.

Unit Description: This unit focuses on specialist roles within the film industry. Students research specialist roles, undertake a case study of a film and look at the production personnel and phases of production, and how they undertake their own production, performing specialist roles within their own film-making team. We also investigate specialist roles in other media forms and create various media products with students undertaking different roles for each product.

Students also investigate the media industry in Australia; a vital component of a functioning democracy, and research the major corporations and organisations that make up the Australian media landscape. As always, however, the highlight is watching each other’s short films at the end of the production phase.

https://sites.google.com/a/pvgc.vic.edu.au/media/home

Music Performance

Unit 1

Prerequisites: Audition/Interview with the Music Coordinator. It is strongly advised that a student has studied a musical instrument or voice for at least two years.

Unit Description: This unit focuses primarily on the development of practical skills in music performance in both a solo and group context complemented with technical work, theory and analysis.

An excursion/incursion is organised to enable students to respond in an analytical way, to a professional performance – date to be advised.

Other Information: Students must study an instrument or voice as part of the College’s Instrumental Music Program. Students may also become a member of the various ensembles and/or choirs. They are provided with the opportunity to perform at monthly lunchtime concerts, IWD (International Women’s Day), the Gala Music night at the Clocktower Centre, the End-of-Year Concert in the school auditorium, various College assemblies, Grade 6 Orientation Program, NMR “School of Rock” competition, the Victorian State Schools Spectacular, ‘Pascoe’s Café’ as well as countless festivals/fetes and local community events.

Unit 2

Prerequisites: Unit 1 Music Performance
Outdoor and Environmental Studies

Unit 3: Relationships with Outdoor Environment

Prerequisites: Nil

Unit Description: The focus of this unit is the relationships between humans and natural environments and the impact of these relationships.

Other Information: This subject involves participation in adventure activities within a natural environment. These activities are a compulsory part of the course and will require approximately eleven days away from normal class time.

Unit 4: Sustainable Outdoor Relationships

Prerequisites: Students must undertake Unit 3 prior to undertaking Unit 4.

Unit Description: This unit focuses on sustainable use and management of natural environments. Students will develop their knowledge of the current state of the environment and the importance of healthy natural environments for society. Camps and excursions are an integral part of this unit. Outdoor experiences will enable students to learn about strategies for sustainable use of the environment.

Physical Education

Unit 1: The Human Body In Motion

Prerequisites: Nil

Unit Description: This unit explores how the body works together to produce movement and analyses this motion. Through practical activities students explore the relationships between the body systems and physical activity and how the systems adapt and adjust to the exercise demands.

Area of Study 1: How does the musculoskeletal system work to produce movement?

Area of Study 2: How does the cardiorespiratory system function at rest and during physical activity?

Unit 2: Physical Activity, Sport and Society

Prerequisites: Nil

Unit Description: Students are introduced to types of physical activity and the role participation in physical activity plays in their own health and wellbeing as well as in other people’s lives. Through practical activities, students explore different types of physical activity promoted in different population groups. They gain an
appreciation of the level of physical activity required for health benefits. They explore factors that influence participation in regular physical activity and investigate consequences of physical inactivity in society.

Physics

Unit 1: What Ideas Explain The Physical World?

Prerequisites: Students should have a good pass (“C” average) in the following subjects: Year 10 Science, Year 10 Mathematics and Mathematical Methods Preparation. It is strongly recommended that you also study Year 11 Mathematical Methods.

Unit Description: Do you want to understand Sheldon’s jokes? Would you like to be an honorary Mythbuster one day? Do you ever wonder why things happen the way they do? Why don’t we fall off the Earth’s surface? Exactly how dangerous is radiation? Where do the stars come from? How big is the Universe? Have the satisfaction of being the person who has the answer to these questions!

This subject explores ideas and concepts such as:

- **Thermodynamics**: How thermal effects can be explained, Thermodynamic principles, climate science
- **Electricity**: Electricity modelling, making circuits, how electrical things are put together (by pulling them apart)
- **Matter**: Origin of atoms, particles in the nucleus, Nuclear radiation, reactors and bombs, particle accelerators

You automatically become a member of our Telescopes in Schools Team in conjunction with Melbourne University and get to run sessions for other students as well as undertake projects of your own (including astrophotography).

If any of these ideas interest you, think about studying Physics. If you find them intriguing, or if you think you would like to study Science, Medicine, Engineering, Technology, Sport Science, Nursing, Astrophysics or even running NASA. Don’t think “I can pick this up at Uni” – it’s not that easy, give yourself a head start and reduce your stress levels.

Unit 2: What do experiments real about the physical world?

Prerequisites: A pass in Unit 1 Physics is preferred or a good pass (“C” average) in the following subjects: Year 10 Science, Year 10 Mathematics and Mathematical Methods Preparation. It is strongly recommended that you also study Year 11 Mathematical Methods.

Unit Description: This subject explores ideas and concepts such as:

- **Motion**: measuring movement, how we are held to the Earth, Forces and how energy is used
Focus Study: Choice of a detailed study on Astrophysics, Nuclear Energy or Medical Physics (Eg. The Big Bang or Nuclear Fusion).

Practical Investigation: Design and undertake an investigation related to Motion studies (Eg. Newton's Law's or Terminal Velocity).

By studying Physics you also automatically become a member of our Telescopes in Schools Team in conjunction with Melbourne University and get to run sessions for other students as well as undertake projects of your own (including astrophotography).

You should think about studying Physics if any of these ideas interest you, if you find them intriguing or if you think you would like to study Science, Medicine, Engineering, Technology, Sport Science, Nursing, Astrophysics or even running NASA. Don’t think “I can pick this up at Uni” – it’s not that easy, give yourself a head start and reduce your stress levels.

Product Design and Technology - Fabrics

Units 1 & 2

Unit Description: Product Design and Technology (Fabrics) gives students experience in working both individually and in teams to design and develop and produce garments and other fabrics products. In Unit 1 students work individually to redevelop, improve and produce an existing design. In Unit 2 students work as a member of a multidisciplinary team to design, develop and produce a garment of their choice.

Throughout the course theoretical knowledge is embedded within practical tasks so that on completion of Units 1 and 2, students are in a position from which to excel in Units 3 & 4.

Product Design and Technology helps students to develop their critical thinking, designing and collaborative skills as well as their creativity and their practical skills with fabrics tools and processes.

Psychology

Unit 1: How Are Behaviour And Mental Processes Shaped?

Prerequisites: A pass in Year 10 Science is highly recommended.

Unit Description: Do you wonder how your brain develops and how it works? Or do you want to know why people

- who have had a limb amputated continue to feel that limb as if it were still there?
- Find out what it means to have different psychological disorders such as addiction, anxiety, mood, personality and psychotic disorders.
- In this unit, students will visit the Cunningham Dax Centre at the University of Melbourne to help understand the perspective of people with a mental disorder. The Dax Centre uses engaging programs to explore life stories of artists who have represented their lived experience of mental
• illness or trauma through art. The program includes an interactive session about how to look after your mental health, a presentation by a mental health advocate and a tour of the exhibition on show.

Students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world. They analyse the roles of specific areas of the brain and the interactions between areas of the brain that enable complex cognitive tasks to be performed. Students explore how brain plasticity and brain damage can affect a person’s functioning.

• Students also explore the psychological development of an individual which involves complex interactions between biological, psychological and social factors. They investigate how these factors influence different aspects of a person’s psychological development. They consider the interactive nature of hereditary and environmental factors and investigate specific factors that may lead to development of typical or atypical psychological development in individuals, including a person’s emotional, cognitive and social development and the development of psychological disorders.

• A student-directed research investigation related to brain function and/or development is undertaken in this unit. Students can choose to study topics including but not limited to ‘is the internet changing the way we think and behave?’ or, are ‘brain training programs effective’ or, ‘how can brain trauma in sporting injuries affect cognitive function?’

Unit 2: How Do External Factors Influence Behaviour And Mental Processes?

Prerequisites: A pass in Year 10 Science is highly recommended.

Unit Description: Are you interested in why people sometimes conform to others people’s way of thinking even when they don’t agree with them, or why people obey commands when they think they are wrong? Maybe you want to know about how vision works, and what makes the ‘Magic Eye’ pictures work. Do you know if food packaging and appearance affects our taste of it, or does our age, our culture, or even our genes affect our taste? These and other mysteries will be explored.

In this unit, students explore two aspects of human perception – vision and taste – and analyse the relationship between sensation and perception of stimuli. They consider how biological, psychological and social factors can
influence a person’s perception of visual and taste stimuli, and explore circumstances where perceptual distortions of vision and taste may occur.

Students will also explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups. They consider how these factors can be used to explain the cause and dynamics of particular individual and group behaviours, including attitude formation, prejudice, discrimination, helping behaviour and bullying.

A student practical investigation related to sensation and perception is undertaken in this unit. In Year 11, students will visit Melbourne Zoo to collect data and consider ethical issues.

**Specialist Mathematics**

**Units 1 & 2**

**Prerequisites:** This subject can only be taken in conjunction with Mathematical Methods.

**Unit Description:** Specialist Mathematics consists of the following areas of study:

- Linear graphs and modelling
- Linear relations and equations
- Non-linear relations and equations
- Complex numbers
- Kinematics
- Sequences and series
- Mechanics
- Trigonometric functions Vectors

Use of appropriate technology is required throughout the course. This includes the use of a graphing calculator and other technology as required.

**Other Information:** Students must have a Texas Instruments TiNspire CAS Calculator

**Studio Arts**

**Unit 1: Artistic Inspiration and Techniques**

**Prerequisites:** There are no official prerequisites, however, a love of Art and Photography is helpful and regular sketching and taking photographs is encouraged.

**Unit Description:** This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through art making.

Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks.

**Unit 2: Design Exploration and Concepts**
Visual Communication and Design

Unit 1: Introduction to Visual Communication Design

Prerequisites: There are no official prerequisites but a keen and active interest in design is recommended. Students need to be prepared to be flexible and open in their thinking and should enjoy drawing and creating. A good working knowledge of Illustrator and Photoshop is assumed.

Unit Description: 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. This research introduces students to the broader context of the place and purpose of design. In this unit, students are introduced to three stages of the design process: researching designers, generating ideas and applying design knowledge and drawing skills to develop concepts.

Unit 2: Applications of Visual Communication Design

Prerequisites: Unit 1 VCD is strongly recommended.

Unit Description: 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 as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

VET Subject Descriptions

Business (Office Administration)

Units 1 & 2: Certificate II in Business

Prerequisites: Nil

Unit Description: This is an office skills course. Students learn skills to enable them to become effective Office workers.

The Certificate II in Business is a Vocational Education and Training (VET) program. This means that students are able to gain work skills whilst doing their VCE. Units 1 & 2 of Office Administration contribute to the VCE graduation requirements. Students benefit by gaining their VCE and a nationally recognised business certificate.

To gain the Certificate II in Business, students must satisfactorily complete Business Administration in Years 11 and 12. Units 3 and 4 in Year 12 contribute to VCE graduation requirements and a student’s tertiary entrance score.

Students complete their Office Administration studies entirely at the College. Students are enrolled for the subject at Kangan-Batman TAFE so they receive a TAFE Business certificate. It is recommended that Year 11 Office Administration students complete a 5 to 10 day work placement. This placement can be completed during a school term, a term break or after Year 11 has finished in November/December. To cover the Kangan-Batman TAFE enrolment and associated course costs, a fee is payable via your college statement.

Hospitality

Units 1 & 2: Certificate II in Hospitality

Prerequisites: Nil
Unit Description: The Certificate II in Hospitality is a Vocation Education and Training (VET) program. This means that students are able to gain work skills whilst doing their VCE. Students benefit by gaining their VCE and a nationally recognised TAFE Hospitality certificate.

To gain the Certificate II in Hospitality, students must satisfactorily complete Hospitality in Year 11. Hospitality students must complete an out of school industry work placement and an allocated number of shifts on the college Coffee Shop.

To cover the Kangan-Batman TAFE enrolment and associated course costs, a fee is payable via your College statement. Students will also need to purchase the College Restaurant Jacket to be able to work in the College Coffee Shop. You are also required to wear either a black knee length skirt or pants.

The course aims to: provide a general overview of the hospitality industry and the potential career paths within it; develop interpersonal, analytical, organisational, communication, planning, teamwork and problem solving skills; and provide training and skill development in food and beverage service.

**Interactive Digital Media Units 3 & 4 (Certificate III in Media)**

**Prerequisites:** Year 10 Multimedia

**Unit Description:** The term Multimedia describes combining a range of applications such as text, sound, video, film, photography, graphics and animation. The combining of these applications usually involves computer technology. Multimedia is a Vocational Education and Training (VET) program. This means that the emphasis in this subject is on giving students real-world training, so the students develop work skills whilst completing their secondary school studies.

Students design a range of work, including websites, logos and animations. Students develop designing, animation and computer skills using computer software used in the multimedia industry. During their Year 11 Multimedia studies, the students extend the skills they developed in Year 10 Multimedia.

Students who successfully complete this subject will be awarded the nationally recognised Certificate III in Media. This subject is a Units 3 & 4 VCE study that, if successfully completed, counts towards a student’s Year 12 ATAR (Australian Tertiary Admission Rank).

Students complete their Multimedia studies entirely at the College. Students are enrolled for the subject at Kangan TAFE, so they receive a TAFE multimedia certificate. Multimedia can provide pathways into courses such as multimedia design, web design, new arts media, animation, games development, visual art, film, television, printing, and information technology and internet provision.