Oberon High School

2014

VCE / VCAL

Information Booklet

Shape Your Future - Go One Better
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More detail on each of the studies listed in this handbook is available from the Victorian Curriculum and Assessment Authority (VCAA) website www.vcaa.vic.edu.au. Follow the VCE link.
OBERON HIGH SCHOOL

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SCHOOL PERSONNEL:

Principal: Mr Tim McMahon
Assistant Principals: Ms Elizabeth Kelly, Mr Scott McDonald
Later Years Program Leader: Mr Stephen Sutcliffe
Assistant Later Years Program Leader: Mr Craig O’Brian
VET Co-ordinators: Mrs Terri Colliver
VCAL Co-ordinator: Mrs Nicola Maher
Careers/Pathway Advisors: Mrs Kaye Barry, Mrs Nicola Maher, Mr Wayne Lynch (VET Work Placement/Work Experience/Australian School Based Apprenticeships or Traineeships - ASBATs)
Cameron House Leader: Mr Rob Neal
Greeves House Leader: Mr Andrew Ellery
Lipson House Leader: Mr Adam Freeman
Thomson House Leader: Mrs Jill Schultz
PRINCIPAL’S INTRODUCTION

The later years of schooling give you the opportunity to select the areas you wish to study with greater flexibility than you have had in previous years. However these choices must be made after considering a lot of information. This book contains some of the information you need.

Researching areas of work or study that interest you for life after school is an important part of this selection process. Please seek advice and information from Oberon High School Pathways staff so that you make correct choices.

There are two main certificates that recognise the completion of secondary education. They are the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL).

The VCE provides a pathway to further study at university, technical and further education colleges and to work. The VCE can contain units of study delivered at school, a VET program or even an Australian School Based Apprenticeship or Traineeship (ASBATs).

The VCAL is a hands-on option for year 11 and 12 students. The VCAL gives you practical work related experience, as well as literacy and numeracy skills. Personal development is an important part of this program and a strong emphasis is placed on building your skill level so that you can succeed in life and work. This certificate includes a Vocational Education and Training course (VET) which is a great program to assist you in honing your work place skills by completing an industry recognised qualification whilst attending school. You can include a school based apprenticeship or a traineeship as part of your VCAL program. The VCAL is an accredited certificate, sought after by employers and recognised across Australia.

The main purpose of this book is to provide information regarding the course structure, the subjects and programs available to you and the requirements for successful completion. Following the Victorian Curriculum and Assessment Authority (VCAA) course information we have included an ‘Oberon reflection’ of the subject taught at our school in the hope that you may gain a greater understanding of the delivery and expectations of the chosen subject.

This handbook is a valuable resource, however it does not contain everything you need to consider. It is important to take time to research your goals and plans for life after secondary school and discuss these ideas with your parents/guardians. The school provides opportunities for you and your parents/guardians to meet with House Leaders and Pathways staff to clarify any concerns so that you can make informed decisions for your future.

Oberon’s results are excellent with completion rates and academic achievement among the best in Geelong. A selection of our highly successful Year 12 students received prestigious scholarships from Deakin University and Melbourne University along with State Government recognition of VET and VCAL achievements.

Oberon High School delivers a diverse and high quality senior school program. Students at Oberon are known, valued and cared for as individuals. They are encouraged to do their personal best in all areas of school life.

Tim McMahon
Principal
POST-COMPULSORY YEARS AT OBERON HIGH SCHOOL

Oberon High School is very proud of the success of its senior students. The students have consistently achieved excellent results across a wide range of VCE/VET/VCAL studies. Students in year 11 and 12 have always responded well to the challenge and responsibility given to them. As senior student leaders they are actively involved in inter-house and inter-school sporting events, house based activities, cultural events including the school production and the Oberon Arts Festival, and other leadership activities such as the Peer Mediation Program.

During their senior years students celebrate their achievements with the Year 11 Formal, the Debutante Ball and for Year 12 students their Valedictory Dinner at the end of the year.

Teaching staff at Oberon are very experienced and are committed to the success of their students. Year 12 students are encouraged to maximise the use of their private study sessions by seeking assistance from their teachers and accessing the library and computer facilities.

Advice on careers, further study and tertiary entrance information is available from the Careers Staff and the completion of a Managed Individual Pathways (MIPS) plan is expected from all students in year 10, 11 and 12.

VCE VET students will spend some of their week undertaking studies at their Registered Training Organisation (RTO). Each week, for a very small cost, a bus is provided from Oberon High School to most RTO locations. However, as classes finish at different times, students are required to find their own way home.

There is the expectation that all VCE students will wear the full school uniform. Year 12 students will have the option of purchasing a 2013 ‘keepsake’ jumper which can be worn with the school uniform. It is the responsibility of parents and students to ensure the correct school uniform is worn and neatly maintained. Cooperation from students and parents in this area ensures a beneficial effect on school tone and discipline. In the event of the school uniform not being able to be worn, a note should be provided.

Work checks are undertaken five weeks into Term 1 and Term 3, for students in years 9 through to 12, from which parents and students will receive notification if they are falling behind in their studies. Interim reports and parent/teacher interviews are undertaken at the end of Term 1 and 3 for all students, whilst comprehensive semester reports are prepared at the end of Term 2 and 4. Year 12 students will receive a semester 1 report and their final VCE results through Victorian Curriculum Assessment Authority (VCAA) in December. Parents/guardians are encouraged to contact the school at any time during their son/daughter’s studies to discuss any concerns they may have so that together we can ensure they achieve the best possible results.

**LEGEND**
* VCE - Victorian Certificate of Education
* VCAL - Victorian Certificate of Applied Learning
* VET - Vocational & Educational Training
* ASBATS - Australian School Based Apprenticeship and Traineeships
WHAT IS A VCE PROGRAM?
A ‘VCE Program’ is a set of semester units undertaken over a minimum period of two years. This program is designed by you to meet your needs within the rules laid down by the Victorian Curriculum and Assessment Authority.

REQUIREMENTS
Students must enrol in:
- Four units of English (which can include English Literature)
- At least three unit 3 and 4 sequences other than English
- Students can freely choose which other units will make up their program

Graduation requires:
- Satisfactorily completion of 16 units, over two years, which may include an unlimited number of VET units
- Three units of English or English Literature
- Three other unit 3 and 4 sequences

CHOOSING A PROGRAM
It is recommended students:
- Identify their interests, abilities, strengths and weaknesses
- Link these with appropriate career choices
- Talk to parents/Career Advisor/House Leader/current teachers/VCE students

MAXIMISING YOUR VCE ATAR SCORE
In accordance with school policy it may be possible for some students to begin their VCE studies early. For example:
- Year 10 students undertaking a VCE/VET Unit 1 and 2
- Year 11 students undertaking a VCE/VET Unit 3 and 4

In recent times a significant number of year 10 students have taken advantage of the opportunities to commence VCE/VET studies. The prospect of an early start to VCE provides extra opportunities for capable students to expand their VCE and VET program and maximise the possibility of a higher ATAR (Australian Tertiary Admission Rank) score. Students who are considering this fast track option will be counselled by their House Leader and the Later Years Program Leader so they are aware of the impact (if any) on their VCE/VET Certificate and ATAR score. It is strongly recommended only one VCE/VET subject is attempted by year 10 students.
WHAT IS THE VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)?

The Victorian Certificate of Applied Learning (VCAL) is an alternative to the VCE. Students who wish to enter the workforce or take up an apprenticeship or traineeship upon completion of their secondary schooling will benefit from learning within the VCAL course.

The VCAL Certificate is offered at Oberon at the Intermediate and Senior level. Each level takes one year to complete, with certificates awarded upon successful completion of each VCAL level. Oberon High School students undertaking the VCAL will begin at the Intermediate level in year 11 and continue on to Senior level in year 12.

Students will be given a choice of completing a Senior VCAL certificate or completing a full VCE. It is quite possible for students to gain both the VCAL and VCE certificates within a two-year period.

Upon completion of the Intermediate VCAL certificate, students will have the choice either to continue into the Senior level of the VCAL, start an apprenticeship or traineeship or take up full time employment. All VCE subjects undertaken in the VCAL course can be credited towards the VCE, as can most of the VCAL subjects.

Subjects within the VCAL course can be a mixture of VCAL and VCE subjects. To gain successful completion of a VCAL certificate, students must successfully complete a minimum of 10 credits. This must include:

- One credit from each of the four strands
- A minimum of two VCAL units
- One credit of numeracy
- Six credits at the level of the VCAL award or above (one must be for literacy and one must be for VCAL Personal Development Skills unit)
- One credit VET (Intermediate and Senior)

Strand 1 – Literacy and Numeracy Skills
- The VCAL program must contain literacy and numeracy components. These can be selected from VCE Foundation or VCE Standard English, VCE Foundation Mathematics, VCE General Mathematics and VCAL Senior Literacy Skills.

Strand 2 – Industry Specific Skills
- The Intermediate and Senior levels of VCAL must contain Industry Specific units at the Vocational Education and Training (VET) level. It is a condition of entry into the VCAL course at Oberon High School that students are enrolled and maintain enrolment in an accredited VET course or a School Based Apprenticeship and traineeships (SBAT).

Strand 3 – Work Related Skills
- The emphasis in this strand is on work readiness and employability skills, as well as Occupational Health and Safety awareness. Students are required to undertake a Structured Work Placement or School Based Apprenticeship to fulfil the requirements of this strand.

Strand 4 – Personal Development Skills
- Students will develop leadership, teamwork, planning and organisation skills to negotiate a community-based project. The projects are of a ‘hands on’ nature and may include building, landscaping, environmental work and camps.

Students considering undertaking the VCAL course should seek career counselling as to their specific individual career pathway needs.
WHAT IS VOCATIONAL EDUCATION & TRAINING (VET)?

VET in Schools is now a part of the VCE. Students can choose a VET subject just as they would choose any other VCE subject. Usually VET subjects count as four units of the VCE (Units 1, 2, 3 and 4) and if a scored assessment is available this counts towards the students ATAR in the same way as a VCE subject. If a scored assessment is not available students receive a 10% increment on their VCE score. Students can undertake more than one VET in VCE study if the subjects do not cause a timetable clash.

Benefits of choosing a VET in schools subject

- VET in VCE gives a nationally recognised qualification (e.g. Certificate 3 in Music Industry Skills). Students can continue their qualification anywhere in Australia.
- Most full apprenticeships (traineeships) are at Certificate 4 Level and students completing VET have usually completed a third of this.
- Students receive their VCE certificate and their VET qualification.
- Work placement gives students an opportunity to be ‘job ready’.
- Employers are seeking out VET students to take up full-time traineeships.
- After year 12 VET students have the choice of continuing their course full-time, entering other tertiary studies or taking up employment.
- Students have the opportunity to attend their VET classes with students from all schools in the Geelong region at various venues with a range of Registered Training Organisations (RTOs).

Who should do VET?

Any student can undertake a VET subject; it depends on your interests and future goals. VET studies would be particularly suited to students who like ‘hands on’ experience or who have an interest in the VET courses being offered.

Oberon High School students have access to all VET in VCE studies offered in Geelong. Registered Training Organisations include the Gordon Institute of TAFE, Belmont High School, Bellarine Secondary College, Geelong High School, Matthew Flinders Girls Secondary College, Oxygen College and BRACE.

During career days and at school information sessions, students will be introduced to the VET programs available.

Things to take into account when considering VET studies

- VET in schools is usually a two year program.
- An additional RTO course fee on top of the school fees will be charged.
- This fee will be dependent upon the selected course and a deposit is required at the beginning of December 2012 to ensure a placement. Students will receive a letter detailing the appropriate expenses.
- The Registered Training Organisation may require students to purchase additional items, such as uniforms, equipment or books.
- Attendance at the Registered Training Organisation will be required on Wednesday afternoon or at another specified time.
- Where a work placement is mandated within a VET program, students will often undertake placement during their term holidays (generally 10 days per year). Students are requested to network with family and friends to find an appropriate placement which will be formerly approved and processed by careers staff.

Note: If a student withdraws from a VET program after three weeks they will be charged for the associated costs, given that the RTO would have committed teaching staff and resources to the program. The student would then be expected to choose another VCE study to be completed at school to make up their VCE program.
WHAT IS A SCHOOL BASED APPRENTICESHIP AND TRAINEESHIP (SBAT)?

These are similar to VET programs; however the student works one day with an employer in paid employment while undertaking VET studies and workplace training.

Oberon endeavours to provide the opportunity of accessing the widest possible range of options in order to cater for the needs of all students in our community. Students and parents wishing to learn more about School Based Apprenticeships and Traineeships should make an appointment to meet with Mr Wayne Lynch, who coordinates all students undertaking apprenticeships and traineeships at Oberon High School.
ATTENDANCE POLICY

The VCE Attendance Policy is designed to follow the recommendation from the VCAA VCE/VCAL administrative Handbook that schools should develop rules relating to attendance and authentication and outline the consequences in the event of a breach of these rules.

It is important that students (and parents) understand that the VCAA VCE/VCAL Administrative Handbook clearly states:

“A student needs to attend sufficient class time to complete work .... where a student has completed work but there has been a substantive breach of attendance rules and the school therefore wishes to assign N to the unit, the school must assign N (not satisfactory) for one or more outcomes and thus for the unit.”

Decisions in relation to school rules are not subject to appeal to the Victorian Curriculum and Assessment Authority (VCAA) by students.

NOTE: Penalties for any breach of the attendance rules are not applicable for students absent from school for prolonged periods of time due to illness or other special circumstances. Students in such circumstances may apply to the school for “special provision”. The student and the school complete the application for Special Provision for School-assessed Coursework and School-assessed Tasks and the Unit Completion form and retain this at the school together with the supporting evidence.

Processes to be followed:

- Teachers are to mark their class roll every period.
- When the student has accumulated five absences without a medical certificate, parents will be contacted for an interview concerning the risk of an ‘N’ result. (‘N’ is the Victorian Curriculum and Assessment Authority symbol for unit failure.)
- When six absences without a medical certificate have been accrued in any study, ‘N’ will automatically be recorded as the unit result.

Approved Absences

In order for teachers to confirm an approved absence on their attendance records the student must provide each of the classroom teachers affected with a copy of a medical certificate or a note appropriately dated. The original is then given to each class room teacher to sign and the student is to pass it on the Student Administration Office. This is necessary in the event of an audit by the VCAA and also facilitates the application process for Special Provision, should this become necessary. Special Provision is applied when a student suffers from an acute or chronic illness or other serious intervening event that adversely impacts on their performance. Applications require extensive documentation in accordance with the strict guidelines imposed by VCAA and approval is not guaranteed. Other absences may, in some instances, be converted to ‘Approved’ absences by using the semester credits.

School Assessed Coursework (SAC)

The following points must be strictly adhered to:

- School Assessed Coursework (SAC) takes precedence over all other school-based activities. Teachers will give a minimum of five days’ warning of the date a SAC will be scheduled.
- If a student is attending a school approved activity, camp or excursion they must let their teacher know in advance. They will then sit the SAC according to the guidelines below.
- A medical certificate must be provided if a student misses a School Assessed Coursework task (SAC) and is not on a school approved activity. The certificate must be dated either for the day of, or to include the day of the missed SAC. A copy must be given to the relevant classroom teacher and the original presented to the Later Years Program Leader.
- Failure to obtain a medical certificate if absent from a SAC will mean that a student is denied the opportunity to do the SAC and ‘NA’ will be recorded in their results. (For a student doing a Unit 3-4 sequence this equates to a zero towards the study score).
- If a SAC is missed due to an approved school absence or for medical reasons, the SAC must be completed in the time set by the Later Years Program Leader. These ‘make up’ times will be set after school on two nights per week or another negotiated time. If this is also missed, a student will only be given a second opportunity to complete the SAC if another medical certificate is provided (approved absences).
ACCOUNTING

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a small business. Students will study both theoretical and practical aspects of accounting. Financial data and information will be collected, recorded and reported using both manual and information and communications technology (ICT) methods.

UNIT 1: ESTABLISHING AND OPERATING A SERVICE BUSINESS

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, recording, reporting and analysing financial data and information used by internal and external users. Recording and reporting is restricted to the cash basis. Students examine the role of accounting in the decision-making process using single entry recording of financial data and information for the owner of a service business.

Outcomes
On completion of this unit the student should be able:

- to describe the resources required and explain and apply the knowledge and skills necessary to setup a small business;
- to identify, record, report and explain the financial data and information for the owner of a service business, using a combination of manual and ICT methods.

UNIT 2: ACCOUNTING FOR A TRADING BUSINESS

This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions. They use financial and non-financial information to evaluate the performance of a business. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Outcomes
On completion of this unit the student should be able to:

- record and report financial data and information for a sole trader;
- record and report financial data and information using an accounting software package for a single activity sole trader, and explain and evaluate the role of ICT in the accounting process;
- select and use financial and non-financial information to evaluate a business and suggest strategies that will improve business performance.

UNIT 3: RECORDING AND REPORTING FOR A TRADING BUSINESS

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 are introduced to the double entry system of recording using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used.

Outcomes
On completion of this unit the student should be able to:

- record financial data for a single activity sole trader using a double entry accrual-based system for a single activity sole trader, and discuss the function of various aspects of this accounting system;
- record balance day adjustments, prepare and interpret financial reports.

UNIT 4: CONTROL AND ANALYSIS OF BUSINESS PERFORMANCE

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 recording and reporting system 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, financial performance and financial position. In this unit students evaluate the information prepared and analyse the results in order to suggest strategies to the owner on how to improve the performance of the business.

Outcomes
On completion of this unit the student should be able to:

- record and report financial data and information using a double entry accrual-based system for a single activity sole trader, and explain related aspects of this accounting system;
- prepare and analyse budget and variance reports, evaluate the performance of a business using financial and non-financial information and suggest strategies to improve the profitability and liquidity of the business.
Assessment

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

Levels of Achievement

Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
In Accounting the student’s level of achievement will be determined by school-assessed coursework and an end-of-year examination. Percentage contributions to the study score in Accounting are as follows:
- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End-of-year examination: 50 per cent

Oberon HS reflections for ..... Accounting – Units 1 & 2

<table>
<thead>
<tr>
<th>Topics and skills:</th>
<th>Unit 1- Establishing and operating a service business</th>
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<tbody>
<tr>
<td></td>
<td>• Establishing an accounting system for a small service business (one that provides a service – for example hairdressing or bricklaying business).</td>
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<td></td>
<td>• Practical record keeping (manual and ICT) of events that occur in the life of the business.</td>
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<td></td>
<td>• Use of recorded information to calculate whether the business is achieving profits or losses, its debt levels, total assets etc.</td>
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<td></td>
<td>• Reporting these results to interested parties such as owners, managers, bankers, investors, in an understandable way.</td>
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<td></td>
<td>• Evaluating the performance of the business and making decisions and recommendations about its future.</td>
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<tr>
<th>Unit 2- Accounting for a trading business</th>
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<tr>
<td>• As above although applied to a trading business (one that buy and sells goods –for example a toy shop or computer shop). Introduction to a commercial ICT software packages commonly used in accounting, with students using QuickBooks to record and report accounting information.</td>
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</tbody>
</table>

Note: Both units follow a similar structure but are based on slightly different and increasingly more complex methods of recording and reporting financial information about a business.

Skills
- Enjoy working with figures.
- Involves arithmetic skills mainly (not highly mathematical).
- Learning different systems of recording and reporting information and applying them to practical situations.
- Ability to explain all aspects of the accounting systems in use.

<p>| Practical sessions: | • Most sessions involve both manual and/or ICT recording and reporting of information about the business. |</p>
<table>
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<tr>
<th><strong>Oberon HS reflections for ..... Accounting – Units 3 &amp; 4</strong></th>
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<tbody>
<tr>
<td><strong>Unit 3: Recording and reporting for a trading business</strong></td>
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<tr>
<td>• Building on basic bookkeeping skills through the introduction of the double entry system of recording information and the associated accounting theory behind accounting decisions.</td>
</tr>
<tr>
<td><strong>Unit 4: Control and analysis of business performance</strong></td>
</tr>
<tr>
<td>• Extends the recording and reporting systems from Unit 3 and emphasises the importance of budgeting (planning) for a business and the analysis and interpretation of the accounting results obtained to make meaningful management decisions.</td>
</tr>
<tr>
<td><strong>Note:</strong> Both units follow a similar structure but are based on slightly different and increasingly more complex methods of recording and reporting financial information about a business.</td>
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<td><strong>Skills</strong></td>
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<td>• Enjoy working with figures.</td>
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<td>• Learning different systems of recording and reporting information and applying them to practical situations.</td>
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<tr>
<td>• Ability to explain all aspects of the accounting systems in use.</td>
</tr>
<tr>
<td><strong>Practical sessions:</strong></td>
</tr>
<tr>
<td>• Most sessions involve both manual and/or ICT recording and reporting of information about the business.</td>
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ART – (All mediums CERAMICS, DRAWING, PAINTING, PHOTOGRAPHY, PRINTMAKING)

VCE Art provides the opportunity for students to investigate individual artistic ideas, and allows them to build a folio of artwork that can be used for entry into a Tertiary Fine Arts course or employment in the Arts Industry. The Art study challenges students to communicate understanding of the meanings and messages contained within artworks, and to develop skills in research, analysis and arts criticism. Students will explore a wide range of art techniques and materials, and will be encouraged to design and develop artworks in a manner which is consistent to that of professionals working in the Arts Industry.

UNIT 1

Area of Study
1. Art and meaning (Appreciation)
2. Artmaking and personal meaning (Folio)

Outcomes
• Ability to analyse and interpret a variety of artworks using the Formal Framework and the Personal Framework.
• Ability to present visual creative responses that demonstrate their personal interests and ideas through trialling techniques, materials and processes.

UNIT 2

Area of Study
1. Art and culture (Appreciation)
2. Artmaking and cultural expression (Folio)

Outcomes
• Ability to analyse, interpret, compare and contrast artworks from different cultures using the Formal Framework and the Cultural Framework.
• Ability to demonstrate technical and artistic development in the presentation of visual responses that include one finished artwork, through the exploration of selected media, materials and techniques.

UNIT 3

Area of Study
1. Interpreting art (Appreciation)
2. Investigation and interpretation through artmaking (Folio)

Outcomes
• Ability to use the Analytical Frameworks to analyse and interpret artworks, and compare and contrast the meanings and messages of artworks produced before 1970 and artworks produced since 1970.
• Ability to explore personal ideas and concepts through a conceptual and practical investigation including at least one finished artwork, using selected Analytical Frameworks to reflect upon and annotate their work.

UNIT 4

Area of Study
1. Discussing and debating art (Appreciation)
2. Realisation and resolution (Folio)

Outcomes
• Ability to discuss and debate an art issue using selected artist/s works as context, and present their informed opinion with reference to artworks and with the support of selected commentaries and relevant aspects of the Analytical Frameworks.
• Progressively communicate ideas, directions and/or personal concepts in a body of work that includes at least one finished artwork, having used selected Analytical Frameworks to underpin reflections on their artmaking.

Assessment

Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.
Levels of Achievement

Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4

Contribution to final assessment
Student’s level of achievement will be determined by:
- Units 3 and 4 school-assessed coursework: 20 per cent to the study score
- Units 3 and 4 school-assessed tasks - folio: 50 per cent to the final assessment
- End-of-year examination: 30 per cent to the study score

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<tr>
<th>Oberon HS reflections for ..... Art – Units 1 &amp; 2</th>
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<tr>
<td><strong>Topics and skills:</strong></td>
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<tr>
<td>- Students will have the opportunity to respond to various art challenges and develop a folio of their own individual art ideas.</td>
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<tr>
<td>- Students will learn how to analyse the formal qualities of artworks, and learn how to interpret the personal/cultural means of artworks.</td>
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<tr>
<td><strong>Practical sessions:</strong></td>
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<tr>
<td>- Practical sessions constitute approximately three out of five classes.</td>
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<td>- Explore other mediums</td>
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<td><strong>Excursions or camps:</strong></td>
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<tr>
<td>- All year 11 and 12 Art students will visit the Top Arts at the Ian Potter Centre, National Gallery of Victoria. This exhibition of successful VCE student artwork from the previous year – featuring painting, photography, sculpture, mixed media, film, drawing, printmaking and ceramics.</td>
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<td><strong>Extra financial commitments above the subject levy:</strong></td>
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<tr>
<td>- Excursions will be charged according to expenses based on entry fee and bus arrangements.</td>
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<tbody>
<tr>
<td><strong>Topics and skills:</strong></td>
</tr>
<tr>
<td>- Students will have the opportunity to explore the artist within, investigate different mediums and approaches to produce their own artworks.</td>
</tr>
<tr>
<td>- In the practical component, students will develop their own responses, ideas and observations. They are also to explore and develop their folios and resolved artworks through investigation and experimentation.</td>
</tr>
<tr>
<td>- Students will analyse and interpret artworks within analytical frameworks, which will enable them to understand the layers of meaning within an artwork.</td>
</tr>
<tr>
<td>- A theory component per semester is required, with a written exam at the end of Unit 4.</td>
</tr>
<tr>
<td><strong>Practical sessions:</strong></td>
</tr>
<tr>
<td>- Practical sessions constitute approximately three out of five classes.</td>
</tr>
<tr>
<td>- Explore other mediums</td>
</tr>
<tr>
<td>- Investigate ideas and techniques.</td>
</tr>
<tr>
<td><strong>Excursions or camps:</strong></td>
</tr>
<tr>
<td>- All year 12 Art students will visit the Top Arts at the Ian Potter Centre, National Gallery of Victoria. This exhibition of successful VCE student artwork from the previous year – featuring painting, photography, sculpture, mixed media, film, drawing, printmaking and ceramics.</td>
</tr>
<tr>
<td><strong>Extra financial commitments above the subject levy:</strong></td>
</tr>
<tr>
<td>- Excursions will be charged according to expenses based on entry fee and bus arrangements.</td>
</tr>
</tbody>
</table>
BIOLOGY

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

UNIT 1: UNITY AND DIVERSITY

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

UNIT 2: ORGANISMS AND THEIR ENVIRONMENT

Area of Study
1. Adaptations of organisms
2. Dynamic ecosystems

Assessment Tasks for Units 1 and 2
Written reports on various practical investigations at least three from the following:
• response to a media article;
• annotated poster;
• data analysis;
• test, multiple choice and/or short answer and/or extended response.

UNIT 3: SIGNATURES OF LIFE

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

Outcome 1
• Analyse and evaluate evidence from practical investigations related to biochemical processes.

Outcome 2
• Explain coordination and regulation of an organism’s internal environment at the molecular level.

UNIT 4: CONTINUITY AND CHANGE

Area of Study
1. Heredity
2. Change over time

Outcome 1
• Analyse evidence for the molecular basis of heredity, and patterns of inheritance.

Outcome 2
• Evaluate evidence for evolutionary change and evolutionary relationships, and describe mechanisms for change including the effect of human intervention on evolutionary processes.

Assessment Tasks for Units 3 and 4
In Biology the student’s level of achievement will be determined by school-assessed coursework and an end-of-year examination. Percentage contributions to the study score in Biology are as follows:
• Unit 3 school-assessed coursework: 20 per cent
• Unit 4 school-assessed coursework: 20 per cent
• End-of-year examination: 60 per cent

Most school assessed coursework involves practical activities.
## Oberon HS reflections for ..... Biology – Units 1 & 2

### Topics and skills:

**Unit 1 - Unity and Diversity**
- A useful basis for Year 12 Biology
- Looks at the building blocks of life and investigates structure and function of cells.
- Focuses on human systems including digestive, circulatory, wastes and airways.

**Unit 2 - Organisms and their environment**
- Looks at a variety of ecosystems and how they are interconnected.
- Examines the organisms found in these ecosystems.
- Investigation of living and non-living things.

**Skills**
- Analysis of first and second-hand data and practical reports.

### Practical sessions:
- Biology covers a wide variety of areas which includes plants and animals and involves practical sessions such as dissections and microscope work.

### Excursions or camps:
- Excursions can include visits to local areas (such as the botanical gardens), forests, beach foreshores and the Melbourne Aquarium.

### Extra financial commitments above the subject levy:
- Excursions will be charged according to expenses based on entry fee and bus arrangements.

## Oberon HS reflections for ..... Biology – Units 3 & 4

### Topics and skills:

**Unit 3 - Signatures of life**
- Looks at how living organisms function effectively.
- The structure of DNA and how proteins are made.
- Examines how various proteins affect the way an organism looks and functions.
- Looks at how animals and plants obtain their energy.
- Examines the immune system and how it works in fighting off diseases and illness.

**Unit 4 - Continuity and change**
- Looks at how DNA and genes work to put together living organisms.
- Study how genes are transmitted from generation to generation and examine how certain traits are inherited and how variation in the next generation of offspring comes about.
- Undertake practical investigations that involve the manipulation of DNA and the inheritance of traits.
- Examines changes to species and process of natural selection and how this relates to evolution.
- Investigate human evolution.

**Skills**
- Analysis of first and second-hand data and practical reports.

### Practical sessions:
- Various practical sessions regularly performed that relate to the topics being covered in the classroom.

### Excursions or camps:
- An excursion to GTAC for the completion of SACs where students perform highly technical experiments and work with PhD students from Melbourne University.

### Extra financial commitments above the subject levy:
- The above excursions will be charged according to expenses based on bus arrangements and entry cost.
BUSINESS MANAGEMENT

In contemporary Australian society, there is a wide variety of business organisations which vary in terms of size, ownership, objectives, resources and location. These organisations are managed by people who put into place systems and processes to achieve a range of objectives.

Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the challenges, complexity and rewards that can come from business management and gain insight into the various ways resources can be managed in small, medium and large scale organisations.

In studying Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible ethical members of the business community, as informed citizens, consumers and investors.

UNIT 1: SMALL BUSINESS MANAGEMENT

Area of Study
1. Introducing business
2. Small business decision-making, planning and evaluation
3. Day to day operations

UNIT 2: COMMUNICATION AND MANAGEMENT

Area of Study
1. Communication in business
2. Managing the marketing function
3. Managing the public relations function

Assessment Unit 1 and 2
- For units 1 and 2 students are required to demonstrate the achievement of the learning outcomes associated with each of the Area of Study.
- Achievement on outcomes 1, 2 and 3 in Unit 1 and 2 is based upon performance on a selection of assessment tasks that include:
  - Case study analysis;
  - Development of business plans;
  - Interview and report on business contacts;
  - Business simulations;
  - School based business activity;
  - Essay;
  - Tests;
  - Analytical exercises;
  - Business reports (visual, written, oral);
  - Media analysis;
  - Business surveys and analysis.

UNIT 3: CORPORATE MANAGEMENT

Area of study
1. Large-scale organisations in context
2. Internal environment of large-scale organisations
3. The operations management function

UNIT 4: MANAGING PEOPLE AND CHANGE

Area of study
1. The human resource management function
2. The management of change

Assessment Unit 3 and 4
- The level of achievement in Unit 3 and 4 is determined by school-assessed coursework and an end of year examination.
- School assessed coursework for Unit 3 and 4 will contribute 25 per cent of the study score each.
- The level of achievement for Units 3 and 4 is also assessed by an end of year examination, which will contribute 50 per cent of the study score.
• The students’ performance on each outcome should be assessed using one or more of the following:
  • case study;
  • structured questions;
  • media analysis;
  • test;
  • essay;
  • reports (written /multimedia).

### Oberon HS reflections for ..... Business Management – Units 1 & 2

<table>
<thead>
<tr>
<th>Topics and skills:</th>
<th>Unit 1 – Introducing Business</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success. Topics include:</td>
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<tr>
<td></td>
<td>• Features and characteristics of small business ownership</td>
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<td></td>
<td>• The economic contribution of small business.</td>
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<tr>
<td></td>
<td>• Managing a small business with respect to ethical and social responsibilities.</td>
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<tr>
<td></td>
<td>• Factors that influence planning and decision making when starting or establishing a small business.</td>
</tr>
<tr>
<td></td>
<td>Unit 2 – Communication in Business</td>
</tr>
<tr>
<td></td>
<td>Students will be able to evaluate the importance of communication in business. They will be able to understand issues relating to marketing a product or service and creating good public relations with the customers. Topics include:</td>
</tr>
<tr>
<td></td>
<td>• Communication in Business</td>
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<tr>
<td></td>
<td>• Managing the Marketing Function</td>
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<tr>
<td></td>
<td>• Managing the public relations function</td>
</tr>
</tbody>
</table>

| Extra financial commitments above the subject levy: | • Unit 1 - Students will need to finance the Market Day Activity themselves with a maximum contribution of $50 with profits shared amongst group members. Part of the profits will be donated to a charity of the groups’ choice. |
|                                                      | • Unit 2 – Possible excursions to Carlton United Breweries and Victoria Market – approximate cost $35. |

### Oberon HS reflections for ..... Business Management – Units 3 & 4

<table>
<thead>
<tr>
<th>Topics and skills:</th>
<th>Unit 3 - Corporate Management</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will study Large Scale Organisations such as Myer, Rio Tinto, Commonwealth Bank and how these organisations operate. Students will develop an understanding of the challenges faced both externally and internally on these types of organisations. Topics include:</td>
</tr>
<tr>
<td></td>
<td>• Large Scale Organisations in context.</td>
</tr>
<tr>
<td></td>
<td>• The internal environment of large scale organisations.</td>
</tr>
<tr>
<td></td>
<td>• The Operations Management functions</td>
</tr>
<tr>
<td></td>
<td>Unit 4 – Managing People and Change</td>
</tr>
<tr>
<td></td>
<td>This unit will focus on managing human resources in a large scale organisation and the importance of managing this resource in relation to changes that impact on organisations. Topics include:</td>
</tr>
<tr>
<td></td>
<td>• The Human Resource Management Function</td>
</tr>
<tr>
<td></td>
<td>• The Management of Change</td>
</tr>
</tbody>
</table>

| Skills            | Students are expected to keep up to date with aspects of contemporary business affairs via newspapers and television programs. |

| Excursions or camps: | • Possible excursions to Ford and Alcoa, if the group is able to be accommodated. |
|                     | • For the purpose of revision and exam preparation, students are encouraged to attend the Year 12 student lecture days at the end of the year. |

| Extra financial commitments above the subject levy: | • Revision lectures (optional) can cost between $10 to $35. |
CHEMISTRY

Note: It is strongly recommended that students who are interested in pursuing tertiary studies in science, engineering or anything in the medical field include Chemistry in their VCE studies.

Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Most processes, from the formation of molecules in outer space to the complex biological interactions occurring in cells, can be described by chemical theories. Although there are no sharp boundaries between sciences such as chemistry, physics and biology, chemistry is used to explain natural phenomena at the molecular level, as well as create new materials such as medicines and polymers.

Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge. A set of key skills is applicable to all units. The set of key skills consists of the ability to:

- Investigate and inquire scientifically;
- Apply chemical understandings;
- Communicate chemical information and understandings.

UNIT 1: THE BIG IDEAS OF CHEMISTRY

The story of chemistry begins with the building of the Periodic Table from speculation, debate and experimental evidence. The Periodic Table provides a unifying framework for studying the chemistry of the elements using their chemical and physical properties to locate their position. The electron configuration of an element, its tendency to form a particular bond type and its ability to behave as an oxidant or reductant can all be linked to its position in the Periodic Table.

Areas of Study

1. Periodic Table
2. Materials Chemistry

Outcomes

On completion of this unit the student should be able to:

- explain how evidence is used to develop or refine chemical ideas and knowledge;
- use models of structure and bonding to explain the properties and applications of materials.

UNIT 2: ENVIRONMENTAL CHEMISTRY

Living things on earth have evolved to use water and the gases of the atmosphere in the chemical reactions that sustain them. Water is used by both plants and animals to carry out their energy-producing reactions, dissolve their nutrients and transport their wastes. The atmosphere supplies life-giving gases, provides temperature that sustains life, and gives protection from harmful radiation.

Students continue to use and develop the language of chemistry, its symbols and chemical formulae and equations, to explain observations and data collected from experiments.

Areas of Study:

1. Water
2. Atmosphere

Outcomes

On completion of this unit the student should be able to:

- write balanced equations and apply these to qualitative and quantitative investigations of reactions involving acids and bases, the formation of precipitates and gases, and oxidants and reductants;
- explain how chemical reactions and processes occurring in the atmosphere help to sustain life on earth.

UNIT 3: CHEMICAL PATHWAYS

In this unit students investigate the scope of techniques available to the analytical chemist. Chemical analysis is vital in the work of the forensic scientist, the quality control chemist at a food manufacturing plant, the geologist in the field, and the environmental chemist monitoring the health of a waterway.

Students will continue to investigate the application of principles of green chemistry to chemical processes and use the language and symbols of chemistry, and chemical formulae 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.
Areas of Study:
1. Chemical Analysis
2. Organic Chemical Pathways

Outcomes
On completion of this unit the student should be able to:
- evaluate the suitability of techniques and instruments used in chemical analyses;
- identify and explain the role of functional groups in organic reactions and construct reaction pathways using organic molecules.

UNIT 4: CHEMISTRY AT WORK
In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions.

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 formulae and equations to explain observations and data collected from experiments.

Areas of Study:
1. Industrial Chemistry
2. Supplying and Using Energy

Outcomes
On completion of this unit the student should be able to:
- analyse the factors that determine the optimum conditions used in the industrial production of the selected chemical;
- analyse chemical and energy transformations occurring in chemical reactions.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
In Chemistry the student’s level of achievement will be determined by school-assessed coursework and an end-of-year examination. Percentage contributions to the study score in Chemistry are as follows:
- Unit 3 school-assessed coursework: 20 per cent
- Unit 4 school-assessed coursework: 20 per cent
- End-of-year examination: 60 per cent

Oberon HS reflections for ..... Chemistry – Units 1 & 2

<table>
<thead>
<tr>
<th>Topics and skills:</th>
<th>Unit 1 – The big ideas of chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Study of atoms, the Periodic table, relative atomic mass and the mole</td>
</tr>
<tr>
<td></td>
<td>Materials chemistry – types of bonding between atoms and the chemistry of carbon</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Unit 2 – Environmental Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Water - why is water so special, what substances dissolve in water and why, writing and balancing chemical equations, calculations involving the masses and concentration of substances.</td>
</tr>
<tr>
<td></td>
<td>Atmosphere - properties of gases, the atmosphere and environmental issues.</td>
</tr>
</tbody>
</table>

| Skills               | experimental: practical and report writing, mathematical, computer skills: using software. Must be organised - regular homework and revision is essential. |

| Practical sessions:  | The number of practical classes depends on the topic being studied. |
**Oberon HS reflections for ..... Chemistry – Units 3 & 4**

<table>
<thead>
<tr>
<th>Topics and skills:</th>
<th><strong>Unit 3 – Chemical Pathways</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In this unit student’s investigate the scope of techniques available to the analytical chemist</td>
</tr>
<tr>
<td></td>
<td>• Chemical Analysis – Gravimetric and volumetric analysis, acids and bases, redox chemistry instrumental analysis.</td>
</tr>
<tr>
<td></td>
<td>• Organic chemical pathways – organic chemistry, biological molecules including DNA and biofuels.</td>
</tr>
<tr>
<td></td>
<td>• Students complete an extended experimental investigation from one of these areas of study.</td>
</tr>
</tbody>
</table>

**Unit 4 – Chemistry at work**

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

- Industrial chemistry – rates of reactions, equilibrium, industrial production of chemicals.
- Supplying and using energy – fossil fuels and alternative fuel sources, energy from chemical reactions, batteries and cells.

**Skills** – experimental: practical and report writing, mathematical, computer skills: using software. Must be organised - regular homework and revision is essential.

<table>
<thead>
<tr>
<th>Practical sessions:</th>
<th>• The number of practical classes depends on the topic being studied.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Excursions or camps:</th>
<th>• In the past an excursion has been held to Gordon TAFE to allow students to see and use instrumental analysis techniques.</th>
</tr>
</thead>
</table>

| Extra financial commitments above the subject levy: | • Cost of excursion to Gordon TAFE. |
DRAMA

The study of Drama focuses on the creation and performance of characters, narratives and stories. Students draw on a range of content and use role and expressive skills to create, embody and present dramatic works. They analyse the development of their performances and explore the actor-audience relationship. Students develop an understanding of dramatic elements, stagecraft and theatrical conventions appropriate to performance styles from a range of cultural contexts. They view and analyse performances by professional and other drama practitioners.

UNIT 1: DRAMATIC STORYTELLING

This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories.

This unit also involves analysis of a student’s own performance work and analysis of a performance by professional and other drama practitioners.

Outcomes
On completion of this unit the student should be able to:
- use play-making techniques to devise solo and/or ensemble drama work/s based on experiences and/or stories, as well as describe the dramatic processes used to shape and develop this performance work/s;
- use expressive skills theatrical conventions and stagecraft to perform stories and characters to an audience;
- analyse the development and performance of work created and presented in Outcomes 1 and 2;
- identify and evaluate use of performance styles, and describe use of theatrical conventions, stagecraft and dramatic elements, as well as analyse the portrayal of stories and characters in a drama performance.

UNIT 2: CREATING AUSTRALIAN DRAMA

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

This unit also involves analysis of a student’s own performance work as well as the performance of an Australian work.

Outcomes
On completion of this unit the student should be able to:
- use a range of stimulus material to create a solo or ensemble performance works as well as document and record the play-making techniques used to shape and develop this performance work;
- demonstrate the effective use and manipulation of dramatic elements, theatrical conventions and stagecraft in the presentation of a performance work to an audience;
- analyse and evaluate the creation, development and performance of characters, as well as the use and manipulation of theatrical conventions, stagecraft and dramatic elements as applied to the performance style/s of the student’s own performance work;
- identify use of theatrical conventions, describe performance style/s and analyse and evaluate how dramatic elements have been used in a drama performance.

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. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Outcomes
On completion of this unit the student should be able to:
- develop and present character/s within a non-naturalistic ensemble performance;
- analyse play-making techniques used to construct and present ensemble works including the work created for Outcome 1;
- analyse and evaluate a non-naturalistic performance selected from the prescribed playlist.
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 performance, they devise, rehearse and perform an extended solo performance in response to a prescribed structure published by the Victorian Curriculum and Assessment Authority. The processes involved in the creation and presentation of character/s in solo performance are analysed and evaluated.

Outcomes
On completion of this unit the student should be able to:

- create and present a short solo performance based on stimulus material, and evaluate the processes used;
- create, develop and perform a character or characters within a solo performance in response to a prescribed structure;
- describe, analyses and evaluate the creation, development and presentation of a solo performance.

Assessment

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

Levels of Achievement

Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
In Drama the student’s level of achievement will be determined by school-assessed coursework, an end-of-year performance examination and an end-of-year written examination. Percentage contributions to the study score in Drama area as follows:

- Unit 3 school-assessed coursework: 30 percent
- Unit 4 school-assessed coursework: 10 percent
- End-of-year performance examination: 35 percent
- End-of-year written examination: 25 percent

Oberon HS reflections for ..... Drama – Units 1 and 2

<table>
<thead>
<tr>
<th>Topics and skills:</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dramatic storytelling</td>
</tr>
<tr>
<td></td>
<td>Group performance (whole group and small group)</td>
</tr>
<tr>
<td></td>
<td>Creating drama from an Australian perspective</td>
</tr>
<tr>
<td></td>
<td>Mime/improvisation</td>
</tr>
<tr>
<td></td>
<td>Performance reviews and analysis</td>
</tr>
<tr>
<td></td>
<td>Script writing (short performance pieces)</td>
</tr>
<tr>
<td></td>
<td>Solo performance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theatre reviews and reports/evaluations of performance</td>
</tr>
<tr>
<td>Listening to the views of other people</td>
</tr>
<tr>
<td>Ability to act confidently in front of peers and outside audiences</td>
</tr>
<tr>
<td>Ability to offer ideas to the group, for performances</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practical sessions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical sessions involve contributing performance ideas to the group and trialling them in performance</td>
</tr>
<tr>
<td>Improvising with group ideas and scripts</td>
</tr>
<tr>
<td>Reading aloud to the group</td>
</tr>
<tr>
<td>Using body and voice confidently</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Excursions or camps:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theatre performance excursions – at least one for each Unit, hopefully more than one</td>
</tr>
<tr>
<td>Performance workshops or rehearsals outside of normal school hours (especially near the performance exams)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extra financial commitments above the subject levy:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theatre performances are an extra cost to students – we try to keep costs below $20.00, depending on the size of the production.</td>
</tr>
</tbody>
</table>
### Oberon HS reflections for ..... Drama – Units 3 and 4

<table>
<thead>
<tr>
<th>Topics and skills:</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Solo performance</td>
</tr>
<tr>
<td></td>
<td>• Group performance (whole group and small group)</td>
</tr>
<tr>
<td></td>
<td>• Non-naturalistic Drama styles</td>
</tr>
<tr>
<td></td>
<td>• Mime/improvisation</td>
</tr>
<tr>
<td></td>
<td>• Performance reviews and analysis</td>
</tr>
<tr>
<td></td>
<td>• Expressive skills and dramatic elements</td>
</tr>
<tr>
<td>Skills</td>
<td>• Theatre reviews and reports/evaluations of performance</td>
</tr>
<tr>
<td></td>
<td>• Listening to the views of other people</td>
</tr>
<tr>
<td></td>
<td>• Ability to <em>act</em> confidently in front of peers and outside audiences</td>
</tr>
<tr>
<td></td>
<td>• Ability to <em>offer ideas</em> to the group, for performances</td>
</tr>
<tr>
<td></td>
<td>• Ability to create and develop characters within a performance</td>
</tr>
<tr>
<td>Practical sessions:</td>
<td>• Practical sessions involve contributing performance ideas to the group and trialling them in performance</td>
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<tr>
<td></td>
<td>• Improvising with group ideas and scripts</td>
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<td>• Using body and voice confidently</td>
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<td>• Theatre performances are an extra cost to students – we try to keep costs below $20.00, depending on the size of the production.</td>
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</tbody>
</table>
ENGLISH

The English language is central to the way in which students understand, critique and appreciate their world, and to the ways in which they participate socially, economically and culturally in Australian society.

The study of English encourages the development of literate individuals capable of critical and imaginative thinking, aesthetic appreciation and creativity. The mastery of the key knowledge and skills described in this study design underpins effective functioning in the contexts of study work as well as productive participation in a democratic society in the twenty-first century.

UNIT 1

The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts.

Area of Study
1. Reading and Responding
2. Creating and Presenting
3. Using Language to Persuade

Outcomes
On completion of this unit students should be able to:
- Identify and discuss key aspects of a set text, and to construct a response in oral or written form;
- Create and present texts taking account of audience, purpose and context;
- Identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers.

UNIT 2

The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts.

Area of Study
1. Reading and Responding
2. Creating and Presenting
3. Using Language to Persuade

Outcomes
On completion of this unit the students should be able to:
- Discuss and analyse how texts convey ways of thinking about the characters, ideas and themes, and construct a response in oral or written form;
- Create and present texts taking account of audience, purpose and context;
- Identify and analyse how language is used in a persuasive text and to present a point of view in an oral or written form.

UNIT 3

The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen context, and the ability to explain choices they have made as authors.

Outcomes
On completion of this unit the student should be able to:
- Analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations;
- Draw on ideas and/or arguments suggested by a chosen context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context;
- Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.
UNIT 4

The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen context and explain choices they have made as authors in relation to form, purpose, language, audience and context.

Outcomes

On completion of this unit the student should be able to:

- Develop and justify a detailed interpretation of a selected text;
- Draw on ideas and arguments suggested by a chosen context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

Assessment

Satisfactory Completion

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

Levels of Achievement

Units 1 and 2

Individual school decision on levels of achievement.

Units 3 and 4

In English the student’s level of achievement will be determined by school-assessed coursework and end-of-year examination. Percentage contributions to the study score in English are as follows:

- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- End-of-year examination: 50%

Oberon HS reflections for ..... English – Units 1 & 2

<table>
<thead>
<tr>
<th>Topics</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>The set text for study in Unit 1 is <em>The Secret River</em> (novel).</td>
<td>Essay writing, making speeches, writing creatively and in a journalistic style, analysing films, analysing the language of writers, writing persuasively.</td>
</tr>
<tr>
<td>The set text for study in Unit 2 is “Kite Runner”.</td>
<td></td>
</tr>
<tr>
<td>The context set for study in both Unit 1 and 2 is ‘Justice’. Students use the film <em>Blood Diamond</em> and the play “Stolen” and newspaper articles to explore the idea of Justice.</td>
<td></td>
</tr>
<tr>
<td>Students learn about the techniques writers use in persuasion.</td>
<td></td>
</tr>
<tr>
<td>Students also learn about how cartoons and photographs can be persuasive.</td>
<td></td>
</tr>
<tr>
<td>Note: texts may be subject to alteration in 2014</td>
<td></td>
</tr>
</tbody>
</table>

Practical sessions:

- Group work, role play, competitions and quizzes.

Oberon HS reflections for ..... English – Units 3 & 4

<table>
<thead>
<tr>
<th>Topics</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>The set text for study in Unit 3 is yet to be determined.</td>
<td>Reading and developing responses to texts</td>
</tr>
<tr>
<td>The set text for study in Unit 4 is <em>A Christmas Carol</em>.</td>
<td>Essay writing, writing creatively, writing personal reflections and a feature article.</td>
</tr>
<tr>
<td>The context set for study in both Unit 3 and 4 is ‘Whose reality?’ Students use the novel <em>Spies</em> and the film “Wag the Dog” as a springboard for writing on the context.</td>
<td>Analysing the language of writers.</td>
</tr>
<tr>
<td>Students develop further their understanding of persuasive techniques used in writing, cartoons and images.</td>
<td>Developing and delivering a speech.</td>
</tr>
<tr>
<td>Note: texts may be subject to alteration in 2014</td>
<td></td>
</tr>
</tbody>
</table>

Practical sessions:

- Small group and whole group discussions.
ENVIRONMENTAL SCIENCE

Environmental Science provides the opportunity for students to understand the structure, function and diversity of natural ecosystems on this planet and evaluate the impacts of human activities on them. Students examine strategies to maintain and protect the ecological health of the environment while meeting the needs and desires of human populations.

Environmental Science investigates the interactions between natural and human systems. This study examines the application of environmental science to ecologically sustainable development and environmental management. Students should understand the values and attitudes that underpin environmental decisions and reflect on effective ways for modifying behaviour of individuals and groups for positive environmental outcomes.

While undertaking this study, students will develop skills in practical scientific investigations, environmental fieldwork techniques, report writing, research and analysis.

UNIT 1: THE ENVIRONMENT

Area of Study
1. Ecological components and interaction
2. Environmental change
3. Ecosystems

Outcomes
On completion of the unit the student should be able to:
- identify and describe the components and natural processes within the environments;
- analyse one human-induced environmental change and options for remediation;
- explain the flow of energy, nutrient exchange and environmental changes in ecosystems.

UNIT 2: MONITORING THE ENVIRONMENT

Area of Study
1. Environmental indicators
2. Using environmental indicators

Outcomes
On completion of the unit the student should be able to:
- explain the nature of environmental indicators for pollution and ecological health of ecosystems;
- investigate and report on a local example of environmental degradation or environmental issue, using an appropriate monitoring program.

Assessment Tasks
Assessment tasks for Unit 1 and 2 include:
- Fieldwork and reports;
- Oral presentations;
- Practical activities;
- Practical reports;
- Poster and/or multimedia presentation;
- Tests;
- Examination.

UNIT 3: ECOLOGICAL ISSUES: ENERGY AND BIODIVERSITY

Area of Study
1. Energy and global warming
2. Diversity in the biosphere

Outcomes
On completion of the unit the student should be able to:
- describe the principles of energy, and relate them to the contribution of a fossil and non-fossil energy source to the enhanced greenhouse effect;
- describe the characteristics of biodiversity and evaluate strategies to reduce the effects of threatening processes on biodiversity, and apply this knowledge to one selected threatened animal;
- explain how scientific data is used in the evaluation of biodiversity and is applied to management strategies to ensure biodiversity.
UNIT 4: ECOLOGICAL SUSTAINABILITY

Area of Study
1. Pollution and health
2. Applied environmental science

Outcomes
On completion of the unit the student should be able to:
- describe the characteristics of pollutants, and evaluate management options for reducing the risk of a pollutant affecting the health of the environment and humans;
- use the principles of ecologically sustainable development and environmental management to evaluate environmental science projects, including a focus on one selected environmental science project.

Assessment
Assessment tasks for Unit 3 and 4 include:
- Fieldwork and reports;
- Practical investigations;
- Poster and/or multimedia presentation;
- Reports;
- Tests.

Contribution to final assessment
In Environmental Science, for Units 3 and 4, the student level of achievement will be determined by school-assessed coursework and an end-of-year examination. Percentage contributions to the study score in Environmental Science are as follows:
- School assessed coursework for Unit 3 and 4 will each contribute 25 per cent to the final assessment
- End-of-year examination: 50 per cent to the final assessment

Oberon HS reflections for ..... Environmental Science – Units 1 & 2

<table>
<thead>
<tr>
<th>Topics and skills:</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ecology – identifies the components of different environments and how they are interconnected.</td>
</tr>
<tr>
<td></td>
<td>Environmental Change – studies the different rate and scale at which changes occur in the natural environment.</td>
</tr>
<tr>
<td></td>
<td>Ecosystems – explores energy flow, nutrient exchange and characteristics of different environments.</td>
</tr>
<tr>
<td></td>
<td>Environmental indicators – examines environmental indicators for monitoring pollution and ecological health.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report writing – practical and field-based research</td>
</tr>
<tr>
<td>Conduct experiments in the laboratory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practical sessions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiments which model natural environments</td>
</tr>
<tr>
<td>Field based study of Waurn Ponds Creek</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Excursions or camps:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geelong Botanical Gardens</td>
</tr>
<tr>
<td>Marine Discovery Centre</td>
</tr>
<tr>
<td>Balyang Sanctuary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extra financial commitments above the subject levy:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excursions are charged according to expenses based on bus arrangements and entry cost.</td>
</tr>
<tr>
<td>Textbook - approximately $46.00</td>
</tr>
</tbody>
</table>
### Oberon HS reflections for ..... Environmental Science – Units 3 & 4

**Topics and skills:**

**Topics**
- Climate change – where we get our energy, how energy use has changed over time and how energy use impacts on the environment.
- Biodiversity – identifying the different levels of biodiversity, flora and fauna at risk of extinction and how we can prevent and try to fix these situations.
- Pollution – the major pollutants which are important to the environment and which are having the greatest impact.
- Environmental management – looks at the meaning of sustainability and how this concept can be incorporated into everyday life.

**Skills**
- Report writing – practical and field-based research
- Conducting experiments in the laboratory

**Practical sessions:**
- Experiments about energy, global warming and pollution
- Field-based practical work

**Excursions or camps:**
- Serendip Sanctuary
- Mt Rothwell Biodiversity and Interpretation Centre
- Black Rock Water Reclamation Plant

**Extra financial commitments above the subject levy:**
- Excursions – approximately $60.00
- Textbook - approximately $46.00
FOOD AND TECHNOLOGY

Food and Technology is engaging and challenging. It focuses on the importance of food in our daily lives and enables students to develop a theoretical and practical understanding of the relationship between food and technology as they develop skills in food preparation.

The food sector is dynamic, diverse and creative. Innovative food products are continually being introduced into the marketplace in response to changing social and consumer demands. Contemporary society is aware of the links between food, food processing, nutrition, health and well-being, and issues associated with these have become a high priority for consumers. Students acquire knowledge and skills to make informed choices when selecting, storing, purchasing, preparing and consuming foods that will contribute to a healthy lifestyle. Students also consider the importance of environmental issues and sustainability practices in food production, as well as the important role of technology in food product development and the way food is produced, processed, packaged and marketed.

UNIT 1: FOOD SAFETY AND PROPERTIES OF FOOD

Area of Study
1. Keeping food safe
2. Food properties and preparation

Outcome 1
- Ability to explain and apply safe and hygienic work practices when storing, preparing and processing food.

Outcome 2
- Ability to analyse the physical, sensory, chemical and functional properties of key foods, and select, prepare and process foods safely and hygienically to optimise these properties using the design process.

UNIT 2: PLANNING AND PREPARATION OF FOOD

Area of Study
1. Tools, equipment, preparation and processing
2. Planning and preparing meals

Outcome 1
- Ability to use a range of tools and equipment to demonstrate skills and implement processes in the preparation, processing, cooking and presentation of key foods to maximise their properties.

Outcome 2
- Ability to, as an individual and as a member of a team, use the design process to plan, safely and hygienically prepare and evaluate meals for a range of contexts.

Assessment
Assessment tasks for Units 1 and 2 are:
- production work and records of production
- designing and developing a solution in response to a design brief, including production work
- tests (short and/or extended answer)
- practical and written exams
- short written reports (for example media analysis, report or comparative analysis on a food testing activity, industry visits, or product evaluation)
- oral reports supported by visual presentations (for example, multimedia)

UNIT 3: FOOD PREPARATION, PROCESSING AND FOOD CONTROLS

Area of Study
1. Maintaining food safety in Australia
2. Food preparation and processing
3. Developing a design plan

Outcome 1
- Ability to explain the roles and responsibilities of and the relationship between national, state and local authorities in ensuring and maintaining food safety within Australia.

Outcome 2
- Ability to analyse preparation, processing and preservation techniques for key foods, and prepare foods safely and hygienically using these techniques.

Outcome 3
- Ability to develop a design brief, evaluation criteria and a design plan for the development of a food product.
UNIT 4: FOOD PRODUCT DEVELOPMENT AND EMERGING TRENDS

Area of Study
1. Implementing a design plan
2. Food product development

Outcome 1
- Ability to safely and hygienically implement the production plans for a set of four to six food items that comprise the product, evaluate the sensory properties of the food items, evaluate the product using the evaluation criteria, and evaluate the efficiency and effectiveness of production activities.

Outcome 2
- Ability to analyse driving forces related to food product development, analyse new and emerging food products, and explain processes involved in the development and marketing of food products.

Assessment

Contribution to final assessment
- School-assessed coursework for Unit 3 will contribute 18 per cent to the study score.
- School-assessed coursework for Unit 4 will contribute 12 per cent to the study score.
- School-assessed task for Units 3 and 4 will contribute 40 per cent to the study score.
- The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 30 per cent to the study score.

Oberon HS reflections for ..... Food Technology – Units 1 & 2

<table>
<thead>
<tr>
<th>Topics and skills:</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Food safety principles and safe work practices</td>
</tr>
<tr>
<td></td>
<td>• Nutritional composition and functional properties of key food groups</td>
</tr>
<tr>
<td></td>
<td>• Cooking methods, food preparation skills and usage of equipment</td>
</tr>
<tr>
<td></td>
<td>• Presentation techniques to optimise sensory properties</td>
</tr>
<tr>
<td></td>
<td>• Social and cultural factors that impact on food</td>
</tr>
<tr>
<td></td>
<td>• Using the design process to plan for special events</td>
</tr>
<tr>
<td>Skills</td>
<td>• Range of food preparation skills and cooking methods</td>
</tr>
</tbody>
</table>

| Practical sessions: | • Most learning is exemplified through practical work with follow-up theory work. |
| Extra financial commitments above the subject levy: | • Approximately $60.00 per semester |

Oberon HS reflections for ..... Food Technology – Units 3 & 4

<table>
<thead>
<tr>
<th>Topics and skills:</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Key food groups and the function of the natural components of each group</td>
</tr>
<tr>
<td></td>
<td>• Food safety in Australia</td>
</tr>
<tr>
<td></td>
<td>• Cooking and preserving food</td>
</tr>
<tr>
<td></td>
<td>• Product development</td>
</tr>
<tr>
<td></td>
<td>• Environmental issues and food product development</td>
</tr>
<tr>
<td>Skills</td>
<td>• Implementation of a design plan and the production of high quality products</td>
</tr>
<tr>
<td></td>
<td>• Range of food preparation skills and cooking methods</td>
</tr>
</tbody>
</table>

| Practical sessions: | • Most learning is exemplified through practical work with follow-up theory work.  
| | • The individual School Assessed Task is 40% of the final mark. |

| Excursions or camps: | • All students will visit the Top Designs exhibition of successful VCE student creations from the previous year – featuring VCE Media, Design and Technology, Food and technology, Systems Engineering, Visual Communication and Design, and VCE VET Multimedia – held at the Melbourne Museum and designed to inspire.  
| | • Final exam preparation – attend the VCE Student Big Day Out for Food Technology, held in Melbourne during term three.  
| | • Additional excursions are under consideration. |

| Extra financial commitments above the subject levy: | • Approximately $70.00 per semester |
HEALTH AND HUMAN DEVELOPMENT

Investigates the health and human development in local, Australian and global communities. Health is a dynamic condition that is influenced by complex interrelationships between individuals and biomedical and behavioural factors, as well as physical and social environments. These interrelationships are reflected in a social view of health that sees health as being created in the settings where people live and work. This social view of health recognises the need for personal skills development, the importance of empowering communities to take action to promote health, the creation of social and physical environments that are supportive of health and development, an awareness of the impacts on health of public policies and the need for health services to be oriented towards health promotion and the prevention of ill health. The study also promotes the understanding that nutrition plays a major role in influencing both health status and individual human development.

UNIT 1: YOUTH HEALTH AND DEVELOPMENT

Area of Study
1. Understanding health and development
2. Youth health and development
3. Health issues for Australia’s youth

UNIT 2: INDIVIDUAL HUMAN DEVELOPMENT AND HEALTH ISSUES

Area of Study
1. Health and development of Australia’s children
2. Adult health and development
3. Health issues

Assessment
Assessments for both units 1 and 2 may include:
- A case study analysis;
- Data analysis;
- Multimedia presentation;
- Oral or written reports;
- Test.

UNIT 3: AUSTRALIA’S HEALTH

Area of Study
1. Understanding Australia’s health
2. Promoting health in Australia

Outcomes
On completion of this unit the students should be able to:
- Compare the health status of Australia’s population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of the National Health Priority Areas improving Australia’s health status;
- Discuss and analyse approaches to health and health promotion, and describe Australia’s health system and the different roles of government and non-government organisations in promoting health.

UNIT 4: GLOBAL HEALTH AND HUMAN DEVELOPMENT

Area of Study
1. Introducing global health and human development
2. Promoting global health and human development

Outcomes
On completion of this unit the students should be able to:
- Analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nations’ Millennium Development Goals and describe the interrelationships between health, human development and sustainability;
- Describe and evaluate programs implemented by international and Australian government and non-government organisations in promoting health, human development and sustainability.

Assessment
- School-assessed coursework for Units 3 and 4 will each contribute 25 per cent to the study score.
- The level of achievement in Unit 3 and 4 is also assessed by an end-of-year examination, which contributes 50 per cent to the study score.
### Oberon HS reflections for ..... Health and Human Development – Units 1 & 2

<table>
<thead>
<tr>
<th>Topics and skills:</th>
<th>Unit 1 – <em>Health and Development of Australia’s Youth</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Characteristics of health, development and environments and their inter-relationships</td>
</tr>
<tr>
<td></td>
<td>• Life span – what is adolescence?, cultural differences, physical challenges, risk taking</td>
</tr>
<tr>
<td></td>
<td>• Role of food and physical activity</td>
</tr>
<tr>
<td></td>
<td>• Health status</td>
</tr>
<tr>
<td></td>
<td>• Challenges to youth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Unit 2 – <em>Individual Human Development and Health Issues</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Families – characteristic, roles, health concerns</td>
</tr>
<tr>
<td></td>
<td>• Preventative health programs</td>
</tr>
<tr>
<td></td>
<td>• Ageing</td>
</tr>
<tr>
<td></td>
<td>• Community agencies – health care services, Medicare and private</td>
</tr>
</tbody>
</table>

| Excursions or camps:    | • In unit 2 - visits to kindergartens, pre-schools, childcare centres |

### Oberon HS reflections for ..... Health and Human Development – Units 3 & 4

<table>
<thead>
<tr>
<th>Topics and skills:</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Australia’s health – how we measure the health status of Australians and variations that exist between groups in our society</td>
</tr>
<tr>
<td></td>
<td>• Nutrition – studied in detail, looking at requirements, food sources and the effect of nutrition on health status</td>
</tr>
<tr>
<td></td>
<td>• How the health care system works, levels of government, Medicare and strategies to promote health care to the community</td>
</tr>
<tr>
<td></td>
<td>• Third world health</td>
</tr>
<tr>
<td></td>
<td>• How can we improve Australia’s health and the health of people living in developing countries</td>
</tr>
</tbody>
</table>

| Skills                | • Understanding / interest in nutrition |
|                       | • Data interpretation and analysis |
|                       | • Investigate research projects |

| Excursions or camps:  | • Final exam preparation – attend the VCE Student Big Day Out for Health and Human Development, held in Melbourne during term three. |

| Extra financial commitments above the subject levy: | Exam preparation session to Melbourne – approximately $30.00. |
HISTORY

The VCE History Curriculum outlined below has been accredited until 2015, after which time the Australian National Curriculum will be implemented.

History is the practice of understanding and making meaning of the past. Students learn about ideas and events that have created present societies and cultures. An understanding of the link between accounts of the past and the values and interests of the time in which the accounts were produced is a feature of the study of history.

UNIT 1: TWENTIETH CENTURY HISTORY (1900 – 1945)

Area of Study
1. Crisis and conflict
2. Social life
3. Culture expression

Topics studied include: Causes and Legacy of World War I, the 1920s in Europe and Australia, Weimar Republic and the Rise of Hitler, World War II and the Holocaust and propaganda.

UNIT 2: TWENTIETH CENTURY HISTORY (since 1945)

Area of Study
1. Ideas and political power
2. Movements of the People
3. Issues for the Millennium

Topics studied include: The Cold War, Civil Rights Movements, a case study of J.F. Kennedy’s assassination, Communism, the Vietnam War, the Korean War and the rise of the Taliban.

Assessment

Assessment tasks for Unit 1 and 2 will be a selection of:
- multimedia presentation
- analytical exercises – using visual images and documents
- short reports
- essay
- film reviews
- oral presentations
- responses to a range of document and source material

UNIT 3 AND 4: REVOLUTIONS (The French Revolution and The Russian Revolution)

Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation. As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur, as well as important international repercussions.

Area of study
1. Revolutionary ideas, leaders, movements and events
2. Creating a new society

<table>
<thead>
<tr>
<th>Unit 3: the French Revolution</th>
<th>Unit 4: the Russian Revolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1 – Revolutionary ideas, leaders, movements and events (French Revolution: 1781 – 1789)</td>
<td>Outcome 1 – Revolutionary ideas, leaders, movements and events (Russian Revolution: 1905 – 1917)</td>
</tr>
<tr>
<td>• On completion of each unit the student should be able to evaluate the role of ideas, leaders, movements and events in the development of the revolution.</td>
<td>• On completion of each unit the student should be able to evaluate the role of ideas, leaders, movements and events in the development of the revolution.</td>
</tr>
<tr>
<td>• On completion of each unit the student should be able to analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society, and evaluate the nature of the society created by the revolution.</td>
<td>• On completion of each unit the student should be able to analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society, and evaluate the nature of the society created by the revolution.</td>
</tr>
</tbody>
</table>
### Assessment

**Contribution to final assessment**
- School-assessed coursework for Units 3 and 4 will each contribute 25 per cent to the study score.
- The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

### Oberon HS reflections for ..... History – Units 1 & 2

<table>
<thead>
<tr>
<th>Topics and skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1 – 20th Century History (1900-1945)</strong></td>
</tr>
<tr>
<td>- Europe and the world – pre-World War I – 1914</td>
</tr>
<tr>
<td>- World War I – 1914-1918</td>
</tr>
<tr>
<td>- Rise of Germany and Adolf Hitler including propaganda, Great Nazi art theft, key leaders</td>
</tr>
<tr>
<td>- Holocaust</td>
</tr>
<tr>
<td>- End of World War II and aftermath of World War II</td>
</tr>
<tr>
<td><strong>Unit 2 – 20th Century History (since 1945)</strong></td>
</tr>
<tr>
<td>- Cold War – Ideas and Power – e.g. antagonism between the East and West</td>
</tr>
<tr>
<td>- Movements and Change – e.g. Civil Rights Movement, Women’s Liberation</td>
</tr>
<tr>
<td>- Influential factors and events – e.g. downfall of Berlin War, Taliban control, Kennedy assassination</td>
</tr>
<tr>
<td>- Issues for the Millennium – e.g. Afghanistan, the role of terror in world events and actions, world responses and changes.</td>
</tr>
</tbody>
</table>

**Skills**
- Mapping, research, review, analysis and interpretation of primary documents, reports, essays and films
- Short answer questions and detailed timelines and chronology of events
- Report writing and descriptive writing on historical events
- Group analysis work
- Selected case study

<table>
<thead>
<tr>
<th>Practical sessions:</th>
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<tbody>
<tr>
<td>- Question answers, debates, discussions, research activities</td>
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<table>
<thead>
<tr>
<th>Excursions or camps:</th>
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</thead>
<tbody>
<tr>
<td>- Film study – <em>Schindler’s List, Goodnight and Good Luck, Triumph of the Will</em></td>
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<tr>
<td>- Courage to Care (if available) or other exhibitions</td>
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</tbody>
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<thead>
<tr>
<th>Extra financial commitments above the subject levy:</th>
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<tbody>
<tr>
<td>- Excursions are charged according to expenses based on bus arrangements and entry cost.</td>
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</table>

### Oberon HS reflections for ..... History – Units 3 & 4

| Topics and skills: | **Note:** Although it is not essential, it is recommended that students have studied Units 1 and 2. Strong English skills are essential as this subject requires students to complete a significant amount of reading and essay writing on a regular basis. |
|-------------------|
| **French and Russian revolutions** |
| - What are revolutions? |
| - Why revolutions happened. |
| - What do revolutions achieve? |
| - What society was like. |
| - Is violence necessary in revolutions? |
| - Use of violence/terror within a revolution. |
| - Individual stories and group actions. |
| - Leadership and rule. |
| - Consequences and changes from revolutions. |
| - Key events and policies. |

**Skills**
- Individual and independent motivation and learning to keep up with reading and all set tasks.
- Four SACs – two for each revolution.
- Four to six work requirements (most as research and visual analysis activities. Also Historiography – a study of different historian’s, opinions and theories).
- Two hour exam at the end of the year.
INFORMATION TECHNOLOGY (VCE)

UNIT 1: IT IN ACTION

This unit focuses on how individuals and organisations use and can be affected by information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to manipulate different data types such as numeric, text, sound and images (still and moving) to create solutions that can be used to persuade, education, inform and entertain. Students explore how their lives are affected by ICT and consider strategies for managing how ICT is applied. Students examine how networked information systems allow data to be exchanged locally and within a global environment, and explore how mobile devices, such as phones, are used within these networks. Students need an understanding of the problem-solving methodology. In this unit the emphasis is on the problem-solving stages of design and development.

Areas of Study
1. From data to information
2. Networks
3. ICT in a global society

Outcome 1
- On completion of this unit the student should be able to select data from data sets, design solutions and use a range of spreadsheet functions to develop solutions that meet specific purposes.

Outcome 2
- On completion of this unit the student should be able to recommend a networked information system for a specific use and explain possible security threats to this networked information system.

Outcome 3
- On completion of this unit the student should be able to contribute collaboratively to the design and development of a website that presents an analysis of a contemporary ICT issue and substantiates the team’s point of view.

UNIT 2: IT PATHWAYS

This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users’ needs. In this unit, students apply all stages of the problem-solving methodology when creating solutions. Students analyse data from large repositories and manipulate selected data to create visualisations. Students develop skills in using programming or scripting language software and they investigate careers that involve the use of these skills. Working in teams is an important and effective strategy for solving problems, and this strategy is applied when students solve problems for clients in the community.

Areas of Study
1. Data Analysis and visualisation
2. Programming and Pathways
3. Tools, Techniques and Procedures

Outcome 1
- On completion of this unit the student should be able to apply the problem-solving methodology and use appropriate software tools to create data visualisations that meet users’ needs.

Outcome 2
- On completion of this unit the student should be able to design, and develop using a programming or scripting language, limited solutions, record the learning progress electronically, and explain possible career pathways that require the use of programming or scripting skills.

Outcome 3
- On completion of this unit the student should be able to work collaboratively and apply the problem solving methodology to create an ICT solution, taking into account client feedback.

UNIT 3: IT APPLICATIONS

The focus of Unit 3 is the World Wide Web and how it supports the information needs of individuals, communities and organisations. In Area of Study 1, students investigate the design and technical underpinnings of different types of websites that support the varying needs of online communities. Area of Study 2 focuses on the use of a relational database management system (RDBMS). Students examine techniques used by organisations to acquire data via websites and consider the relationship between how the data is acquired and the structure of an RDBMS.
Areas of Study
1. Online communities – using web authoring tools
2. Organisation and data management – using a Relational Database Management System

Outcome 1
• On completion of this unit the student should be able to apply stages of the problem-solving methodology to create a prototype website that meets an online community’s needs, and explain the technical requirements to support the hosting of this website.

Outcome 2
• On completion of this unit the student should be able to design, and develop using a relational database management system, a solution to an information problem, and discuss why and how data is acquired via websites.

UNIT 4: IT APPLICATIONS
In this unit students focus on how ICT is used by organisations to solve ongoing information problems and on the strategies used to protect the integrity and security of data and information. In Area of Study 1 either a relational database management system (RDBMS) or spreadsheet software is selected and used to create solutions to information problems. In Area of Study 2, students explore how organisations manage the storage, communication and disposal of data and information in order to minimise threats to the integrity and security of data and information, and to optimise efficient information handling.

Areas of Study
1. Organisations and information needs
2. Information Management

Outcome 1
• On completion of this unit the student should be able to use selected software to solve an ongoing information problem, and evaluate the efficiency and effectiveness of the solution in meeting the information needs of an organisation.

Outcome 2
• On completion of this unit the student should be able to evaluate the effectiveness of strategies used by organisations to manage the storage, communication and disposal of data and information, and recommend improvements to current practices.

Assessment
School-assessed coursework for units 3 and 4 will each contribute 25% to the study score. The level of achievement for Units 3 and 4 is also assessed by an end of year examination which will contribute 50% to the study score.
LANGUAGES

Another language can enrich your personal communication skills and resources, add to your ways of spending leisure time, let you communicate to a wider range of people, and, above all, increase career opportunities. The travel and hospitality industries have seen the advantage of employing multilinguals, and many banks, large business firms and media organisations have overseas offices where preferred employees are bilingual. Also government agencies and businesses with a wide range of clients need interpreters and translators, and many career opportunities exist for teachers of Languages in both primary and secondary schools.

The VCAA has prescribed themes and topics for each language. Students are expected to be familiar with general vocabulary within these. It is expected that students will transfer language learning strategies and a basic knowledge of some of the prescribed themes and topics and text types from prior studies in Languages. Students will continue their study of the Languages through aspects of the following themes and sub-topics:

- The Individual;
- The Languages-speaking Communities;
- The Changing World.

UNIT 1

Outcomes
On completion of this unit the student should be able to:

- Establish and maintain a spoken or written exchange related to personal areas of experience;
- Listen to, read and obtain information from written and spoken texts;
- Produce a personal response to a text focusing on real or imaginary experience.

Assessment
Assessment tasks for this unit will include:

- An informal conversation OR a reply to a personal letter/fax/email;
- Completion of notes/charts/tables in relation to a listening task;
- Completion of notes/charts/tables in relation to a reading task;
- An oral presentation OR a review OR an article.

UNIT 2

Outcomes
On completion of this unit the student 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 and written texts;
- Give expression to real or imaginary experience in written or spoken form.

Assessment
Assessment tasks for this unit will include:

- A formal letter/fax/email OR a role-play OR an interview;
- Listening to information and reorganising this information in another form;
- Reading information and reorganising this information in another form;
- A journal entry OR a personal account OR a short story.

UNIT 3

Outcomes
On completion of this unit the student should be able to:

- Express ideas through the production of original texts;
- Analyse and use information from spoken texts;
- Exchange information, opinions and experiences.

UNIT 4

Outcomes
On completion of this unit students should be able to

- analyse and use information from written texts;
- respond critically to spoken and written texts which reflect aspects of the language and culture of the target language speaking community.
Assessment

Contribution to final assessment
- School-assessed coursework for Unit 3 will contribute 25 percent to the final assessment
- School-assessed coursework for Unit 4 will contribute 25 percent of the final assessment
- The level of achievement for Units 3 and 4 is also assessed by two end-of-year examinations, which will contribute 50 percent to the final assessment

External exams
There are two external exams: an oral and a written exam. The oral exam is worth 12.5 percent and the written exam is worth 37.5 percent.

Oral Exam
The oral exam is conducted in the target language, runs for a total of 15 minutes and consists of two parts:
1. A general conversation in which students provide personal details about themselves, their school and home life, their family and friends, their interests and aspirations;
2. A discussion in relation to an aspect of the detailed study from their coursework. The focus of the discussion will be to explore aspects of the language and culture of the Languages community.

Written Exam
There are three parts to the 2-hour written exam.
- Part 1: Listening and responding: students listen to spoken texts in the target language and provide answers in English and in the target language in response to specific questions and tasks.
- Part 2: Reading and responding: students read a series of short texts in the target language and provide answers in English and in the target language in response to specific questions and tasks.
- Part 3: Writing: students write in the target language for a specified purpose and audience. They select one from a choice of topics. Each topic varies in writing style, purpose and text type.

Oberon HS reflections for ..... Languages - German – Unit 1 and Unit 2

<table>
<thead>
<tr>
<th>Topics and skills:</th>
<th>Unit 1</th>
<th>Unit 2</th>
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<tbody>
<tr>
<td></td>
<td>Family, friends, peer pressure and relationships</td>
<td>Careers, apprenticeships, higher education and looking for employment</td>
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<tr>
<td></td>
<td>Daily life, daily routine and school life</td>
<td>Youth issues and fashion</td>
</tr>
<tr>
<td></td>
<td>Leisure activities, going on holidays, going out with friends and cooking</td>
<td>The German-speaking community in Australia</td>
</tr>
<tr>
<td></td>
<td>Watching and reviewing a film</td>
<td>Interview with a German-speaking person</td>
</tr>
<tr>
<td>Skills</td>
<td></td>
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The four language skills of listening, speaking, reading and writing are further developed.

| Practical sessions: | During terms 2 and 3, the Geelong German Teachers’ network offer free conversation classes each week. These are held at Matthew Flinders Girls SC and run for one hour. |

| Excursions or camps: | ‘German Big Day Out’ (Melbourne) during Unit 2 |
|                      | Film excursion (Melbourne) for Unit 2 |
|                      | Goethe- Institut visit – exhibition and language activities |
|                      | Optional Sister school trip - available during Unit 1 (two out of every three years) |
|                      | Barossa Valley study tour – Unit 2 (every third year) |

| Extra financial commitments above the subject levy: | Students undertaking VCE German are expected to purchase the text and workbook for “Genau Senior”, as well as a large German-English dictionary to assist with regular revision at home. These materials will also be used for Units 3 and 4. |
### Oberon HS reflections for ..... Languages - German – Unit 3 and Unit 4

**Topics and skills:**

- **Unit 3**
  - Personal identity, getting a driver’s licence and moving out of home
  - Fairy tales and legends
  - German history, reunification and the Berlin Wall
  - Travel and tourism, holiday activities, studying abroad

- **Unit 4**
  - Fit and healthy and sport
  - The environment and towards a sustainable future
  - An aspect of the environment in a German-speaking country will be researched for the “Detailed Study” component. The Detailed Study contributes towards two SAC’s and also the Oral Examination.

**Skills**

- The four language skills of listening, speaking, reading and writing are continually practised and developed.

**Practical sessions:**

- During terms 2 and 3, the Geelong German Teachers’ network offer free conversation classes each week. These are held at Matthew Flinders Girls SC and run for one hour.

**Excursions or camps:**

- Film excursion (Melbourne) for Unit 4
- Year 12 Student Forum (Sunday am in Melbourne) for Unit 4
- Goethe-Institut visit – exhibition and language activities for Unit 3
- Barossa Valley study tour – Unit 4 (every third year)

**Extra financial commitments above the subject levy:**

- Students undertaking VCE German are expected to purchase the text and workbook for “Genau Senior”, as well as a large German-English dictionary to assist with regular revision at home. These materials are retained from Units 1 &2.

### Oberon HS reflections for ..... Languages - Indonesian – Units 1 and 2

**Topics and skills:**

- **Unit 1**
  - Celebrations and ceremonies – examining a diverse range of religious and traditional festivals throughout Indonesia
  - Mass media – covering contemporary film, music and printed media

- **Unit 2**
  - The world of work and aspirations
  - Indonesian history and heroes

**Practical sessions:**

- Each week students in Units 3 and 4 receive additional tuition from another Indonesian speaking member of the community

**Excursions or camps:**

- Students undertake an excursion to Melbourne to visit an Indonesian supermarket and restaurant.
- There are many **optional** opportunities to be involved in exchange programs to Indonesia. Year 11 students can apply for an Independence Scholarship to visit the Indonesian Embassy in Canberra. The Australia-Indonesian Association (AIA) in conjunction with the Department of Education offers a trip to Yogyakarta.

**Extra financial commitments above the subject levy:**

- Students undertaking VCE Indonesian are expected to purchase a set of Indonesian-English dictionaries to assist with regular revision at home.
### Oberon HS reflections for ..... Languages - Indonesian – Units 3 and 4

**Topics and skills:**
- **Unit 3**
  - Student exchange to Indonesia
  - Australia-Indonesia relations
- **Unit 4**
  - Social issues
  - Environmental issues (detailed study)
  - Throughout Unit 3 and 4 a detailed study is undertaken of an endangered Indonesian animal. An excursion to Melbourne Zoo accompanies this study.

**Practical sessions:**
- Each week students in Units 3 and 4 receive additional tuition from another Indonesian speaking member of the community

**Excursions or camps:**
- There are many **optional** opportunities to be involved in exchange programs to Indonesia. The Australia-Indonesian Association (AIA) in conjunction with the Department of Education offers a trip to Yogyakarta. Year 12 students are expected to participate in mock orals in September.

**Extra financial commitments above the subject levy:**
- Students undertaking VCE Indonesian are expected to purchase a set of Indonesian-English dictionaries to assist with regular revision at home.

### Oberon HS reflections for ..... Languages - Japanese – Units 1 & 2

**Topics and skills:**
- **Unit 1**
  - Family
  - Travel in Japan
  - Festivals and events in Japan and Australia
  - Typical Japanese diet and popular Australian foods
- **Unit 2**
  - School life
  - Future aspirations

**Excursions or camps:**
- Melbourne Cultural Excursion (a day out at the Japan Information Culture Centre) – a presentation of current events
- Optional exchange opportunities – short or long term – to our sister school in Japan
- Opportunity to host a Japanese exchange student – short or long term

**Extra financial commitments above the subject levy:**
- Students studying Japanese are expected to purchase a dictionary to assist with their work at home

### Oberon HS reflections for ..... Languages - Japanese – Units 3 & 4

**Topics and skills:**
- **Unit 3**
  - Sports and leisure activities
  - Student life in Japan and Australia
  - Travel in Japan
- **Unit 4**
  - Technological progress
  - Life after high school
  - Detailed study – students undertake an in-depth research project supported by the teacher on an aspect of Japanese life and culture. Students present their findings and answer questions about their chosen topic during the end-of-year oral examination. This topic also constitutes several SACs throughout Unit 4.

**Excursions or camps:**
- Year 12 JLTAV exam preparation day held at Monash University
- Optional exchange opportunities – short or long term – to our sister school in Japan
- Opportunity to host a Japanese exchange student – short or long term

**Extra financial commitments above the subject levy:**
- Students studying Japanese are expected to purchase a dictionary to assist with their work at home
- Optional Year 12 excursion to Monash University
LEGAL STUDIES

VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society.

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. The study provides students with an appreciation of how individuals can be involved in decision-making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens.

UNIT 1: CRIMINAL LAW IN ACTION

Area of Study
1. Law in society
2. Criminal law
3. The criminal courtroom

Outcome 1
• On completion of this unit the student should be able to explain the need for effective laws and describe the main sources and types of law in society.

Outcome 2
On completion of this unit the student should be able to explain the key principles and types of criminal law, apply the key principles to relevant cases, and discuss the impact of criminal activity on the individual and society.

Outcome 3
• On completion of this unit the student should be able to describe the processes for the resolution of criminal cases, and discuss the capacity of these processes to achieve justice.

UNIT 2: ISSUES IN CIVIL LAW

Area of Study
1. Civil law
2. Civil law in action
3. The law in focus
4. A question of rights

Outcome 1
• On completion of this unit the student should be able to explain the principles of civil law, law-making by courts, and elements of torts, and apply these to relevant cases.

Outcome 2
• On completion of this unit the student should be able to explain and evaluate the processes for the resolution of civil disputes.

Outcome 3
• On completion of this unit the student should be able to explain one or more area/s of civil law, and discuss the legal system’s capacity to respond to issues and disputes related to the selected area/s of law.

Outcome 4
• On completion of this unit the student should be able to describe an Australian case illustrating rights issues, and discuss the impact of the case on the legal system and the rights of individuals.

Assessment
Assessment tasks for Units 1 and 2 include structured assignments, essays, mock court or role-play, folio and reports, case studies, tests and reports (written, visual, oral and multimedia).

UNIT 3: LAW-MAKING

Area of Study
1. Parliament and the citizen
2. Constitution and the protection of rights
3. Role of the courts in law making
Outcome 1

- Explain the structure and role of parliament including its processes and effectiveness as a law-making body, describe why legal change is needed and the means by which such a change can be influenced.

Outcome 2

- Explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, analyse the means by which law-making powers may change, and evaluate the effectiveness of the Commonwealth Constitution in protecting human rights.

Outcome 3

- Describe the role and operation of courts in law-making, evaluate their effectiveness as law-making bodies and discuss their relationship with parliament.

UNIT 4: RESOLUTION AND JUSTICE

Area of Study
1. Dispute resolution methods
2. Court processes and procedures, and engaging in justice

Outcome 1

- Describe and evaluate the effectiveness of institutions and methods for the determination of criminal cases and the resolution of civil disputes.

Outcome 2

- Explain the process and procedures for the resolution of criminal cases and civil disputes, and evaluate their operation and application, and evaluate the effectiveness of the legal system.

Assessment

Contribution to final assessment
- School-assessed coursework for Unit 3 and 4 will each contribute 25 per cent to the study score.
- The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

Oberon HS reflections for ..... Legal Studies – Units 1 & 2

Topics and skills:

**Unit 1 – Criminal law in action**
- Legal and non-legal rules
- Law making by the parliament
- Types of crimes and defences
- Criminal sanctions
- Courts and procedures of trials
- Adversary and jury system

**Unit 2 – Issues in civil law**
- Civil law
- Tort law
- Pre-trial and trial procedures in civil cases
- Alternative dispute resolution methods
- Legal issues in technology
- Rights of individuals within Australian law

**Skills**
- Required to write essays, folio reports and short answer questions and complete an end-of-semester exam.
- It is an advantage if students read daily newspapers and watch the news to develop their awareness of current legal cases and issues.

Excursions or camps:
- Visit to Barwon Prison
- Potential visits to the courts and parliament in either Geelong or Melbourne.

Extra financial commitments above the subject levy:
- Trip to Barwon Prison is approximately $15.00
Oberon HS reflections for ..... Legal Studies – Units 3 & 4

**Topics and skills:**

**Topics**
- How laws are made and by whom – parliament and the courts.
- Identify with the process of how legal cases are settled.
- Examine practical examples of law making and law enforcement including police powers and your rights, the operation of the court system and an evaluation of the legal system.

**Skills**
- Students are required to write essays and it is expected they will keep up with current affairs via newspapers and television programs.

**Excursions or camps:**
- Potential visits to the courts and parliament in either Geelong or Melbourne.
LITERATURE

The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others.

UNIT 1

This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text.

Area of Study
1. Readers and their responses
2. Ideas and concerns in texts
3. Interpreting non-print texts

UNIT 2

The focus of this unit is on students’ critical and creative responses to texts.

Area of Study
1. The text, the reader and their contexts
2. Comparing texts

Assessment
Assessment tasks for Unit 1 and 2 are:
- essay (comparative, interpretive, analytical or discursive);
- debate;
- journal entries;
- close analysis of selected passages;
- an original piece of writing responding to a text(s) studied;
- oral or written review;
- multimedia presentation;
- participation in an online discussion;
- performance and commentary.

UNIT 3

This unit focuses on the ways writers construct their work and how meaning is created for and by the reader.

Area of Study
1. Adaptations and transformations
2. Views, values and contexts
3. Considering alternative viewpoints

Outcome 1
- On completion of this unit the student should be able to analyse how meaning changes when the form of a text changes.

Outcome 2
- On completion of this unit the student should be able to analyse, interpret and evaluate the views and values of a text in terms of the ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unquestioned.

Outcome 3
- On completion of this unit the student should be able to evaluate views of a text and make comparisons with their own interpretation.

UNIT 4

This unit focuses on students’ creative and critical responses to texts.

Area of Study
1. Creative response to texts
2. Close passage analysis
Outcome 1
- On completion of this unit the student should be able to respond imaginatively to a text, and comment on the connections between the text and the response, with a focus on language and style. Students are required to develop a clear intention for their creative piece that should replicate the writer’s style and language.

Outcome 2
- On completion of this unit the student should be able to analyse critically features of a text, relating them to an interpretation of the text as a whole. Students should also aim to further develop their exam techniques.

Assessment

Contribution to final assessment
- School-assessed coursework for Unit 3 and 4 will each contribute 25 per cent to the study score.
- The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

Oberon HS reflections for ..... Literature – Units 1 & 2

### Topics and skills:

#### Topics
- Short story writing
- Poetry – its structure, symbolism and ideas – for example ballads, the works of Blake, Shelley, Keats and modern poets
- Shakespeare – language conventions, symbolism, messages, historical context – such as *Romeo and Juliet*
- Film and text – character, issues, themes, messages, filmic construction - for example *V for Vendetta* and *Frankenstein*
- Personal reading journals

#### Skills
- Essay writing, reading widely, discussing your ideas in the class and sharing your interpretation of texts, reading selectively to gain meaning, listening to the views of others, interpreting poetry, creative writing

### Practical sessions:
- Occasional performances and readings of Shakespearian scenes
- Sharing of book review information (involving audience participation)
- Discussion and analysis of text material and use of language
- Presentation of poetry slideshows with question and answer sessions

### Excursions or camps:
- Performances of any set texts are encouraged, if productions are on when we study the text

### Extra financial commitments above the subject levy:
- Performances by outside companies cost in the vicinity of $20.00 per student

Oberon HS reflections for ..... Literature – Units 3 & 4

### Topics and skills:
- Cover a selection of texts that cover the following forms – plays, short stories, novels, film, reviews and a small amount of poetry.

#### Skills
- A large part of the course is based around the completion of SACs and preparation for the final exam.
- Types of writing include:
  - short story analysis
  - comparative essays
  - character maps
  - creative writing
  - review writing
  - study questions
  - passage analysis (exam practice)
- Discussion – class and group based is a crucial part of the course. Students are encouraged to become eng aged in this area of the course.

### Excursions or camps:
- Guest speaker or writer.
- Additional classes for revision and exam preparation are held during school holidays and also after school, particularly in term 3. These classes aim to prepare students in exam technique and further enhance their understanding and interpretations of the literature. Attendance is advisable, but not compulsory.
- A Literature study group will be offered during term 3.
MATHEMATICS

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

Structure
The study is made up of the following units:
- Foundation Mathematics Units 1 and 2
- General Mathematics Units 1 and 2
- Mathematical Methods (CAS) Units 1 and 2
- Further Mathematics Units 3 and 4
- Mathematical Methods (CAS) Units 3 and 4
- Specialist Mathematics Units 3 and 4

UNITS 1 AND 2: FOUNDATION MATHEMATICS/VCAL NUMERACY

Foundation Mathematics provides for the continuing mathematical development of students entering VCE, who need mathematical skills to support their other VCE subjects, including VET studies, and who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year.

Area of Study
1. Space, shape and design
2. Patterns and number
3. Handling data
4. Measurement

Assessment
- Investigations and projects; for example, a report on an application or use of mathematics such as, costing of a birthday party, budgeting for a holiday, a survey of types of television programs, or design of a car park;
- Assignments, summary or review notes of mathematics that students have encountered in their work or study; for example, a written or multimedia or an oral presentation of wages calculations, materials estimation for a task, personal budgeting; and
- Tests of mathematical skills developed from investigations.

UNITS 1 AND 2: GENERAL MATHEMATICS

General Mathematics provides courses of study for a broad range of students and may be implemented in a number of ways. Some students will not study Mathematics beyond Units 1 and 2, while others will intend to study Further Mathematics Units 3 and 4. Others will also be studying Mathematics Methods (CAS) Units 1 and 2 and intend to study Mathematical Methods (CAS) Units 3 and 4 and, in some cases, Specialist Mathematics Units 3 and 4 as well.

Area of Study
1. Matrices
2. Data analysis and simulation
3. Algebra
4. Graphs of linear and non-linear relations
5. Decision mathematics - networks
6. Measurement

Assessment
- Assignments;
- Tests;
- Summary or review notes;
- Projects;
- Short written responses;
- Problem-solving tasks;
- Modelling tasks.
UNIT 1: MATHEMATICAL METHODS (CAS)

Mathematical Methods Units 1 and 2 are designed as preparation for Mathematical Methods Units 3 and 4. The appropriate use of computer algebra system (CAS) technology to support and develop the teaching and learning of mathematics, and in related assessments, is to be incorporated throughout the unit.

Area of Study
1. Functions and graphs
2. Algebra
3. Rates of change and calculus
4. Probability

Assessment
- Assignments;
- Tests;
- Summary or review notes;
- Projects;
- Short written responses
- Problem-solving tasks;
- Modelling tasks.

UNIT 2: MATHEMATICAL METHODS (CAS)

Area of Study
1. Functions and graphs
2. Algebra
3. Rates of change and calculus
4. Probability

Assessment
- Assignment;
- Tests;
- Summary or review notes;
- Projects;
- Short written responses;
- Problem-solving tasks;
- Modelling tasks.

UNITS 3 AND 4: FURTHER MATHEMATICS

Further Mathematics consists of a compulsory core area of study ‘Data analysis’ and then a selection of three from six modules in the ‘Applications’ area of study. Unit 3 comprises the ‘Data analysis’ area of study which incorporates a statistical application task, and one of the selected modules from the ‘Applications’ area of study. Unit 4 comprises the two other selected modules from the ‘Applications’ area of study.

Area of Study
1. Data analysis
   This area of study covers the presentation, summary, description and analysis of univariate and bivariate sample data.
2. Applications
   - Module 1: Graphs and relations
     This module covers the graphical representation and analysis of linear and Non-linear relations as models for various practical contexts as well as Graphical and algebraic approached to solving equations and inequalities.
   - Module 2: Networks and decision mathematics
     This module covers the use of undirected and directed graphs (networks) to the modelling of situations involving the spatial representation of relationships and the optimisation of various measures such as coverage, flow, time and allocation.
   - Module 3: Matrices
     This module covers the matrix representation of discrete data in rectangular arrays, and the application of matrix arithmetic to the analysis of problems in practical situations. Technology is to be used to carry out computations as applicable.
Assessment

Contribution to final assessment

- School-assessed coursework for Unit 3 will contribute 20 per cent and for Unit 4 will contribute 13 per cent to the study score
- Units 3 and 4 will also be assessed by two examinations based on tasks related to tasks related to Outcomes 1 to 3 in each unit
- Examination 1 will contribute 33 per cent to the study score
- Examination 2 will contribute 34 per cent to the study score

UNITS 3 AND 4: MATHEMATICAL METHODS (CAS)

From 2010, the appropriate use of computer algebra system technology (CAS) to support and develop the teaching and learning of mathematics, and in related assessments, is to be incorporated throughout the course.

1. **Functions and graphs**
   This area of study covers the behaviour of functions of a single real variable, including key features of their graphs such as axis intercepts, stationary points and points of inflection, domain (including maximal domain) and range, asymptotic behaviour and symmetry. The behaviour of these functions is to be linked to applications in practical situations.

2. **Algebra**
   This area of study covers the algebra of functions, including composition of functions, simple functional equations, inverse functions and the solution of equations.

3. **Calculus**
   This area of study covers graphical treatment of limits, continuity and differentiability (including local linearity) of functions of a single real variable and differentiation, anti-differentiation and integration of these functions.

4. **Probability**
   This area of study will include the study of discrete and continuous random variables, their representation using tables, probability functions or probability density functions (specified by rule and defining parameters as appropriate); and the calculation and interpretation of central measures and measures of spread.

Assessment

Contribution to final assessment

- School-assessed coursework for Unit 3 will contribute 20 per cent and for Unit 4 will contribute 13 per cent to the study score
- Units 3 and 4 will also be assessed by two examinations based on tasks related to tasks related to Outcomes 1 to 3 in each unit
- Examination 1 will contribute 33 per cent to the study score
- Examination 2 will contribute 34 per cent to the study score

UNITS 3 AND 4: SPECIALIST MATHEMATICS

Specialist Mathematics Units 3 and 4 assumes concurrent or previous study of Mathematical Methods (CAS) Units 3 and 4.

Area of Study

1. **Functions, relations and graphs**
   This area of study covers sums of simple power functions of integer powers, reciprocal functions of quadratic functions and circular functions, inverse circular functions, relations representing circles, simple ellipses and hyperbolas in Cartesian and parametric forms (polar coordinates not required), graphical representation of these functions and relations, and the analysis of key features of their graphs.

2. **Algebra**
   This area of study covers the expression of simple rational functions as a sum of partial fractions; the arithmetic and algebra of complex numbers, including polar form; regions and paths in the complex plane; introduction to factorisation of polynomial functions over the complex field and an informal treatment of the fundamental theorem of algebra.

3. **Calculus**
   This area of study covers advanced calculus techniques for analytic and numeric differentiation and integration of a broad range of functions, and combinations of functions; and their application in a variety of theoretical and practical situations, including curve sketching, evaluation of area and volumes, the solution of differential equations and kinematics.

4. **Vectors**
   This area of study covers the arithmetic and algebra of vectors, linear dependence and independence of a set of vectors, proof of geometric results using vectors, vector representation of curves in the plane and vector kinematics in one, two and three dimensions.

5. **Mechanics**
   This area of study covers statics and an introduction to Newtonian mechanics, for both constant and variable acceleration.
Assessment

**Contribution to final assessment**
- School-assessed coursework for Unit 3 will contribute 14 per cent and for Unit 4 will contribute 20 per cent to the study score
- Units 3 and 4 will also be assessed by two examinations based on tasks related to tasks related to Outcomes 1 to 3 in each unit
  - Examination 1 will contribute 22 per cent to the study score
  - Examination 2 will contribute 44 per cent to the study score

<table>
<thead>
<tr>
<th>Oberon HS reflections for ..... Mathematics – all Units 1 &amp; 2</th>
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<tbody>
<tr>
<td><strong>Topics and skills:</strong></td>
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<td><strong>Extra financial commitments above the subject levy:</strong></td>
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<thead>
<tr>
<th>Oberon HS reflections for ..... Mathematics – all Units 3 &amp; 4</th>
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<tr>
<td><strong>Topics and skills:</strong></td>
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<tr>
<td><strong>Extra financial commitments above the subject levy:</strong></td>
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</table>
The Media – film, television, radio, press and multi-media – have significant impact on people’s lives. They influence the way people perceive themselves and spend their time. They play a crucial role in the creation of personal, social, cultural and national identity. Aside from constructing media design plans and developing media skills in areas like video and audio production, there is an emphasis on analytical skills, critical thinking and writing.

UNIT 1: REPRESENTATION AND TECHNOLOGIES OF REPRESENTATION

Area of Study
1. Representation
2. Technologies of representation
3. New Media

Assessment
Assessment tasks for this unit include:
- Film analysis;
- Magazine montage;
- Video, print or audio production;
- Short answer in class activities and tests;
- End of semester examination.

UNIT 2: MEDIA PRODUCTION AND THE MEDIA INDUSTRY

Area of Study
1. Media production
2. Media industry production
3. Australian media organisations

Assessment
- Assessment tasks for this unit include:
  - Film production analysis;
  - Production role research;
  - Video, audio or magazine production;
  - Australian film research;
  - Australian TV news research.

UNIT 3: NARRATIVE AND MEDIA PRODUCTION DESIGN

Area of Study
1. Narrative
2. Media production skills
3. Media production design

Outcomes
On completion of this unit the student should be able to:
- Analyse the nature and function of production and story elements in narrative media texts, and discuss the impact of these elements on audience engagement;
- Use a range of technical equipment, applications and media processes and evaluate the capacity of these to present ideas, achieve effects and explore aesthetic qualities in media forms;
- Prepare and document a media production design plan in a selected media form for a specified audience.

UNIT 4: MEDIA PROCESS, SOCIAL VALUES AND MEDIA INFLUENCE

Area of Study
1. Media process
2. Media texts and society’s values
3. Media influence

Outcomes
On completion of this unit the student should be able to:
- Produce a media product for an identified audience from the media production design plan prepared in Unit 3;
- Discuss and analyse the construction, distribution and interpretation of society’s values as represented in media texts;
- Analyse and present arguments about the nature and extent of media influence.
Assessment

In Media, the final assessment for units 3 and 4 will be determined by school-assessed coursework and an end-of-year examination. Percentage contributions to the study score in Media are as follows:

- Unit 3 school-assessed coursework: 6 per cent
  - Written responses to narrative film texts
- Unit 4 school-assessed coursework: 12 per cent
  - Analysis of Social Values - 1500 words
  - Analysis of Media Influence – 1500 words
- Units 3 and 4 school assessed tasks: 37 per cent
  - Media skills exercises
  - Prepare a production design plan (to be implemented in Unit 4)
  - Production of one media design (planned from Unit 3). Media forms include:
    - Video Production – 4-10 minutes;
    - Animation – 30 seconds – 5 minutes;
    - Audio Sequence – 4-10 minutes;
    - Photography – 10-15 images;
    - Print Layout – 8-12 pages;
    - Multi-media – 10 minutes navigation.
- Units 3 and 4 - End-of-year examination: 45 per cent

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**Oberon HS reflections for ..... Media – Units 1 & 2**

<table>
<thead>
<tr>
<th>Topics and skills:</th>
<th>Unit 1 - Representation and technologies of representation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Explores the concept of “representation” in the media. Students are given the opportunity to analyse the way the media represents images and text to influence an audience.</td>
</tr>
<tr>
<td></td>
<td><strong>Unit 2 - Media production and the media industry</strong></td>
</tr>
<tr>
<td></td>
<td>• Explores the production process of film making and involves a discussion about the industry and its varied organisations that make up the media.</td>
</tr>
</tbody>
</table>

| Skills               | An ability to apply media theory into practical projects |

<table>
<thead>
<tr>
<th>Practical sessions:</th>
<th>• <strong>Unit 1</strong> – Short film project</th>
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<tbody>
<tr>
<td></td>
<td>• <strong>Unit 2</strong> – Community documentary project</td>
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</table>

| Excursions or camps: | **Unit 1** – optional visit the Australian Centre for the Moving Image (ACMI) to view *Top Screen* – a presentation of films, including short films, animation and documentaries created by VCE Media students. |
|----------------------| **Unit 2** – students are bussed to filming locations |

**Extra financial commitments above the subject levy:**

- **Unit 1** – visit the Australian Centre for the Moving Image (ACMI) in to view *Top Screen* – a presentation of films, including short films, animation and documentaries created by VCE Media students - approximately $45.00
- **Unit 2** – local bus fares – subject to local charges

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**Oberon HS reflections for ..... Media – Units 3 & 4**

<table>
<thead>
<tr>
<th>Topics and skills:</th>
<th><strong>Topics</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Narrative – production and story elements in two film texts</td>
</tr>
<tr>
<td></td>
<td>• Social values and social contexts – analysis of film (other media also) in terms of how social values are represented during production period</td>
</tr>
<tr>
<td></td>
<td>• Media influence – study of communication theories and models – e.g. violence in the media, media regulation, negative and positive influences of the media</td>
</tr>
</tbody>
</table>

| Skills               | Practical – media skills, production design and media production |

| Practical sessions:  | **By year 12 it is expected students will have the necessary practical skills from onset. Intermittently production exercises and workshop tutorials are conducted to develop students’ practical skills with equipment and computer software which they may rely upon to create their media design.** |

| Excursions or camps: | **At the discretion of the teacher - visit the Australian Centre for the Moving Image (ACMI) to view *Top Screen* – a presentation of films, including short films, animation and documentaries created by VCE Media students - approximately $45.00** |
MUSIC PERFORMANCE

VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students can specialise in one or more approaches to the study of music, depending on their VCE program overall and the post-VCE pathways they may be interested in following. Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through music making: performing, composing, arranging and/or improvising, and musicianship: aural perception, analysis and music language. Through a study of music of others and experimentation in their own music making, students are able to demonstrate and discuss meaning in music. Each unit of Music Performance includes:

- Music performance
- Performance technique
- Music language and analysis
- Musicianship

UNIT 1: MUSIC PERFORMANCE

This unit focuses on building performance and musicianship skills with students presenting 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 practise 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.

Area of Study
1. Performance
2. Performance technique
3. Musicianship

UNIT 2: MUSIC PERFORMANCE

In this unit, students further develop skills in group and solo performance contexts. Students present a program of group and solo works, prepared technical work and exercises, perform previously unseen music and develop musicianship skills. Performance techniques are studied, including listening and analysis of other performers and strategies for technical and expressive performances. Students also devise an original composition or improvisation.

Area of Study
1. Performance
2. Performance technique
3. Musicianship
4. Organisation of sound

Assessment for Units 1 and 2

Assessment tasks for these units are:
- Performance of at least three works including at least one group and one solo work with accompaniment.
- Demonstration of prepared technical work and exercises.
- An oral, multimedia or written explanation of how the selected technical work and exercises support the student’s development as an instrumentalist and their preparation of works performed for Outcome 1.
- A performance of unprepared material.
- Aural, written and practical tasks to be kept in a workbook of class activities and a test.
- Composition and/or Improvisation exercises and accompanying documentation that describes the use of music language in the exercises. This will be presented in either multimedia or written form.

UNIT 3: MUSIC GROUP PERFORMANCE

Area of Study
1. Performance
2. Performance technique
3. Musicianship

Outcome 1
- Be able to present an informed, accurate and expressive performance of a program of group and solo works that is diverse in style and character.
Outcome 2
- Be able to demonstrate performance techniques, technical work and exercises, and describe their relevance to the
  performance of selected group and/or solo works, and present an unprepared performance.

Outcome 3
- Be able to identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive
  elements of music in pre-recorded works.

UNIT 4: MUSIC GROUP PERFORMANCE

Area of Study
1. Performance
2. Performance technique
3. Musicianship

Outcome 1
- Be able to prepare and present accurate and expressive performances of informed interpretations of a program/s of group
  and solo works.

Outcome 2
- Be able to demonstrate performance techniques, and technical work and exercises, and discuss their relevance to the
  performance of selected group and/or solo works, and present an unprepared performance.

Outcome 3
- Be able to identify, re-create, notate and transcribe short excerpts of music, and analyse the interpretation of expressive
  elements of music in pre-recorded works.

Assessment

Contribution to final assessment
- School-assessed coursework for Unit 3 will contribute 20 per cent to the study score and Unit 4 will contribute 10 per cent
  to the study score.
- The level of achievement for Units 3 and 4 is also assessed by an end-of-year performance examination that contributes
  50 per cent to the study score; and an end-of-year aural and written examination, which will contribute 20 per cent to the
  study score.

Performance Exam Descriptions
The student will give a live performance in only one of the following contexts:
- as a member of a group or
- as a soloist.

The live performance will draw on knowledge and skills from Unit 3 Outcome 1 and Unit 4 Outcome 1. The examination will
be assessed by a panel of external examiners.

Group performance examination
Students will present a live performance of at least four contrasting works that represent a range of styles and diversity of
character. At least two works in the program must be selected from the Units 3 and 4 Prescribed List of Group Works.

Solo performance examination
Students will present a live performance of works selected from the Units 3 and 4 Prescribed List of Notated Solo Works.
### Oberon HS reflections for ..... Music – Units 1 to 4

<table>
<thead>
<tr>
<th>Topics and skills:</th>
<th>Topics</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Musical styles and expressive elements</td>
</tr>
<tr>
<td></td>
<td>• Notating melody, harmony, rhythm, scales and structures</td>
</tr>
<tr>
<td></td>
<td>• Music theory/aural development and analysis</td>
</tr>
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<td></td>
<td>• Focus on Australian composers/songwriters post 1910</td>
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<tr>
<td></td>
<td>• Melody, harmony, rhythm, scales and forms</td>
</tr>
<tr>
<td></td>
<td>• Technical work, sound production, acoustic properties</td>
</tr>
<tr>
<td></td>
<td>• Performance techniques related to technical, expressive and stylistic challenges in selected works</td>
</tr>
<tr>
<td></td>
<td>• Composition techniques and creating own compositions</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills</th>
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<tbody>
<tr>
<td>• Play a musical instrument and/or sing to a good standard</td>
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<tr>
<td>• Read and write traditional music notation</td>
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<td>• Critical listening</td>
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<td>• Essay writing</td>
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<tr>
<th>Practical sessions:</th>
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<tr>
<td>• Requires students to work independently and in groups to produce music of a performance standard</td>
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<th>Excursions or camps:</th>
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<tbody>
<tr>
<td>• Attend concerts/live performances for analysis</td>
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<tr>
<td>• Compulsory concert performances</td>
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<tr>
<th>Extra financial commitments above the subject levy:</th>
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<tbody>
<tr>
<td>• Participation in instrumental/vocal lessons</td>
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<tr>
<td>• Purchase of sheet music and CDs as required</td>
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</table>
OUTDOOR AND ENVIRONMENTAL STUDIES

Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. ‘Outdoor environments’ include environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. Ultimately, the study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

UNIT 1: EXPLORING OUTDOOR EXPERIENCES

Area of Study
1. Motivations for outdoor experience
2. Experiencing outdoor environments

UNIT 2: DISCOVERING OUTDOOR ENVIRONMENTS

Area of Study
1. Investigating outdoor environments
2. Impacts outdoor environments

Assessment
Assessment tasks for Unit 1 and 2 are:
- journal of outdoor experiences;
- a case study analysis;
- oral presentation;
- practical reports in non-text format such as multimedia, annotated visual display;
- short reports of outdoor experiences;
- tests;
- written responses.

UNIT 3: RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS

Area of Study
1. Historical relationships with outdoor environments
2. Contemporary relationships with outdoor environments

Outcome 1
- Explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.

Outcome 2
- Analyse and evaluate the factors influencing contemporary societal relationships with outdoor environments, with reference to specific outdoor experiences.

UNIT 4: SUSTAINABLE OUTDOOR RELATIONSHIPS

Area of Study
1. Healthy outdoor environments
2. Sustainable outdoor environments

Outcome 1
- Evaluate the contemporary state of Australian outdoor environments, and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor experiences.

Outcome 2
- Analyse conflicts of interest over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.

Assessment
Contribution to final assessment
- School-assessed coursework for Unit 3 and 4 will each contribute 25 per cent to the study score.
- The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.
### Oberon HS reflections for ..... Outdoor and Environmental Studies – Units 1 & 2

**Topics and skills:**

*Unit 1 – Exploring outdoor experiences*
- Study of the weather and how local weather systems may affect our enjoyment of the outdoors
- First Aid in the outdoors – basic emergency procedures
- What motivates people to participate in outdoor activities
- Ways in which the outdoors and the natural environment is used
- How technology has changed the way we interact with the environment

*Unit 2 – Discovering outdoor environments*
- Study of various types of environments found in Victoria with a particular focus on the Alpine environment
- Effects of natural changes on environments
- Human impact on natural environments
- Analysis of ways to reduce human impact
- Examination of how our own outdoor activities impact on the environment

**Practical sessions:**
- In each term there would be eight to ten practical sessions, including surfing, snorkelling, ocean kayaking, rock climbing, mountain biking, horse-riding, orienteering, fishing, rafting, bush cooking, prussiking (working with ropes), rafting and surf swimming/body boarding.
- Students must be willing to participate in all outdoor activities in all weather conditions.

**Excursions or camps:**
- There are generally two camps run during the year:
  - Semester 1 – three day canoe camp on the Glenelg River
  - Semester 2 – three day downhill skiing/snowboarding at Mount Buller

**Extra financial commitments above the subject levy:**
- Each semester – approximately $200 – Glenelg River included in semester 1 fee
- Ski camp – approximately $620

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### Oberon HS reflections for ..... Outdoor and Environmental Studies – Units 3 & 4

**Topics and skills:**

- Historical and contemporary interactions with outdoor environments
- Analysis of environmental issues, sustainability and policies
- Development of outdoor living and travelling skills
- Views and images of outdoor environments
- Environmental conflicts and policies

**Skills**
- Essay writing, class discussions, reflection on practical experiences

**Practical sessions:**
- Several practical sessions each term, aimed at collecting information and experiences for class work – including surfing, bush walking and indoor climbing.

**Excursions or camps:**
- Excursions and camps are relied on to gather information for assessment and there is an expectation of full participation in these activities:
  - Three day bush walk or canoe trip
  - Three day back country ski trip

**Extra financial commitments above the subject levy:**
- Approximately $170.00 for each semester, this covers all activities and camps. Students are to provide their own food on camps.
PHYSICAL EDUCATION

VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity. The study of physical activity and sedentary behaviour is significant for the understanding of health, wellbeing and performance of people.

UNIT 1: BODIES IN MOTION

Area of Study
1. Body systems and human movement
2. Biomechanical movement principles
One of the following detailed studies to be undertaken:
3.1 Technological advancements from a biomechanical perspective or
3.2 Injury prevention and rehabilitation

UNIT 2: SPORTS COACHING AND PHYSICALLY ACTIVE LIFESTYLES

Area of Study
1. Effective coaching practices
2. Physically active lifestyles
One of the following detailed studies to be undertaken:
3.1 Decision making in sport or
3.2 Promoting active living

Assessment
Assessment tasks for Unit 1 & 2 may include:
- practical laboratory reports
- data and case study analyses
- participation in practical activities.
- written responses
- tests/exams

UNIT 3: PHYSICAL ACTIVITY PARTICIPATION AND PHYSIOLOGICAL PERFORMANCE

Area of Study
1. Monitoring and promotion of physical activity
2. Physiological responses to physical activity

Outcome 1
- Analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the National Physical Activity Guidelines.

Outcome 2
- Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies.

UNIT 4: ENHANCING PERFORMANCE

Area of Study
1. Planning, implementing and evaluating a training program
2. Performance enhancement and recovery practices

Outcome 1
- Plan, implement and evaluate training programs to enhance specific fitness components.

Outcome 2
- Analyse and evaluate strategies designed to enhance performance or promote recovery.

Assessment

Contribution to final assessment
- School-assessed coursework for Unit 3 and 4 will each contribute 25 per cent to the study score.
- The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.
### Oberon HS reflections for ..... Physical Education – Units 1 & 2

#### Topics and skills:

**Unit 1 - Bodies in motion**
- Body systems and human movement – examine the systems of the human body and how they make us move.
- Biomechanical movement principles – why the human body moves the way that it does (leading to improved performance).
- Technological advancements from a biomechanical perspective or injury prevention and rehabilitation – changes that have been made to sporting techniques and equipment / sports injury risk management strategies and rehabilitation practices.

**Unit 2 - Sports coaching and physically active lifestyles**
- Effective coaching practices – roles and responsibilities of a coach as well as looking at coaching pathways and accreditation.
- Physically active lifestyles – looking at a range of physical activity options in the community (health benefits / consequences of participating / not participating in physical activity).
- Decision making in sport or promoting active lifestyle – looking at different strategies and tactics used with game situations / understanding the promotion of physical activity in a variety of settings.

#### Assessment
- Written responses, laboratory reports from practical activities, examinations and tests, practical performance.

#### Practical sessions:
- At least one practical session per week, sometimes two if completing a laboratory activity.
- Aim to cover a wide range of sports (indoor and outdoor, field and court games, along with a number of recreational activities).

#### Excursions or camps:
- During Unit 2 – visit a gymnasium /fitness centre, Ten Pin bowling, Par 3 golf and pool/snooker

#### Extra financial commitments above the subject levy:
- Approximately $30 for excursions

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### Oberon HS reflections for ..... Physical Education – Units 3 & 4

#### Topics and skills:

**Unit 3 - Physical activity participation and physiological performance**
- Investigate the reasons why people participate in physical activities.
- Analyse strategies that promote participation in physical activity.
- Examine energy systems, fatigue and recovery techniques.

**Unit 4 - Enhancing performance**
- Planning and evaluating training programs to enhance physical fitness.
- Looking at strategies to enhance sports performance.

#### Assessment
- Need to be able to complete and submit homework sheets each week and reports for each practical class.

#### Practical sessions:
- Aim to do one practical session per week. Practical classes are related to the course work.
- A range of sports are covered.
- Use some practical sessions to gather data which is used for SACs.

#### Excursions or camps:
- University of Ballarat and/or Biolab lectures and accessing specialist equipment

#### Extra financial commitments above the subject levy:
- University/Biolab excursion – possible cost approximately $50
PHYSICS

Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanse of the Universe. This knowledge has significance for the way we understand our place in the Universe. Physics includes the use of theories and models, investigation of hypotheses, collection and analysis of data, drawing conclusions, and the selection and use of a range of appropriate technologies and mathematical techniques.

Knowledge in physics is gained through complex processes. For example, theories developed as a result of studying the ways that matter interacts with matter, and the ways that light and matter mutually interact, have lead to innovations in medicine, electronics, energy use, telecommunications and materials science.

This study design provides a curriculum that is interesting and challenging for students with a wide range of expectations, including students who are aiming for medical, engineering, technological and science-based careers.

UNIT 1

There are two prescribed Areas of Study: Nuclear and Radioactivity Physics and Electricity. A further detailed study may be chosen from Astronomy, Aerospace, Energy from the Nucleus, Medical Physics, Astrophysics or Alternative Energy Sources.

This unit focuses on the study of Physics as a human endeavour in which observations and ideas about the physical world are organised and explained. Conceptual models are introduced and used to describe and explain observed physical phenomena related to nuclear physics and electricity.

Assessment tasks for this unit include:
- Project reports
- Practical work
- Tests

UNIT 2

There are two prescribed Areas of Study: Movement and Wave-like properties of light. A further detailed study may be chosen from Astronomy, Aerospace, Energy from the Nucleus, Medical Physics, Astrophysics or Alternative Energy Sources.

This unit focuses on the use of conceptual models and practical experimentation to explain ideas about forces, movement and energy transformations and the particle model of light and matter.

Assessment tasks for this unit include:
- Project reports
- Practical work
- Tests

UNIT 3

There are two prescribed Area of Study: Motion in one and two dimensions; Electronics and photonics; and a third area of study to be chosen from one of three detailed studies: Einstein’s special relativity, Investigating materials and their use in structures, or Further electronics.

This unit focuses on the technologies that underpin communications and industry with studies in motion in one and two dimensions and electronics and photonics. Motion in two dimensions is introduced and applied to moving objects on Earth and in space and applied to analyse the motion of the Moon, the planets and satellites. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonics devices introduced.

UNIT 4

This unit focuses on the development of models to explain complex interactions of light and matter. A field model of electromagnetism is applied to the generation, distribution and use of electric power. The detailed studies provide examples of innovative technologies used for research and communication.

There are two prescribed Area of Study: Electric power, Interactions of light and matter; and a third area of study to be chosen from one of three detailed studies: Synchrotron and its applications, Photonics, or Sound.

Assessment

Units 3 and 4
In Physics the student’s level of achievement will be determined by school-assessed coursework and an end-of-year examination. Percentage contributions to the study score in Physics are as follows:

- Unit 3 school-assessed coursework: 16 per cent
- Unit 4 school-assessed coursework: 24 per cent
- End-of-year examination: 60 per cent

### Oberon HS reflections for ..... Physics – Units 1 & 2

<table>
<thead>
<tr>
<th>Topics and skills:</th>
<th>Unit 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Electricity – electrical fields, circuit theory (symbols/series/parallel), voltage (current/resistance/relationships)</td>
</tr>
<tr>
<td></td>
<td>Nuclear radiation – properties of alpha, beta and gamma rays, half lives (carbon dating), dosages &amp; effects, nuclear reactors and nuclear weapons</td>
</tr>
<tr>
<td></td>
<td>Unit 2</td>
</tr>
<tr>
<td></td>
<td>Mechanics – displacement/velocity/acceleration, Newton’s laws, momentum, energy and power</td>
</tr>
<tr>
<td></td>
<td>Optics – mirrors, lenses, colour, waves, polarisation and interference</td>
</tr>
</tbody>
</table>

**Skills**
- Skills - mathematical, experimental (report writing) and research essays

<table>
<thead>
<tr>
<th>Practical sessions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical session will include using light boxes, motion carts, data logging equipment, air tracks, Crocodile Physics (computer software) and circuit boards.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Excursions or camps:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past excursions have included robot wrestling at Deakin University, the Victorian Space Education Centre and an incursion about Deakin University’s race car.</td>
</tr>
</tbody>
</table>

### Oberon HS reflections for ..... Physics – Units 3 & 4

<table>
<thead>
<tr>
<th>Topics and skills:</th>
<th>Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Study of Motion, which builds from Newton’s early work on velocity and acceleration and develops ideas around the effects of gravity. These principles are applied to projectile motion, weightlessness, freefall, satellite and planetary orbits, cornering on racetracks as well as concepts around a universal gravitational field. Further analysis of conservation of momentum and energy allows students to understand collisions including car crashes and asteroid impacts.</td>
</tr>
<tr>
<td></td>
<td>The detailed study looks at Einstein’s Special Relativity and the implications on time dilation, length contraction and these effects on everything from GPS navigation to the equivalence of energy and mass in his iconic equation $E=mc^2$.</td>
</tr>
<tr>
<td></td>
<td>The electronics of circuitry, amplification, voltage dividers, temperature and light dependent resistors is covered as well as photonics, fibre optics and the information and communication revolution exploding out of this technology.</td>
</tr>
</tbody>
</table>

**Unit 4**
- Electric fields and forces including the understanding of electric motors, AC and DC power production, transmission and transformation. These ideas and concepts underpin almost every aspect of the machinery that runs our lives.
- The interactions of light and matter are explored including the wave like nature of matter, photon and electron diffraction as well as the photoelectric effect. Again the equivalence of energy and mass is developed with the analysis of atomic and photonic emission spectra.
- A detailed study in Photonics concludes the year. The properties of lasers, light emitting diodes, and fibre optics are fully developed including single and multimode optical fibres telecommunication, bandwidth and image bundling.

<table>
<thead>
<tr>
<th>Practical sessions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical work is used to support the development of concepts throughout the year. As the semester progresses there is an inevitable progression to more theoretical classes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Excursions or camps:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under consideration for semester two is a Photonics incursion and an excursion to Powercor.</td>
</tr>
</tbody>
</table>
PRODUCT DESIGN AND TECHNOLOGY
- WOOD, METAL, PLASTICS, FIBRES, YARN, FABRICS

Design plays an important part in our daily lives. It determines the form and function of the products we use and wear. Designing transforms ideas into drawings and plans for the creation and manufacture of useful products. Designer-makers use processes to develop products that fulfil human needs and wants. The combination of design and technical skills is vital if we are to create and use sustainable products, and add value to these products through commerce. In Design and Technology students assume the role of a designer-maker and develop knowledge and skills to produce effective and creative responses to design challenges.

UNIT 1: PRODUCT RE-DESIGN AND SUSTAINABILITY

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability. Knowledge of material use and suitability for particular products is essential in product design. Additionally, knowledge of the source, origin and processing of materials is central to sustainable practices. Students consider the use of materials from a sustainable viewpoint. Sustainable practices claimed to be used by designers are examined.

Areas of Study:
1. Product re-design for improvement
2. Producing and evaluating a redesigned product

Outcomes
On completion of this unit the student should be able to:
- re-design a product using suitable materials with the intention of improving aspects of the product’s aesthetics, functionality or quality, including consideration of sustainability;
- use and evaluate materials, tools, equipment and processes to make a re-designed product or prototype, and compare the finished product or prototype with the original design.

UNIT 2: COLLABORATIVE DESIGN

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also examine the use of ICT to facilitate teams that work collaboratively but are spread across the globe. In this unit students are able to gain inspiration from an historical and/or a cultural design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

Areas of Study:
1. Designing within a team
2. Producing and evaluating a collaboratively designed product

Outcomes
On completion of this unit the student should be able to:
- design and plan a product, a product range or a group product with component parts in response to a design brief based on a common theme, both individually and within a team;
- justify, manage and use appropriate production processes to safely make a product and evaluate, individually and as a member of a team, the processes and materials used, and the suitability of a product or components of a group product against the design brief.
UNIT 3: APPLYING THE PRODUCT DESIGN PROCESS

In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. These factors include the purpose, function and context of the product; human-centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. Design and 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. Although a product design process may differ in complexity or order, it is central to all of these situations regardless of the scale or context. This unit examines different settings and takes students through the Product design process as they design for others. In the initial stage of the Product design process, a design brief is prepared. It outlines the context or situation around the design problem and describes the needs and requirements in the form of constraints or considerations.

Areas of Study:
1. The designer, client and/or end-user in product development
2. Product development in industry
3. Designing for others

Outcomes
On completion of this unit the student should be able to:
• explain the roles of the designer, client and/or end-user/s, the Product design process and its initial stages, including investigating and defining a design problem, and explain how the design process leads to product design development;
• explain and analyse influences on the design, development and manufacture of products within industrial settings;
• present a folio that documents the Product design process used while working as a designer to meet the needs of a client and/or an end-user, and commence production of the designed product.

UNIT 4: PRODUCT DEVELOPMENT AND EVALUATION

In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the Product design factors.

Areas of Study:
1. Product analysis and comparison
2. Product manufacture
3. Product evaluation

Outcomes
On completion of this unit the student should be able to:
• compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques;
• safely apply a range of production skills and processes to make the product designed in Unit 3, and manage time and resources effectively and efficiently;
• evaluate the outcomes of the design, planning and production activities, explain the product’s design features to the client and/or an end-user and outline its care requirements.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
In Design and Technology the student’s level of achievement will be determined by:
• Unit 3 school-assessed coursework: 12 per cent
• Unit 4 school-assessed coursework: 8 per cent
• School-assessed task: 50 per cent to the study score
• End-of-year examination: 30 per cent to the study score
### Oberon HS reflections for ..... Product Design and Technology (Wood & Metal) – Units 1 & 2

<table>
<thead>
<tr>
<th>Topics and skills:</th>
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<tr>
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<td>• Students produce one or a series of products of their choosing, such as the construction of a coffee table, bed or cabinet.</td>
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<td>• A folio of the chosen product(s) is developed to assist in the formulation of ideas. The folio must demonstrate the student’s creativity, thoughts and explanations on design options, properties of materials, and their exploration of joining processes, cutting, shaping and finishing of materials.</td>
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<tr>
<td>• Folio</td>
</tr>
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<td>o Computer Aided Drawing (CAD) – design programs such as Google Sketch-Up, CorelDRAW and Inventor</td>
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</table>

<table>
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<tr>
<th>Extra financial commitments above the subject levy:</th>
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</thead>
<tbody>
<tr>
<td>• Students are required to either source their own materials or pay a levy.</td>
</tr>
<tr>
<td>• Any material above the levy is paid for by the student before construction can commence.</td>
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### Oberon HS reflections for ..... Product Design and Technology (Wood & Metal) – Units 3 & 4

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<td>• All year 12 Technology students will visit the <em>Top Designs</em> exhibition of successful VCE student creations from the previous year – featuring VCE Media, Design and Technology, Food and Technology, Systems Engineering, Visual Communication and Design, and VCE VET Multimedia – held at the Melbourne Museum and designed to inspire.</td>
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### Oberon HS reflections for ..... Product Design and Technology (Textiles) – Unit 1

**Topics and skills:**
- Study the complete design process – from the design to the finished product as required for a product of their choice. Students will explore the use of fabric and apply this to their garment construction which can be worn and exhibited.

**Requirements**
- Students will complete an ongoing design folio of fabric investigation and pattern making. They will have the opportunity to explore their creativity with an individual design.
- The student’s design process is presented through their folio, written reports, research, excursions and practical work.

**Practical sessions:**
- Of the five sessions a week, at least four are used for production or practical folio development work.

**Excursions or camps:**
- All year 11 Technology students will visit the Top Designs exhibition of successful VCE student creations from the previous year – featuring VCE Media, Design and Technology, Food and Technology, Systems Engineering, Visual Communication and Design, and VCE VET Multimedia – held at the Melbourne Museum and designed to inspire.
- Fashion Week (in Melbourne during March).
- Local industry visit (for SAC 2) if available.
- Other appropriate special events.

**Extra financial commitments above the subject levy:**
- Students are required to cover most folio and product expenses themselves.
- Cost for excursions to Melbourne is approximately $40.00 each.

### Oberon HS reflections for ..... Product Design and Technology (Textiles) – Unit 2

**Topics and skills:**
- Study the complete design process as a team – from the design to the finished product which is selected from a range of clothing that was designed by the group. Students will explore the use of fabric and apply this to their garment construction which can be worn and exhibited.

**Requirements**
- Students will complete an individual ongoing design folio of fabric investigation and pattern making. They will have the opportunity to explore their creativity within a team environment.
- The student’s design process is presented through their folio, written reports, research, excursions and practical work.

**Practical sessions:**
- Of the five sessions a week, at least four are used for production or practical folio development work.

**Excursions or camps:**
- All year 11 Technology students will visit the Top Designs exhibition of successful VCE student creations from the previous year – featuring VCE Media, Design and Technology, Food and Technology, Systems Engineering, Visual Communication and Design, and VCE VET Multimedia – held at the Melbourne Museum and designed to inspire.
- Fashion Week (in Melbourne during March).
- Local industry visit (for SAC 2) if available.
- Other appropriate special events.

**Extra financial commitments above the subject levy:**
- Students are required to cover most folio and product expenses themselves.
- Cost for excursions to Melbourne is approximately $40.00 each.
### Oberon HS reflections for ..... Product Design and Technology (Textiles) – Units 3 & 4

**Topics and skills:**
- Study the complete design process – from the design to the finished product as required for a client of their choice. Students will explore the use of fabric and apply this to their garment construction which can be worn and exhibited.

**Requirements**
- Students will complete an ongoing design folio of fabric investigation and pattern making. They will have the opportunity to explore their creativity with an individual design.
- The student’s design process is presented through their folio, written reports, research, excursions and practical work.

**Practical sessions:**
- Of the five sessions a week, at least four are used for production or practical folio development work.

**Excursions or camps:**
- All year 12 Technology students will visit the *Top Designs* exhibition of successful VCE student creations from the previous year – featuring VCE Media, Design and Technology, Food and Technology, Systems Engineering, Visual Communication and Design, and VCE VET Multimedia – held at the Melbourne Museum and designed to inspire.
- Fashion Week (in Melbourne during March).
- Local industry visit (for SAC 2) if available.
- Other appropriate special events.

**Extra financial commitments above the subject levy:**
- Students are required to cover most folio and product expenses themselves.
- Cost for excursions to Melbourne is approximately $40.00 each.
PSYCHOLOGY

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

UNIT 1: INTRODUCTION TO PSYCHOLOGY

Area of Study
1. What is psychology?
2. Lifespan psychology

UNIT 2: SELF AND OTHERS

Area of Study
1. Intelligence and personality
2. Interpersonal and group behaviour

Assessment Tasks
Assessment tasks for Unit 1 and 2 include:
- empirical research activities;
- tests;
- visual presentations – e.g. concept maps, graphic organiser, posters
- media response;
- evaluation of research;
- analysis of research design;
- annotated folio of practical activities;
- debates;
- essays.

UNIT 3: THE CONSCIOUS SELF

Area of Study
1. Mind, body and brain
2. Memory

Outcome 1
- Explain the relationship between the brain, states of consciousness including sleep, and behaviour, and describe the contribution of selected studies and brain research methods to the investigation of brain function.

Outcome 2
- Compare theories that explain the neural basis of memory and factors that affect its retention, and evaluate the effectiveness of techniques for improving and manipulating memory.

Assessment
At least three different tasks selected from the following:
- essay;
- empirical research activity conducted by student;
- annotated folio of practical activities;
- media response;
- evaluation of research;
- test (multiple choice, short answer and extended response);
- oral presentation using two or more data types;
- data analysis;
- visual presentation.

UNIT 4: BRAIN, BEHAVIOUR AND EXPERIENCE

Area of Study
1. Learning
2. Mental health
Outcome 1
• Ability to explain the neural basis of learning, and compare and contrast different theories of learning and their applications.

Outcome 2
• Ability to differentiate between mental health and mental illness, and use a biopsychosocial framework to explain the causes and management of stress, simple phobia and a selected mental disorder.

Assessment
At least three different tasks selected from the following:
• essay;
• empirical research activity;
• annotated poster;
• multimedia presentation;
• summary and evaluation of data and methods from two or more related studies;
• test (multiple choice, short answer and extended response).

Units 3 and 4
In Psychology the student’s level of achievement will be determined by school-assessed coursework, a mid-year and an end-of-year examination. Percentage contributions to the study score in Psychology are as follows:
• Unit 3 school-assessed coursework: 20 per cent
• Unit 4 school-assessed coursework: 20 per cent
• End-of-year examination: 60 per cent

Oberon HS reflections for ..... Psychology – Units 1 & 2

Topics and skills:
<table>
<thead>
<tr>
<th>Unit 1 - Introduction to psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is psychology? – Looking at classic and contemporary experiments and how they help us understand behaviour. This includes a section on visual illusions and how they trick your brain.</td>
</tr>
<tr>
<td>• Lifespan psychology – What are the different stages in life and how does that affect who we are? What are the different ways that development is measured by psychologists?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2 - Self and others</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Interpersonal behaviour – Does my behaviour change when I am in a group? How does my attitude develop, change and predict my behaviour?</td>
</tr>
<tr>
<td>• Intelligence and personality – Can someone really have no personality? Is being good at school the best measure of intelligence?</td>
</tr>
</tbody>
</table>

Practical sessions:
• Students will have the opportunity to conduct and report research into human behaviour

Excursions or camps:
• Will have at least one excursion – details to be advised at a later date.

Oberon HS reflections for ..... Psychology – Units 3 & 4

Topics and skills:
A variety of teaching/learning strategies are incorporated to enhance the understanding of this fascinating and relevant subject. Research Methods are incorporated throughout the Unit and scientific language is used to write a formal report. Students undertake four SACs in each unit, two on each topic.

<table>
<thead>
<tr>
<th>Unit 3 - The conscious self</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mind, brain and body: Why do I think and feel the way I do? How does my brain work? What is the relationship between my brain and my mind? What happens when I sleep?</td>
</tr>
<tr>
<td>• Memory: Why do I remember some things and forget others? How are memories formed? Can I improve my memory?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4 – Brain, behaviour and experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learning: How do we learn? Why do some people learn faster than others? How important are role models in shaping our behaviour?</td>
</tr>
<tr>
<td>• Mental health: What does mental health mean? How can ‘normality’ be defined? Is feeling stressed normal? What is the relationship between mental health and illness? How can mental wellbeing be enhanced?</td>
</tr>
</tbody>
</table>

Skills
• A good command of English language is required to be able to grasp all psychological terminology expressed in the body of literature. Lots of hands on and practical activities are utilised to teach this course.
STUDIO ARTS

The study of Studio Arts at Oberon is intended to give students wishing to undertake a career in visual arts an opportunity to extend their knowledge and further develop their skills in the arts field. Studio Arts will provide students with a valuable opportunity to develop an extensive folio of artwork thus enhancing their chances of acceptance into Tertiary Fine Arts courses.

Studio Arts provides a framework for the establishment of effective art practices through an understanding and application of the process of design. The design process enables students to explore ideas and sources of inspiration, experiment with materials and techniques and practise specialised skills in a range of art forms. Students generate a range of directions and potential solutions and analyse and evaluate them before producing artworks. The theoretical component of the study informs students’ practice through an investigation of selected artworks, an examination of artists’ working methods and art industry issues.

UNIT 1: ARTISTIC INSPIRATION AND TECHNIQUES

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

Outcome 1
- On completion of this unit the student should be able to source inspiration, identify individual ideas and use a variety of methods to translate these into visual language.

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

Outcome 3
- On completion of this unit the student should be able to discuss how artists from different times and cultures have interpreted sources of inspiration and used materials and techniques in the production of artworks.

UNIT 2: DESIGN EXPLORATION AND CONCEPTS

This unit focuses on students establishing and using a design process to produce artworks. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand the artists’ ideas and how they have created aesthetic qualities and identifiable styles.

Outcome 1
- On completion of this unit the student should be able to develop an individual design process, including visual research and inquiry, in order to produce a variety of design explorations to create a number of artworks.

Outcome 2
- On completion of this unit the student should be able to analyse and discuss the ways in which artists from different times and cultures have created aesthetic qualities in artworks, communicated ideas and developed styles.

UNIT 3: STUDIO PRODUCTION AND PROFESSIONAL ART PRACTICES

This unit focuses on the implementation of an individual design process leading to the production of a range of potential directions and solutions. Students develop and use an exploration proposal to define an area of creative exploration. It records trialling, experimenting, analysing and evaluating the extent to which their art practices successfully communicate their aims and ideas.

Outcome 1
- On completion of this unit the student should be able to prepare an exploration proposal that formulates the content and parameters of an individual design process that includes a plan of how the proposal will be undertaken.

Outcome 2
- On completion of this unit the student should be able to present an individual design process that produces a range of potential directions, which reflects the concepts and ideas documented in the exploration proposal.
**Outcome 3**
- On completion of this unit the student should be able to discuss art practices in relation to particular artworks of at least two artists and analyse ways in which artists develop their ideas.

**UNIT 4: STUDIO PRODUCTION AND ART INDUSTRY CONTEXTS**
This unit focuses on the production of a cohesive folio of finished artworks. To support the creation of the folio, students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks. These artworks should reflect the skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities.

**Outcome 1**
- On completion of this unit the student should present a cohesive folio of finished artworks, based on selected potential directions developed through the design process, that demonstrates skilful application of materials and techniques and that realises and communicates the student’s ideas.

**Outcome 2**
- On completion of this unit the student should be able to provide visual and written documentation that identifies the folio focus and evaluates the extent to which the finished artworks reflect the selected potential directions, and effectively demonstrate a cohesive relationship between the works.

**Outcome 3**
- On completion of this unit the student should be able to examine and explain the preparation and presentation of artworks in at least two different exhibition spaces, and discuss the various roles, processes and methods involved in the exhibition of artworks.

**Assessment**
In Units 3 and 4 school-assessed tasks and examination:
- Unit 3 school-assessed task: 33 per cent
- Unit 4 school-assessed task: 33 per cent
- End-of-year examination: 34 per cent

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**Oberon HS reflections for ..... Studio Arts – Units 1 & 2**

<table>
<thead>
<tr>
<th>Topics and skills:</th>
<th>Unit 1 - Artistic interpretation and techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Students develop art projects and complete an art analysis. This unit involves plenty of experimentation with different mediums. They learn about the qualities of the various mediums and discover their strengths and weakness using them. Mediums can include 3D, paint, plastic, wood, paper and other mixed media.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2 - Design exploration and concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The art process is refined more centred around and exploration proposal and a theme and there is an extension of the art projects.</td>
</tr>
</tbody>
</table>

| Practical sessions: | Theory of art will be incorporated within the unit were appropriate. |

| Excursions or camps: | Students as part of their studies may attend a current art exhibition in Melbourne. |

<p>| Requirements: | Students will need to provide a visual diary to work from throughout the year. |</p>
<table>
<thead>
<tr>
<th>Topics and skills:</th>
<th>Units 3 and 4 - Studio production, professional art practices and art industry contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Practical work is developed around a ‘Theme’ that the students are passionate about. The first semester is dedicated to the design process and experimenting with a variety of media. In the second semester, students complete their practical work - this may comprise of between two and five artworks.</td>
</tr>
<tr>
<td></td>
<td>• The theory component will involve investigating gallery operations and the preservation and conservation of artworks. Students will explore two artists of their choosing and are required to write an essay analysing the artists’ use of materials and techniques.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practical sessions:</th>
<th>• Of the five sessions a week at least four are used for practical work.</th>
</tr>
</thead>
</table>

| Excursions or camps: | • Part of the course requirements will involve students attending two exhibitions throughout the year. One being the Top Arts exhibition of successful VCE student artworks from the previous year, the other venue is The Modern Museum of Art – Heide (Bulleen). Students will analyse and compare exhibitions on the final exam at the end of the year. |

<table>
<thead>
<tr>
<th>Extra financial commitments above the subject levy:</th>
<th>• Students will need to purchase a variety of materials depending on their selected medium.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Anticipated costs of the two excursions is approximately $50.00</td>
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</tbody>
</table>
VISUAL COMMUNICATION AND DESIGN

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to shape the everyday quality of life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking.

UNIT 1: INTRODUCTION TO VISUAL COMMUNICATION

Area of Study
1. Drawing as a means of communication
2. Design elements and design principles
3. Visual communication design in context

Outcomes
On completion of this unit the student should be able to:
- Create drawings for different purposes using a range of drawing methods, media and materials;
- Select and apply design elements and design principles to create visual communications that satisfy stated purposes;
- Describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

UNIT 2: APPLICATIONS OF VISUAL COMMUNICATION DESIGN

Area of Study
1. Technical drawing in context
2. Type and imagery
3. Applying the design process

Outcomes
On completion of this unit the student should be able to:
- Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field;
- Manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright;
- Engage in stages of the design process to create a visual communication appropriate to a given brief.

Assessment
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.

UNIT 3: DESIGN THINKING AND PRACTICE

Area of Study
1. Analysis and practice in context
2. Design industry practice
3. Developing a brief and generating ideas

Outcome 1
- Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.

Outcome 2
- Ability to describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.

Outcome 3
- Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.
UNIT 4: DESIGN DEVELOPMENT AND PRESENTATION

Area of Study
1. Development of design concepts
2. Final presentations
3. Evaluation and explanation

Outcome 1
- Able to develop distinctly different design concepts for each need, and select and refine for each need a concept that
  satisfies each of the requirements of the brief

Outcome 2
- Produce final visual communication presentations that satisfy the requirements of the brief.

Outcome 3
- Devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications
  against the brief.

Assessment

Contribution to final assessment
- School-assessed coursework for Unit 3: 20 per cent
- School-assessed coursework for Unit 4: 5 per cent
- School-assessed task: 40 per cent
- End-of-year examination 35 per cent

Oberon HS reflections for ..... Visual Communication & Design – Units 1& 2

Topics and skills:  

Unit 1 - Introduction to visual communication
- Bottles and labels – freehand/rendering drawings
- Geometric blocks – technical/rendering drawings
- Electronic drawing using CorelDRAW - set tasks using the above drawings
- Design elements and design principle drawings
- Written analysis task – various posters
- End of semester test

Unit 2 - Applications of visual communication design
- Character freehand/rendering drawings using various media
- Board game design – package, board, various components and instructions
- Redesign specific poster
- Various instrumental drawings using Australian standards
- End of semester test

Practical sessions:
- Most classes are practical classes.
- One to two hours per week of homework which can be done in 20 to 30 minutes at a
  time.

Excursions or camps:
- All year 11 & 12 Art students will visit the Top Designs exhibition at the Melbourne
  Museum. The annual exhibition showcases VCE student creations from the previous
  year – featuring VCE Media, Design and Technology, Food and technology, Systems

Extra financial commitments above the subject levy:
- Students need their own Fineliners, coloured pencils and 2H and HB pencils
- Excursions will be charged according to expenses based on entry fee and bus
  arrangements.
## Oberon HS reflections for ..... Visual Communication & Design – Units 3 & 4

### Topics and skills:

**Unit 3 - Design thinking and practice**
- Drawing folio requires good freehand drawing skills, use of CorelDRAW program to develop electronic drawings
- Creative design ideas and good rendering skills are very useful
- Two written analysis tasks – first on a given communication and the second on a specific designer

**Unit 4 - Design development and presentation**
- Design folio – two final pieces for a specific client. Developmental word needs to include freehand, instrumental, computer generated and rendered drawings

### Practical sessions:
- Most classes are practical classes.
- One to two hours per week of homework which can be done in 20 to 30 minutes at a time.

### Excursions or camps:
- All year 11 & 12 Art students will visit the *Top Designs* exhibition at the Melbourne Museum. The annual exhibition showcases VCE student creations from the previous year – featuring VCE Media, Design and Technology, Food and technology, Systems Engineering, Visual Communication and Design, and VCE VET Multimedia.

### Extra financial commitments above the subject levy:
- Students need their own Fineliners, coloured pencils and 2H and HB pencils
- Excursions will be charged according to expenses based on entry fee and bus arrangements.
**LATER YEARS COURSE PLANNING TABLE**

**PROPOSED PATHWAY**

**Year 1 (Year 11)**
Choose six subjects including VET/VCAL (if appropriate)

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Subject 1</th>
<th>Subject 2</th>
<th>Subject 3</th>
<th>Subject 4</th>
<th>Subject 5</th>
<th>Subject 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>1 and 2</td>
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<td></td>
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<td>1 and 2</td>
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</tbody>
</table>

**Year 2 (Year 12)**
Choose five subjects including VET/VCAL (if appropriate)

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Subject 1</th>
<th>Subject 2</th>
<th>Subject 3</th>
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