Year 11 2024 Subject Guide

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Year 11 2024 Subject Guide

This document details the subjects available for Year 11 (2024) students. It is intended as a guide for families to help with submitting subject preferences. This guide should be used in conjunction with family discussion as well as discussions with teachers, the Careers Centre and other students as appropriate.

There are five sections:

- Overview of subject offerings
- Subject preferences submission process
- VCE overview
- VCE Units 1 and 2 subjects
- Accelerated subjects

Overview of Subject Offerings

In Year 11, students have more choice with regards to the subjects they study, as their entire program becomes the Victorian Certificate of Education, governed by the Victorian Curriculum and Assessment Authority, as outlined on the following page. Students at Brighton Grammar School are required to complete two compulsory categories of subjects. Students must enrol in:

- English or English as an Additional Language (EAL)
- At least one Mathematics subject

If a student applies and is successful in their application to complete a Units 3 and 4 subject (through meeting the criteria and completing an application form) then this will count as one of their subjects. Details of this are outlined in the VCE overview section.

Subject Preferences Submission Process

A link and instructions will be sent through email to parents with information on the submission process. Submission is completed online. Students are asked to nominate reserve subjects and these should be considered carefully as occasionally these are allocated dependent on timetable requirements.

Students will have completed Morrisby Testing in Year 10 and had a follow up conversation with a Careers Counsellor to help guide their preferences. Additionally, these students will have an opportunity to meet with their Head of House to discuss their subject preferences.

When submitting subject preferences, an understanding of possible courses and careers is important. Career and course advice is available from the Careers Centre in Student Services. Students should check prerequisites for courses by clicking here (http://www.vtac.edu.au/who/meeting-prerequisites.html) or make an appointment with the BGS Careers Counsellor.

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VCE Overview

The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

Students at Brighton Grammar School complete their VCE studies primarily over their last two years of secondary schooling. VCE studies are broken into units which are completed over one semester each. For example, English Units 1 and 2 are completed in Year 11 and English Units 3 and 4 are completed in Year 12. Students typically complete:

- Year 11: Six Units 1 and 2 subjects
- Year 12: Five Units 3 and 4 subjects (undertaken as a sequence together)

Students are permitted to apply to complete one accelerated subject (eg. completing a Units 3 and 4 subject in Year 11) but must meet criteria as outlined in the accelerated subjects section. A student who is a native or background speaker of a language other than English may complete an accelerated subject in this language in addition to one other accelerated subject if their application is successful. This also applies to VCE Units 3 & 4 Algorithmics in 2024 as it only runs every alternate year. Successful application to complete a Units 1 and 2 VCE subject in Year 10 does not guarantee a student will proceed to Units 3 and 4 in Year 11. Students must maintain a high standard in line with the original criteria for application which is evaluated through a similar application process.

The application process for acceleration is separate to the on-line preference system. Students should complete their on-line preferences and the separate application for acceleration without making any assumptions about the success of acceleration.

Details of the requirements for acceleration are outlined on the later pages. Any student wishing to complete a VCE subject outside of BGS must seek approval from Mr Sanders. This includes students wishing to study a language not offered at Brighton Grammar School.

Students wishing to apply for exemption from the typical VCE structure delivered at BGS should first discuss this with their Head of House.

For more detail about the structure and procedures involved with the VCE, see the VCE Handbook. It is possible to take a Vocational Education and Training (VET) program as part of the VCE. More information about VET subjects can be found here:
https://studentcareers.brightongrammar.vic.edu.au/?page=vocational-education-and-training

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Units 1 & 2 VCE Subjects

Note: Accelerated subjects (VCE Units 3 & 4) are outlined on the next page.

Faculty	Subject	Compulsory
English	English	Select at least one
	English as an Additional Language	
	Literature	
Mathematics and Digital Technologies	General Mathematics	Select one
	Mathematical Methods	
	Specialist Mathematics	
	Applied Computing	
Creative and Performing Arts	Creative Practice (Art)	
	Drama	
	Media	
	Music Performance	
	Product Design and Technology	
	Visual Communication and Design	
Health, Physical Education, Wellbeing, Philosophy, Ethics and Belief	Health and Human Development	
	Physical Education	
Humanities	Accounting	
	Business Management	
	Classical Studies	
	Economics	
	Geography	
	Legal Studies	
	Modern History	
	Politics	
Languages	Chinese First Language	
	Chinese Second Language	
	Chinese Second Language Advanced	
	French	
	Japanese	
	Latin	
Science	Biology	
	Chemistry	
	Physics	
	Psychology	

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Accelerated Subjects: Criteria

To apply for acceleration (into a VCE Units 3 & 4 subject) the below criteria must be met:

- 75% average grade (over an entire semester or term report)
- Subject specific criteria (see table below)

Approval of applications are **provisional** and dependent on continuing to meet the criteria.

Faculty	Head of Faculty	Units 3 & 4 Subject	Subject Specific Criteria
Science	Ms Bjarnelind	Biology	80% in Year 10 Science
		Psychology	
Mathematics and Digital Technologies	Mr Humberstone	Algorithmics	No additional requirements
		Further Mathematics	70% in Year 10A Enrichment Mathematics **or** 85% in Year 10A Mathematics
		Mathematical Methods	A minimum of 85% in Units 1 & 2 Mathematical Methods
		Software Development	Completed 10A Enrichment **or** 75% in 10A Mathematics
Humanities	Ms Dwyer	Accounting	No additional requirements
		Business Management	
		Classical Studies	
		Geography	
		History Revolutions	
		Global Politics	80% in Year 10 English
		Economics	
		Legal Studies	
Creative and Performing Arts	Mr Watson	Music Performance	Musical performance test with the Music Department
		Visual Communication and Design	80% in Year 9 **or** Year 10 Visual Communication and Design
Languages	Ms Coste	Chinese (First Language and Second Language Advanced)	Speaking interview with Ms Yan
Health, Physical Education, Wellbeing, Philosophy, Ethics and Belief	Mr Whitehead	Health and Human Development	No additional requirements
		Physical Education	75% in Year 10 English **and** Year 10 Science

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Accounting Units 1 & 2

Each unit is completed over a semester.

Focus of course

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information. This is completed using both manual methods and information and communications technology (ICT).

This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses.

SKILLS TO BE DEVELOPED

- Collection and sorting of financial and non-financial data
- Classification of financial data
- Recording and reporting of financial data
- Analysing data and providing advice to business owners
- Critical thinking

Assessment

Assessment tasks may include:

- Topic tests
- Practical reports
- Examinations

Prerequisites for subject

- No prerequisites

Possible career applications

- Accountant
- Actuary
- Auditor
- Finance Manager
- Financial Planner
- Investment Analyst
- Liquidator and Receiver
- Stockbroker
- Systems Accountant
- Treasurer

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Applied Computing Units 1 & 2

Each unit is completed over a semester.

Focus of course

Students are introduced to the stages of a problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions. Students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

SKILLS TO BE DEVELOPED

- Apply computational thinking skills when extracting meaning from data, and apply design thinking skills and knowledge to create data visualisations
- Apply computational and design thinking skills when preparing solution designs and transforming them into a working solution
- Apply computational, design and systems thinking skills when developing solution designs and transforming them into a proof of concept, prototype or product
- Apply systems thinking skills when designing LANs and proposing strategies for reducing security risks

Assessment

Assessment tasks may include:

- Folio of exercises and software solutions
- Oral, multimedia, and visual presentations
- Written reports
- Annotated visual reports
- Case studies with structured questions
- Designs and working models

Prerequisites for subject

- No prerequisites although a score of at least 70% in 10A Mathematics is recommended

Possible career applications

- Business Systems Designer
- Computer Programmer
- Cybersecurity Analyst
- Data Scientist
- Digital Marketing Officer
- Games Developer
- Health Information Manager
- IT Manager
- Multimedia Developer
- Network Engineer
- Robotics Engineer
- Software Engineer

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Biology Units 1 & 2

Each unit is completed over a semester.

Focus of course

This course introduces students to cell theory where the cell as the functional unit of life is examined from single celled to multicellular organisms. The requirements needed for sustained cellular processes, multicellular organism adaptations, digestive system anatomy, homeostatic mechanisms and cellular reproduction strategies are explored. Students also learn to use chromosome theory from classical genetics to interpret and predict genetic outcomes using well established rules for genetic inheritance.

SKILLS TO BE DEVELOPED

- Microscope and cell preparation techniques
- Scientific writing
- Conducting investigations and collecting data
- Analysing data and relating this to studied theories
- Drawing evidence-based conclusions
- Planning investigations
- Developing research questions
- Ability to apply biological knowledge to unfamiliar and complex biological systems

Assessment

Assessment tasks may include:

- Quizzes
- Topic tests
- Research projects
- Practical reports
- Designing and conducting an extended investigation
- Examinations (mid-year and end of year)

Prerequisites for subject

- No prerequisites. A score of at least 65% in Year 10 Science is desirable

Possible career applications

- Anatomist
- Biochemist
- Biotechnologist
- Ecologist
- Geneticist
- Immunologist
- Marine Biologist
- Medical Professional
- Microbiologist
- Molecular Biologist
- Physiologist
- Physiotherapist
- Research Scientist
- Sports Scientist
- Virologist
- Zoologist

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Business Management Units 1 & 2

Each unit is completed over a semester.

Focus of course

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. How businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development.

In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

SKILLS TO BE DEVELOPED

- Developing research questions
- Research and analyse case studies and contemporary examples of business management
- Apply business management knowledge to practical and/or simulated business situations.
- Identify business opportunities
- Define, describe and apply relevant business management concepts and terms
- Acquire, record, interpret and share business information and ideas
- Explain the benefits and costs of corporate social responsibility management practices with respect to business planning
- Develop and construct business plans
- Discuss the decisions made in response to the internal factors that affect a business

Assessment

Assessment tasks may include:

- Quizzes
- Topic tests
- Examinations

Prerequisites for subject

- No prerequisites

Possible career applications

- Advertising Executive
- Brand Manager
- Business Systems Analyst
- Employee Relations Manager
- Finance Manager
- Human Resource Manager
- Logistics and Supply Chain Manager
- Marketing Manager
- Public Relations Officer
- Risk and Compliance Officer

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Chemistry Units 1 & 2

Each unit is completed over a semester.

Focus of course

This course introduces students to concepts around elements and atomic structure, with an aim to explore and explain the relationships between properties, structure and bonding forces within and between atoms and molecules. Students will also work with quantifying matter and making calculations using symbols and formula. Further, they will investigate the properties of water with relation to structure, bonding, properties, pH, chemical reactions and learn about ways to analyse samples of water.

SKILLS TO BE DEVELOPED

- Developing research questions
- Planning investigations
- Conducting investigations and collecting data
- Analysing data and relating this to studied theories
- Drawing evidence based conclusions
- Using mathematical formula and relating those formula to experimental observations
- Connecting models of chemistry with observable phenomena

Assessment

Assessment tasks may include:

- Quizzes
- Topic tests
- Research project
- Practical reports
- Designing and conducting an extended investigation

Prerequisites for subject

- No prerequisites although a score of at least 70% in Year 10 Science is recommended

Possible career applications

- Biochemist
- Chemical Engineer
- Dietitian
- Food Technologist
- Forensic Scientist
- Geneticist
- Materials Engineer
- Medical Practitioner
- Pharmacist/Pharmaceutical Scientist
- Veterinarian

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Chinese First Language Units 1 & 2

Each unit is completed over a semester.

Focus of course

The study of VCE Chinese First Language contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the cultures of communities which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

SKILLS TO BE DEVELOPED

- Ability to use Chinese to communicate with others
- Communicate with others in Chinese in interpersonal, interpretive and presentational contexts
- Understanding and appreciation of their own and other cultures
- Understanding of language as a system
- Potential to apply Chinese to work, further study, training or leisure

Assessment

Assessment tasks may include:

- School-based Assessment Coursework (SACs)
- Oral presentation, conversations and discussion
- Listening and responding
- Reading and responding
- Text analysis in Chinese
- Written responses in Chinese

Prerequisites for subject

- No prerequisites

Possible career applications

- International Business Manager
- International Finance
- International Relations/Diplomacy
- Investment Analyst
- Language Teacher
- Lawyer (International law)
- Linguist
- Translating and interpreting
- Travel Consultant

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Chinese Second Language Units 1 & 2

Each unit is completed over a semester.

Focus of course

VCE Chinese Second Language focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Chinese on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in Chinese in a range of contexts and develop cultural understanding in interpreting and creating language.

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study, students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

SKILLS TO BE DEVELOPED

- Communicate with others in Chinese in interpersonal, interpretive and presentational contexts
- Compare cultures and languages and enhance intercultural awareness
- Learn about language as a system and themselves as language learners
- Make connections between different languages, knowledge and ways of thinking

Assessment

Assessment tasks may include:

- Oral presentation, conversations and discussion
- Listening and responding
- Reading and responding
- Text analysis in Chinese
- Written responses in Chinese

Prerequisites for subject

- Completion of Year 10 Chinese

Possible career applications

- Customs and Border Protection Officer
- Foreign Correspondent
- Hotel Manager
- International Business Manager
- International Relations/Diplomat
- Interpreter
- Language Teacher
- Lawyer (International law)
- Linguist
- Travel Consultant

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Chinese Second Language Advanced Units 1 & 2

Each unit is completed over a semester.

Focus of course

The study of VCE Chinese Second Language Advanced contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity.

By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

SKILLS TO BE DEVELOPED

- Communicate with others in Chinese in interpersonal, interpretive and presentational contexts
- Understand the relationship between language and culture
- Learn about language as a system and themselves as language learners
- Understand and appreciate the cultural contexts in which Chinese is spoken

Assessment

Assessment tasks may include:

- School-based Assessment Coursework (SACs)
- Oral presentation, conversations and discussion
- Listening and responding
- Reading and responding
- Text analysis in Chinese
- Written responses in Chinese

Prerequisites for subject

- No prerequisites

Possible career applications

- Customs and Border Protection Officer
- Foreign Correspondent
- Hotel Manager
- International Business Manager
- International Relations/Diplomat
- Interpreter
- Language Teacher
- Lawyer (International law)
- Linguist
- Travel Consultant

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Classical Studies Units 1 & 2

Each unit is completed over a semester.

Focus of course

A multidisciplinary subject, Classical Studies is the study of the cultural material of ancient Greece and ancient Rome whose seminal works continue to influence our Western civilisation. A knowledge of the ancient word provides great insight and training for a plethora of other subjects, whether scientific or artistic. In fact, Classical Studies is one of the best subjects for acquiring transferable skills for life beyond school, since students gain career flexibility by developing skills in research, writing, critical analysis and communication.

By studying classical works of ancient Greece, students will explore the composition and nature of ancient Greek society spanning from the Bronze Age through to the Classical period during the 5th Century BC. Deriving from literary, historical and architectural sources, these works provide the framework for analysis of several key aspects of ancient Greek society. In Unit One, students will explore the nature of ancient Greek myth, with its assortment of supernatural beings and heroes, followed by a study of archaeological sites such as Troy and Knossos, followed by a detailed analysis of the epic poem *The Odyssey.*

In Unit Two, through the lens of Classical Athens and Sparta, students will examine the aspects ancient Greek society itself, such as cultural practices and social customs, as well as landmark events including the Persian Wars and Peloponnesian Wars.

SKILLS TO BE DEVELOPED

- Written expression
- Textual analysis
- Critical analysis
- Public speaking
- Construction of arguments
- Evaluation and comparison skills
- Persuasion and rhetoric skills
- Research and communication skills

Assessment

Assessment tasks may include:

- Short-answer tests
- Area of study tests
- Oral presentations
- Extended response questions
- Research essay
- Semester examination

Prerequisites

- No prerequisites

Possible career applications

- International relations
- Lawyer
- Journalist
- Consultant
- Diplomat
- Political Scientist
- Education
- Research Analyst
  Publisher

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Creative Practice (Art) Units 1 & 2

Each unit is completed over a semester.

Focus of course

In Unit 1, students explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. The students' exploration and experimentation with materials and techniques stimulates ideas and inspires different ways of working. Their exploration and experimentation is documented in both visual and written form in a visual arts journal.

In Unit 2, student broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning. Students respond to a set theme and progressively develop their own ideas. They consolidate these ideas to plan and make finished artworks. Students will additionally engage with exhibitions, whether in galleries, museums or site-specific spaces.

SKILLS TO BE DEVELOPED

- Developing skills with a range of media
- Planning artworks
- Conducting investigations with a range of media and art styles
- Analysing artworks using the Art Elements and Principles
- Developing visual analysis skills using visual thinking strategies
- Producing a visual diary and final resolved artworks
- Research subject matter appropriate to individual ideas in a visual diary

Assessment

Assessment tasks may include:

- Visual diary
- Finished artworks
- Developmental works
- Research essays
- Self-directed exploration

Prerequisites for subject

- No prerequisites

Possible career applications

- Advertising - Creative Director
- Architect
- Photographer
- Artist
- Curator
- Animator
- Games Designer
- Graphic Designer
- Illustrator
- Performance Designer (set/special effects)
- Spatial Designer (interior/exterior/virtual)
- User Experience (UX) Designer

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Drama Units 1 & 2

Each unit is completed over a semester.

Focus of course

Drama Units 1 & 2 focuses on the creation and performance of characters and stories that communicate ideas and meaning. Students learn to develop their public speaking skills, the ability to work in teams, how to express themselves creatively as well as boost their overall self-confidence. Students use creative processes, stimulus material and play-making techniques to develop and present devised work with a focus on Australian identity. Students learn a range of performance styles and contemporary drama practices and manipulate conventions, dramatic elements and production areas. They use performance and expressive skills to explore and develop role and character. Students also analyse the development of their own work and performances by other drama practitioners. Whilst Drama links to some rather specific careers, it fosters general skills that are applicable to various careers and can lead to excelling in a workplace or interview process.

SKILLS TO BE DEVELOPED

- Develop an understanding of drama as a way of communicating stories, ideas and meaning
- Examine contemporary drama practice, the work of selected practitioners and theorists and associated performance styles
- Devise, perform and evaluate solo and ensemble drama work
- Manipulate dramatic elements and production areas in devising and performing drama
- Develop and refine expressive and performance skills
- Develop skills as creative and critical thinkers

Assessment

Assessment tasks may include:

- Ensemble performances
- Solo performances
- Performance analyses
- Examinations

Prerequisites for subject

- None; however, completion of Year 10 Drama is recommended

Possible career applications

- Acting Agent
- Actor: stage and screen
- Advertising Agent
- Costume or set design
- Director
- Lighting or Sound Technician
- Media Presenter
- Public Relations Officer
- Screen Writer/Scriptwriter
- Theatre Reviewer
- Any career that involves working with people or in teams

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Economics Units 1 & 2

Each unit is completed over a semester.

Focus of course

Unit 1: Students examine basic economic models where consumers and businesses engage in mutually beneficial transactions. Students also investigate the motivations and consequences of consumer and business behaviour.

Unit 2: Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity.

SKILLS TO BE DEVELOPED

- Define key economic concepts and terms and use them appropriately
- Apply economic theory to make economic predictions
- Gather and synthesise information from a wide range of sources to assess the effect of economic decisions on relevant stakeholders
- Construct, interpret and apply economic models to analyse the consequences of economic decisions
- Investigate and evaluate alternative viewpoints on economic issues

Assessment

Assessment tasks may include:

- Quizzes
- Topic tests
- Examinations

Prerequisites for subject

- No prerequisites

Possible career applications

- Auditor
- Commodities Trader
- Company Secretary
- Data Scientist
- Economist
- Financial Planner
- Importer/Exporter
- Investment Analyst
- Market Researcher
- Parliamentarian

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English Units 1 & 2

Each unit is completed over a semester.

Focus of course

Unit 1: Students read and respond to texts creatively and analytically. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Unit 2: Students compare the presentation of ideas, issues, and themes in texts. They further develop their skills in analysing arguments and persuasive language used in texts.

SKILLS TO BE DEVELOPED

- Develop an understanding of the world of the text
- Analyse the way authors construct meaning
- Understand how meaning is influence by the contexts in which a text is created and read
- Analyse the literary features used to construct the author's voice and style
- Compare ideas, issues, and themes in multimodal texts
- Use the conventions of discussion
- Analyse the way arguments are constructed to be persuasive
- Present to an audience using oral conventions
- Plan, draft, and edit written pieces using Australian Standard English

Assessment

Assessment tasks may include:

- Creative responses to text
- Analytical responses to text
- Oral presentations
- Analysis of argument and persuasive language
- Examinations

Prerequisites for subject

- No prerequisites

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English as an Additional Language (EAL) Units 1 & 2

Each unit is completed over a semester.

Focus of course

EAL Units 1 & 2 focuses on extending students' English language skills through listening, speaking, reading and writing. Students study set texts from different genres and build their understanding of the cultural views and values presented in texts. They consider the way in which writers explore and present their ideas through language, form and structure. Students consider the role of language in expressing ideas, further their own understanding through discussion and consider how language is used to persuade and position audiences. They make informed choices in their own analytical and creative texts and reflect on their own writing. Throughout the course, students develop their ability to make relevant connections between texts and their own world.

SKILLS TO BE DEVELOPED

- Identify and analyse key ideas within texts
- Plan and draft analytical and creative responses to texts
- Develop critical thinking skills
- Use evidence to support ideas
- Build interpersonal communication skills
- Listen for specific information
- Present clear and well developed arguments
- Develop fluency and clarity in spoken and written English
- Apply appropriate grammatical structures, spelling and punctuation in their writing

Assessment

Assessment tasks may include:

- Analytical and creative responses to texts
- Analysis of a persuasive text
- Oral presentation
- Listening tasks

Prerequisites for subject

- Please refer to Head of EAL for details of eligibility to undertake EAL Units 1 & 2 studies. Typically, students will have successfully completed Year 10 EAL

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French Units 1 & 2

Each unit is completed over one semester.

Focus of course

French Units 1 & 2 focuses on student participation in interpersonal communication, interpreting the language of other speakers and presenting information and ideas in French on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in French in a range of contexts. They develop cultural understanding in interpreting and creating language. Students build their understanding of the relationships between language and culture in new contexts. They consider how these relationships shape communities. Throughout the course, students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and personal identity.

SKILLS TO BE DEVELOPED

- Interpersonal communication skill: Interaction with other speakers of the language in oral or written form. Responses will be in French across a range of contexts
- Interpretive communication skill: Interpretation and analysis of information obtained in French through listening and reading texts and visual materials that reflect some aspect of language or culture
- Presentational communication skill: Introducing cultural aspects associated with French-speaking communities to a specific audience in an informative and engaging way.

Assessment

Assessment tasks may include:

- Vocabulary quizzes
- Grammar quizzes
- Six school-based assessment tasks (SATs)

Prerequisites for subject

- Completion of Year 10 French

Possible career applications

- Customs and Border Protection Officer
- Foreign Correspondent
- Importer/Exporter
- International Business Manager
- International Relations
- Interpreter
- Language Teacher
- Lawyer (International law)
- Linguist
- Travel Consultant

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General Mathematics Units 1 & 2

Each unit is completed over a semester.

Focus of course

The General Mathematics Units 1 & 2 course involves the study of topics listed and described below. The areas of study are:

- Algebra and structure
- Arithmetic and number
- Discrete mathematics
- Graphs of linear and non-linear relations
- Statistics

The topics studied in General Mathematics Units 1 & 2 form the base knowledge for Further Mathematics Units 3 & 4, and can be taken concurrently with Mathematical Methods Units 1 & 2 (although no knowledge from Maths Methods Units 1 & 2 is assumed). Students should have a sound knowledge of the content covered prior to commencing Further Mathematics.

SKILLS TO BE DEVELOPED

- Using the CAS calculator
- Understanding basic algebraic operations
- Investigating data analysis charts and statistical relationships
- Financial applications and recursion relations
- Matrix methods and calculations
- Networks and their applications

Assessment

Assessment tasks may include:

- Quizzes
- Topic tests
- Examinations
- Application tasks

Prerequisites for subject

- No prerequisites

Possible career applications

- Accountant
- Agricultural Scientist
- Construction Manager
- Economist
- Finance Manager
- Financial Planner
- Importer/Exporter
- Logistics and Supply Chain Manager
- Market Researcher
- Project Manager

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Geography Units 1 & 2

Each unit is completed over a semester.

Focus of course

Geography Units 1 & 2 enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. Unit 1 examines natural hazards across both a global and national scale, particularly focusing on earthquakes and bushfires. Unit 2 explores tourism, assessing and evaluating the impact of tourism on people, places and the environment. Both units contain days of fieldwork, allowing students to apply their knowledge to real life contexts outside of the classroom.

SKILLS TO BE DEVELOPED

- Development of a sense of wonder and curiosity about people, culture and environments throughout the world
- Development of knowledge and understanding of geographic phenomena at a range of temporal and spatial scales
- An understanding and application of geographic concepts to develop an ability to think and communicate geographically
- An understanding of the complexity of natural and human induced geographic phenomena across the Earth's surface
- The analysis of information and a capacity to make informed judgments and decisions about geographic challenges
- Ability to plan an effective fieldwork sequence in response to a chosen hypothesis

Assessment

Assessment tasks may include:

- End of topic tests
- Group presentations
- Fieldwork reports
- Research projects and case studies

Prerequisites for subject

- No prerequisites

Possible career applications

- Agricultural Scientist
- Architect/Landscape Architect
- Conservation Officer
- Engineer
- Environmental Scientist
- Forester
- Geographic Information Systems Officer
- Geologist
- Land and Property Economist
- Surveyor
- Urban and Regional Planner

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Health & Human Development Units 1 & 2

Each unit is completed over a semester.

Focus of course

Students are introduced to health, wellbeing and illness in Australia and the various factors that can impact, both positively and negatively. Students have a particular focus on youth and early adulthood, looking into attitudes and practices across the nation and have an opportunity to pursue a particular area of interest in further detail.
Students also learn about the Australian healthcare system and various initiatives designed to promote health for all. Students further extend their capacity to investigate the challenges and opportunities presented by emerging health technologies such as artificial intelligence, robotics, nanotechnology, three-dimensional printing of body parts and use of stem cells.

SKILLS TO BE DEVELOPED

- Analyse and describe different dimensions of health and wellbeing
- Analyse data to describe and evaluate the current health status of populations
- Use research and data to identify social inequality and areas for improvement in youth health and wellbeing
- Discuss the long term impact of ill health on an individual and community.
- Evaluate and create initiatives designed to promote health and wellbeing
- Analyse the role of various organisations in promoting health of individuals and communities.
- Research and investigate issues surrounding emerging health procedures and technologies

Assessment

Assessment tasks may include:

- Quizzes
- Visual or digital presentation
- Case studies
- Data analysis tasks

Prerequisites for subject

- No prerequisites

Possible career applications

- Audiologist
- Dietitian/Nutritionist
- Health Information Manager
- Health Promotion Practitioner
- Occupational Therapist
- Optometrist
- Osteopath
- Psychologist
- Speech Pathologist

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Year 11 2024 Subject Guide

Japanese Units 1 & 2

Each unit is completed over a semester.

Focus of course

Japanese Unit 1 & 2 students will learn how to use Japanese to communicate with others. They will compare cultures and language, enhancing their intercultural awareness. They will investigate a variety of cultural products and practices and appreciate the cultural contexts in which Japanese is used. In order to build fluency in students, the VCE Japanese classroom will be conducted largely in Japanese. Students will study Japanese grammar and vocabulary, and make connections between Japanese and English, and any other languages they speak, deepening and strengthening literacy in all of their languages.

SKILLS TO BE DEVELOPED

- Communicating in Japanese for a range of purposes including socialising, exchanging information, creating texts, interpreting from one language to another and reflecting on language experiences to improve communication in the future
- Students will focus on improving their ability to communicate using the five macro skills: listening, speaking, reading, writing and viewing
- Students will learn to produce a number of text-types including articles, essays, journal entries, letters and speeches

Assessment

Assessment tasks may include:

- Vocabulary and grammar quizzes
- Interpersonal communication – oral tests
- Interpretive communication – reading and listening tests
- Presentational communication – writing tests

Prerequisites for subject

- Successful completion of Year 10 Japanese

Possible career applications

Bilingualism is an advantage in every field. Specific examples include:

- Foreign Correspondent
- Importer/Exporter
- International Finance
- International Relations/Policy Development
- Interpreter
- Language Teacher/Education Consultant
- Lawyer (international law)
- Linguist
- Travel Consultant

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Year 11 2024 Subject Guide

Latin Units 1 & 2

Each unit is completed over a semester.

Focus of course

Latin Units 1 & 2 provides students with a key to the literature, history and culture of the Graeco-Roman world. Through the study of a variety of original texts, including both historical and philosophical writing, students acquire a knowledge and appreciation of ancient life and culture. An understanding of the form and structure of Latin, and the ability to apply this knowledge, can also improve students' skills in English and other languages.

SKILLS TO BE DEVELOPED

- Identify basic grammatical structures in Latin sentences
- Identify the accidence of Latin word
- Use and translate vocabulary appropriately
- Make changes to words within a Latin sentence to change grammatical structures
- Provide nouns and verbs appropriately declined or conjugated to suit the meaning of a sentence
- Make appropriate use of a dictionary
- Express Latin grammatical structures accurately in English
- Identify the main point in a passage of Latin
- Translate Latin sentences into accurate English
- Identify the author's purpose
- Identify features of the text that support the underlying theme or purpose

Assessment

Assessment tasks may include:

- Class reading
- Outcome topic tests
- Quizzes
- An extended investigation into socio-historical contexts

Prerequisites for subject

- Successful completion of Year 10 Latin

Possible career applications

- Editor
- Language Teacher
- Lawyer
- Linguist
- Media and Communication
- Medical Practitioner
- Policy Development
- Research Analyst
- Speech Pathologist
- Technical Writer

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Year 11 2024 Subject Guide

Legal Studies Units 1 & 2

Each unit is completed over a semester.

Focus of course

In Unit 1, students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

In Unit 2, students undertake a detailed investigation of two criminal cases and two civil cases from the past four years. They will then form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

SKILLS TO BE DEVELOPED

- Define key legal terminology
- Research and analyse relevant information about the sources and types of laws
- Explain the role of individuals, laws and the legal system in achieving social cohesion and protecting the rights of individuals
- Classify a law according to its source and type
- Assess whether a law is effective
- Explain the relationship between parliament and the courts, using examples
- Justify the existence of the Victorian court hierarchy
- Apply legal reasoning/principles to identify and argue the elements, possible defences and civil liability in relation to two actual and/or hypothetical scenarios

Assessment

Assessment tasks may include:

- Short answer questions
- Extended response questions
- Case study responses
- Written examinations

Prerequisites for subject

- No prerequisites

Possible career applications

- Criminologist
- Police Officer/Detective
- Journalist
- Politician
- Teacher/Lecturer
- Intelligence Officer
- Employee Relations
- Human Resource Manager
- International Relations
- Lawyer (Solicitor/Barrister)
- Media and Communication
- Mediator
- OH&S/Compliance
- Policy Development
- Research Analyst

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Year 11 2024 Subject Guide

Literature Units 1 & 2

Each unit is completed over a semester.

Focus of course

Students learn how literature allows us to address human nature and conditions which affect all people. Students will be provided with the opportunity to read deeply, widely and critically of a wide range of literary forms, including poems, plays, short stories and novels. Students will respond to the assumptions, views and values of the writer, and consider the extent to which this relates to the reader, examining how we read and how this shapes what we read. By discussing and thoughtfully reflecting, students will learn how the study of literature is a means for students to explore their own lives and the world they live in, as well as being a means of connecting and empathising with other lives. Students will also develop their facility with language to express themselves accurately and eloquently in both analytical and creative modes.

SKILLS TO BE DEVELOPED

- Develop critical responses to texts
- Explore, interpret and reflect on different ideas and values in texts
- Apply understanding of literary criticism to their reading of texts
- Analyse views and values suggested by a text's inclusions and exclusions
- Analyse ways in which human experience is represented in texts
- Develop analytical responses to texts
- Identify and comment on techniques used in texts

Assessment

Assessment tasks may include:

- Oral presentation
- Passage analysis
- Extended creative composition
- Reflective commentary
- Analytical essay

Prerequisites for subject

- No prerequisites

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Year 11 2024 Subject Guide

Mathematical Methods Units 1 & 2

Each unit is completed over a semester.

Focus of course

This subject is designed to prepare students to study Mathematical Methods Units 3 & 4. It is rigorous and academic in nature and builds on a number of key topic areas tackled previously. Linear, quadratic and trigonometric functions are dealt with in a more formal and abstract manner. Algebraic manipulations are consolidated in the context of a number of new areas of study like logarithmic functions and calculus.

SKILLS TO BE DEVELOPED

- Linear and quadratic relations
- Gallery of graphs
- Functions and relations
- Transformations
- Polynomials
- Rates of change
- Probability
- Exponential and logarithmic functions
- Circular functions
- Differentiation
- Counting and sampling

Assessment

Assessment tasks include:

- Quizzes
- Modelling tasks and investigations
- Examinations

Prerequisites for subject

- Satisfactory performance in 10A Mathematics or 10A Extension Mathematics

Possible career applications

- Actuary
- Astronomer
- Computer Programmer
- Engineer
- Investment Analyst
- Medical Practitioner
- Meteorologist
- Pilot
- Risk Manager
- Surveyor

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Year 11 2024 Subject Guide

Media Units 1 & 2

Each unit is completed over a semester.

Focus of course

In Unit 1 (Media Representations) students will develop their understanding of how media representations in a range of media products and forms from different periods of time, locations and contexts are constructed, distributed, engaged with, consumed and read by audiences. They will learn to use the media production process to design, produce, and evaluate media representations for specified audiences in a range of media forms. Students analyse how the structural features of Australian fictional and non-fictional narratives, in two or more media forms, engage and are consumed and read by audiences.

In Unit 2 (Narrative, Style and Genre) students will analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms. Students will apply the media production process to create, develop and construct narratives. Students will discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

SKILLS TO BE DEVELOPED

- Media literacy
- Critical and analytical thinking skills
- Creativity and expression in media production
- Communication skills
- Collaboration through working in teams
- Applying technical skills and knowledge

Assessment

Assessment tasks may include:

- Audiovisual or video sequences
- Photographs, print layouts or posters
- Presentations using digital technologies
- Short and long answer written responses
- Oral reports
- Tests
- Examinations

Prerequisites for subject

- No prerequisites

Possible career applications

- Film Production
- Journalism
- Animation
- Communications
- Media
- Marketing
- Screen Writing

BRIGHTON GRAMMAR

Year 11 2024 Subject Guide

Modern History Units 1 & 2

Each unit is completed over a semester.

Focus of course

Unit 1: Change and Conflict focuses on the political, economic, social and cultural environment between the late nineteenth century and 1939 that saw the Second World War emerge. The rise of militaristic nation states is considered through the history of Japan and Germany, back to the Meiji restoration and German unification respectively. Russia provides a valuable point of contrast with its ideological Utopian ideals, immediate economic and military threats, and attempts to create the world's first socialist society.

Unit 2: The Changing World Order looks at the post-1945 period focusing on origins and nature of the Cold War, decolonization and nationalist independence movements. This will include the Vietnam wars, both France's First Indochina War 1946-1954 and the US led Second Indochina War 1955-1975. Students also focus on terrorism campaigns and regional conflicts, including FLN (Algeria), Al Qaeda, the Gulf Wars and Wars in Afghanistan.

SKILLS TO BE DEVELOPED

- Construct arguments using primary sources and historical interpretations as evidence
- Evaluate historical significance of events
- Use questions to inform historical inquiry and conduct research
- Explain the ideological beliefs and values in primary sources
- Compare historical interpretations of historians

Assessment

Assessment tasks may include:

- Essays
- Extended responses
- Research reports
- Source analysis tasks

Prerequisites for subject

- No prerequisites

Possible career applications

- Archeologist
- Criminologist
- Historian
- International Relations
- Journalist
- Lawyer
- Librarian
- Policy Analyst
- Policy Development
- Publisher
- Research Analyst

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Year 11 2024 Subject Guide

Music Performance Units 1 & 2

Each unit is completed over a semester.

Focus of course

In Music Performance Units 1 & 2, students present solo performances of selected repertoire (culminating in a 15–20 minute recital at the end of each semester) and focus on improving their performance and musicianship skills. Students identify strengths and weaknesses in their performance and create exercises that aim to consolidate and refine their command of instrumental and presentation techniques.

Students will draw on the expressive elements of music to analyse and compose music in a variety of styles and genre. Throughout each unit, students also study aural and theory concepts in order to develop their musicianship skills, and apply this knowledge when preparing and presenting performances.

SKILLS TO BE DEVELOPED

- Learning, practising, interpreting and rehearsing a program of solo and group works
- Exploring the various aspects that make an effective performance
- Developing strategies and approaches to address individual technical challenges and optimise performance
- Using the expressive elements to analyse and compose music in a variety of styles and genres
- Studying aural and theory concepts to develop musicianship

Assessment

Assessment tasks may include:

- End of semester solo recital
- Technical exercises presentation
- Theory and aural tests
- Analysis
- Composition

Prerequisites for subject

- No prerequisites, although a score of at least 70% in Year 10 Music is recommended or at least Grade 5 AMEB performance standard

Possible career applications

- Audiovisual Technician
- Composer
- Conductor
- Director
- Media and Communication
- Multimedia Developer
- Music Critic
- Music Therapist
- Performer
- Sound Engineer

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Year 11 2024 Subject Guide

Physical Education Units 1 & 2

Each unit is completed over a semester.

Focus of course

The curriculum in this area of study offers students examine the systems of the human body and how they translate into movement. Through practical activities they explore the major components of the musculoskeletal, cardiovascular and respiratory systems and their contributions and interactions during physical activity. Anaerobic and aerobic pathways are introduced and linked to the types of activities that utilise each of the pathways. Students investigate the role and function of the main structures of each system and how they respond to physical activity, sport and exercise.

Using a contemporary approach students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the body systems and how sport and physical activity form part of society.

SKILLS TO BE DEVELOPED

- Participate in a range of physical activities, sports and exercise
- Perform, observe and analyse a variety of movements used in physical activity, sport and exercise to explain the interaction between bones, muscles, joints and joint actions responsible for movement
- Investigate, evaluate and critically analyse a range of performance enhancing practices from a physiological perspective
- Conduct investigations and collect data
- Perform, measure and report on changes to the cardiovascular and respiratory systems at rest compared with exercise
- Identify contemporary issues associated with participation in physical activity and sport

Assessment

Assessment tasks may include:

- Quizzes
- Topic tests
- Research projects
- Practical reports
- Examinations

Prerequisites for subject

- No prerequisites

Possible career applications

- Exercise Physiologist
- Exercise Scientist
- Facilities Manager
- Nutritionist/Dietician
- Outdoor Education Specialist
- Paramedic
- Physiotherapist
- Sports Manager
- Sports Medicine
- Sportsperson

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Year 11 2024 Subject Guide

Physics Units 1 & 2

Each unit is completed over a semester.

Focus of course

This course introduces students to heat, temperature and internal energy and explain how heat flows. There is also an investigation of electricity, its use in the home and circuit analysis, as well as introduction to magnetism and electrostatic forces. In addition, there is an exploration of radioactivity, the origin of atoms and subatomic particles, and development of in-depth understanding of Newton's laws of motion, forces and mechanical interactions.

SKILLS TO BE DEVELOPED

- Developing research questions
- Planning investigations
- Conducting investigations and collecting data
- Analysing data and relating this to studied theories
- Drawing evidence-based conclusions
- Using mathematical formula and relating those formula to experimental observations
- Connecting models of physics with observable phenomena

Assessment

Assessment tasks may include:

- Quizzes
- Topic tests
- Research projects
- Practical reports
- Designing and conducting an extended investigation

Prerequisites for subject

- No prerequisites although a score of at least 60% in Year 10 Science and 10 A Mathematics or Enrichment Mathematics is recommended

Possible career applications

- Architect/Naval Architect
- Biotechnologist
- Engineer
- Materials Scientist
- Medical Scientist
- Meteorologist
- Nanotechnologist
- Patent Examiner
- Physicist
- Surveyor

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Year 11 2024 Subject Guide

Politics Units 1 & 2

Each unit is completed over a semester.

Focus of course

In Unit 1, students learn that politics is about how political actors use power to resolve issues and conflicts over how society should operate. Students consider the concept of power by examining why and how political power is used, with special attention to the way national and global political actors exercise power and the consequences of that use. Students examine how power may be used by political actors in various states to achieve their interests, and they focus on a close study of a contested political issue in Australia. Students then investigate the power of global actors, who are able to use power across national and regional boundaries to achieve their interests and cooperate with other actors to resolve conflicts, issues and crises.

In Unit 2, students investigate the key principles of democracy and assess the degree to which these principles are expressed, experienced and challenged, in Australia and internationally. They consider democratic principles in the Australian context and complete an in-depth study of a political issue or crisis that inherently challenges basic democratic ideas or practice. Students also investigate the degree to which global political actors and trends can challenge, inhibit or undermine democracy, and evaluate the political significance of these challenges. Each area of study focuses on concepts that form essential disciplinary knowledge, and which allows students to gradually build on their understanding of what it is to think politically.

SKILLS TO BE DEVELOPED

- Explaining key features of political theory
- Using contemporary examples and case studies
- Analysing the power and influence of political actors
- Developing explanations, arguments and points of view
- Evaluating political issues

Assessment

Assessment tasks may include:

- A political inquiry
- Analysis and evaluation of sources
- A multimedia presentation
- A political debate
- A political simulation
- A political brief
- Extended responses
- Short-answer questions
- An essay
- Examinations

Prerequisites for subject

- As per page 6

Possible career applications

- Lawyer/Barrister
- Intelligence Officer
- International Relations
- Journalist
- Policy Analyst/Developer
- Parliamentarian/Advisor
- Teacher

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Year 11 2024 Subject Guide

Product Design and Technology

Units 1 & 2

Each unit is completed over a semester.

Focus of course

Designers play an important part in our daily lives. They determine the form and function of the products we use and transform ideas into drawings and plans for the creation of products that fulfil human needs and wants. Students also consider sustainability issues.

Students consider the consequences of product design choices, and develop skills to critically analyse existing products and develop their own creative solutions.

SKILLS TO BE DEVELOPED

- Use design thinking and develop their understanding of product development and how these occur in a variety of contexts
- Apply design practice by generating and communicating multiple creative ideas, concepts and product design options using a range of techniques to develop viable solutions to problems
- Explore and determine characteristics and properties of materials that make them suitable for use
- Examine methods of sourcing, processing, producing and assembling materials and social, economic, ethical, legal and environmental implications
- Use risk assessment to apply appropriate, efficient and safe methods of working with materials, tools, equipment and machines
- Apply project management techniques of time and sequence

Assessment

Assessment tasks may include:

- Sourcing materials
- Workshop practices
- Research projects
- Practical reports
- Product assessment

Prerequisites for subject

- It is highly recommended that students will have undertaken Wood Technology at Year 9 or Year 10 level
- Students who have completed Year 10 Wood Technology will take preference
- Numbers are limited due to safety

Possible career applications

- Civil Engineer
- Construction Manager
- Fashion Designer and Textile Designer
- Industrial Designer
- Performance Designer (Set and Costume)
- Product Design Engineering
- Property Development and Valuation
- Spatial Designer (interior/exterior/virtual)
- Trades
- Visual Merchandiser

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Year 11 2024 Subject Guide

Psychology Units 1 & 2

Each unit is completed over one semester.

Focus of course

The aim of this course is to introduce students to the concepts that influence human behaviour and mental processes. Areas of study include influences on:

- Development across the lifespan with a focus on cognitive and emotional development
- Contributing factors to mental health and wellbeing
- The functioning of the brain and nervous system both in normal healthy people and when brain damage occurs
- Visual and taste perception
- Individual and group behaviour with a focus on attitude formation, power, obedience and conformity

SKILLS TO BE DEVELOPED

- Connecting psychological theory to examples of human and animal behaviour observable in everyday examples
- Developing research questions
- Planning investigations
- Conducting investigations and collecting data
- Analysing data and relating this to studied theories
- Drawing evidence-based conclusions

Assessment

Assessment tasks may include:

- Topic tests
- Research
- Practical reports
- Designing and conducting an extended investigation
- End of semester examinations

Prerequisites for subject

- No prerequisites

Possible career applications

- Counsellor
- Criminologist
- Human Resources Manager
- Media and Communication
- Occupational Therapist
- Psychologist
- Public Relations Manager
- Research Analyst
- Social Worker
- Teacher

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Year 11 2024 Subject Guide

Specialist Mathematics Units 1 & 2

Each unit is completed over a semester.

Focus of course

This subject is designed to prepare students to study Specialist Mathematics Units 3 & 4 as well as providing support for the study of Mathematical Methods Units 3 & 4. It is rigorous and academic in nature and builds on a number of key topic areas tackled previously. The subject provides an introduction to many of the topics studied in more depth in Units 3 & 4 including vectors, complex numbers, kinematics, statics, and graphing systems.

SKILLS TO BE DEVELOPED

- Algebra and number systems
- Sequences and series
- Counting methods and sampling
- Graphing systems
- Complex numbers
- Geometry in the plane
- Trigonometry
- Vectors
- Matrices and transformations
- Kinematics and statics

Assessment

Assessment tasks may include:

- Quizzes
- Topic tests
- Examinations

Prerequisites for subject

- Must be taken either concurrently with, or subsequent to, Mathematical Methods Units 1 & 2

Possible career applications

- Actuary
- Astronomer
- Computer Programmer
- Engineer
- Investment Analyst
- Medical Practitioner
- Medical Scientist
- Meteorologist
- Pilot
- Surveyor

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Year 11 2024 Subject Guide

Visual Communication Design Units 1 & 2

Each unit is completed over a semester.

Focus of course

Students explore a range of 2D and 3D design solutions. Development of folio formats from previous modules will be undertaken through the six allotted outcomes.

Various presentation formats can be selected throughout both units, while exploration of model making, clothing design, communication, environmental and industrial design are encouraged.

Students devise strategies to attempt problem-solving challenges within all realms of design, while looking at 'real world' situations for influence.

SKILLS TO BE DEVELOPED

- Create and present visual communications, which explore themes, issues and ideas
- Undertake correct folio formats, with key knowledge in presentation methods
- Analyse and evaluate the purposes and content of visual communications
- Analysee the characteristics and role of visual communications in different cultural contexts
- Understand key social, cultural and ethical factors in design
- Develop skills in 2D and 3D drawing methods

Assessment

Assessment tasks may include:

- Outcome based online summary tests
- Common Assessment Tasks (CATs)
- Class presentations

Prerequisites for subject

- No prerequisites although completion of Year 9 or Year 10 VCD is recommended

Possible career applications

- Animator
- Architect
- Fashion and Textile Designer
- Graphic Designer
- Industrial Designer
- Multimedia Developer
- Performance Designer (set and costume)
- Spatial Designer (interior/exterior/virtual)
- Special Effects
- User Experience (UX) Designer

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Year 11 2024 Subject Guide

Accounting Units 3 & 4

Each unit is completed over a semester.

Focus of course

Accounting Units 3 & 4 explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT).

SKILLS TO BE DEVELOPED

- Collecting and recording financial data
- Communicating financial information via accounting reports to internal and external stakeholders
- Analysing and interpreting the financial information and advising stakeholders within the business on improving business performance
- The use of ICT in Accounting

Assessment

Assessment tasks may include:

- Assignments/reports
- Written tests
- ICT-based tasks
- School Assessed Coursework (SACs)
- Examinations

Prerequisites for subject

- As per page 5

Possible career applications

- Auditor
- Financial Accountant
- Forensic/Investigative Accounting
- Investment Analyst
- Management Accountant
- Management Consultant
- Programmer (Financial) Systems Integration
- Taxation Accountant
- Treasurer

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Year 11 2024 Subject Guide

Algorithmics Units 3 & 4 (HESS)

Each unit is completed over a semester.

Focus of course

Algorithmics Unit 3 & 4 provides a structured framework for solving real-world problems with computational methods and has been the driver of innovation across many fields of human endeavour. Algorithmics is fundamental to computer science and software engineering and is essential to understanding the technical underpinnings of the information society. Beyond its use in computing, algorithmics provides a general discipline of rational thought.

The Algorithmics course focusses on how algorithms are used for solving complex problems, and on the performance, scope and limits of algorithms.

SKILLS TO BE DEVELOPED

- Students develop an understanding of the mathematical foundations of computer science and software engineering
- Students learn to use symbolic representations and abstraction to formalize real-world information problems
- Students design algorithms to solve practical information problems, using suitable abstract data types and algorithm design patterns
- Students investigate the efficiency and correctness of algorithms through formal analysis and empirically through implementation as computer programs
- Students reason about the physical, mathematical and philosophical limits of computability and artificial intelligence

Assessment

Assessment tasks may include:

- Folio tasks
- Written explanations
- Computer programs
- Multimedia presentation
- Examinations

Prerequisites for subject

- As per page 5

Possible career applications

- Computer Scientist
- Software Engineer
- Data Scientist
- Engineer
- Scientist
- Mathematician
- Economist
- Statistician
- Quantitative Analyst

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Year 11 2024 Subject Guide

Biology Units 3 & 4

Each unit is completed over a semester.

Focus of course

Students focus on the cell as a complex chemical system. The cells ability to communicate with one another, replicate components, synthesise proteins, regulate gene expression and the production and consumption of energy form the core elements of cell theory. The immune system is explored in detail from the nature of disease through to the complex processes required to produce an antibody that can defend against future infection. Students will also explore the theory of evolution, including human evolution and compare this to the tools, techniques and practical application of modern gene technology.

SKILLS TO BE DEVELOPED

- Scientific writing
- Conducting investigations and collecting data
- Analysing data and relating this to studied theories
- Drawing evidence-based conclusions
- Planning investigations
- Developing research questions
- Ability to apply biological knowledge to unfamiliar and complex biological systems
- Memory and summary skills

Assessment

Assessment tasks may include:

- School Assessed Coursework (SACs)
- Practical reports
- Designing and conducting an extended investigation
- Tests
- Primary and secondary data analysis
- Research projects
- Examinations

Prerequisites for subject

- As per page 5

Possible career applications

- Anatomist
- Biochemist
- Biotechnologist
- Ecologist
- Geneticist
- Immunologist
- Marine Biologist
- Medical Professional
- Microbiologist
- Molecular Biologist
- Physiologist
- Physiotherapist
- Research Scientist
- Sports Scientist
- Virologist
- Zoologist

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Year 11 2024 Subject Guide

Business Management Units 3 & 4

Each unit is completed over a semester.

Focus of course

In these units students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students consider the importance of reviewing key performance indicators to determine performance and strategies to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. Students evaluate business practice against theory using a contemporary case study.

SKILLS TO BE DEVELOPED

- Define, describe and apply relevant business management concepts and terms
- Interpret, discuss and evaluate business information and ideas
- Apply business management knowledge to practical and/or simulated business situations
- Evaluate management strategies, styles, and skills and their appropriateness for a range of business situations
- Examine and apply the key principles of the theories of motivation
- Propose and justify strategy selection

Assessment

Assessment tasks may include:

- Area of study tests
- School Assessed Coursework (SACs)
- Examinations

Prerequisites for subject

- As per page 5

Possible career applications

- Advertising Executive
- Brand Manager
- Business Systems Analyst
- Finance Manager
- Human Resource Manager
- Industrial Relations Officer
- Logistics and Supply Chain Manager
- Marketing Manager
- Public Relations Officer
- Risk and Compliance Officer

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Year 11 2024 Subject Guide

Chinese First Language Units 3 & 4

Each unit is completed over a semester.

Focus of course

The study of Chinese First Language Units 3 & 4 contributes to the overall education of students, most particularly in the area of communication but also the cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the cultures of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

SKILLS TO BE DEVELOPED

- Ability to use Chinese to communicate with others in interpersonal, interpretive and presentational contexts
- Understanding and appreciation of their own culture and others
- Understanding of language as a system
- Potential to apply Chinese to work, further study, training or leisure

Assessment

Assessment tasks may include:

- Oral presentation, conversations and discussions
- Listening and responding
- Reading and responding
- Text analysis in Chinese
- Written responses in Chinese
- School Assessed Coursework (SACs)
- Examinations

Prerequisites for subject

- As per page 5

Possible career applications

- International Business Manager
- Investment Analyst
- International Finance
- International Relations/Diplomacy
- Language Teacher
- Lawyer (International law)
- Linguist
- Translating and interpreting
- Travel Consultant

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Year 11 2024 Subject Guide

Chinese Second Language Advanced Units 3 & 4

Each unit is completed over a semester.

Focus of course

Chinese Second Language Advanced Units 3 & 4 contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

SKILLS TO BE DEVELOPED

- Communicate with others in Chinese in interpersonal, interpretive and presentational contexts
- Learn about language as a system and themselves as language learners
- Make connections between different languages, knowledge and ways of thinking
- Become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the work force

Assessment

Assessment tasks may include:

- Oral presentation, conversations and discussion
- Listening and responding
- Reading and responding
- Text analysis in Chinese
- Written responses in Chinese
- School Assessed Coursework (SACs)
- Examinations

Prerequisites for subject

- As per page 5

Possible career applications

- International Business Manager
- International Finance
- International Relations/Diplomacy
- Investment Analyst
- Language Teacher
- Lawyer (International law)
- Linguist
- Translating and interpreting
- Travel Consultant

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Year 11 2024 Subject Guide

Classical Studies Units 3 & 4

Each unit is completed over a semester.

Focus of course

During Units 3 and 4, students engage with the intellectual and cultural material of ancient Greece and ancient Rome. Working with translations rather than the Ancient Greek or Latin, students examine classical works that continue to have an enduring influence on Western civilisation. Areas of studies include the following: epic poetry, theatrical tragedy, imperial architecture and sensational sculpture.

Across both Units, students analyse individual works and engage with ideas that are explored and the techniques that are used by particular writers and artists. Students will also conduct detailed analyses and comparisons of the ways in which classical writers and artists used to present these ideas, and the relationship between the work and its sociohistorical context. Making critiques of the circumstances that have led to the significant events described in the classical works and considering ways in which different writers and artists address similar ideas or themes, students will construct their own arguments by drawing upon the ideas, techniques and the sociohistorical context of the set classical works. Such analysis reveals the changing nature of the classical world.

SKILLS TO BE DEVELOPED

- Written expression
- Textual and critical analysis
- Construction of arguments
- Evaluation and comparison skills
- Persuasive and rhetorical skills
- Research and communication skills

Assessment

Assessment tasks may include:

- A written analysis of a section of a classical work
- Structured extended questions
- An essay comparing two classical works
- A research project
- School Assessed Coursework (SACs)
- Examinations

Prerequisites

- As per page 5

Possible career applications

- International relations
- Lawyer
- Journalist
- Consultant
- Diplomat
- Political Scientist
- Education
- Research Analyst
- Publisher

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Year 11 2024 Subject Guide

Economics Units 3 & 4

Each unit is completed over a semester.

Focus of course

In Unit 3, students develop an understanding of the macroeconomy. They investigate the factors that influence the level of aggregate demand and aggregate supply in the economy. Use of models and theories to explain how changes in these variables might influence the achievement of the Australian Government's domestic macroeconomic goals and effect on living standards is also explored

In Unit 4, students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts, to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals.

SKILLS TO BE DEVELOPED

- Define key economic concepts and terms and use them appropriately
- Explain key international economic relationships and how they may affect living standards
- Explain trends, patterns, similarities and differences in economic data and other information
- Calculate relevant economic indicators using real or hypothetical data
- Access, interpret and draw conclusions from, information gathered from a range of sources

Assessment

Assessment tasks may include:

- Area of study tests
- Quizzes
- School Assessed Coursework (SACs)
- Examinations

Prerequisites for subject

- As per page 5

Possible career applications

- Auditor
- Commodities Trader
- Company Secretary
- Data Scientist
- Economist
- Financial Planner
- Importer/Exporter
- Investment Analyst
- Market Researcher
- Policy Development

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Year 11 2024 Subject Guide

General Mathematics Units 3 & 4

Each unit is completed over a semester.

Focus of course

The General Mathematics Units 3 and 4 course consists of two areas of study: Data/Probability/Statistics, Discrete Mathematics.

The study of Discrete Mathematics includes the study of Recursion and Financial Modelling, Matrices, Networks and Decision Mathematics.

SKILLS TO BE DEVELOPED

- Using the CAS calculator effectively
- Univariate data
- Bivariate data
- Time series
- Modelling growth and decay using recurrence relations
- Financial modelling using recurrence relations
- A selection of skills relating to the two modules chosen

Assessment

Assessment tasks may include:

- Quizzes
- Topic tests
- School Assessed Coursework (SACs)
- Examinations

Prerequisites for subject

- As per page 5

Possible career applications

- Accountant
- Agricultural Scientist
- Construction Manager
- Economist
- Finance Manager
- Financial Planner
- Importer/Exporter
- Logistics and Supply Chain Manager
- Market Researcher
- Project Manager

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Year 11 2024 Subject Guide

Geography Units 3 & 4

Each unit is completed over a semester.

Focus of course

Unit 3 Geography is a study of 'Changing the Land'. Students will examine Melbourne Docklands as an urban land-use change, followed by studies of the process of melting glaciers, deforestation and desertification as significant changes in global land cover. For each topic students will evaluate the causes of, impacts of and responses to the changing land cover.

Unit 4 Geography examines 'Human Population', looking at population dynamics, demography and the issues which arise from the changes in population. In depth case-studies are used to show local, national and global responses to population issues.

SKILLS TO BE DEVELOPED

- Development of a sense of wonder and curiosity about people, culture and environments throughout the world
- Development of knowledge and understanding of geographic phenomena at a range of temporal and spatial scales
- An understanding and application of geographic concepts to develop an ability to think and communicate geographically
- An understanding of the complexity of natural and human induced geographic phenomena across the Earth's surface
- The analysis of information and a capacity to make informed judgments and decisions about geographic challenges

Assessment

Assessment tasks may include:

- A fieldwork report (1500-2000 words)
- Structured questions
- Data analysis
- School Assessed Coursework (SACs)
- Examinations

Prerequisites for subject

- As per page 5

Possible career applications

- Agricultural Scientist
- Architect/Landscape Architect
- Conservation Officer
- Engineer
- Environmental Scientist
- Forester
- Geographic Information Systems Officer
- Geologist
- Land and Property Economist
- Surveyor
- Urban and Regional Planner

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Year 11 2024 Subject Guide

Global Politics Units 3 & 4

Each unit is completed over a semester.

Focus of course

Students evaluate the power of key global actors, how effectively each achieves its aims, and how the power of the state is challenged in the 21st Century. They examine the national interests of the People's Republic of China, the foreign policy instruments used to achieve them and the intended and unintended outcomes for the PRC.

Students also examine the ethical issues of human rights and arms control. They evaluate the debates around these ideas and the reasons for international disagreement. The contemporary crises of terrorism and climate change are studied as key global challenges, including the effectiveness of a range of responses.

Students draw on contemporary events case studies from the last 10 years.

SKILLS TO BE DEVELOPED

- Explaining key features of political theory
- Using contemporary examples and case studies to support points of view
- Analysing differing interpretations of national interests and uses of power
- Developing explanations, arguments and points of view
- Evaluating international challenges and ethical debates and the responses to these

Assessment

Assessment tasks may include:

- Short answer questions
- Essays
- School Assessed Coursework (SACs)
- Examinations

Prerequisites for subject

- As per page 5

Possible career applications

- Criminologist
- Employee Relations Officer
- Intelligence Officer
- International Relations
- Journalist
- Lawyer
- Parliamentarian
- Policy Development
- Psychologist
- Research Analyst
- Teacher/Lecturer

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Year 11 2024 Subject Guide

Health & Human Development Units 3 & 4

Each unit is completed over a semester.

Focus of course

In these units, students look at health, wellbeing and illness in Australia and in a global context. Students begin to analyse the differences in health status seen in a variety of countries, along with strategies used to promote health and wellbeing, both domestically and globally. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a global resource, students investigate the key concepts of sustainability and human development.

SKILLS TO BE DEVELOPED

- Analyse data to describe and evaluate the current health status of populations
- Analyse trends to identify morbidity and mortality over time
- Draw informed conclusions through data analysis
- Evaluate health promotion initiatives
- Create initiatives designed to promote health and wellbeing
- Discuss the long term impact of ill health on a country
- Analyse the role of various organisations in promoting health of individuals and communities.

Assessment

Assessment tasks may include:

- Quizzes
- Area of study tests
- Case studies
- Data analysis tasks
- School Assessed Coursework (SACs)
- Examinations

Prerequisites for subject

- As per page 5

Possible career applications

- Audiologist
- Dietitian/Nutritionist
- Health Information Manager
- Health Promotion Practitioner
- Occupational Therapist
- Optometrist
- Osteopath
- Psychologist
- Speech Pathologist

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Year 11 2024 Subject Guide

History: Revolutions Units 3 & 4

Each unit is completed over a semester.

Focus of course

Two communist revolutions are studied independently:

- The Russian Revolution from 1896 to 1927 (Coronation of Tsar Nicholas to the end of the New Economic Policy)
- The Chinese Revolution from 1912 to 1976 (The Chinese Republic to the death of Mao Zedong).

For each revolution the causes and the consequences are examined in separate units.

SKILLS TO BE DEVELOPED

- Analyse the long term and short term causes and consequences of revolution
- Use primary sources as evidence
- Evaluate the significance of ideas, events, individuals and popular movements that contributed to the outbreak of the revolution
- Evaluate continuity and change in society as a consequence of the revolution
- Evaluate the degree to which the revolutionary ideals were achieved or compromised
- Compare a range of revolutionary experiences and perspectives to understand the change brought to society
- Evaluate historical interpretations (historians' views) about a revolution
- Construct arguments using primary sources and historical interpretations as evidence.

Assessment

Assessment tasks may include:

- Quizzes
- A historical inquiry
- Extended responses
- Evaluation of historical sources
- Essays
- School Assessed Coursework (SACs)
- Examinations

Prerequisites for subject

- As per page 5

Possible career applications

- Archeologist
- Criminologist
- Historian
- International Relations
- Journalist
- Lawyer
- Librarian
- Political Scientist
- Publisher
- Research Analyst

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Year 11 2024 Subject Guide

Legal Studies Units 3 & 4

Each unit is completed over a semester.

Focus of course

In Unit 3, students explore matters such as the rights available to individuals in the criminal and civil justice systems, the responsibilities of legal personnel and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system.

In Unit 4, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts and the relationship between the two in law-making. They also consider the roles of the individual, the media and law reform bodies in influencing law reform.

SKILLS TO BE DEVELOPED

- Define and use legal terminology
- Discuss, interpret and analyse legal principles and information
- Synthesise and apply legal principles and information to actual and/or hypothetical scenarios
- Discuss recent reforms and recommended reforms to the criminal and civil justice systems
- Evaluate the ability of the criminal and civil justice system to achieve the principles of justice

Assessment

Assessment tasks may include:

- Short answer questions
- Extended response questions
- Case study responses
- School Assessed Coursework (SACs)
- Examinations

Prerequisites for subject

- As per page 5

Possible career applications

- Criminologist
- Police Officer/Detective
- Journalist
- Politician
- Teacher/Lecturer
- Intelligence Officer
- Employee Relations
- Human Resource Manager
- International Relations
- Lawyer (Solicitor/Barrister)
- Media and Communication
- Mediator
- OH&S/Compliance
- Policy Development
- Research Analyst

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Year 11 2024 Subject Guide

Mathematical Methods Units 3 & 4

Each unit is completed over a semester.

Focus of course

The Mathematical Methods Units 3 & 4 course involves the study of topics listed below. This subject is a continuation of Mathematical Methods Units 1 & 2. It is rigorous and academic in nature and builds on a number of key topic areas tackled previously. The areas of study involved are 'Functions and Graphs', 'Calculus', 'Algebra' and 'Probability'.

SKILLS TO BE DEVELOPED

- Graphs and functions
- Functions and transformations
- Exponential and logarithmic functions
- Circular functions
- Differentiation
- Integration
- Discrete and continuous random variables
- Normal distributions and sampling

Assessment

Assessment tasks may include:

- Quizzes
- Topic tests
- School Assessed Coursework (SACs)
- Examinations

Prerequisites for subject

- As per page 5

Possible career applications

- Actuary
- Astronomer
- Computer Programmer
- Engineer
- Investment Analyst
- Medical Practitioner
- Meteorologist
- Pilot
- Risk Manager
- Surveyor

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Media Units 3 & 4

Each unit is completed over a semester.

Focus of course

Continuing to build upon the skills and understanding of Unit 1 & 2 Media. Students will be provided with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives. They examine the media's role in contributing to and influencing society. Students integrate these aspects through the individual design and production of their media representations, narratives and products.

Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. This study leads to pathways including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

SKILLS TO BE DEVELOPED

- Develop critical thinking skills
- Analytical writing related to the media
- Plan and produce their own media representations
- Develop skills and refine skills related to technologies in creating own media products
- Evaluate and examine the influence of the media
- Investigate, examine and evaluate debates around the role of contemporary media and its implications for society
- Ability to apply media language to their analysis

Assessment

Assessment tasks may include:

- Written responses and analysis
- Production folio and tasks
- Oral presentations
- End of year examination

Prerequisites for subject

- As per page 5

Possible career applications

- Film and Television Industry
- Journalism
- Marketing and Publishing
- Communications
- Public Relations
- Advertising
- Market Research
- Event Manager
- Web Design

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Year 11 2024 Subject Guide

Music Performance Units 3 & 4

Each unit is completed over a semester.

Focus of course

In Music Performance Units 3 & 4, students present solo performances of selected repertoire (culminating in a 25 minute externally assessed recital at the end of the year) and focus on improving their performance and musicianship skills. Students identify strengths and weaknesses in their performance and create exercises that aim to consolidate and refine their command of instrumental and presentation techniques. Students will draw on the expressive elements of music to analyse previously unheard works in a variety of styles and genre. Throughout each unit, students also study aural and theory concepts in order to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

SKILLS TO BE DEVELOPED

- Learning, practising, interpreting and rehearsing a program of solo and group works
- Exploring the various aspects that make an effective performance
- Developing strategies and approaches to address individual technical challenges and optimise performance
- Using the expressive elements to analyse and music in a variety of styles and genres
- Studying aural and theory concepts to development musicianship

Assessment

Assessment tasks may include:

- End of year 25-minute solo recital
- Ensemble participation
- Technical exercises presentation
- Theory and aural tests
- Analyses of unheard works
- Examinations

Prerequisites for subject

- As per page 5

Possible career applications

- Audiovisual Technician
- Composer
- Conductor
- Director
- Media and Communication
- Multimedia Developer
- Music Critic
- Music Therapist
- Performer
- Sound Engineer

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Year 11 2024 Subject Guide

Physical Education Units 3 & 4

Each unit is completed over a semester.

Focus of course

In these units, students learn the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. This includes participating in a variety of training sessions designed to improve or maintain fitness, and evaluate the effectiveness of different training methods.

SKILLS TO BE DEVELOPED

- Analyse a range of movements in physical activities, sports and exercise to improve performance
- Perform, observe and analyse a variety of used in physical activity, sport and exercise to explain the interplay of energy systems
- Investigate, evaluate and critically analyse a range of performance enhancing practices from a physiological perspective
- Use a range of data collecting methods including heart rate monitors and GPS's to analyse performance
- Perform, measure and report on changes to the cardiovascular, muscular and respiratory systems during exercise and after completing a training program

Assessment

Assessment tasks may include:

- Quizzes
- Area of study tests
- Practical reports
- Designing and conducting a fitness training program
- School Assessed Coursework (SACs)
- Examinations

Prerequisites for subject

- As per page 5

Possible career applications

- Chiropractor
- Exercise Scientist
- Facilities Manager
- Nutritionist
- Outdoor Education Specialist
- Paramedic
- Physiotherapist
- Sports Manager
- Sports Medicine
- Sportsperson

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Year 11 2024 Subject Guide

Psychology Units 3 & 4

Each unit is completed over a semester.

Focus of course

In Unit 3, students learn how the nervous system co-ordinates with the brain to respond to changes in the internal and external environments. Stress is a key topic, as well as changes that occur at a neural level, particularly with memory and learning.

In Unit 4, consciousness will be investigated, with an emphasis on sleep as an altered state. The course then moves onto mental health, with a focus on anxiety disorders such as phobias.

SKILLS TO BE DEVELOPED

- Identifying key psychological terms
- Connecting psychological theory to behaviour
- Applying psychological theory to data and/or scenarios (stories)
- Comparing and contrasting theories
- Developing research questions
- Conducting investigations and collecting data
- Drawing evidence-based conclusions
- Formulating hypotheses and understanding the implications of research design
- Operationalising variables

Assessment

Assessment tasks may include:

- Research/practical investigation
- Annotated folio of practical activities
- Media response
- Test
- Essay
- Data analysis
- Evaluation of research
- School Assessed Coursework (SACs)
- Examinations

Prerequisites for subject

- As per page 5

Possible career applications

- Counsellor
- Criminologist
- Human Resources Manager
- Media and Communication
- Occupational Therapist
- Psychologist
- Public Relations Manager
- Research Analyst
- Social Worker
- Teacher

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Year 11 2024 Subject Guide

Software Development Units 3 & 4

Each unit is completed over a semester.

Focus of course

Students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

Students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

SKILLS TO BE DEVELOPED

- Students apply computational thinking skills when interpreting given solution requirements and designs, and when developing them into working modules
- Students apply computational thinking skills when analysing a need or opportunity and apply design thinking skills when designing the solution
- Students apply computational thinking skills when developing their design ideas into a software solution
- Students apply systems thinking skills when analysing and evaluating software development security strategies within an organisation, and when recommending a risk management plan to improve current practices

Assessment

Assessment tasks may include:

- Written reports
- Software programs
- Annotated visual plan
- School Assessed Coursework (SACs)
- Examinations

Prerequisites for subject

- As per page 5

Possible career applications

- Business Systems Designer
- Computer Programmer
- Cybersecurity Analyst
- Data Scientist
- Digital Marketing Officer
- Games Developer
- Health Information Manager
- IT Manager
- Multimedia Developer
- Network Engineer
- Robotics Engineer
- Software Engineer

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Visual Communication Design Units 3 & 4

Each unit is completed over a semester.

Focus of course

In Unit 3, students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes.

In Unit 4, the focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief.

SKILLS TO BE DEVELOPED

- Key design features of existing visual communications associated with the communication, environmental and industrial design fields
- Techniques for analysing visual communications
- Connections between existing and created visual communications
- Design thinking techniques that underpin the application of the design process
- The role of the brief in the development and evaluation of visual communications
- Methods for visualising ideas and developing concepts

Assessment

Assessment tasks may include:

- School Assessed Coursework (SACs)
- School Assessed Task (SATs)
- Examinations

Prerequisites for subject

- As per page 5

Possible career applications

- Animator
- Architect
- Fashion and Textile Designer
- Graphic Designer
- Industrial Designer
- Multi-media Developer
- Performance Designer (set and costume)
- Spatial Designer (interior/exterior/virtual)
- Special effects
- User Experience (UX) Designer