Thornbury High School

Year 11 Handbook

Guide to Course Selection 2014

Principal
Peter Egeberg
Assistant Principal
Meredith Stephenson
Christine Bartsh
Paul Mameghan
Ryan Millar

Year 11 Coordinator
Christine Farmakis

Year 12 Coordinator
Catherine McCrann

VET Coordinator/Careers Coordinator
David Smith

MIPS (Managed Individual Pathways) Coordinator
Maria Ioannidis

Senior School Manager
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Year 11 Course Selection Handbook 2014
Message from the Principal

At Thornbury High School we believe that a safe and secure learning environment, high academic standards and opportunities for students to pursue individual interests are the essential elements of an outstanding education.

At Thornbury High our purpose is to prepare students for a changing, diverse and sustainable world by;

- Building knowledge and skills
- Encouraging effort and excellence
- Fostering resilience and integrity
- Developing a caring and cooperative learning community

At Thornbury High School there are three distinct phases in education;

- Establishment and support (Year 7 & 8)
- Empowerment and Independence (Year 9)
- Specialisation and Pathways (Year 10, 11 & 12).

In Year 7, 8 and 9, the school offers;

- a mainstream program at year 7 and 8
- the Concept program which is replacing the High Achievers program at year 7, 8 and 9;
- the Extend program which has a focus on literacy and work habits (at year 7 only)
- Literacy Programs in years 8 and 9.

In the mainstream program (at year 7 and 8) all students receive challenging but appropriate work. There is additional support for students with literacy problems and smaller class sizes.

The Concept program is designed to cater for students who have a love of learning. It is also designed to extend and challenge these students whilst engaging with the mainstream curriculum.

In year 9 students are involved in an authentic learning program (QUEST) with an emphasis on team learning, connections to the local community and the extensive use of information and communication technology. The Concept program (previously high achievers) operates in year 9 Mathematics and Science only.

In year 10 students will be prepared for their VCE studies but also have a range of curriculum choices. These choices include VCE studies, advanced Mathematics, Vocational and Education studies (VET) and a range of electives.

At year 11 and 12 students are able to complete a traditional academic program or an alternative ‘hands-on’ program called the Victorian Certificate of Applied Learning (VCAL). The academic program includes the Sciences & Mathematics, Arts, Commerce, Humanities and Technology. VCAL provides a more hands on approach with an emphasis on practical studies with a component of community & work experience.

Welcome to Thornbury High School

Peter Egeberg
Post Compulsory Pathways

Subject Selection:
This subject selection handbook has been designed to assist students in their selection of VCE, VCAL and VET subjects for 2014. It should be used in conjunction with the Parent Information Evening, level assemblies, class and individual career counselling that is provided for students and parents during term three.

How is the Senior Years Different?
Students are expected to take more responsibility for their own learning, with the teacher acting more as a facilitator to the learning rather than a director. It is not just a matter of gaining skills and knowledge, but of being able to apply them in an increasing range of situations. There will be more unsupervised study time outside normal lessons, requiring increased self-discipline and motivation to complete tasks and revise efficiently. Year 11/12 students will have access to the Library and Senior School Study Centre outside class time, where they can choose to complete private study or join a study group. During years 7 to 10 the school designs content, assessment, rules and guidelines within a framework provided by the government. The Victorian Curriculum and Assessment Authority (VCAA) determine the study design, rules and guidelines for the VCE. The Victorian Quality Assurance does the same for VCAL. It is important that students understand and follow these as teachers cannot modify them. Full details are on the VCAA web site. www.vcaa.vic.gov.au

What will help you to do your best?
As motivation and self-direction are very important, it is crucial that students select studies that interest them, provide them with confidence, and offer a positive challenge. Those who have excellent organisation and time management skills will work more efficiently and find it easier to work independently. A balanced lifestyle, where students have a high work ethic but also find time to socialise with family and friends, and continue other interests is important in personal development. Adequate rest, exercise and good nutrition are important in helping students maintain good health and cope with the additional study required. Having a positive outlook, support from and for peers or family, taking up opportunities offered, will assist students to always achieve their personal best.

How does the VCE work?
- A VCE study (or subject) is generally designed to last for one year and is made up of two units.
- Units 1 and 2 (usually studied in year 11) can be taken as single units.
- Units 3 and 4 (usually studied in year 12) must be taken as a sequence of two units. That is, if students enrol in Unit 3 in a study, they will also be expected to enrol in Unit 4 of that study.
- Completing a Unit 3-4 sequence in Year 11 will allow students to have an extra study score to add to their final total score (ATAR).
- Students normally enrol in six studies (12 units) in Year 11 and five studies (10 units) in Year 12.
- Students who have already completed a unit 1-2 in a study in Year 10 may be able to enrol in a 3/4 unit in Year 11. (If recommended by their subject teacher.)

What is required to successfully complete the VCE?
To be awarded the VCE, students must satisfactorily complete at least 16 units. These units must include:
- An approved combination of at least 3 units from the group of English studies.
- At least 3 sequences of Unit 3/4 studies other than English.
Designing a Study Program for the VCE

Students should discuss selections with parents and teachers. Students need to design a program over two years and should consider the following:

**Personal Interests:**
- What do you enjoy studying?
- What talents do you have?
- What careers do you find interesting?
- Do you need to balance your program?
- Should you challenge yourself?

**External Requirements:**
- What pre-requisites do certain tertiary/TAFE courses expect?
- What units of study are preferred by employers?
- Can specific VCE units gain you credit transfers for some TAFE course?
- Have teachers/parents advised you against attempting some subjects?
- Are you choosing for you, or following friends?
- Should you consider a VET? (Vocational Education and Training)

All students will have the opportunity to be counselled and assisted by Coordinators from both the Middle and Senior School in selecting a program that best suits their needs and abilities.

**Enrolment policy, Attendance and Workload**

It is anticipated that students will be a full time student, unless they have special requirements. In Year 11, they will enrol in six units each semester and remain enrolled in these units for the entire semester. In Year 12, students will enrol in five or six pairs of units for the year and remain enrolled in the pairs of units for the entire year. If students are undertaking an approved VCE/VET Program, they will substitute this for a pair of units each year. Ninety percent attendance is required to meet the VCAA requirements for course work completed in class. **If a student is absent for an assessment task or for several days, they will be required to provide a medical certificate to avoid failing the unit. This medical certificate cannot be post-dated.**

If a student has special requirements they may request to undertake fewer units. These requirements may include: English As A Second Language (EAL) students, personal difficulties, a chronic illness or a disability. If a student undertakes a TAFE or Training program which does not carry credit for VCE, they may need to undertake fewer subjects or take an extra year to complete the VCE. The number of studies undertaken and attendance requirements will be arranged with your Year Level Coordinator and the Senior School Manager.

**Research all possible courses and careers**

Students should consider career interests and aspirations. Students should consult the latest edition of the “Job Guide”, research the job and what exactly is involved. Students should identify University or TAFE courses that will provide the type of training they will need to enter the career areas that interest them. Students’ parents will have the opportunity to attend a counselling session at school before their course applications are due, to check that they have chosen a suitable course and met all VCAA requirements.

**Prerequisites**

Students need to identify any specific prerequisites for the Tertiary and TAFE courses they have identified. These pre-requisites are normally for Year 12 subjects, but directly influence subject choices in Year 11. Tertiary/TAFE pre-requisites for the year 2016 are set out in a lift-out from the Herald Sun. This has been provided for all students in the information package. Information may also be found on the VTAC website.
### 2014 BELL TIMES

<table>
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<tr>
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<th>Time</th>
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<tbody>
<tr>
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<td>FORM ASSEMBLY</td>
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<tr>
<td>PERIOD 2</td>
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<td>PERIOD 3</td>
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### BELL TIMES – PD AFTERNOONS 2014

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<td>STUDENTS DISMISSED/ LUNCH</td>
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<td>PD-SESSION 2</td>
<td>3.30 – 4.15 p.m.</td>
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**2014 Year 11 VCE and VET Subjects Summary**

- Please note that this is an approximate costing of the subjects.
- Final costs will be published later this year.
- 2014 subjects will only run if selected by enough students.

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<thead>
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<th>KLA</th>
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<td>PE 1 and 2</td>
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<td>Business Management 1 and 2</td>
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<td>10.</td>
<td>Legal Studies 1 and 2</td>
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<td>General Mathematics 1 and 2</td>
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<td>Science</td>
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<td>Studio Arts: Photography 1 and 2</td>
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<td>Certificate III in Retail – School Based Apprenticeship</td>
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Year 11 Course Selection Handbook 2014
V.C.E Subjects
ENGLISH /Literature/ E.A.L.

English is concerned with enhancing a student’s communication skills through the modes of reading, writing and oral communication.

This is a compulsory study in VCE unless Literature is used as an alternative. To attain the VCE, a student must successfully complete three out of the four units of English or Literature with Units 3 and 4 completed sequentially and successfully in the same year.

Literature can be used instead of English in the VCE OR students may choose to study both English and Literature.

Unit 1 & 2

The focus of this study is on reading a range of texts and genres, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways texts are constructed and interpreted. Students will gain confidence and competence in creating written, oral and multimodal texts based on the strategies and concerns of particular writers experimenting with different writing styles, taking into account audience and purpose. Students will continue to practise the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings.

Further information: Ms. Anne Conrick

LITERATURE

This study includes reading novels, short stories, poetry and plays, and viewing films and/or dramatic performances. It is designed to develop an enjoyment of literature and the ability to critically respond to texts. The study is a means of exploring and making sense of human experience. We also explore the strategies, views and values of the writer. Contemporary and historical literature is studied.

Post VCE Pathways: The valuable critical and analytical skills learnt can lead to careers in law, public service, publishing, editing, directing, writing and acting.

Unit 1 & 2

This study focuses on the way literary texts represent human experience and emphasises students’ close engagement. Students learn to develop effective reading strategies, create informed responses to text, examine ideas of life presented in literature, relate it to their own lives and social context, develop an understanding of and critical response to contemporary and classic literature and analyse and interpret texts. Students will produce personal responses to literature and develop an understanding of how themes and ideas in texts reflect on their and the writers’ personal and social experiences.

Further information: Ms. Anne Conrick
MATHEMATICS

Aims of the Study of Mathematics

These programs are designed to enable students to:

- Develop mathematical knowledge and skills;
- Apply mathematical knowledge to analyse, investigate and solve problems in a variety of situations.

There are a variety of mathematics options for students depending on their ability and career aspirations. Students must pass Year 10 Mathematics with reasonable results to continue with General Mathematics and/or Mathematical Methods.

Year 10 teachers will make recommendations for 2012 based on a student’s skill levels.

Calculators

Each VCE Mathematics course requires students to be able to use appropriate technology. Foundation Maths students must have a scientific calculator.

All others students (General and Methods in Year 11 and Further, Methods and Specialist in Year 12) require the use of a CAS calculator (Casio Classpad.)

Please note that VCAA examinations at Year 12 are set assuming students have access to appropriate calculators.

Additional charges apply for Mathematics subjects.
FOUNDATION MATHEMATICS
Unit 1 AND 2

Foundation Maths does not lead on to any VCE Mathematics Units.

Foundation mathematics provides for the continuing mathematical development of students entering VCE needing mathematical skills to support their other VCE subjects including VET studies and who do not intend to undertake Units 3 and 4.

In Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study. Students are encouraged to use appropriate technology in all areas of their study, and require a scientific calculator.

The areas of study for these units are Space and Shape, Patterns in Number, Handling Data and Measurement and Design.

GENERAL MATHEMATICS
Unit 1 & 2

General Mathematics provides courses for a diverse group of students and may be implemented in a number of the following ways.

GENERAL (SPECIALIST) MATHEMATICS
Unit 1 & 2

PRE-REQUISITE- Year 10 Pre-Mathematical Methods

General Specialist Mathematics is an advanced General Mathematics course that is designed for students who wish to study Mathematical Methods 3&4 together with Specialist Mathematics in Year 12.

The areas of study include Real & Complex Numbers, Polar Co-ordinates, Non-Linear Relations & Equations, Geometry, Calculus, Circular Functions, Trigonometry, Vectors, and Kinematics.

Further information: Mrs. Marina Avramopolous

This course provides a strong basis for Specialist Mathematics 3&4 and is required to be undertaken with Mathematical Methods 1&2.

GENERAL (FURTHER) MATHEMATICS

This course is designed for students who have a sound understanding of Year 10 Mathematics. The focus is to provide a strong background for students wishing to undertake Mathematical Methods 3&4 together with Further Mathematics 3 & 4 or Mathematical Methods 3&4, or Further Mathematics 3&4 only.

Topics of study include Linear Graphs & Modelling, Geometry, Matrices, Linear Equations, Financial Arithmetic, Trigonometry, Univariate Data, Bivariate data and Networks.

This course is especially recommended for students who are unsure of future career pathways.

MATHEMATICAL METHODS
Unit 1&2

PRE-REQUISITE- Year 10 Pre-Mathematical Methods

This course is designed for students who have displayed outstanding mathematical abilities in Year 10 and who wish to undertake two math subjects in Year 11.

The topics covered in this course include Linear & Quadratic Functions, Graphs, Functions & Relations, Cubic & Quartic Functions, Circular Functions, Probability and Counting Methods, Rates of Change, Differentiation of Polynomials and its applications, Exponential Functions & Logarithms.

Students studying this subject are strongly advised to undertake either General (Further) Mathematics 1&2 or General (Specialist) Mathematics 1&2. The latter is required if Specialist Mathematics is to be undertaken in Year 12.
PATHWAYS TO VCE MATHEMATICS

Year 10

Mainstream Mathematics

Year 11

Foundation Mathematics

VCE-General (Further) Mathematics

VCE General (Further) Mathematics & VCE Mathematical Methods 1 & 2

Year 12

VCE Further Mathematics 3 & 4

VCE Further Mathematics & VCE Mathematical Methods 3 & 4

VCE Mathematical Methods 3 & 4

VCE Mathematical Methods 3 & 4 and VCE Specialist Mathematics 3 & 4
ACCOUNTING
VCE Accounting provides an introduction to the financial aspects of a business. You learn about the needs of business in relation to financial planning and control, financial record keeping, management skills and evaluation of performance. You will develop real-life skills relating to your own financial literacy. Accounting provides an excellent background for employment in a range of business and management positions. In many occupations students may find themselves in the position of operating as small businesses with a necessity for understanding business records.

Unit 1 & 2
These units focus on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering, recording, reporting and analysing financial data and information used by internal and external users. Recording and reporting is restricted to the cash basis. Students examine the role of accounting in the decision-making process using single entry recording of financial data and information for the owner of a service business. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information. Students also study accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions stock. They use financial and non-financial information to evaluate the performance of a business. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Further information: Mr. Robert Basso

VCE ART
VCE Art is designed to enable students to learn and experiment with processes, techniques and methods associated with a wide range of artistic media. The study endeavours to develop students' awareness of the essential relationships between Artists, artworks and society.

Unit 1 and 2
These units combine both the production of art works and the study of art from past and present. Students explore a range of materials and techniques to come up with solutions to set tasks. Students work in Unit 1 and 2 towards the development of a folio of work. Art theory will involve research and essay writing in the area of art, from the past and present. Students will also investigate the role of the artist in society.

Further information: Ms. Anne Herschell

BIOLOGY
Unit 1 & 2
Unity, Diversity, Organisms and the Environment
Students examine the activities of cells and the relationship between the specialised structures of cells and the processes that maintain life. Students also study the relationship between features of organisms and how organisms meet the requirements for life. Students examine adaptations of organisms, focusing on the kinds of environmental factors that are common to all habitats and how organisms use resources and adapt to a particular ecological niche. Students study the complex and finely balanced relationships that exist between living things and resources in a particular habitat.

Additional charges apply for these subjects.

Further information: Ms. Victoria Triantafyllou
BUSINESS MANAGEMENT

Business management examines the ways in which managers can manage an organisation’s resources to achieve the objectives of the organisation. The study recognises the range of management theories and exposes students to real business scenarios.

Unit 1 & 2

Small rather than large businesses make up the vast majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This combined with the employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. Small businesses are tangible to students as they are visible and often utilised in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success. In unit two the focus is on the importance of effective communication in achieving business objectives. It includes communication both internally and externally to business with special attention to the functions of marketing and public relations. Students develop knowledge of fundamental aspects of business communication and are introduced to skills related to its effective use in different texts.

Further information: Mr. Robert Basso

CHEMISTRY

Unit 1 & 2

The two units examine the ‘big ideas’ of chemistry and environmental chemistry. Students investigate the properties and uses of materials. Students will study the models for metallic, ionic and covalent bonding, examine the widespread use of polymers, as well as be introduced to the development and application of ‘smart’ materials. Students will explore the relationship between the historical development of and the relationship between, the Periodic Table and the atomic theory. The course also explores the structure, properties and applications of materials. The students will investigate how chemistry is used to respond to the effects of human activities on our environment. Students will be introduced to the quantitative chemical calculations used every day by analytical chemists, as well as chemical processes that have been designed using green chemistry principles. In semester two, the focus is on the study of water and the atmosphere. Students will explore the properties of water and investigate a range of chemical reactions that take place in aqueous environment. Students will then explore interaction between living things and gases of the atmosphere through studies of the carbon and nitrogen cycles.

Additional charges apply for these subjects.

Further information: Ms. Victoria Triantafyllou

FOOD & TECHNOLOGY

Food & Technology is designed to give students a greater understanding of food as a commodity and knowledge of food preparation and production from small-scale to mass production in the industry.

Unit 1 & 2

Students study food and its preparation. Students are provided with an understanding of the work practices involved in ensuring the optimal quality of food is maintained to prevent food spoilage and food poisoning and is therefore safe for consumption. In Semester Two students work both independently and as a member of a team to research the best methods and tools to use and what to prepare for a range of situations.

Additional charges apply for these subjects.

Further information: Mr. Cameron Baird

GEOGRAPHY

The study of Geography is useful not only for a variety of careers, but will enable you to better understand your world. With this deeper understanding of the Earth’s varied environments, you will be better able to participate as an effective global citizen in the sustainable use and management of the world’s resources. Geographers ask questions such as: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time? Should it be like this? What will it be like in the future?
Unit 1 & 2

In Unit 1, you will investigate the geographic characteristics of natural environments such as: volcanic, forest, and coastal environments (locally and on a global scale). You will examine how both natural processes and human activities can change these environments.

In Unit 2, you will investigate the characteristics of rural and urban environments such as: Melbourne’s CBD, the Docklands, and the Yarra Valley regions, which have developed as a direct result of human activities and their interactions with the natural environment. Rural and urban environments vary significantly from place to place and global comparisons will be made with places such as Vietnam and California.

Further information: Mr. Robert Basso

HEALTH & HUMAN DEVELOPMENT

Unit 3 & 4

Australians are amongst the healthiest people in the world. However, a range of factors affect this outcome including inherited lifestyle, behaviour, attitudes and beliefs. Students investigate how nutrition plays a role in health. Students should be able to compare the health status of Australia’s population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of the National Health Priority Areas in improving Australia’s health status. Students will also examine different models of health and health promotion. They investigate the roles and responsibilities of governments in addressing health needs and promoting health for all. In Unit 4 students take a global perspective on achieving sustainable improvements in health and human development. It is about creating an environment in which people can develop to their full potential and lead productive, creative lives in accordance with their needs and interests. Students should be able to analyse factors contributing to variations in health status between Australia and developing countries and describe the interrelationships between health, human development and sustainability. They will also be able to describe and evaluate programs implemented by international and Australian government and non-government organisations in promoting health, human development and sustainability.

Further information: Mr. Pieter Oosterloo

HISTORY

Students analyse the way history is represented in film, cartoons, posters, paintings and written documents. Students improve their writing, debating, research and reporting skills. History tries to make meaning of the past and answer questions like: Why is the world like it is? How did Hitler seize power? How did women get the vote?

Unit 1 & 2

This is a study of how war, technology, economic organisation and political or social movements shaped the modern world. Key events like World Wars 1 and 2, Hitler’s Germany, the Great Depression, the Cold War, the Civil Rights movement and the Vietnam War are studied. Students interview people who experienced historical events, compare and evaluate historical films, complete research reports, write essays and analyse written and visual evidence. Students will be able to analyse, evaluate, explain and discuss the impact of political crises, social change, cultural expression, international, regional and domestic events and political movements.

Further information: Mr. Robert Basso

INFORMATION TECHNOLOGY

This study focuses on the processing of data and the management of information and information systems to meet a range of individual and societal purposes. The rapid pace of development in information and communications technology (ICT) is having a major influence on virtually all aspects of society. Not only does ICT provide the capacity to change how tasks and activities are undertaken, but it also creates new opportunities in work, study, recreation, and in relationships. Social relations and cultural values influence the way ICT is used.
Unit 1: IT in action

This unit focuses on how individuals use, and can be affected by ICT in their daily lives. They also explore how their lives are affected by ICT and strategies for influencing how ICT is applied. Students develop an understanding of the role technology plays in inputting, processing, storing and communicating data and information.

In each outcome of this unit, students use software to create solutions and information products.

Unit 2: IT pathways

This unit focuses on how individuals and organisations, such as sporting clubs, charitable institutions, small businesses and government agencies use ICT. Students acquire and apply a range of knowledge and skills to create solutions and information products that meet personal and clients’ needs. They also examine how networked information systems are used within organisations.

Students develop and apply knowledge and skills in using two different software tools. One tool must be a programming or scripting language that enables students to manipulate data, for example, Javascript, Actionscript, Visual Basic, Java, php. The other software tool should be selected from these types of software: web authoring and multimedia authoring, and, where appropriate, be supported by image editing software, such as Macromedia Flash and Adobe PhotoShop. Students also explore career pathways that involve using knowledge and skills associated with programming or scripting languages.

Further information: Mr. Robert Basso
Unit 2: Media production and the media industry

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

Additional charges apply for these subjects.

Further information: Ms. Anne Herschell

Music V.C.E.

Unit 1-2

The primary focus of Unit 1 & 2 is to prepare students for both Unit 3 & 4 Solo and Group Performance. The following skills are developed:
- Performance: both solo and ensemble skills;
- Aural (listening) Chords, intervals, rhythms, scales, melodic recognition;
- Theory e.g. Key signatures, scales, chord structures, intervallic patterns;
- Analysis of music.

Students will develop skills in practical music making, through performing on an instrument, including voice, composing, arranging and/or improvising; Students will make critical and creative responses to music in a range of styles, genres, and media; They will develop knowledge of music language, creative processes and techniques and investigate features of musical works, deciphering patterns of various musical characteristics to illustrate structure, links and concepts that create the musical expression and meaning. Students will develop knowledge of a wide range of music styles from different stylistic eras, geographical locations, genres and media; develop aesthetic understanding of music and use electronic music technologies.

Pre-requisites

Students wishing to undertake Unit 1 Music are recommended to have undertaken at least 2 years of Instrumental Music tuition on their primary instrument. Students must have an instrumental teacher and provide details to the Music Coordinator. A form must also be filled out and signed by the instrumental teacher. Students are expected to have purchased their own instrument.

Further information: Ms. Anne Herschell

PHYSICAL EDUCATION

This study includes both theory and practical studies. Focus is on: developing fitness programs and assessing fitness needs, game analysis, evaluating body image, learning new skills and weekly practical sessions.

Unit 1 & 2

Students focus on learning and improving skills. They consider the application of biomechanical and skill learning principles in analysing how motor skills are learnt and improved. Students identify and evaluate a range of coaching practices that lead to enhanced sports performance. Students consider the impact of physical activity on the individual and study muscular skeletal, cardio respiratory and energy systems during physical activity.

Further information: Mr. Pieter Oosterloo

PHYSICS

THS provides a purpose-built Physics laboratory with its own PC network, data logging and online coursework. VCE Physics is based on knowledge of how the material world behaves. Theories and applications in areas such as acoustics, atomic and molecular engineering, aerospace, astronomy, mechanics, optics, radiation, and thermodynamics are investigated.

Unit 1 & 2

Physics covers the areas of: Properties of light, Radioactivity and Nuclear power, Movement, and Electricity. In semester one, students undertake a detailed study in astronomy, medical physics or
energy from the nucleus. In Semester Two, students study astrophysics or aeronautics.

Additional charges apply for these subjects.

Further information: Ms. Victoria Triantafyllou

PSYCHOLOGY

Psychology is the scientific study of mental processes and behaviour. Psychologists seek to understand the complex interactions between biology, cognition (thought and perception), society and culture, and behaviour.

Unit 1 & 2
Introduction to psychology / self and others

Unit One explores the beginnings and perspectives of psychology, methods psychologists use to gather information and key contributions in psychology. Visual perception is studied, and physical, social and emotional development across the lifespan explored. Unit Two explores interpersonal and group behaviour, including attitude formation and change, the nature of prejudice and discrimination, and factors affecting obedience and conformity. Theories of Intelligence and Personality are also studied.

Additional charges apply for these subjects.

Further information: Ms. Victoria Triantafyllou

STUDIO ART - PHOTOGRAPHY

Students generate, explore and communicate ideas through photography. They develop and use specialised skills in a range of media techniques. The theory component explores how photography has developed, and examines artists' working methods. It also investigates professional practices and art industry issues.

Unit 1 & 2

The focus of this unit is the investigation of personal ideas and thoughts and the exploration and application of a wide range of materials and techniques. Students will establish an effective design methodology for the production of art works and develop skills in the analysis of art works. Assessment includes the completion of practical and assigned theory tasks.

Further information: Ms. Anne Herschell

THEATRE STUDIES

Theatre Studies focuses on the interpretation of playscripts and the production of plays from the pre-modern era to the present day. Students apply stagecraft including acting, to study the nature, diversity and characteristics of theatre as an art form. Throughout the study, students work with playscripts in both their written form and in performance. They learn about the times, places and cultures of key theatrical developments and develop an awareness of the traditions and histories of the theatre. Theatre Studies provides students with pathways to further studies in fields such as theatre production and theatre design, script writing and studies in theatre history.

Unit 1 & 2

This knowledge is applied through the use of stagecraft to collaboratively interpret playscripts in performance. Through contribution to the production of plays and performance of a monologue, students also develop knowledge and understanding of theatrical styles. This knowledge and understanding is further developed by analysis and evaluation of their own productions and productions by professional theatre practitioners.

Additional charges apply for these subjects.

Further information: Ms. Anne Herschell

VISUAL COMMUNICATION AND DESIGN

This study is intended to assist students in the understanding, use and interpretation of a range of visual communications, elements, and principles and function of design in communication. The unit includes the discipline of Graphic Design, Industrial Design and Architecture. Students will complete a practical folio and written component for each unit.

Unit 1 & 2

The main purpose of this unit is to enable students to prepare instrumental drawings of objects and explore freehand drawing from direct observation. Students
will also be introduced to the visual communication production process. In Unit two students will use:
- Visual communication production process
- Instrumental and freehand drawing
- Practical design projects.

Computer design programs and digital imagery are used extensively alongside traditional illustration methods. Students will complete a folio that demonstrates the modification of presentation to suit a specified audience and provide a written report supported by visual material.

**Additional charges apply for these subjects.**

**Further information:** Ms. Anne Herschell

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**KLA LEADERS**

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<thead>
<tr>
<th>Subject</th>
<th>Leader</th>
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<tbody>
<tr>
<td>English</td>
<td>Ms. Anne Conrick</td>
<td>9458 6109</td>
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<tr>
<td>Health and Physical Education</td>
<td>Mr. Pieter Oosterloo</td>
<td>9458 6142</td>
</tr>
<tr>
<td>Humanities</td>
<td>Mr. Robert Basso</td>
<td>9458 6109</td>
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<tr>
<td>Languages</td>
<td>Ms. Simone Liau</td>
<td>9458 6109</td>
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<tr>
<td>Maths</td>
<td>Mrs. Marina Avramopolous</td>
<td>9458 6140</td>
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<td>Science</td>
<td>Ms. Victoria Triantafyllou</td>
<td>9458 6126</td>
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<td>Technology</td>
<td>Mr. Cameron Baird</td>
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<tr>
<td>The Arts</td>
<td>Ms. Anne Herschell</td>
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THORNBURY HIGH SCHOOL VET PROGRAMS

Certificate III in Media (Interactive Digital Media)
Units 1 & 2

The VCE VET Interactive Digital Media program provides students with the knowledge and skills that will enhance their employment prospects within the media industry and a wide range of Multimedia industries as well as preparing them for studies in Multimedia and Media at both TAFE and University.

Certificate III in Media VCE Units 1 and 2 core units include: producing and preparing photo images (PHOTOSHOP), working effectively in the screen and media industries and participating in occupational health and safety processes.
Electives may include: creating animation (FLASH), preparing audio assets, following a design process and producing drawings to represent and communicate the concept (ILLUSTRATOR).

Further information: Karen McCarthy

Certificate II in Sport and Recreation
Units 1 & 2

This course provides you with the knowledge and skills to work in the sport and recreation industry. Pathways are available for further studies in Certificate III or IV in Sport and Recreation and other sport programs. Core subjects include: Organise and complete daily work activities, apply first aid and work effectively in sport and recreation environments.

Further Information: Steve Cabai

SIT20307 Certificate II in Hospitality (Kitchen Operations) and
SIT20207 Certificate II in Hospitality (DUAL PROGRAM) (Units 1-4)

This program is designed to provide students with training and skills to be competent to work in the hospitality industry with a particular focus on commercial cookery.

Further Information: Lee Read

Certificate III in Retail - School Based Apprenticeship

The aim of the program is to provide an introduction into the retail environment. Students will benefit from on the job training as well as structured flexible learning. A bonus of this course is employment within McDonalds Australia, which can then lead to many career paths.

As this is paid employment, the applicant will be subjected to an interview process.

This is a one year program.

Further Information: Catherin McCrann
VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

VCAL is an alternative option for year 11 and 12.

VCAL is a hand on option for students in the Senior School. The VCAL program gives students practical work related experiences, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. Like the Victorian Certificate of Education (VCE) VCAL is an accredited secondary certificate.

VCAL provides a pathway to TAFE, an apprenticeship or traineeship of employment. The structure of the VCAL program allows students to undertake a School Based New Apprenticeship or Traineeship while they continue their studies at Thornbury High School.

Students will need to complete an additional form in order to be considered for VCAL. This form needs to be collected from Ms. Ioannidis. Students will be recommended for VCAL by teachers and Coordinators.

How is VCAL Assessed?

All accredited courses/certificates that make up the VCAL program are assessed by the student’s individual teacher in accordance with current requirements. It is not compulsory for VCAL students to sit the GAT. There are no compulsory exams requirements for VCAL Subjects.

Awarding a VCAL Certificate

To be awarded a VCAL certificate, students must successfully complete a learning program of 100 nominal hours that is designed to comply with the following credit requirements.

The Learning Program must:

- be made up of 10 credits
- include components from each one of the four VCAL curriculum strands
- contain components drawn from accredited curriculum such as:
  - VCAL units (Personal Development and Work Related Skills)
  - VCE units (VCE English and VCE Math.)
  - VET accredited curriculum/ SBNAs

School Based Apprenticeships

This program is open to all students 15 years of age and over and who are permanent residents of Australia. Students enrol in VCAL as well as being in paid employment and completes on and/or off the job training. Some students have managed to secure a SBA in their area of interest.

Subjects Studied

Strand 1 - Literacy and Numeracy Skills

The VCAL program must include literacy and numeracy subjects. At Thornbury High School the subjects offered in Year 11 and 12 are:

- Literacy Intermediate/Senior
- V.C.E. Foundation Maths / Numeracy Senior.

Strand 2 – Industry Specific Skills

The VCAL Intermediate or Senior program must include industry specific units from VET Certificates. The range of VET options is extensive and in previous years students have studied the following vocational areas: automotive, furnishing, business administration, hairdressing and childcare. Please refer to your VET Cluster Booklet for a full list of choices.

Strand 3 – Work Related Skills

In order to develop ‘employability skills,’ VCAL gives students the choice of undertaking a structured workplace learning placement or part time work. At Thornbury High School we combine these options with units and modules that help prepare students for work in the subject – Work Related Skills. This is a compulsory subject.

Strand 4 – Personal Development Skills

As part of the VCAL program students participate in community based projects and structured activities that help develop teamwork skills, self-confidence and other skills important for life and work. At Thornbury High students study VCAL Personal Development. This is a compulsory subject.

VCE Subject

Students at Thornbury High School have to complete one VCE unit as an addition to their VCAL program. All students must enrol in VCE Food and Technology.
Sources of Information

**Victorian Curriculum and Assessment Authority (VCAA)**
Level 1, 2 Lonsdale Street  
Melbourne Victoria  
Phone: (03) 9032 1700

The VCAA is responsible for the development of the VCE and overseas all assessment. Information about individual studies, satisfactory completion requirements, assessment procedures and certification arrangements may be obtained from VCAA.  
(www.vcaa.vic.edu.au)

**Victorian Tertiary Admissions Centre (VTAC)**
40 Park St., South Melbourne, Victoria 3205  
Phone: 1300 364 133  
Web site: www.vtac.edu.au  
E-mail: enquiry@vtac.edu.au

VTAC administers the joint selection system on behalf of the Universities, TAFE institutes and some Private Providers. Applications for courses are done via VTAC website or by phone, in September.

The **VTAC Guides** can be accessed via www.vtac.edu.au, as with all VTAC publications, or it can be bought from the VCE Centre or at Newsagencies.

**Good Reads!**

**ABC of applying** – published by VTAC and available at school or at  

**VICTER 2016**

Institutions outline the VCE study requirements needed for entry into their courses in two years time. This advance information is vital for Year 10 students planning a VCE curriculum and a future tertiary direction. All Victorian schools are sent a number of reference copies based on the number of Year 10 students enrolled.

**CHOICE 2016 – VCE studies and the ATAR.**  
Published by VTAC

A companion booklet to VICTER, provides a snapshot of the tertiary system for Year 10 students, explains the terms they need to be familiar with and debunks some of the myths commonly associated with choosing subjects by using real life examples. This year’s publication will be available in July. Last year’s publication is here for your reference.  
YEAR 10 PATHWAYS
(As long as promotion criteria has been met)

VCE

STANDARD VCE UNIT 1&2
High achievers may be eligible to undertake a 3&4 subject in year 11

S/N VCE UNIT 1&2
Prescribed course with VET

UNIT 1 REVIEW

S/N VCE UNIT 3&4
VCAL SENIOR With VET

STANDARD VCE (ATAR) UNIT 3&4
VCAL SENIOR With VET

UNIT 1 REVIEW

S/N VCE UNIT 3&4
VCAL SENIOR With VET

STANDARD VCE (ATAR) UNIT 3&4
VCAL SENIOR With VET

VCAL

VCAL INTERMEDIA TE With VET

NCAT/ NMIT etc.

ALTERNATIVE PATHWAY
g. NCAT, NMIT, pre-apprenticeship etc.

Year 10 Pathways Options
Proposal Only

Year 11 Course Selection Handbook 2014