Thornbury High School

Senior School Handbook

Guide to Course Selection 2012

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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, the school offers a mainstream program or the High Achievers program;

- In the mainstream program all students receive challenging but appropriate work. There is additional support for students with literacy problems and smaller class sizes.
- The High Achievers program with more challenging curriculum including some elements of SEAL but students are not accelerated as they complete year 7-10 over 4 years.

In year 9 students are involved in an authentic learning program with an emphasis on team learning, connections to the local community and the extensive use of information and communication technology. A significant part of their studies will occur in the newly renovated Library which is a flexible and multi-purpose learning environment. A high achievers class operates in 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,
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 2012. 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 are 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 PROGRAM OF STUDY 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 be counselled and assisted by Co-ordinators 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. This can include: English As A Second Language (ESL) students, be experiencing personal difficulties, a chronic illness or have 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 Co-ordinator 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. Each student will have 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 pre-requisites 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 2014 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. (www.vtac.edu.au.) Some subjects now attract bonuses from some tertiary courses to indicate the value they place on that subject(s) as a preparation for the course.
ENGLISH / E.S.L.

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

It is a compulsory study in VCE unless Literature is used as an alternative. To attain the Victorian Certificate of Education, 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.

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.

Unit 3 & 4
The focus of this study is on reading and responding both orally and in writing to a range of text. Students analyse how the authors of texts create meaning, and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading in the chosen Context and the ability to explain the choices they have made as authors in relation to form, purpose, language and context.

Further information:
Ms. Giovanna Liapis, Mr. Tim Polwarth

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 and exploring the strategies, views and values of the writer. Contemporary and historical literature is studied. Literature can be used as the English requirement in the VCE certificate.

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.

Unit 3 & 4
This study requires students to analyse a range of texts, developing skills in reading closely and critically, and discussing ways of interpreting and evaluating text. Students analyse how the form of a text affects its interpretation; how a writer’s views, values or context affect their writing and how the same text can give rise to conflicting interpretations. In Unit 4, students will use their study and understanding of a writer’s style and concerns to create their own piece of writing. They will also continue their close scrutiny of style, concerns and construction of a text.

Further information:
Mrs Helen Walsh
MATHMATICS

Aims of the Study of Maths
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 Maths options for students depending on their ability and career aspirations. Students must pass Year 10 Maths with reasonable results to continue with General Maths and/or Maths Methods. Year 10 teachers will make recommendations for 2012 based on student 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 and Methods 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 graphic calculators.

VCE MATHS STUDY STRUCTURE:

Course Structure

Year 10
- Pre-General Mathematics
- Pre-Mathematical Methods

Year 11
- Foundation Mathematics
- VCE General Mathematics 1&2

Year 12
- VCE Further Mathematics 3&4
- VCE Further Mathematics 3&4 and VCE Mathematical Methods 3&4
- VCE Mathematical Methods 3&4
- VCE Mathematical Methods 3&4 and VCE Specialist Mathematics 3&4
FOUNDATION MATHS

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 MATHS

General Mathematics provides courses for a diverse group of students and may be implemented in a number of ways. The areas of study are statistics and probability, arithmetic, functions and graphs, algebra, geometry, and trigonometry.

General Mathematics provides a strong basis for Further Maths Units 3&4.

MATH METHODS

PRE-REQUISITE- Year 10 Pre-Mathematical Methods.

Topics covered include: polynomials, quadratic equations, functions and their graphs, introductory probability and its applications, differentiation and its applications, circular functions and anti differentiation. It involves learning algebraic skills, practicing them and then applying them to relevant situations. These skills are then used in problem solving and project activities.

Students studying this subject are strongly advised to undertake General Mathematics 1&2.

FURTHER MATHEMATICS

PRE-REQUISITE- General Mathematics 1&2

Units 3 and 4 consist of a compulsory core and a selection of three from six optional modules. Unit 3 involves the study of the core material in data analysis, and one of the optional modules. In Unit 4, two optional modules will be covered. The optional modules are: number patterns, geometry and trigonometry; graphs and relations; business related mathematics; and networks and decision mathematics and matrices. In Units 3 and 4 students are required to apply mathematical knowledge and skills creatively to solve problems including real-life situations and learn and practise mathematical routines and techniques, and use them to find solutions to standard problems. Students are required to use graphics calculators.

MATHEMATICAL METHODS

PRE-REQUISITE- Mathematical Methods Units 1&2

Units 3 and 4 involve the study of co-ordinate geometry; circular (trigonometric functions), calculus; algebra; and statistics and probability. Students are required to apply mathematical knowledge and skills creatively to solve problems including real-life situations, learn and practise mathematical routines and techniques, and use them to find solutions to standard problems. This is a prerequisite for tertiary courses including science, economics and medicine.

SPECIALIST MATHS

PRE-REQUISITE: Mathematical Methods Units 1&2 and General Mathematics 1&2

Specialist Mathematics consists of the following areas of study: Coordinate geometry, circular (trigonometric) functions, algebra, calculus, vectors in two and three dimensions and mechanics

Unit 3 extends skills covered in Maths Methods and Unit 4 concentrates on solving application tasks. This maths provides an important background for students wishing to study engineering, maths or physics at tertiary level. Specialist Maths must be studied in conjunction with Maths Methods 3 & 4 (or after its completion.)

Further information:
Mr. Simon Townley.
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

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering, recording, reporting and analysing financial data and information used by internal and external users. Recording and reporting is restricted to the cash basis. Students examine the role of accounting in the decision-making process using single entry recording of financial data and information for the owner of a service business. 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.

Unit 3 & 4

This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students are introduced to the double entry system of recording using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method used. 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. Unit 4 provides an extension of the recording and reporting process from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit covers the accrual recording and reporting system for a single activity trading business using the perpetual inventory recording system. Students learn about the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, financial performance and financial position. In this unit students evaluate the information prepared and analyse the results in order to suggest strategies to the owner.

Further information:
Mr James Stoicov, Mr David Hysen

ART

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.

Units 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.

Units 3 and 4

Students study selected artists who have produced works before 1970 and selected artists who have produced works since 1970. Students use all the Analytical Frameworks for interpreting and analysing the meaning of artworks. Students continue to develop personal points of view and informed opinions about art ideas or issues and support them with evidence. They build their learning and conceptual understanding around the discussion and debate of broad themes or issues, such as the role of art in society, and consider how themes and issues are communicated through artworks.

Further information:
Ms Karen McCarthy

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.

Unit 3 & 4

Signatures of Life and Continuity and Change. Students examine the activities of cells at a molecular level, the synthesis of biomolecules that form components of cells and the role of enzymes in catalysing biochemical processes. Another focus studies how biomolecules respond depending on whether molecules are “self” or “non-self” and the
role of signalling molecules in coordination and regulation. Students explore the mechanisms of inheritance, genes, DNA, mitosis and miosis; leading to an understanding of the origins and diversity of living organisms and how they evolved. Recent advances in biotechnology are also investigated.

Further information:
Mr. Ian Westwood, Ms. Sarah Brain

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.

Unit 3 & 4
Students investigate how large scale organisations operate. Students examine the context in which they conduct their business, focus on aspects of their internal environment and then look at the operations management function. Students develop an understanding of the complexity and challenge of managing large organisations and have the opportunity to compare theoretical perspectives with practical applications. The investigation into corporate management continues into unit 4 where students focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

Further information:
Mr James Stoicov, Ms Georgia Stavrakis

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.

Unit 3 & 4
The units explore Chemical Pathways. Students investigate the scope of techniques available to the analytical chemist. They conduct volumetric analyses using acid-base and redox titrations, and carry out gravimetric analyses. Students are also introduced to instrumental techniques of spectroscopy and chromatography. Students also focus on organic reaction pathways and the chemistry of particular organic molecules. Students use molecular models and simple laboratory investigations to observe the properties and reactions of different homologous series and functional groups. In semester two students focus on the factors that affect the rate and extent of a chemical reaction. Students study energy profiles and how equilibrium law is applied to homogeneous equilibria. Students explore how reaction rate and equilibrium are applied to achieve the optimum reaction conditions in the industrial production of chemicals. This unit will also explore supplying and using different energy resources. Students investigate how energy is produced from available resources and consider the efficiencies, advantages and disadvantages of each energy resource. Students also study the operating principles of galvanic and electrolytic cells, both in the laboratory and in important commercial applications.

Further information:
Ms Christine Farmakis
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 to this subject.
Further information:
Ms Christine Bartsh, Ms. Lee Reed

HEALTH & HUMAN DEVELOPMENT
Unit 3 & 4
 Austrians 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:
Ms Christine Bartsh

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?

Units 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.

Units 3 & 4 Revolutions
Students will be introduced to some key western thinkers and their ideas. They will develop an understanding of social and political changes that have taken place in the western world and how people have reacted to those changes, before undertaking an in depth study of two revolutions. The study of Revolutions allows students to choose two of the following periods, England 1640 - 1660, America 1763 - 1788, France 1770 - 1793, and Russia 1905 - 1924. A revolution will be studied in Unit 3 and another in Unit 4. Students will analyse visual representations including, cartoons, posters, paintings and film; written documents and oral accounts to build a picture of the ideas, events and conflicts that have inspired revolutions.

Further information
Mr Grant Wason

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, information and communications technology (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 David Hysen

LEGAL STUDIES

Students will gain a general understanding of how the law operates and how it affects us and the community. Students will get to see the law in operation through visits to the courts and prisons, keeping up to date with changes to the law via the media, and from guest speakers. Students will also get to appreciate how the law affects them directly.

Unit 1 & 2

Students explore the distinction between legal and non-legal rules, the Victorian court hierarchy, and the process of making laws through Parliament. It focuses on the role of police, their powers of investigation, the procedures of a criminal trial and an examination of possible sanctions that are available to the criminal courts. In addition, students explore the concepts of fairness and justice within the criminal justice system. Students also explore the effective resolution of civil disputes. Students look at the processes and procedures involved in civil litigation and the possible defences to civil claims within our legal system available to enforce the civil rights of our citizens. As well as the judicial procedure to resolve civil disputes, the unit also investigates the alternative avenues of dispute resolution and their effectiveness. This unit provides students with the opportunity to explore a specific area of law and to analyse contemporary legal issues.

Unit 3 & 4

Students develop an understanding of the institutions that determine laws and the processes by which laws are made. They consider reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system. Students undertake an evaluation of the strengths and weaknesses of the law-making bodies and the processes used to influence change and reform. This unit explores the function and jurisdiction of the courts, tribunals and alternative venues of dispute resolution with a view to comparing and evaluating the operation of the various dispute resolution methods. Students develop an understanding of criminal and civil pre-trial and trial processes and procedures which operate within the Victorian legal system. The current operation of the jury system in criminal and civil trials will be examined and students will also review the operation of the adversary system, giving consideration to its strengths and weaknesses. Students will compare features of the adversary and inquisitorial systems of dispute resolution. In this unit students evaluate the effective operation of the Victorian legal system and make recommendations for possible improvement and reform.

Further information:
Mr James Stoicov.
Ms Georgia Stavrakis

MEDIA

VCE Media has been designed to provide students with the opportunity to develop critical and creative knowledge and skills. Media texts, technologies and processes are considered from various perspectives including their structure and features, their industry production and distribution context, audience reception and the impact of media in society. This aspect of the study is integrated with the individual and collaborative design and production of media representations and products. Media Studies has a 50% weighting towards practical Media production, and 50% weighting in written analysis. No prerequisites for entry into this subject.

Unit 1: Representation and technologies of representation.

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

Unit 2: Media production and the 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.

Unit 3: Narrative and media production design

Students develop an understanding of production and story elements and explore the role and significance of narrative organisation in fictional film, radio or television programs. Students also consider how production and story elements structure narratives to engage an audience. Students develop practical skills through undertaking exercises related to aspects of the design and production process. They design a media production for a specific media form with the relevant specifications presented as a written planning document with visual representations.

Unit 4: Media process, social values and media influence

Students develop practical skills in the production of media products and to realise a production design. Organisational and creative skills are refined and applied throughout this process. In this unit students also analyse the ways in which media texts are shaped by social values and the influence of social values in the representations and structure of a media text. The role and influence of the media is also critically analysed in this unit.

Music V.C.E.

Unit 1- 4
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. In Unit 4 for both Solo Performance and Group Performance, an end of year performance assessment is undertaken and is worth 50% of the mark for the entire year.

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: Mr. Kyle Schutz

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.

Unit 3 & 4

This unit introduces students to an understanding of physical activity from a physiological perspective; in particular, the contribution of energy systems to performance in physical activity. Students study and apply various models to identify strategies that will be effective in promoting participation in some form of regular activity.

Further information:
Ms Sharon Bonnici, Mr. Ryan Millar

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.
**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 investigates 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.

**Units 3 & 4**

**The conscious self / Brain, behaviour and experience**

Unit three explores the nature of consciousness and the connection between the mind and the body. Different states of consciousness are described and how we measure consciousness explained. Memory as a cognitive process is studied, including physiology of memory, types of memories, measuring memory and how to improve our memories. Unit four investigates the nature of learning, including types of conditioning, observational and insight learning, and the physiology of learning. Mental health is explored, including concepts of normality, classifying disorders, treating disorders, the physiological and psychological responses to stress and their management. One disorder is explored in some detail. In units 1 – 4 students will complete specified school assessed coursework. There will be a mid-year and end of year exam for all students.

**Further information:**
*Ms Caroline McLachlan*

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**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.

**Unit 3 & 4**

The focus of this unit is the implementation of the design process leading to the production of a range of solutions. Students examine traditional and contemporary practices of artists together with the ways in which artists develop distinctive styles and approaches to subject matter. Students produce a folio of finished art which works towards the students intentions. Students also examine different components of the arts industry and issues relating to the public display, promotion and critique of art works.

*Additional charges apply to this subject.*

**Further Information:**
*Mr Greg Parker*

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**THEATRE STUDIES**

Theatre Studies focuses on the interpretation of play scripts and the production of plays from the premodern 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 play scripts in both their written form and in performance. They learn about the times, places and cultures of key theatrical developments and develop awareness of the traditions and histories of theatre. No prerequisites for entry into this subject. Please note: This subject is only offered as a 3 & 4 Unit.

**Unit 3: Production development**

This unit focuses on an interpretation of a play script through the four designated stages of production: planning, production development, production season, and production evaluation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a play script. They analyse the influence of stagecraft on the shaping of the production. Students also attend a performance selected from the prescribed
Theatre Studies Unit 3 Playlist published annually in the VCAA Bulletin, and analyse and evaluate the interpretation of the play script in the performance.

The term ‘play script’ refers to play/s and/or excerpts from play/s. In this unit stagecraft includes acting, costume, direction, dramaturgy, lighting, make-up, multimedia, properties, promotion (including publicity), set, sound and stage management. In this unit, students apply two areas of stagecraft across the four designated stages of production to interpret a play script. They also analyse the influence of the areas of stagecraft they have selected on the shaping of the production across the four stages of the production process.

**Unit 4: Performance interpretation**

In this unit students study a scene and associated monologue from the Theatre Studies Performance Examination (monologue list) published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical brief that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene through acting and other appropriate areas of stagecraft. Students attend a performance selected from the prescribed Theatre Studies Unit 4 Playlist published annually in the VCAA Bulletin and analyse and evaluate acting in the production. In this unit stagecraft includes acting, costume, direction, dramaturgy, make-up, multimedia, properties, set, and sound. Note, in this unit, appropriate stagecraft does not include lighting, stage management or promotion (including publicity).

**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.

**End of VCE Subjects**
**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 Co-ordinators.

**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.
Many students have started a VET study in Year 10. If this has been successfully completed, students obtain Units 1 and 2 of that VET Study. If students choose to continue with their VET study in Year 11, it will generally be at a Year 12 level: Units 3 and 4 of that study. Some VET studies have exams at 3/4. If students sit for the end of year exam they will receive an ATAR score contribution as in line with any Unit 3 and 4 study. Students can decide to start a new VET subject in Year 11 and complete it in Year 12. If this is an external VET Course it will be the student's 7th subject. Students who complete a VET program will gain a Certificate II in their chosen study at the end of Year. After two years students gain a Certificate III.

Advantages of a VCE VET subject:

- Students have the opportunity to complete the VCE/VCAL and a fully accredited and industry recognised TAFE Certificate.
- Students acquire competencies, which are required by industry and meet industry standards, as TAFE curriculum is industry driven.
- Students will have an increased awareness of education and training pathways.
- Students who intend seeking employment post Year 12 will have the advantage of having completed a TAFE qualification, valued and recognised by employers.

VCE VET Programs at Thornbury High School

Two Styles of Program Delivery

All VET programs are completed over two years. This may occur in one of two ways.

**Within the school**

Thornbury High School has facilities and staff expertise to deliver a number of programs. Thus, the College is accredited by a TAFE Institute to deliver their program. It is the TAFE Institute that awards the VET Certificate.

The College will offer the following programs in 2012. All VET programs will run every Wednesday.

- Certificate II in Hospitality
- Certificate II in Sport and Recreation
- Certificate III in Media
- Certificate II in Furnishing Making
- Certificate II in Retail

For detailed information on the above Certificates, please refer to Appendix A.

**At Another Secondary College**

Thornbury High School has entered into a cooperative arrangement with surrounding Secondary Colleges (Northern Melbourne VET Cluster) for the delivery of some VCE VET Programs. In this type of program, students study for four days per week at THS School, and one day per week at the designated College, completing their VET modules. Students are enrolled with both the school and VET Provider. Some of the courses we are involved with include:

- Certificate II in Automotive Technology
- Certificate II in Engineering Technology
- Certificate II in Building & Construction
- Certificate II in Community Services (Childcare)
- Certificate II in Hairdressing/Beauty

Please refer to the VET Cluster booklet for a full list of programs and course descriptions.

**External VET Courses do carry a significantly higher enrolment fees.**
Appendix A

Thornbury High School VET Programs

Certificate III in 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).

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.

Certificate II in Furniture Making

Units 1 & 2

This program provides an introduction to the pre-employment trade skills required in the furnishing industry including; using hand and power tools, learning basic construction, scale drawing, various construction techniques and other invaluable skills.

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.

Certificate II 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.
Sources of Information

Victorian Curriculum and Assessment Authority (VCAA)
41 St Andrews Place, East Melbourne
Phone: (03 9651 4630)

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 all VTAC publications, or it can be bought from the VCE Centre or at Newsagencies.

WHERE TO NOW? Published by the VCAA and aimed at current Year 10 students as a guide to the VCE, VCAL and Apprenticeships and Traineeships for 2012.

ABC of applying – published by VTAC and available at school or at www.vtac.edu.au

CHOICE! – VCE studies and the ENTER.
Published by VTAC www.vtac.edu.au