2015

VCE

Private Study Guide
VCE 2015

Private Study Guidelines

The VCE is a rigorous academic programme. In order to do your best and make the most of this opportunity you will need to work consistently on improving your knowledge base and skills in your particular subjects. Effective study outside of class time is a key component in ensuring you are able to do this successfully.

Teachers have high expectations of VCE students. They expect senior students to be responsible for their own learning. While homework and assessment tasks will be set by individual teachers, completing this work alone will not be enough to ensure success. In order to maximise your level of achievement it will be necessary to complete extra study on top of this. Regular revision and completion of practice exams are just two examples of things that successful VCE students complete on top of their regular class work.

This booklet is designed to assist you, as VCE students, in using your private study effectively. It provides subject specific suggestions for activities and exercises that can be completed during private study. These activities are designed to enhance your understanding of the subject material and assessment tasks. Completing these activities will help you to make the most of your private study and VCE.

Enjoy your studies and remember:

“The mind is not a vessel to be filled but a fire to kindled” (Plutarch)

Revision Books

All students in year 10-12 are expected to maintain a revision book for each of their subjects. This is a place for students to summarise their class work by pulling out the key terms, knowledge and skills utilised during class and converting it to a concise and memorable form. This is essential for increasing memory retention and also develops an excellent resource for SAC preparation.

Revision Book Template

TOPIC (dot point from Study Design)
______________________________________________________________
______________________________________________________________
______________________________________________________________

KEY KNOWLEDGE (use dot points, tables, diagram, mind-map, flowchart, etc)
______________________________________________________________
______________________________________________________________
______________________________________________________________

KEY SKILLS (key steps, annotated examples, etc)
______________________________________________________________
______________________________________________________________

Glossary (to be kept in the back of your Revision book)

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Used in a Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Art and Technology

Studio Art

Year 11 – Units 1&2

OPTION ONE
Students should select one of the art books from the library shelves and choose an artwork to write about in one of the following ways:

- Clear and thorough description of artwork using art terminology such as foreground and background.
- Discussion of materials and techniques used in the production of the artwork. How have these materials and techniques been used to create mood and atmosphere, or communicate an idea?
- Analysis of how relevant art elements and principles have been used in the art work.
- Discussion of the meaning or intention behind the artwork. What do you think the artist might be trying to communicate to us?
- Thoughtful and considered evaluation of the artwork. How successful do you think the artist has been in the techniques they have used?

OPTION TWO
Develop an art vocabulary list. Take an art element or principle and use the dictionary, thesaurus or a website like www.artlex.com to develop a list of adjectives that could be used with that element or principle. For example, COLOUR: bright, vivid, harmonious; pale; transparent etc. Search google images for visual examples of this element or principle being used.

<table>
<thead>
<tr>
<th>ART ELEMENTS</th>
<th>ART PRINCIPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLOUR</td>
<td>BALANCE</td>
</tr>
<tr>
<td>LINE</td>
<td>PROPORTION</td>
</tr>
<tr>
<td>SHAPE</td>
<td>CONTRAST</td>
</tr>
<tr>
<td>TONE</td>
<td>UNITY</td>
</tr>
<tr>
<td>TEXTURE</td>
<td>EMPHASIS</td>
</tr>
<tr>
<td>SPACE</td>
<td>RHYTHM</td>
</tr>
<tr>
<td>MOVEMENT</td>
<td>REPETITION</td>
</tr>
<tr>
<td></td>
<td>SCALE</td>
</tr>
</tbody>
</table>

Year 12 – Units 3&4

OPTION ONE
Students should select one of the art books from the library shelves and choose an artwork to write about in one of the following ways:

<table>
<thead>
<tr>
<th>Use of aesthetic qualities</th>
<th>How an artist creates the visual qualities of an art work (ie the ‘look’). It is more than just providing a list of art elements and principles; it requires you to discuss how the art elements and principles have been used to create certain qualities in the work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of materials and techniques</td>
<td>Materials – what the artist has used (e.g. acrylic paint) Techniques - how the artist has used them (e.g. detailed brushstrokes, priming the canvas) Equipment</td>
</tr>
<tr>
<td>Communication of ideas and meaning</td>
<td>How the artist conveys the ideas in the art work to us, the viewers. This might be through their use of style, materials, aesthetic qualities etc.</td>
</tr>
<tr>
<td>Interpretation of subject matter</td>
<td>Subject matter – the images you can see in the art work Interpretation - how the artist has chosen to present this subject matter, their version or ‘take’ of this subject.</td>
</tr>
<tr>
<td>Use of signs and symbols</td>
<td>A symbol is something that represents something else, for example a skull is a symbol of death. Colour can also be symbolic. Artists will often use symbols to communicate an idea in an artwork.</td>
</tr>
<tr>
<td>How a style has been created</td>
<td>The characteristics of an artwork. It can be how the artist has used materials and techniques, and can also be related to an art movement or period. Characteristics: defining feature, a quality that makes somebody or something recognizable, a distinguishing feature.</td>
</tr>
</tbody>
</table>
Students should develop an art vocabulary list. Build on our OneNote glossary or start your own one. Take an art element or principle and use the dictionary, thesaurus or a website like www.artlex.com to develop a list of adjectives that could be used with that element or principle. For example, COLOUR: bright, vivid, harmonious; pale; transparent etc. Search google images for visual examples of this element or principle being used and write some notes about HOW it has been manipulated (by the artist) and WHAT visual effect, or mood, or idea has been communicated.

<table>
<thead>
<tr>
<th>ART ELEMENTS</th>
<th>ART PRINCIPLES</th>
<th>OTHER IMPORTANT WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLOUR</td>
<td>BALANCE</td>
<td>COMPOSITION</td>
</tr>
<tr>
<td>LINE</td>
<td>PROPORTION</td>
<td>CROPPING</td>
</tr>
<tr>
<td>SHAPE</td>
<td>CONTRAST</td>
<td>DISTORTION</td>
</tr>
<tr>
<td>TONE</td>
<td>UNITY</td>
<td>HARMONY</td>
</tr>
<tr>
<td>TEXTURE</td>
<td>EMPHASIS</td>
<td>JUXTAPOSITION</td>
</tr>
<tr>
<td></td>
<td>RHTHYM</td>
<td>PATTERN</td>
</tr>
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<td></td>
<td>SPACE</td>
<td>RELATIONSHIPS</td>
</tr>
<tr>
<td></td>
<td>REPETITION</td>
<td>SYMMETRY/ASYMMETRY</td>
</tr>
<tr>
<td></td>
<td>SCALE</td>
<td>TENSION</td>
</tr>
<tr>
<td></td>
<td>MOVEMENT</td>
<td>VARIATION</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FOCAL POINT</td>
</tr>
</tbody>
</table>

**Visual Communication and Design tasks**

**Year 11**

Text: ‘Visual Communication Design VCE Units 1 – 4’ Kristen Guthrie

**Unit 1: Introduction to visual communication design**

**Area of study 1**

**Drawing as a means of communication**

Chapter 1 and 2 of set text p4 – 52
- Carefully read and make study notes of Chapters 1 and 2.
- Practice drawing geometric solids using crating.
- Draw a freehand isometric of the library computer using crating.
- Draw a freehand orthogonal of the library printer. Ensure proportions are correct.
- Draw a single point perspective of the library. Apply
- Draw a two point perspective of the hockey field including fences and the hill.

**Area of study 2**

**Design elements and design principles**

Chapter 3 of set text p54 – 86
- Carefully read and make study notes of Chapter 3.
- List the design elements with key words for each one.
- List the design principles with key words for each one.
- Analyse a book cover design with reference to 3 design elements and 3 design principles.
Area of study 3
Visual communication design in context
Chapter 4 of set text p4 – 52
- Carefully read and make study notes of Chapter 4.
- List the key movements in design in order chronological using the timeline provided on p99.
- Annotate each movement with key features, key designers, and key examples.
- Draw links between movements and annotate.
- Design an explanatory diagram that depicts the characteristics of a chosen design movement. Use imagery and examples of the period. Incorporate visual means to describe the influence that movement has had through history.

Unit 2: Applications of visual communication and design

Area of study 1
Technical drawing in context
Chapter 5 of set text p121-149
- Carefully read and make study notes of Chapter 5.
- List the key points of third-angle orthographic projection. Annotate a simple orthogonal drawing with arrows and text explaining each of the conventions.
- Make an illustrated table explaining line conventions and applications in orthogonal drawing including those for sections and indicating hidden detail.
- Summarise the elements of dimensioning including dimensioning circular details.
- Make a table of the do's and don'ts of dimensioning. P135
- Draw the packaging net for a cereal box.

Area of study 2
Type and imagery
Chapter 6 of set text p150-171
- Make a glossary of the words specific to Typography with concise definitions for each word.
- Make an annotated historical timeline of the history of typography.
- Define Baseline, Body text, Case, Kerning, Leading, Spacing or Tracking, Type size and x-height.
- Make a copy of the table on p169 that links context, colour mode, and format.
- Make a labelled chart of common grid formats.

Area of study 3
Applying the design process
Chapter 7 of set text p173-196
- Summarise the drawing conventions for environmental design. P138-148
- Create a series of plans and elevations for a dog kennel or other animal shelter. Render to indicate texture, materials and form. Create a presentation of 2D and 3D rendered drawings.
• Carefully read and make notes on ‘design thinking’ (text p190-193).
• Make notes on SCAMPER, (text p192).
• Carefully read notes on annotation, (text p193).

• Draw up your own Unit 3 Folio checklist and leave room to annotate each of the descriptors with a description of relevant components completed. Include a dated timeline.

Visual Communication & Design

Year 12

Text: ‘Visual Communication Design VCE Units 1 – 4’ Kristen Guthrie

Unit 3: Design Thinking and Practice
Chapter 8 of set text p206 – 279

Area of study 1
Analysis and practice in context
• (Revise Design Elements and Principles in Chapter 3 of set text p54 – 86 and make lists of key words for each.)
• (Revise ‘Drawing for communication’ and ‘Using media, methods, and materials’ Chapters 1 and 2 of set text p4 – 52).
• (Revise ‘Technical drawing in context’ Chapter 5 of set text p121-149 and VCAA Australian Standards publication).
• (Revise ‘The design process Chapter 7 of text p173-196).
• Using the design analysis grid, create a plan for analysing your chosen Industrial design field example.
• Using the design analysis grid, create a plan for analysing your chosen Environment design field example.
• Using the design analysis grid, create a plan for analysing your chosen Communication design field example.

Area of study 2
Design industry practice
Chapter 9 of set text p215-253
Carefully read and summarise chapter 9.

Write a glossary of key words and definitions that include:
• Professional contexts
• The design brief
• Research
• Design and production
• Ethical and legal issues in design
• The design process

Summarise the three design case studies from the environment, industrial, and communication fields. (P220-234)

Area of study 3
Developing a design brief
Chapter 10 of set text p256-262
• Analyse the sample design brief p259.
• Deconstruct the sample brief to identify the components and how they have been addressed in this example.
• After choosing your own communication need, use study time allocation to research the client, the target audience, existing and past products that are similar, and other designs that have a similar purpose and context.
• Collate all research.
• Attribute all research.
• Annotate all research.
Unit 4

Design development and presentation

Area of study 1
Development of design concepts
Chapters 12 and 13 of text p273-288.

Carefully read and make study notes of Chapter 12, ‘Generating design ideas’.

- Draw up your own Unit 4 SAT Folio checklist and leave room to annotate each of the descriptors with a description of relevant components completed and ensure each is dated.
- Revise instrumental drawing systems (chap 5) and make study notes to include freehand drawings of each.
- Revise freehand drawing and rendering (chap1) and make study notes to include freehand drawings of each.
- Revise sections and dimensioning (chap 5 and VCAA Aust. Standards) and make study notes to include freehand drawings of each.
- Revise drawing circles, elipses, and using crating. Make study notes to include freehand drawings of each.
- Revise ‘Drawing for communication’ and ‘Using media, methods, and materials’ Chapters 1 and 2 of set text p4 – 52Revise Visual Analysis and make study notes.
- Revise Professional Practice (p280 – 331) and make study notes.

Carefully read and make study notes of Chapter 13, ‘Developing design concepts’. Use private study time primarily to annotate, structure your folio, and organise pages.

Area of study 2
Final presentations
Chapter 14 of text (p289-294).

Area of study 3
Evaluation and explanation

<table>
<thead>
<tr>
<th>Design Factor</th>
<th>Parameter (limit or boundary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Purpose, function and context</td>
<td>• Reason or need for a product</td>
</tr>
<tr>
<td></td>
<td>• Explains the context (setting) and environment of a products use</td>
</tr>
<tr>
<td></td>
<td>• Can also explain how a product operates and performs</td>
</tr>
<tr>
<td></td>
<td>• Outlines a products reliability and quality</td>
</tr>
<tr>
<td></td>
<td>• Would clearly explain a products primary and secondary function and particular features</td>
</tr>
</tbody>
</table>

Chapter 15 of text (p295-298)

Product Design & Technology – Textiles

Private study tasks suitable for Unit 3 & 4

1. Using the Product Design &Technology text and student work books, summarise, make and/or revise notes based on the key learning areas covered in Units 1 - 4
3. Practice doing the Design Brief Inserts in previous year’s exams (2010, 2011 & 2012) and do the design option and answer the questions that follow. These are available on the VCAA website – www.vcaa.vic.edu.au
4. Design Terminology – refer to the Design Terminology (Glossary) define each word or design related terminology given by using your Product Design & Technology textbook or Internet dictionaries. Available on the VCAA website – www.vcaa.vic.edu.au
5. Keep doing SAT - Folio tasks by collecting and categorising design research, annotate design research, print out pages for SAT - folio, do headings and a SAT – Folio contents pages. Refer to the PDT – Workbook - Chapter 5 Design Folio Template and in particular the visual checklist for SAT folio contents.

Private study tasks for both Year 11 (Unit 1 & 2) and Year 12 (Unit 3 & 4)

Product Design Factors - Using page 14 for the Product Design & Technology study design (available on the VCAA website www.vcaa.vic.edu.au) – complete the table below by word processing (bullet points) the parameters for each of the 9 design factor groupings. A parameter is design aspect that a designer needs to consider. A parameter is also a limit or boundary. The first design factor - Purpose, function and context has been done as an example. Use the style of the example to help you do the other design factors. Highlight words or phrases that you do not quite understand (these will be clarified in class next year). Complete the task and save as a word document. Print a hard copy for your folio. This task will be very helpful for writing the design brief: situation/outline and throughout the entire SAT – Folio and product making.

2. Human centred design (also can be referred to as human needs and wants
3. Innovation and creativity
4. Visual, tactile and aesthetic (design principals and elements)
5. Sustainability – social economic and environmental – systems, perspectives
6. Economic – time and cost
7. Legal responsibilities
8. Materials – characteristics and properties
9. Technology – tools, processes and manufacturing

Private study tasks for both Year 11 (Unit 1 & 2) and Year 12 (Unit 3 & 4)

Sustainability - Read the explanation of sustainability on pages 111 – 112 (chapter 5) of your Product Design and Technology VCE Units 1 – 4 textbook. Answer the following questions.

1. What does sustainability mean?
2. The three main aspects or “pillars” of sustainability are listed below. Explain what each of these mean when discussing sustainability. ENVIRONMENTAL , SOCIAL and ECONOMIC
3. Below is a table that lists each stage of a products life. Describe two aspects that need to be considered when assessing and improving a product’s sustainability. Refer to your Product Design and Technology VCE Units 1 – 4 textbook, page 436 of the index and follow the page directions to specific information.

<table>
<thead>
<tr>
<th>Stage of a products life</th>
<th>List 2 consideration of improved sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials sourcing</td>
<td></td>
</tr>
<tr>
<td>Manufacture</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
</tr>
<tr>
<td>Product use</td>
<td></td>
</tr>
<tr>
<td>End of products life (disposal)</td>
<td></td>
</tr>
</tbody>
</table>

4. Refer to your Product Design and Technology VCE Units 1 – 4 textbook and write a write a brief definition an explanation of the following models or philosophies (viewpoints) for sustainability.
<table>
<thead>
<tr>
<th>Models or philosophies (viewpoints) for sustainability.</th>
<th>Definition and explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design for disassembly (DfD)</td>
<td></td>
</tr>
<tr>
<td>Design for the environment (DfE)</td>
<td></td>
</tr>
<tr>
<td>Product stewardship</td>
<td></td>
</tr>
<tr>
<td>Life cycle assessment (LCA) Cradle to Cradle</td>
<td></td>
</tr>
<tr>
<td>Triple bottom line</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Material characteristic and properties of fabrics</th>
<th>Summary of characteristics and properties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strength</td>
<td></td>
</tr>
<tr>
<td>Durability</td>
<td></td>
</tr>
<tr>
<td>Elasticity</td>
<td></td>
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<tr>
<td>Moisture absorbency</td>
<td></td>
</tr>
<tr>
<td>Thermal properties</td>
<td></td>
</tr>
<tr>
<td>Reaction to chemicals</td>
<td></td>
</tr>
<tr>
<td>Effects of sunlight (resistance to fading)</td>
<td></td>
</tr>
<tr>
<td>UV protection</td>
<td></td>
</tr>
<tr>
<td>Resistance to biological attack</td>
<td></td>
</tr>
<tr>
<td>Ability to take in and retain dye</td>
<td></td>
</tr>
<tr>
<td>Shrinkage</td>
<td></td>
</tr>
<tr>
<td>Drape</td>
<td></td>
</tr>
<tr>
<td>Wrinkle resistance/recovery</td>
<td></td>
</tr>
</tbody>
</table>

**Private study tasks for both Year 11 (Unit 1 & 2) and Year 12 (Unit 3 & 4)**
Non-resistant materials: Characteristics and properties. Refer to Chapter 6, Classifying and testing materials, see page 163 to 166. Read these pages and using the explanations in the text book, summarise each of the characteristics and properties listed below.
Private study tasks for both Year 11 (Unit 1 & 2) and Year 12 (Unit 3 & 4)

Non-resistant materials: Characteristics and properties. Refer to Chapter 6, Classifying and testing materials, see page 170 to 172. Starting half way down page 170 read the description for each fabric property test and complete the table below. This will be useful for your folios when doing fabric testing either for an existing product (year 11 – unit 1& 2) or for the product you will make as part of the SAT – unit 3 & 4.

<table>
<thead>
<tr>
<th>Material property of fabric</th>
<th>Description of test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strength</td>
<td></td>
</tr>
<tr>
<td>Durability</td>
<td></td>
</tr>
<tr>
<td>Elasticity</td>
<td></td>
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<tr>
<td>Moisture absorbency</td>
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<tr>
<td>Thermal properties</td>
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<tr>
<td>Reaction to chemicals</td>
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<tr>
<td>Effects of sunlight (resistance to fading)</td>
<td></td>
</tr>
<tr>
<td>Resistance to biological attack</td>
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<tr>
<td>Ability to take in and retain dye</td>
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<tr>
<td>Shrinkage</td>
<td></td>
</tr>
<tr>
<td>Drape</td>
<td></td>
</tr>
<tr>
<td>Wrinkle resistance/ recovery</td>
<td></td>
</tr>
</tbody>
</table>

VCE Design and Technology Wood Units 1-2

1. **Complete Folio Work** – E.g. conduct and collate research, do research summaries, print out work for presentation in folio, do layout, headings and annotations

2. **Make sure you have a thorough understanding of all of the Study Topics listed below.** To do this:
   - Study your textbook, subject workbook and collect images of furniture and design.
   - Read through and familiarise yourself with the suggested activities below and those in your ‘Student Workbook for Units 1-2’

**Study Topics Semester 1**

- **Product re-design and sustainability**
  1. Study the list from the VCAA study design (handout) and lookup any words you are unfamiliar with in your textbook or the glossary of terms (study design handbook pp 44-48)
  2. Create a folio of sketches and drawings of furniture and design. Rough drawings (visualisations) through to accurate (presentation) drawings - eg Isometric or orthogonal.
  3. Research designers that consider the issue of sustainability as a major influencing factor in their product design process.

**Study Topics Semester 2**

- **Collaborative design**
  1. Read through and familiarise yourself with the product design process and influencing factors. (pp 266-271 textbook)
  2. Designing within a team – complete design activities on pages 63-68 of subject work book and read through pp 24-25 of the VCAA study design.

**VCE Design and Technology Wood Units 3-4**

3. **Complete Folio Work** – E.g. conduct and collate research, do research summaries, print out work for presentation in folio, do layout, headings and annotations
4. Make sure you have a thorough understanding of all of the Study Topics listed below. To do this:
   - Study your textbook, subject workbook and collect images of furniture design.
   - Make your own notes on each of these.
   - Do suggested activities below and those in your ‘Student Workbook for Units 3-4’

**Study Topics Semester 1**

**Applying the product design process**

4. Study the list from the VCAA study design (handout) and lookup any words you are unfamiliar with in your textbook or the glossary of terms (study design handbook)

5. Once you feel you understand the relationship between each Factor, its Fundamentals and Applications, test yourself

**EXAMPLES:**

1. Look only at the fundamentals and try to list the relevant applications for each

2. Think of a design situation in which each factor/fundamental would be really important. E.g. *Design of sunglasses*: ‘Safety’ (fundamental) would be one of the most relevant ‘human needs and wants’ (factor) for the ‘protection’ of your eyes (application)

3. Choose and record the name of any object in the room. For each design factor list the most relevant fundamentals and applications for that design. Explain your thinking.

   - **The Design Process** – Do flow diagram of this process including people involved
   - **Role of the designer** - Note interesting points made in textbook case studies (you could do this for other topics also)
   - **Manufacturing** – study this chapter very carefully
   - **Materials** new materials – look up books, magazines or look online for timbers, panel products or finishes (especially those you are considering using) and make notes on their suitability – how their properties and characteristics relate to their application

**Study Topics Semester 2**

- **Product Development and Evaluation** – Practice comparing products (eg. Side tables) based on design factors
- **Environmental Impact** – Do an LCA for your product or any product
- **Knowledge of Processes** – try naming and drawing each process as a sequence of steps. Study mass-production processes as compared with small scale or individual production steps
Media

*Media Studies Unit 1 and 2:*

**Task:** Analyse a short film for meaning by deconstructing the use of production and story elements.

**Step 1:** Find a short film or advertisement. It can be one we have watched in class (check Compass under Resources) or find one on at TROPFEST (http://tropfest.com/) or youtube.com (search ‘tropfest’). Choose one and watch it carefully. **Don’t get distracted watching too many short films, use your time effectively!**

**Step 2:** Complete the following 2 tables. Remember to fill it in with detailed analysis. This will assist you in answering the questions listed below. Remember to use specific metalanguage.

**Step 3:** Answer questions A and B below:

A) Referring to one of the texts you have studied identify its **genre(s) or type(s) of stories**. Discuss how **two production elements** work with **one story element** to create the genre you have identified. (6 marks)

B) Referring to one of the texts you have studied identify its **genre(s) or type(s) of stories**. Discuss how **two production elements** work with **one story element** to create a theme, motif or meaning you have identified. (6 marks)

<table>
<thead>
<tr>
<th>Production Element</th>
<th>Description of element</th>
<th>Code</th>
<th>Convention</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camera Techniques</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Lighting</td>
<td></td>
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<tr>
<td>Mise en scene</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acting</td>
<td></td>
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<tr>
<td>Sound</td>
<td></td>
<td></td>
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<tr>
<td>Editing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Story Element</td>
<td>Definition of element</td>
<td>Code</td>
<td>Convention</td>
<td>Analysis</td>
</tr>
<tr>
<td>---------------</td>
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</tr>
<tr>
<td>The opening, development and resolution of the narrative</td>
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<td>Cause and Effect</td>
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<td>Establishment and development of character, and relationships between characters</td>
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<td>Point/s of view from which the narrative is presented.</td>
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<td>The function of setting in the narrative</td>
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<td>The relationship between multiple story lines.</td>
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**Media Studies Unit 3&4**

**VCE Exam preparation**

Students should revise work completed in class, read through their text book and answer any unfinished activities and questions.

For each section of the exam, students should make use of their *Cambridge Checkpoints 2012-2016* text book to answer practice topics and read through example responses. Keeping in mind that they should be critical of the answers provided by Checkpoints.

**Past Exams**


Students should build up to writing under exam conditions (no notes) and using the 1 mark to 2 minute ratio for time.

**Narrative**

Find 3 key scenes from each Narrative Text and do a close scene analysis, written in paragraph form. You must mention at least 3 production elements and 3 story elements in this close scene analysis.

Then, students should compare and contrast the use of production and story elements to create meaning in both of these texts.

**Media Texts and Society’s Values**

Students must be familiar with the texts they have studied for these units and are required to view them repeatedly across the year. Students should concentrate on identifying the values imbedded within these texts and keep notes on these based on the work completed in class.

**Media Influence**

Students should revise and memorise the different theories covered in class and apply them to a range of media types.

**SAT preparation**

Students should be working continuously on their SAT. They should work through the documentation that is on compass to ensure that they are successfully planning and creating a film product that they will create. All planning should be documented in their PDP.
Performing Arts

Drama

Year 11 & 12 – Units 1-4

Weekly - reflect on your most recent classes in the “Rehearsal Logs” section of your folio:

- Summarise the lesson and workshop activities
- Identify what was effective/ineffective
- Did you use play-making techniques? If so, how?
- What discoveries did you make?
- Do you have goals for next rehearsal?
- What questions do you have?

During rehearsal for ensemble and solo performances:

- Revisit the criteria sheet (or prescribed structure for solo tasks) and make sure you are meeting all the requirements – have you covered all the dot points?
- Storyboard and plan scenes, think creatively about transitions between scenes
- Spend time analysing your script – look for events and write character objectives
- Brainstorm ideas for staging, set design, costumes – find design templates on the internet
- Learn lines, revise blocking
- Find additional resources that will support your development of the ensemble or solo task

- Read back over past journal entries – examine what has changed and comment on how your ideas are developing

Following excursions to the theatre:

- Write down your opinions of the performance – what you liked/didn't like
- Make notes on stagecraft elements: lighting, set, props, costume, sound, multimedia
- Discuss the performance styles used, e.g. physical theatre, Epic Theatre etc.
- Choose one actor and describe how they established character using their expressive skills: voice; movement; facial expression; gesture
- Identify some of the dramatic elements demonstrated in the performance and write specific examples
- Visit the website of the theatre company to read more about the play
- Research the playwright, actors and creative team to find out more about the artists

Revision:

- Revisit notes on theatre practitioners (e.g. Brecht, Stanislavski, Artaud)
- Write notes linking theatrical conventions to work we’ve done in class or performances you have seen elsewhere
- Finish worksheets, ensure everything is organised in your folio
Websites worth investigating:

www.mtc.com.au
www.thedramateacher.com/dramatic-elements
www.artscentremelbourne.com.au

Cut Snake Analysis:

- Write answers to the following questions and submit them to Mr. Tranter for feedback (NT00@brunswick.vic.edu.au)
- Follow the structure of: topic sentence; identify; give examples, explain artistic effect/effect on audience; link back to question
  - Choose one actor from Cut Snake and discuss how they used two expressive skills to create two distinct characters
  - Discuss how various performance styles were manipulated to enhance the non-naturalism of Cut Snake
  - Evaluate the stagecraft element of props in Cut Snake
  - Discuss how the dramatic element of space was manipulated in Cut Snake
  - Discuss how the dramatic elements of mood and tension were manipulated in Cut Snake
  - Discuss how one actor used two performance skills to transform from one character to another in Cut Snake

Music Performance

Units 3&4

Identify and analyse technical requirements necessary for the realisation of the works selected for performance

Write about personal performance strategies to improve
- technical control
- accuracy of pitch
- accuracy of rhythm
- accuracy of articulation
- accuracy of dynamics

Reflect on your last group/solo performance practice and:
- identify and analyse the positive and negative aspects
- discuss structure, styles, techniques used, use of technology, chord patterns,
- discuss effective rehearsal techniques

Research the background of composers/performers, the historical and social context, geographical, musical, technological, economic and/or political influences for contrasting Australian works in different styles

Organise, plan and set goals with regard to improving identified aspects of solo/group performances.
- reflect
- evaluate
- update

Research solo/group Australian works:
- when the work was written
- why it was written
• who by?
• for whom?
• Investigate the intended performance context for the work (e.g., pub/club setting, commercial radio/record/CD release, film music)
• consider ways that the context might influence the style of performance
• list the instruments that you hear in each piece
• describe the way in which texture, duration, pitch, dynamics, expression, scale forms and harmony are used in each piece
• use diagrams to graphically describe the texture where possible
• state the style and the characteristics of the style
• list how the particular characteristics of the style feature in the piece

Compile a list of all possible rhythmic groupings found in compound time.

Make a list of ‘rhythm’ words.

Make a list of ‘pitch/melody’ words

Make a list of ‘articulation’ words.

Make a list of ‘tone colour/orchestration’ words.

Make a list of ‘musical character’ words and how each of these characters might be created through the use of melody

Compile a list of terms and definitions of musical terminology or descriptive words useful for discussion of musical works

Discuss and note procedures and techniques used by Australian performers in a particular ensemble to perform convincingly in a variety of styles

Create a list of all possible rhythmic groupings found in simple time.

Listen to examples of Australian music written and/or arranged for various types of musical ensembles. Using a listening diary format:
• identify the composer/arranger of each piece, the title of the piece and the type of ensemble performing it
• list the instruments that you hear in each piece
• describe the way in which texture, duration, pitch, dynamics, expression, scale forms and harmony are used in each piece
• use diagrams to graphically describe the texture where possible
• state the style and the characteristics of the style
• list how the particular characteristics of the style feature in the piece


Musition and Auralia programs on computers in the Soundhouse – do exercises as appropriate

Compile a list of all possible rhythmic groupings found in compound time.

Make a list of ‘musical character’ words and how each of these characters might be created through the use of rhythm

Create a list of all possible rhythmic groupings found in simple time.
Listen to examples of Australian music written and/or arranged for various types of musical ensembles. Using a listening diary format:
- identify the composer/arranger of each piece, the title of the piece and the type of ensemble performing it
- list the instruments that you hear in each piece
- describe the way in which texture, duration, scale forms and harmony are used in each piece
- use diagrams to graphically describe the texture where possible


Compile a list of all possible rhythmic groupings found in compound time.

### Mathematics

#### YEAR 11 GENERAL MATHEMATICS A
Unit 1 & 2
- Complete any HOMEWORK that has been given from previous classes.
- Semester 1 – Working on problems from Chapters 2, 3, 10, 1, & 4.
- Semester 2 – Working on problems from Chapters 5, 7, 9, 12 & 11.
- Ensure your **bound reference** contains notes, questions, examples and diagrams.
- Revise questions from past SACs.

#### YEAR 11 MATHEMATICAL METHODS / GENERAL MATHEMATICS B
Unit 1 & 2
- Complete any HOMEWORK that has been given from previous classes.
- Attempt questions from the chapter revision exercises. These exercises can be found at the end of each chapter in your textbook.
- Practice past exam questions from the Checkpoints booklets (available from the library).
- Ensure your **bound reference** is kept up-to-date and contains neat and clearly legible notes and examples.
- Learn to use your calculator effectively by completing the CAS exercises found throughout your textbook.

#### YEAR 12 FURTHER MATHEMATICS - Unit 3 & 4
- Complete any HOMEWORK that has been given from previous classes.
- Work through as many problems as possible from Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 14 & 15.
- Ensure your **bound reference** is kept up-to-date and contains neat and clearly legible notes and examples.
- Complete practice exams from VCAA website.
- Complete problems from Checkpoints.
• Learn to use your calculator effectively by completing the CAS exercises found throughout your textbook.

YEAR 12 MATHEMATICAL METHODS / SPECIALIST MATHEMATICS
Unit 3 & 4
• Complete any HOMEWORK that has been given from previous classes.
• Attempt questions from the chapter revision exercises. These exercises can be found at the end of each chapter in your textbook.
• Practice past exam questions from Checkpoints.
• Ensure your bound reference is kept up-to-date and contains neat and clearly legible notes and examples.
• Learn to use your calculator effectively by completing the CAS exercises found throughout your textbook.

Languages: Chinese and Italian

Ideas for effective private study -

VOCABULARY & GRAMMAR
• Highlight difficult / unfamiliar words
• Refer to dictionary / verb book for meaning
• Complete grammar exercises in “Schaum’s”
• Create a glossary for topics covered in class

READING & RESPONDING
• Translate set texts to English or to target language.
• Practise writing questions and answers to set texts.
• Read articles from Italian newspapers, magazines etc.
• Complete “Reading and Responding” sections from past VCE exam papers
• Re-read handouts related to topics studied in class

ESSAY WRITING
• Practice writing on a variety of text types.
• (Refer to past VCE papers)
• Practise writing on a variety of text types. Refer to “Writing” section of past VCE exam papers.
• Rewrite and resubmit corrected essays to your teacher.
Read all your texts thoroughly. This means that you should have read all your texts over the summer holidays before the new school year started. You should then reread your semester 1 texts again. The semester 2 text should be reread over the holiday break between term 3 and term 4. For revision for the midyear exams you should reread all your semester 1 texts. For revision prior to the end of year exams you should reread all your semester 2 texts.

Write practice essays based on essay questions you have been given by your teachers. Take careful notes and annotate your novels. Remember to link the key characters + key events + key quotes.

Check the vcaa website for the study guides and sample exam papers.
www.vcaa.vic.edu.au

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**English Units 3+4**

**Section A - Reading And Responding**

*Brooklyn* by Colm Tóibín

Questions for study and discussion.

- What does the title tell us about the significance of place in this text? Describe five to ten differences between Brooklyn and Ireland during the 1950s.
- What are the conflicts in *Brooklyn*? What types of conflicts or challenges (physical, moral, intellectual, or emotional) does Eilis face?
- How does Colm Tóibín reveal character in *Brooklyn*? Choose five characters to focus on. Find and discuss two quotes for each character.
- Some of the themes in this novel are family, new beginnings, multiculturalism, immigration, economic depression, gender roles, relationships, personal growth and racism. What other themes can you find?
- Chose at least three themes from Brooklyn. How do they are they explored through the plot and characters? Include four to five quotes for each theme.
- Is Eilis Lacey consistent in her actions? Is she a fully developed character? How? Why?
- Which of the characters do you find likable? Are these people you would want to meet?
- Which of the characters do you find unappealing. Why do you think Tóibín includes them?
- Discuss some of the symbols (significant objects, reoccurring motifs etc.) in *Brooklyn*.
- Does the story end the way you expected? How? Why?
• What is the central/primary purpose of the story? Is the purpose important or meaningful?
• How essential is the setting to the story? Could the story have taken place anywhere else?
• What is the role of women in the text?

Sample Essay Topics

1. ‘Brooklyn’ depicts the immigrant experience as essentially defined by loss and regret.’ Discuss.
2. ‘While Eilis is a character of genuine integrity she is unable to confront the conventional expectations of a woman’s role.’ Do you agree?
3. ‘Toibin resists offering readers a simply uplifting story but provides a more complex portrait of his protagonist, Eilis Lacey.’ Discuss.
4. ‘The nature of personal freedom is the true subject of Brooklyn.’ Discuss.
5. ‘By returning to Brooklyn and marriage to Tony, Eilis recognises the limitations to her independence.’ Do you agree?
6. ‘The twin settings of the novel, Enniscorthy and Brooklyn, play a significant role in Toibin’s narrative.’ Discuss.
7. ‘The loneliness and isolation that afflicts Eilis is shown by Toibin as the typical products of modern life.’ Discuss.
8. ‘Eilis’s personal transformation is shown to be ultimately futile at the end of the novel.’ Do you agree?
9. ‘Loss of identity and the need for reinvention are the characteristic experiences described in the novel.’ Discuss.
10. ‘Without her family and disconnected from a sense of home, Eilis becomes a ‘shadow’ and a ‘ghost’. What enables her to regain her sense of identity in Brooklyn?’

Cloudstreet by Tim Winton

Essay Topics

1. ‘In Cloudstreet tragedy and grief are overcome by hope and forgiveness.’ Discuss.
2. ‘Cloudstreet is very Australian but has universal significance.’ Discuss.
3. ‘In Cloudstreet Winton demonstrates that there is no single religious path to enlightenment, but many possibilities for achieving this goal.’ Discuss.
4. ‘The two families of Cloudstreet live out microcosmic versions of the potential for harmony in the wider world.’ Discuss.
5. ‘Cloudstreet is an allegory or morality tale. It is not meant to be read literally.’ Discuss.
6. ‘In Cloudstreet all the ends are tied up too neatly to be realistic.’ Discuss.
7. ‘The significance of a dimension beyond the everyday, temporal one is a central tenet of Cloudstreet.’ Discuss.
8. ‘Cloudstreet demonstrates the potential for breaking patterns of destruction.’ Discuss.
9. ‘Cloudstreet illustrates the role of culture in making people feel psychologically and emotionally at home’ Discuss.
10. ‘Cloudstreet can only be properly understood by Australian readers.’ Discuss.

Exam Criteria

Section A – Text Response (Reading and responding)

• detailed knowledge and understanding of the selected text, demonstrated appropriately in response to the topic,
• development in the writing of a coherent and effective discussion in response to the task,
• controlled use of expressive and effective language appropriate to the task.

Section B – Creating and Presenting

Writing in Context – Whose Reality?

Section B requires students to write for a nominated audience and purpose. In your writing, you must draw on ideas suggested by the Context – whose reality? Your writing must draw directly from at least one selected text for this context, and be based on the ideas in the prompt. Your response may be an expository, persuasive or imaginative piece of writing.

Death of a Salesman by Arthur Miller

The Player, Directed by Robert Altman

Practice Prompts
1. The world around us determines our reality.
2. Our memories shape our present reality.
3. When we cannot face reality we create our own.
4. Our past experiences and significant events in our lives influence our reality.
5. We all aim to escape from reality at some point in our lives.
6. What we feel tells us what is real.
7. Multiple versions of reality exist at the same time.
8. We all experience reality differently.
9. What people remember shapes their understanding of themselves and their world.
10. People’s past experiences shape their understanding of themselves and their world.
11. The truth about the past is always open to question.
12. Different people experience and remember things differently.

Section B – Writing in Context (Creating and presenting)

• understanding and effective exploration of the ideas and/or arguments relevant to the prompt,
• effective use of detail and ideas drawn from the selected text as appropriate to the task,
• development in the writing of a coherent and effective structure in response to the task, showing an understanding of the relationship between purpose, form, language and audience,
• controlled use of language appropriate to the purpose, form and audience.

Section C – Using language to Persuade

Language Analysis

Instructions
This task requires students to analyse the ways in which language and visual features are used to present a point of view.

Read and look at the three pieces provided and then complete the task below.

Write your analysis in a coherently structured piece of prose.
Your response will be assessed according to the following criteria:

- Use of appropriate metalanguage to identify, analyse and compare the ways in which the language of selected persuasive texts from the Australian media is used to position readers in particular ways
- Construct a sustained, coherent and logical argument
- Review and edit written work for expressiveness, fluency and coherence

**Task**

How is written and visual language used to attempt to persuade the readers to share the point of view of the writers?

**Private study** – use a copy of The Age and read the ‘comment & debate’ article to complete the task above.

**Section C - Language Analysis (Using language to persuade)**

- understanding of the ideas and points of view presented,
- analysis of ways in which language and visual features are used to present a point of view and to persuade readers,
- controlled and effective use of language appropriate to the task.

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**I’m not Scared**

1. Ammaniti reveals a very dark perspective of mankind and what we are capable of. Do you agree?
2. How does Ammaniti use language and symbolism to create Michele’s world of innocence and imagination?
3. While ‘I’m Not Scared’ revolves around the adult world of corruption and violence, it is essentially about the child’s world of friendship and betrayal. Discuss
4. Ammaniti’s novel is about heroes and villains. Discuss ways the author presents the various characters in this book.
**Gattaca**

1. ‘Vincent’s fulfilment of his dream seems to be the triumph of individualism, but really rests on the support and cooperation of other people.’ Discuss.
2. ‘*Gattaca* presents a world destroyed by the pursuit of perfection.’ Do you agree?
3. ‘Vincent only succeeds because he has more help from others than he realises.’ Discuss.
4. ‘In *Gattaca* the film-maker presents characters who are emotionally cold.’ Discuss.

**CREATING AND PRESENTING**

- Experiment with writing in different forms, such as memoirs, letters, diary entries, imaginative stories, feature articles etc.
- Create summaries of the key ideas in the context ‘Identity and Belonging’ and record how they relate to different aspects of *The Simple Gift* or *Witness*.
- Search the internet for articles/quotes related to the context, ‘Identity and Belonging’
- Read additional texts related to the context (ask your teacher or librarian for suggestions)

**USING LANGUAGE TO PERSUADE**

- Use echo online or the daily newspaper to access opinion pieces. Complete practice note-form summaries/language analysis
- Revise persuasive techniques and practise writing in paragraphs how language is used to affect the reader.

**EAL Private Study Guide Units 3+4**

EAL students may use the English guide where relevant. Additional suggested activities are as follows.

**Reading and Responding**

- Create (or update) a mind map detailing the themes, characters, key events, and key quotes in the text you are studying
- Read carefully over teacher feedback on your previous work. Re-write according to this feedback
- Complete timed practice essays. You will have 1 hour to complete your text response essay in the exam
- Read assessors reports and advice on the VCAA website or essay writing advice on the State Library of Victoria site - ERGO

**Mabo**

1. “People like us have no choice but to be troublemakers.” What motivates Eddie Mabo’s fight for land rights?
2. ‘*Mabo* is more than just a story about one man’s fight for land rights.’ Discuss.
3. ‘*Mabo* explores the relationship between characters and the environment.’ Discuss.
4. In the film *Mabo*, Australia is depicted as a racist and divided society. Discuss.

**The Thing Around Your Neck**

1. Adichie’s stories show that isolation and loneliness are often the result of mismatched expectations.
2. Adichie’s characters confront a range of obstacles in pursuing happiness and fulfilment.

3. Relationships give us the strength to overcome hardships. Discuss.

CREATING AND PRESENTING

- Complete relevant tasks in your 12ESL Insight text book
- Create summaries of the key context ideas and how they relate to the text.
- Search the internet for articles/quotes related to the context, ‘Identity and Belonging’

Sample topics – The following topics provide you with the opportunity to draw on ideas explored in the texts in order to develop your own writing pieces.

1. The first group we belong to, the family, has more influence than any other group forming our identity
2. As we journey through life, identity and belonging must be constantly negotiated
3. The groups we reject show as much about us as the groups we choose to join
4. Our siblings know us better than anyone else
5. People without groups to belong to can be vulnerable in many ways

USING LANGUAGE TO PERSUADE

- Use echo online or the daily newspaper to access opinion pieces.
  Complete practice note-form summaries/language analysis

Literature

Year 11 & 12 – Units 1-4

1. Write about the section of the text currently being discussed in class.
2. List ideas and quotes under the following headings – Form, style, characters, context, views and values, literary features.
3. Select 10 vocabulary words – ensure that you know their meaning and then put them into sentences which relate to the text.
4. Re-read the description of the current SAC task and/or the end-of-year Exam task.
5. Write out (in your own words) your understanding of the current SAC task and/or the end-of-year Exam task.
6. Re-read the criteria of the current SAC task and/or the end-of-year Exam task.
7. Write out (in your own words) each criterion for the current SAC task and/or the end-of-year Exam task, explaining it in detail.
8. Re-read a section of the text and make notes about characters, views and values, context, literary features, language choice.
9. Revise sections of the textbook that have been studied in class, particularly in relation to literary features. Read ahead and find areas of interest that you would like to pursue in your studies.
10. Refine your creative writing by writing short pieces in a range of styles. Analyse the choices you have made regarding form, characters and literary features.

**Sciences**

**Psychology**

**Year 11**

- Complete all required learning activities
- Make a list of the major topics and make a sub-list the concepts and keywords for each
- Draw a flow chart or concept map showing how the key concepts are related
- Re-read your notes and add your own examples, or clarifying comments.
- Finish set learning activities – Share and compare your answers with a friend.
- Complete the multiple choice and short answer review questions at the end of the chapter.
- Make up acronyms and other memory devices to help memorise terms.
- Make up flash cards and test yourself on common concepts.
- Check You Tube to see if there are any videos on the topic you have been studying – Tell your teacher if you find something good.
- Check online for quizzes or questions

**Year 12**

- Finish set learning activities – Share and compare your answers with a friend.
- Complete the multiple choice and short answer review questions at the end of the chapter.
- Make up acronyms and other memory devices to help memorise terms.
- Make up flash cards and test yourself on common concepts.
- Complete the check point exercises.
- Check obook for quizzes and interesting websites.
• Complete the workbook exercises.
• Download past exam papers from the VCAA website

Physics
Year 11
• Complete practice questions from sections of each chapter.
• Complete all chapter review questions for each topic.
• Revise notes from class and summarise your notes.
• Circle or highlight problems to ask teacher, or e-mail via Compass.
• Complete past exam questions from Checkpoints.
• Complete practice problems from other texts.

Year 12
Textbook questions:
• Textbook questions review basic concepts and are usually easier than checkpoints questions
• Do a few to review ideas and equations then move on to checkpoints questions
• Revise and learn all the formulas
Checkpoints questions:
• Roughly a chapter of checkpoints questions should be completed every week
Past exam papers: (To be done during the revision weeks)
• Last year’s exam paper is in the back of checkpoints
• Complete the appropriate section under exam conditions
• Download past exam questions from
• Create your A4 sheet for the exam- revise as you do with past exams.

Year 12
Chemistry
Year 11
• Chapter review questions – complete questions and highlight any questions you find difficult. Make sure you ask your teacher later about difficult questions.
• Read the textbook - produce a summary for the current chapter that includes any relevant equations or diagrams.
• Glossary – include any new, common or confusing terms. Definitions should be in your own words.
• Produce a mind map summary for the current chapter.

Year 12
Chapter review questions – complete questions and highlight any questions you find difficult. Make sure you ask your teacher later about difficult questions.

• Summary notes - Read the textbook & produce a summary for the current chapter that includes any relevant equations or diagrams.
• Glossary – include any new, common or confusing terms. Definitions should be in your own words.
• Outcome review questions – these can be found at the end of each outcome in the textbook. These are good exam style questions.
• Checkpoints – These are good exam style questions
• Practice exam questions – these are supplied by the teacher towards the end of each topic and are invaluable exam practice.
• Past exam papers - these are available in the library filing cabinet.
**Biology**

**Year 11**
- Read the textbook – catch up on any missed information and create a summary of the topic that includes all relevant areas.
- Create a Glossary list for current chapter.
- Create a concept map for the current chapter.
- Glossary and diagrams – summarise information in a word glossary and through the use of scientific diagrams
- Quick check and chapter review questions – at the end of each chapter
- Practice exam questions and papers – these will be provided by the teacher towards the end of the unit.

**Year 12**
- Create a Glossary list for the current chapter - keep adding to this list throughout the topic
- Complete all required Quick Check and Chapter Review Questions for the current chapter
- Complete questions from checkpoint for the current chapter
- Try writing questions based on the current chapter
- Make up flash cards and quiz yourself or a classmate
- Write a summary page for the current chapter
- Make annotated diagrams for the biological processes you are studying
- Make flow charts for the processes you are studying
- Go over Quiz Questions completed in class and re-do any you answered incorrectly
- Download past Biology exams from the VCAA website and continue to practice answering short answer questions
  

**Health, PE, Outdoor Ed and Food**

**Physical Education**

**Year 11 & 12 – Units 1-4**

**Summaries:**

For each chapter complete a summary using Revision summary book. The note taking method should include headings, key vocabulary words and a summary of the chapter and a possible diagram. This is best done before you have covered the topic in class.

**Chapter Questions:**

Complete all the ‘test your understanding’ questions including the ‘strengthen your understanding’ and exam questions that are located at the end of each chapter.

**Homework Tasks:**

Complete and submit all homework tasks that have been given. See your teacher on what is still required and extension material.

**Further Study:**

Using main topics in your textbooks create mind maps, concept maps, lotus diagram or other methods to link key ideas learnt in the units of work. See your teacher for access to an alternative textbook and questions to further your knowledge.
Health and Human Development
Year 11 & 12 – Units 1-4

Chapter Questions:
Complete all chapter questions that have not been assigned in class
Complete Review questions from the textbook

Homework Tasks:
Complete and submit all homework tasks that have been given.
Wider reading: access WHOm VicHealth, Dept of Health and Ageing websites

Exam Questions:
Log onto the VCAA website and complete past questions which relate to the concepts and topics currently being studied. Once you have answered the relevant questions, compare your response to the examiners report.

Summary notes:
- Create summaries of key concepts for each dot point in the Unit Outline
- Create and add to glossary of terms
- Create summary mind maps of key terms
- Revise vocabulary lists for each main concept. Can each word be defined? Can it be used in a sentence in the correct context?
- Develop flash cards for vocabulary lists.
- Develop lotus charts for each concept.
- Develop mind maps for each concept.
- For each concept write a list of questions that would require understanding of the concept to form a response.

Further Reading:
Read the following reports/visit the following web sites

‘Australia’s Health 2008’ – particularly the sections which provide an overview of key health concepts -
Victorian Department of Health -
World Health Organisation – World Health Reports -
http://www.who.int/whr/previous/en/index.html

Outdoor and Environmental Studies
Yr 11 & 12- Units 1-4

- Complete any other assigned questions from handouts
- Complete set homework
- Summarise all learning material from class; use the current topics to structure your summaries
- Check website (mrtipp.edublogs.org) for any additional homework/updates (Units 3 & 4 only)
- Update your glossary and make sure you are using the correct terminology in your summaries. Change your summaries if needed to include the correct terminologies.
- Write additional journal entries based on our practical sessions that relate directly to chapter topics (i.e. Write an entry discussing natural and unnatural observations during your cycling experience along the Upfield Bike Path or write an entry about indigenous relationships with the environment)
- Write an article for the school, local or national newspaper outlining a recent topic that we have studied.
• Prepare a speech/presentation to give to a local Primary School outlining a recent topic that we have studied.
• Use the study guide (key knowledge and key skills) to self assess your own knowledge. Pretend they are questions and use dot points to demonstrate your knowledge of each one.
• Use the web links from mrtipp.edublogs.org to research and take notes on current topics.
• Create a quiz, with answers, on past and current topics that another student could complete.

Food Technology

Units 1-4

• Read relevant chapters
• Complete assigned questions
• Complete set homework
• Complete questions from textbook not assigned
• Create a list of questions based on the current topic being studied
• Create a glossary of terms
• Using the words from your glossary create a series of paragraphs incorporating these words

Humanities

Legal Studies

Year 11 & 12 – Units 1-4

It is very important that you develop effective study skills early on so that you don’t get overwhelmed and confused by the course work. You should organise a home study timetable to enable you to complete 2-3 hours of homework in Legal Studies each week. You need to take the initiative and responsibility for your own learning rather than relying on me to coerce you to action.

1. Complete specific reading, writing, concept mapping or other tasks set by me.

2. Review class work regularly to imbed key content into your long-term memory. Do this by completing unfinished class work, re-reading and organising course notes and reference materials, jotting down questions or points you would like help with. Remember, given the time and the burden of course work it is not always possible to re-teach sections of the course. Therefore it is in your own interest, if you feel you haven’t understood a topic, to seek clarification at the earliest opportunity.

3. Develop and maintain a glossary of legal terms arranged under area of study headings. Unfortunately the course contains a lot of specialist vocabulary and it is important that you use these words accurately and confidently.

4. Keep abreast of current legal issues – Year 12 students should refer specifically to the “Year 12 Media” folder available from the librarian’s desk – and watch news programs regularly. Top students distinguish themselves by their ability to draw on the real world understanding of the course work. Note daily papers have a special VCE supplement once a week. Start a scrap book –
cut out, paste and annotate articles relevant to the course. Articles to look out for are:-

- proposed changes to the law – reasons for change, roles played by individuals, groups or law reform bodies in promoting or resisting change
- reports of parliamentary proceedings and debates on new legislation
- reports of High Court decisions – this is the highest court of appeal and its decisions are very significant
- reports of criminal/civil cases – note the issues, the parties involved, legal personnel and procedures (bail applications and conditions, committal proceedings, coronial inquiries, Judge’s sentencing remarks etc.)
- legal commentary – articles which discuss weaknesses/problems of the legal system

5. Prepare summaries of the dot points listed in the study design at the conclusion of a topic (all exam questions are based on these points) – you definitely don’t want to be doing this during swot-vac!

6. Practice writing answers to past exam questions. You will find examples of these in your text and handouts I give you. Examiners Reports consistently emphasise the importance of this. There is a certain predictability to the types of questions asked – you don’t want surprises in the exam room! I’m happy to give feedback on any drafts. Read Examiner’s Reports on the VCAA website. These outline the strengths and weaknesses of responses in a particular year, give a break down of marks, identify key points that should be included in answers and give samples of exemplary answers.

7. Consult the range of Study Guides available in the library. These contain simple, readable summaries of the course content and sample, annotated answers to exam questions. You can learn a lot from studying these models.

History

Year 11 & 12

1. Complete homework tasks as set.

2. Re-read appropriate chapter/s of textbook and annotate with definitions, explanations, and questions to ask next lesson.

3. Year 12 students should undertake practice exam/SAC tasks (accessed from VCAA website or Compass).

Geography

Year 12

1. To complete a successful course in Geography you need to think of the regional and global issues on regular basis. You will greatly benefit from reading the newspaper and paying attention to the current social, historical, economic, environmental and political issues in Australian and around the world.

2. Have an atlas or map handy. Make it a regular habit to look up the places you read or hear about.

3. We are lucky to have a very good textbook for Unit 3&4. It is important to read each chapter we are working with at least twice, annotate and summarise the key information. Complete the end of chapter activities.

4. Revise the previous lesson material every time before the next class and complete all set homework.

5. Pay special attention to using spatial concepts in your answers. It is evident from the previous exam analysis that maximum marks go to only well detailed answers that use the spatial concepts language.
6. Complete practice exams questions – available at the VCAA website. When you work with the past exams, you can e-mail me the work for feedback. (Or give them to me on a paper.)

**Politics**

**Year 11 & 12**

1. It is essential that you remain up-to-date with national and international political issues and events. Year 12 students should specifically think about the Asia-Pacific region and the power plays which are and pressures which are current in the region.

Keep an eye on the newspapers and collect any print or electronic articles which you think are relevant.

2. Complete the chapter summary questions at the end of each chapter.
3. Update your glossary. Remember the more detailed the better – and examiners love examples!

4. Complete practice essays, writing to time (about 40-50 minutes per essay); with or without research and notes. Practice essay planning also: contention, main arguments/themes and relevant examples.

5. Complete practice exams available on the student portal and through the VCAA website (for Year 12 students). Practice writing to time; with or without research and notes.

**Accounting**

**Year 11 & 12**

1. Complete chapter summary questions and practical questions at the end of each chapter.

2. Complete your workbook and all worksheets.

3. Complete past exam questions.

**Year 11 Business Management**

1. Complete tables & questions at the end of each sub-chapter. For example, Chapter 2.1, 2.2, 2.3 etc (as directed on your Due Dates Handout).

2. Complete Chapter Review Questions at the end of the whole chapter. For example Chapter 1 pgs 31-32, Questions 1-9)

4. Revision Work for a SAC: Complete revision sheet & sample SACs when distributed before a SAC and STUDY.

5. SAC 2 Business Plan: Complete drafts of each section as directed. Then edit drafts for final submission as directed on your Due Dates Handout during the end of March & April.

6. Read newspapers & watch the news and current affairs to keep up-to-date with issues in business or the economy.
**Year 12 Business Management**

1. Complete Tables & Questions (as directed on your Table Handout & Due Dates Handout)

2. Read the Booklet and annotate each Area of Study as we are studying each topic

3. Complete Practice SACs in the Booklet as part of revision for each SAC

4. Complete VCAA Exam questions in the Booklet as part of revision for each SAC

5. Read newspapers & watch the news and current affairs to keep up-to-date with issues in business or the economy.

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**Information Technology Units 1-4**

**Standard Work**

1. Read the current chapter. Take notes of key points and then answer the questions at the end of the chapter. Reading the chapter *before* answering questions develops a far better understanding of the topic. If you jump straight to the questions all you really know is the answer to those questions rather than knowing a topic.

2. Practice your IT skills. Complete the tutorials in our class folder.

3. Create revision cards to learn key terms, definitions and concepts. Use them.

4. Year 12 students practice questions from Checkpoints. Get your short answer questions checked by your teacher so you know if your answers are exam quality.

5. Update your oneNote notes for each key knowledge point. Use your textbook, [www.vceit.com](http://www.vceit.com) and any resources we have in the dropbox.

**Getting an edge**

1. Read the next chapter before we start it. This will help develop a framework for you and ensure better understanding in the lesson.

2. Pick a topic you learnt earlier this year and review it. Read over your class and chapter summary notes. Then practice actively recalling it in some fashion. This could be trying questions, getting a classmate to quiz you or just simply writing or typing up as much as you can remember about the key points.

3. Find a cool way to memorise some of the theory. Mnemonics are useful and can be worded or visual. Worded ones are often short phrases or songs. Like Never Eat Soggy Weetbix is used to remember the compass points of North, East, South and West.

4. Check out IT in the news. What are the latest developments? Visit:
   - [http://www.wired.com/](http://www.wired.com/)