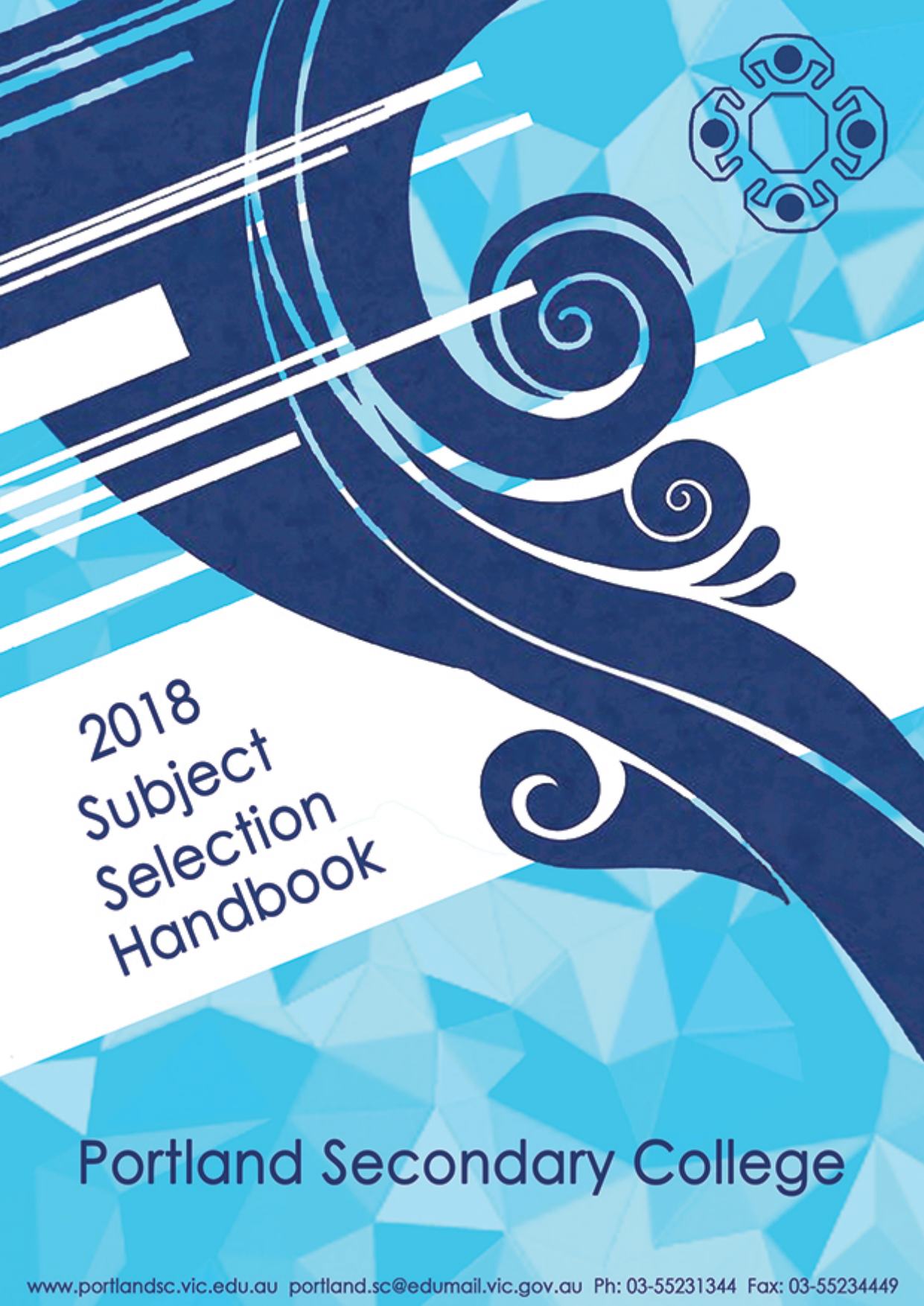


2018 Subject Selection Handbook

Portland Secondary College

www.portlandsc.vic.edu.au portland.sc@edumail.vic.gov.au Ph: 03-55231344 Fax: 03-55234449

PLEASE DO NOT PRINT THIS DOCUMENT

AS PER PSC'S ENVIRONMENTAL AND SUSTAINABILITY POLICY WE ARE TRYING TO SAVE PAPER SO PLEASE DO NOT PRINT.

PLEASE COPY THE DOCUMENT ON TO YOUR LAPTOP/DEVICE, AND READ THE DOCUMENT ON THE SCREEN FOR OFFLINE VIEWING.

IF YOU PRINT THIS USING SCHOOL PRINTERS AND PAPER YOU WILL BE BILLED $10.00.

PSC SUBJECT SELECTION

HANDBOOK

2018

For students in Years 7 – 12 in 2018

MISSION STATEMENT:

To develop creative, articulate, respectful and resourceful young people able to contribute positively to the global community.

Contents

ADMINISTRATION

PRINCIPAL	Mrs Toni Burgoyne
ASSISTANT PRINCIPAL	Ms Jo Kindred
ASSISTANT PRINCIPAL	Ms Brandi Galpin
YEAR 12 LEVEL LEADER	Ms Mara Satins
YEAR 11 LEVEL LEADER	Mr Ben Langdon
YEAR 10 LEVEL LEADER	Mr Michael Ciechowicz
YEAR 9 LEVEL LEADER	Ms Mallory Fleming
YEAR 8 LEVEL LEADER	Ms Chris Dixon
YEAR 7 LEVEL LEADER	Ms Kirsten Mitchell
CAREERS & INDIVIDUAL PATHWAYS COUNSELLOR	Ms Suzanne Patterson

All of the people listed above are directly related to the operation of their year level and may be contacted if you wish to discuss any aspect of your child's future studies.

CURRICULUM ACTION TEAM LEADERS

These people have responsibility for the delivery of the curriculum in Key Learning Areas at all levels of the school.

VISUAL ARTS	Ms Sue Taylor
TECHNOLOGY	Mr John Taylor
ENGLISH	Ms Jill Perkins
SCIENCE	Mr Dale Radcliffe
LANGUAGES EDUCATION	Mr Simon Jones
MATHEMATICS	Mr Dale England
PERFORMING ARTS	Ms Claire Walsh
STUDIES OF SOCIETY & ENVIRONMENT	Mr Andrew Harris/ Mr David Callaghan
HEALTH & PHYSICAL EDUCATION	Mr Craig Keenan

(Positions held by staff were correct at the time of publishing)

YEAR 7 – 10 CURRICULUM OVERVIEW

The courses that have been developed and offered to students have been based on the following beliefs and understandings:

- current educational research on teaching and learning 'best practice'
- the local context within the Portland community
- a recognition that not all students learn at the same rate or the same way
- preparing students to be independent, lifelong learners.
- Adoption of the Victorian Curriculum Guidelines.

After much research undertaken both within and external of the College, we have developed a system whereby many classes are undertaken in class pairs. Instead of the traditional one-teacher, one-class model, two teachers will work closely with two classes. At times this will be done in flexible classroom settings, while at other times classes will operate in a more traditional setting.
This will enable teachers to develop units of work that more readily cater for different learning styles and ability levels. This pairing of classes (where possible) will be occurring in Maths and English classes in Years 7-9, Physical Education in Years 7-9 and Performing Arts in Year 8.

New timetable arrangements will allow an aligning of some subjects from Year 12 to Year 7 vertically. This will mean that we will have the capacity to have students undertaking classes in the Year level above and below them without compromising their learning across the whole year level. This will be utilised extensively in Year 10 where students will be given a large variety of VCE subjects that they can undertake while still in Year 10. There will also be the capacity in other Year levels to do the same thing. For example, a Year 8 English student who has demonstrated a high capacity will be able to undertake Year 9 English while still completing all other subjects in Year 8. Conversely another Year 8 student who has not reached the relevant standards in Maths may be asked to complete more Year 7 Maths while still in Year 8 in all other subjects.

In 2018 students and their parents will be given greater ownership of their education both within the classroom and in regards to the classes undertaken.

YEAR 7 AND YEAR 8 CURRICULUM

In Years 7 and 8 a set core curriculum enables all students to undertake all subjects over the course of each year. Some subjects are undertaken over the entire year while others are undertaken for one semester (two terms) only. In many subjects the students will be working with another class to enable greater choice and flexibility in their learning. In the following pages the major skills and content for each subject are outlined as are some of the teaching and learning strategies to be used.

Year 7	**Year 8**
*English 10	*English 8
Social and Emotional Learning 4	*Maths 8
*Maths 10	Science 10 (one semester only)
Science 10 (one semester only)	Visual Arts 10 (one semester only)
Humanities 10 (one semester only)	Humanities 10 (one semester only)
*Health & Physical Education 6	*Health/Physical Education/SEL 9
Indonesian/Intercultural Understanding 6	Indonesian/intercultural Understanding 5
Drama 4 (one semester only)	*Performing Arts 10 (one semester only) Music/Drama
Art 10 (one semester only)	Technology 10 (Tech. Food & Textiles) (one semester only)
Technology studies 10 (Metals/Wood, one semester only)	Digital Technologies/$20 boss (One term only)
Music 4 (one semester only)	

- Subjects with an * may be taught in pairs.
- Where possible teachers will be asked to teach the same class for more than one subject to reduce the amount of teachers each student deals with. This is emphasised predominantly in Year 7 to assist in the transition process.
- Please note that the amount of periods that each subject is undertaken is per fortnight. Eg. English 10 indicates English is undertaken for 10 periods per fortnight.
- The curriculum breakdown was correct at the time of publication but some other changes may occur before the beginning of 2018.

GUIDE TO YEAR 7 SUBJECTS

DRAMA

Subject	The Arts: Drama – Performing Arts
Code	DR07
Year Level	7
Duration	Semester
Overview	Students in Year 7 Drama will begin working on a two year program which incorporates the four strands of the Victorian Curriculum – exploring and expressing, presenting and performing, responding and interpreting and drama practices. In this subject, students make and respond to drama independently, and with others. They develop their ability to use voice and movement in the creation of character and incorporate features such as language and dramatic symbol to create mood in their performances. They devise drama for audiences drawing on a range of cultures, times and locations and use specific drama terminology in their written and oral reflections and when providing feedback to others.
Achievement Standard	At year 7, students are working towards Level 8 of the Victorian Curriculum achievement standards. In Drama, students devise, interpret and perform drama. They manipulate the elements of drama to communicate meaning and apply different performance styles and conventions. They use performance skills, stagecraft and design elements to shape and focus relationships with an audience. Students identify and analyse how the elements of drama are used, combined and manipulated in different styles, and apply this knowledge in drama they make and perform.
Victorian Curriculum Standards	**Explore and Express** • Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes (VCADRE033) • Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions (VCADRE034) **Drama Practices** • Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning (VCADRD035) • Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions (VCADRD036) **Present and Perform** • Perform devised and scripted drama using a range of performance styles, maintaining commitment to role and applying stagecraft (VCADRP037) **Respond and Interpret** • Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning (VCADRR038) • Identify and connect specific features and purposes of drama from contemporary and past times to explore viewpoints and enrich their drama making (VCADRR039) **Critical and Creative Thinking Meta-Cognition** • Consider a range of strategies to represent ideas and explain and justify thinking processes to others.
Cost	**$27**

ENGLISH

Subject	English: English - Core
Code	EN07
Year Level	7
Duration	Year

Overview

At Level 7, English is aimed at improving students' communication skills in written and verbal format. They are asked to work with new material and to link ideas to themselves and their communities. Students primarily focus on text study; literary text, media text and visual texts. The aim of this is for students to learn to comprehend, interpret and respond to texts and the ideas presented in them. They will also continue to work on their literacy skills and learn new writing styles.

Achievement Standard

Literary texts studied at Year 7 aim to support and extend students as independent readers. These are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Students may expect to work on autobiographical, persuasive, creative and analytical writing to help support their literacy growth. In addition, students should also expect to complete a reading period each fortnight in the Library, in which time reading different genres, text types and styles is encouraged. Students will have Literacy tasks to complete as homework to help build language skills, including spelling, grammar rules and comprehension.

Victorian Curriculum Standards

Reading and Viewing / Language

Language for interaction

- Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (VCELA368)

Text structure and organisation

- Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (VCELA369)

Expressing and developing ideas

- Analyse how point of view is generated in visual texts by means of choices, including gaze, angle and social distance (VCELA370)
- Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalization in building specialised knowledge through language (VCELA371)

Reading and Viewing / Literature

Responding to literature

- Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (VCELT372)
- Discuss aspects of texts, including their aesthetic and social value, using relevant and appropriate metalanguage (VCELT373)

Examining literature

- Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (VCELT374)
- Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry (VCELT375)

Ethical Capability

- Explore the contested meaning of concepts including freedom, justice, and right and responsibilities, and the extent they are and should be valued by different individuals and groups (VCECU014)

Reading and Viewing / Literacy

Texts in context

- Analyse and explain the effect of technological innovations on texts, particularly media texts (VCELY376)

Interpreting, analysing, evaluating

- Use prior knowledge and text processing strategies to interpret a range of types of texts (VCELY377)
- Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (VCELY378)
- Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (VCELY379)

Writing / Language

Text structure and organisation

- Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (VCELA380)
- Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (VCELA381)

Expressing and developing ideas

- Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (VCELA382)
- Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (VCELA383)

Phonics and word knowledge

- Understand how to use spelling rules and word origins to learn new words and how to spell them (VCELA384)

Writing / Literature

Creating literature

- Experiment with text structures and language features and their effects in creating literary texts (VCELT385)
- Create literary texts that adapt stylistic features encountered in other texts (VCELT386)

Writing / Literacy

Creating texts

- Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas to a specific audience (VCELY387)
- Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (VCELY388)
- Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (VCELY389)
- Use a range of software, including word processing programs, to create, edit and publish written and multimodal texts (VCELY390)

Speaking and Listening / Language

Language variation and change

- Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (VCELA391)

Language for interaction

- Understand how accents, styles of speech and idioms express and create personal and social identities (VCELA392)

Speaking and Listening / Literature

Literature and context

- Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (VCELT393)

Responding to literature

- Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (VCELT394)

Ethical Capability

- Discuss the role of context and experience in ethical decision making and actions (VCECD018)

Speaking and Listening / Literacy

Interacting with others

- Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, using interaction skills when sharing interpretations or presenting ideas and information (VCELY395)
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing, using body language, voice qualities and other elements to add interest and meaning (VCELY396)

Ethical Capability

- Investigate criteria for determining the relative importance of matters of ethical concern (VCECU016)

Cost **$41.50**

HUMANITIES

Subject	Humanities: Core
Code	HU07
Year Level	7
Duration	1 Semester

Overview

What made the world, where we are in the world, how the past has shaped humanity. Humanities provides students with the skills and knowledge for a greater appreciation of the past, present, looking at the wider world.
History: Digging up the past in Pompeii, rise and fall of Rome, Gladiators, togas, Emperors, and Julius Caesar.
Economics: From the dollar in your pocket to the entrepreneur, explore what makes a successful business, your rights as a consumer, markets and Government.
Geography: Thirst for knowledge –Water; the source of life, cycles, natural disasters, how our culture and others address scarcity.

Achievement Standard

History: By the end of Level 8, students identify and explain patterns of change and continuity over time. They analyse the causes and effects of events and developments. They identify the motives and actions of people at the time. Students evaluate the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They evaluate different interpretations of the past.

Geography: By the end of Level 8, students explain processes that influence the characteristics of places. They identify, analyse and explain interconnections and spatial characteristics and identity and explain their implications. They compare strategies for a geographical challenge, taking into account a range of factors and predict the likely outcomes.

Economics: By the end of Level 8, students describe the interdependence of consumers and producers in the market and explain how markets operate to set prices and why governments may influence the market's operation. They explain the rights and responsibilities of consumers and businesses when making economics and business decisions. Students discuss how work contributes to societal wellbeing and describe the influences on the work environment. Students discuss how work contributes to societal wellbeing and describe the influences on the work environment.

Victorian Curriculum Standards

History

Ancient world and early civilisations 60,000BC – 650AD

- Causes and effects of contacts and conflicts with other societies and/or peoples, resulting in developments such as expansion of trade, colonisation and war, and spread of beliefs. (VCHHK112)
- The role and achievements of a significant individual in an ancient society. (VCHH113)
- The different methods and sources used by historians and archaeologists to investigate history and/or a historical mystery. (VCHHK114)

Aboriginal and Torres Strait islander peoples and cultures

- Classification of environmental resources and the forms that water takes as a resource (VCGGK105)
- Ways that flows of water connect places as they move through the environment and the ways this effects places. (VCGGK106)

Geography

Water in the world

- Nature of water scarcity and the role of humans in creating and overcoming it, including studies drawn from Australia and West Asia (VCGGK108)
- The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of place. (ACGGK109)

Place and liveability

- Factors that influence the decisions people make about where we live and their perceptions of the liveability of places (VCGGK111)

Economics

Resource Allocation and Making Choices

- Examine the ways consumers and producers respond to and influence each other in the market, particularly through price mechanism. (VCEBR011)

Consumer and Financial Literacy

- Investigate the rights and responsibilities of consumers and businesses in terms of financial and economic decision making. (VCEBC013)

Ethical Capability

- Investigate criteria for determining the relative importance of matters of ethical concern (VCECU016)
- Explore the extent of ethical obligation and the implications for thinking about consequences and duties in decision – making and action. (VCECD017)

Cost **$29**

INDONESIAN

Subject	Languages Other Than English: Indonesian Language
Code	IN07
Year Level	7
Duration	Year

Overview

Bahasa Indonesia is the national language of the Republic of Indonesia, Australia's closest neighbour. It is very closely related to Bahasa Malaysia, the national language of Malaysia. These two languages are spoken by more than 250 million people in Indonesia, Malaysia, Singapore, Brunei and Southern Thailand. Australia is becoming increasingly involved – culturally, politically and economically – in the South-East Asian region. Indonesian language skills can open doors to a wide range of employment opportunities in the areas of government administration, education, business, tourism, travel, translating and interpreting, the military, medicine, law, engineering and journalism.

Achievement Standard

By the end of Level 7, students share factual information and opinions about their personal worlds. They interact with others orally and in writing, asking and responding to questions using question words, and expressing preferences using simple Indonesian sentences. They mostly use correct pronunciation of individual and combined sounds, and use formulaic expressions to sustain interactions. Students describe qualities of appearance, colour, character and condition, and identify quantities using numbers. They respond to and create texts to describe real and imagined events and characters. They form sentences with subject-verb-object construction, typically using simple base words. They refer to others using pronouns, and use these in possessive form. They refer to events in time and place using prepositions.

Victorian Curriculum Standards

Communicating.

- Interact in class routines and exchanges by asking and responding to questions, following instructions, and seeking help and permission. (VCIDC088)
- Translate and interpret texts such as descriptions, emails, signs and notices, from Indonesian to English and vice versa, using contextual cues and textual features, and noticing non-equivalence of meaning. (VCIDC092)
- Identify gist and locate factual information (such as details about people and events) from a range of spoken and written texts, and use the information in new ways. (VCIDC089)
- Create bilingual texts such as signs, posters, games and descriptions for the classroom and the school community. (VCIDC094)

Understanding.

- Develop understanding of pronunciation related to single and combined sounds and the use of intonation in statements and questions, noticing Indonesian spelling and pronunciation conventions. (VCIDU097)
- Recognise that Indonesian has formal and informal forms and that their style and use depend on the context, purpose and audience. (VCIDU066)
- Understand the role of language and culture in shaping and conveying cultural identity, including the multiple languages and cultures both in Indonesia and in Australia. (VCIDU119)

Intercultural Understanding – Cultural practices

- Analyse the dynamic nature of own and others cultural practices in a range of contexts (VCICCB013)

Et**hical Understanding – Understanding concepts**

- Investigate why ethical principle may differ between people and groups, considering the influence of cultural norms, religion, world views and philosophical thought (VCECU015)

Cost **$36.50**

MATHS

Subject	Maths: Maths - Core
Code	MA07
Year Level	7
Duration	Year

Overview

Students will develop their fluency, problem solving and reasoning skills through a range of different topics outlined in the Vic Curriculum. Skills developed in this subject will include independent learning, time management, homework completion, number skills and applying concepts to real life scenarios.

Achievement Standard

In Level 7, students work with powers of whole numbers, use index notation, represent numbers as products of powers of prime numbers, and investigate square roots of perfect squares. They use number properties to assist with calculation and order, and to add and subtract integers. Students find equivalent fractions, represent positive and negative fractions and mixed numbers on a number line and add, subtract, multiply and divide fractions and decimals with and without the use of technology. They express one quantity as a fraction of another, round to a specified number of decimal places, and convert between fractions, decimals and percentages. They find percentages of quantities and one quantity as a percentage of another. They solve simple ratio problems and calculate best buys with and without the use of technology.

Victorian Curriculum Standards

Number and Algebra

Real numbers

- Compare, order, add and subtract integers (VCMNA241)
- Compare fractions using equivalence. Locate and represent positive and negative fractions and mixed numbers on a number line (VCMNA242)
- Solve problems involving addition and subtraction of fractions, including those with unrelated denominators (VCMNA243)
- Multiply and divide fractions and decimals using efficient written strategies and digital technologies (VCMNA244)
- Express one quantity as a fraction of another, with and without the use of digital technologies (VCMNA245)
- Round decimals to a specified number of decimal places (VCMNA246)
- Connect fractions, decimals and percentages and carry out simple conversions (VCMNA247)
- Find percentages of quantities and express one quantity as a percentage of another, with and without digital technologies. (VCMNA248)
- Recognize and solve problems involving simple ratios (VCMNA249)
- Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies and make estimates for these computations (VCMNA273)

Patterns and algebra

- Introduce the concept of variables as a way of representing numbers using letters (VCMNA251)
- Create algebraic expressions and evaluate them by substituting a given value for each variable (VCMNA252)
- Extend and apply the laws and properties of arithmetic to algebraic terms and expressions. (VCMNA253)
- Design and implement mathematical algorithms using a simple general purpose programming language (VCMNA254)

Linear and non-linear relationships

- Investigate, interpret and analyse graphs from real life data, including consideration of domain and range. (VCMNA257)

Statistics and Probability

- Identify and investigate issues involving numerical data collected from primary and secondary sources (VCMSP268)
- Construct and compare a range of data displays including stem-and-leaf plots and dot plots (VCMSP269)
- Calculate mean, median, mode and range for sets of data. Interpret these statistics in the context of data (VCMSP270)
- Describe and interpret data displays using median, mean and range (VCMSP271)

Measurement and Geometry

Geometric reasoning

- Classify triangles according to their side and angle properties and describe quadrilaterals (VCMMG262)
- Demonstrate that the angle sum of a triangle is 180° and use this to find the angle sum of a quadrilateral. (VCMMG263)
- Identify corresponding, alternate and co-interior angles when two straight lines are crossed by a transversal (VCMMG264)
- Investigate conditions for two lines to be parallel and solve simple numerical problems using reasoning (VCMMG265)

Units of measurement

- Establish the formulas for areas of rectangles, triangles and parallelograms and use these in problem solving (VCMMG258)
- Calculate volumes of rectangular prisms (VCMMG259)

Linear and non-linear relationships

- Given coordinates, plot points on the Cartesian plane, and find coordinates for a given point (VCMNA255)
- Solve simple linear equations (VCMNA256)
- Investigate, interpret and analyse graphs from real life data, including consideration of domain and range (VCMNA257)

Shape

- Shape Draw different views of prisms and solids formed from combinations of prisms (VCMMG260)

Location and transformation Describe translations, reflections in an axis, and rotations of multiples of 90° on the Cartesian plane using coordinates. Identify line and rotational symmetries (VCMMG261)

Cost $27.00

MUSIC

Subject	The Arts: Music – Performing Arts, Music
Code	MU07
Year Level	7
Duration	Semester
Overview	In Year 7 music students will use a variety of instruments, voice and technology to explore music making. They will listen to and perform a range of music both past and present. Students will discuss musical examples to look for ideas and inspiration in their own compositions and performance.
Achievement Standard	By the end of Level 8, students manipulate the elements of music and stylistic conventions to improvise, compose and perform music. They use evidence from listening and analysis to interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use music terminology and symbols to recognise, describe and notate selected features of music. Students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They evaluate musical choices they and others have made to communicate ideas and intentions as performers and composers of music from different cultures, times and locations.
Victorian Curriculum Standards	**Explore and Express** • Experiment with elements of music, voice, instruments and technologies to find ways to create and manipulate effects (VCAMVE033) • Develop music ideas through improvisation, composition and performance, combining and manipulating the elements of music (VCAMVE034) **Music Practices** • Create, practise and rehearse music to develop listening, compositional and technical and expressive performance skills to enhance their performance as a group. • Structure compositions by combining and manipulating the elements of music and using tonation (VCAMUM035) **Present and Perform** • Rehearse and perform to audiences, a range of music they have learnt or composed, using techniques and expressions appropriate to style (VCAMUP036) **Respond and Interpret.** • Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music (VCAMUR037) • Identify and connect specific features and purposes of music from contemporary and past times to explore ideas for their own music making (VCAMUR039) **Critical and Creative Thinking** • Consider a range of strategies to represent ideas and explain and justify thinking processes to others. (VCCCTM040)
Cost	**$30.00**

SOCIAL AND EMOTIONAL LEARNING

Subject	Social and Emotional Learning
Code	SE07
Year Level	7
Duration	Year
Overview	Social and Emotional Learning challenges students to investigate the impact of transition and change on identities whilst developing respectful relationships with families, peers and community members. A range of activities assist students to investigate and select strategies to promote health, safety and wellbeing. Students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the benefits of relationships on wellbeing and respecting diversity. They analyse factors that influence emotional responses. They gather and analyse health information. They investigate strategies that enhance their own and others' health, safety and wellbeing.
Achievement Standard	Students explain personal and social skills required to establish and maintain respectful relationships. They justify actions that promote their own and others' health, safety and wellbeing at home, at school and in the community.
Victorian Curriculum Standards	**Personal, Social and Community Health** **Being health, safe and active** • Investigate the impact of transition and change on identities (VCHPEP123) • Evaluate strategies to manage personal, physical and social changes that occur as they grow older (VCHPEP124) • Examine barriers to seeking support and evaluate strategies to overcome these (VCHPEP125) • Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126) **Communicating and interacting for health and wellbeing** • Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (VCHPEP127) • Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128) • Develop skills to evaluate health information and express health concerns (VCHPEP129) **Contributing to healthy and active communities** • Plan and use health strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130) • Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (VCHPEP131) • Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity (VCHPEP132) **Ethical Capability – Understanding Concepts** • Explore the contested meaning of concepts including freedom, justice, and rights and responsibilities, and the extent they are and should be values by different individuals and groups. (VCECU014) **Intercultural Capability – Cultural practices** • Analyse the dynamic nature of own and others cultural practices in a range of contexts. (VCICCB013) • Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations. (VCICCB014)
Cost	**$8.50**

PHYSICAL EDUCATION

Subject	Health & Physical Education: Movement & Physical Activity
Code	PE07
Year Level	7
Duration	Year
Overview	Practical PE at Year 7 is aimed at taking the next step of improving fitness and skill levels. Students are challenged with Swimming, Athletics, Fitness Testing, Ball Handling Skills and a Sport Education in Physical Education Program, or SEPEP, Soccer Tournament. Being organised and prepared to be physically active on a regular basis is the key message to improve and maintain healthy lifestyles. Students investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.
Achievement Standard	Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity. They justify actions that promote their own and others' health, safety and wellbeing at home, at school and in the community. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.
Victorian Curriculum Standards	**Movement & Physical Activity** **Moving the body** • Use feedback to improve body control and coordination when performing specialised movement skills (VCHPEM133) • Compose and perform movement sequences for specific purposes in a variety of contexts (VCHPEM134) • Practise and apply personal and social skills when undertaking a range of roles in physical activities (VCHPEM135) **Understanding movement** • Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans (VCHPEM136) • Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance (VCHPEM137) • Participate in and investigate the cultural and historical significance of a range of physical activities (VCHPEM138) **Learning through movement** • Practise, apply and transfer movement concepts and strategies (VCHPEPM139) • Evaluate and justify reasons for decisions and choices of action when solving movement challenges (VCHPEM140) • Modify rules and scoring systems to allow for fair play, safety and inclusive participation (VCHPEM141)
Cost	**$18.00**

SCIENCE

Subject	Science: Science - General
Code	SC07
Year Level	7
Duration	Semester

Overview

The subject's focus is on explaining phenomena involving science and its applications. Students explain the role of classification in ordering and organising information about living and non-living things. They explain changes in an object's motion by considering the interaction between multiple forces. Students make accurate measurements and control variables in experiments to analyse relationships between system components and explore and explain these relationships using appropriate representations. They make predictions and propose explanations, drawing on evidence to support their views.

Achievement Standard

By the end of Year 7, students explain how evidence has led to an improved understanding of a scientific idea. They discuss how science knowledge can be applied to generate solutions to contemporary problems and explain how these solutions may impact on society. They describe and apply techniques to separate pure substances from mixtures. They identify and classify living things. They explain how living organisms can be classified into major taxonomic groups based on observable similarities and differences. They distinguish between different types of simple machines and predict, represent and analyse the effects of unbalanced forces, including Earth's gravity, on motion. Students identify and construct questions and problems that they can investigate scientifically and make predictions based on scientific knowledge. They plan experiments, identifying variables to be changed, measured and controlled. They use appropriate scientific language, representations and simple word equations to communicate science ideas, methods and findings

Victorian Curriculum Standards

Science Understanding

Biological sciences

- There are differences within and between groups of organisms; classification helps organise this diversity (VCSSU091)

Chemical sciences

- Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques (VCSSU095)

Physical sciences

- Energy appears in different forms including movement (kinetic energy), heat, light, chemical energy and potential energy; devices can change energy from one form to another (VCSSU104)

Science Inquiry Skills

Questioning and predicting

- Identify questions, problems and claims that can be investigated scientifically and make predictions based on scientific knowledge (VCSIS107)

Planning and conducting

- Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (VCSIS108)
- In fair tests, measure and control variables, and select equipment to collect data with accuracy appropriate to the task (VCSIS109)

Recording and processing

- Construct and use a range of representations including graphs, keys and models to record and summarise data from students' own investigations and secondary sources, and to represent and analyse patterns and relationships (VCSIS110)

Analysing and evaluating

- Use scientific knowledge and findings from investigations to identify relationships, evaluate claims and draw conclusions (VCSIS111)
- Reflect on the method used to investigate a question or solve a problem, including evaluating the quality of the data collected, and identify improvements to the method (VCSIS112)

Communicating

- Communicate ideas, findings and solutions to problems including identifying impacts and limitations of conclusions and using appropriate scientific language and representations (VCSIS113)

Cost **$35.30**

TECHNOLOGY

Subject	Technology Studies
Code	TS07
Year Level	7
Duration	Semester
Overview	Students work with a variety of materials and processes to design, plan and produce products based on structured design briefs. Students fold and manipulate acrylic (plastic) sheets to produce a desk tidy. Students work with timber and associated tools to produce a line winder and a bookend unit. Students work with simple electronics to produce a game. By the end of Level 8 students explain factors that influence the design of solutions to meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society. Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts.
Achievement Standard	Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.
Victorian Curriculum Standards	**Technologies and Society** • Examine and prioritise competing factors including social, ethical, economic and sustainability considerations in the development of technologies and designed solutions to meet community needs for preferred futures (VCDSTS043) • Investigate the ways in which designed solutions evolve locally, nationally, regionally and globally through the creativity, innovation and enterprise of individuals and groups (VCDSTS044) **Technologies Contexts** • Analyse how motion, force and energy are used to manipulate and control electromechanical systems when creating simple, engineered solutions (VCDSTC045) • Analyse ways to create designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment (VCDSTC048) **Creating Designed Solutions** • Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas (VCDSCD049) • Generate, develop and test design ideas, plans and processes using appropriate technical terms and technologies including graphical representation techniques (VCDSCD050) • Effectively and safely use a broad range of materials, components, tools, equipment and techniques to produce designed solutions (VCDSCD051) • Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability (VCDSCD052) • Use project management processes to coordinate production of designed solutions (VCDSCD053) •
Cost	**$60**

VISUAL ARTS

Subject	The Arts: Visual Arts – Visual Art
Code	AT07
Year Level	7
Duration	Semester
Overview	This subject sees students use a Visual Diary to explore different artists, themes, concepts, materials and techniques. They refine their skill levels in different mediums and use their exploration to inform the creation of artworks. These may include: - Water colour painting - Ceramic hand-building techniques - Lino Printing - Plaster mask construction - Pattern based drawing Artist Profiles
Achievement Standard	Working towards Level 8, students identify, analyse and evaluate how other artists use materials, techniques, technologies, processes and visual conventions to express ideas and convey meaning. Students plan and make their art works in response to exploration of techniques, technologies and processes used in the work of other artists. They demonstrate the use of materials, techniques, processes, visual conventions and technologies to express ideas and convey meaning in their artworks. Students identify and describe artworks and exhibitions from different cultures, times and places and how ideas are interpreted by audiences.
Victorian Curriculum Standards	**Explore and Express Ideas** • Explore visual arts practices as inspiration to explore and develop themes, concepts or ideas in artworks (VCAVAE033) • Explore how artists use materials, techniques, technologies and processes to realise their intentions in art works (VCAVAE034) **Visual Arts Practices** • Experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks (VCAVAV05) • Develop skills in planning and designing art works and documenting artistic practice (VCAVAV036) **Present and Perform** • Create and display artworks, describing how ideas are expressed to an audience (VCAVA037) **Respond and Interpret** • Analyse how ideas and viewpoints are expressed in art works and how they are viewed by audiences (VCAVAR038)
Cost	**$40.00**

GUIDE TO YEAR 8 SUBJECTS

DIGITAL TECHNOLOGIES

Subject	Digital Technologies
Code	DT08
Year Level	8
Duration	Term
Overview	Digital devices are all around us, yet we know very little about how they work and how to make them work. Devices including your alarm clock, the microwave you heat your lunch up in, smart phones which we rely on to connected us to the world, have all been programmed to follow a sequence of steps to make them work. In this subject, students will understand how digital technologies shape our rapidly changing economy in their current and future world.
Achievement Standard	By the end of Level 8, students distinguish between different types of networks and their suitability in meeting defined purposes. Students explain how text, image and sound data can be represented and secured in digital systems and presented using digital systems. They analyse and evaluate data from a range of sources to model solutions and create information. They manage the collaborative creation of interactive ideas, information and projects and use appropriate codes of conduct when communicating online. Students define and decompose problems in terms of functional requirements and constraints. They design user experiences and algorithms incorporating branching and iterations, and develop, test, and modify digital solutions. Students evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability.
Victorian Curriculum Standards	**Digital Systems** • Investigate how data are transmitted and secured in wired, wireless and mobile networks (VCDTDS035) **Data and Information** • Investigate how digital systems represent text, image and sound data in binary (VCDTDI036) • Acquire data from a range of sources and evaluate their authenticity, accuracy and timeliness (VCDTDI037) • Analyse and visualise data using a range of software to create information, and use structured data to model objects or events (VCDTDI038) • Manage, create and communicate interactive ideas, information and projects collaboratively online, taking safety and social contexts into account (VCDTDI039) **Creating Digital Solutions** • Define and decompose real-world problems taking into account functional requirements and sustainability (economic, environmental, social), technical and usability constraints (VCDTCD040) • Design the user experience of a digital system, generating, evaluating and communicating alternative designs (VCDTCD041) • Design algorithms represented diagrammatically and in English, and trace algorithms to predict output for a given input and to identify errors (VCDTCD042) • Develop and modify programs with user interfaces involving branching, iteration and functions using a general-purpose programming language (VCDTCD043) • Evaluate how well student-developed solutions and existing information systems meet needs, are innovative and take account of future risks and sustainability (VCDTCD044)
Cost	**$40.00**

ENGLISH

Subject	English: English - Core
Code	EN08
Year Level	8
Duration	Year

Overview

Students in Year 8, focus on further improving their communication skills in both written and verbal forms. They are asked to explore new ideas and expand what they know to help understand and interpret new information.

Year 8 English is aimed at further exploring written, visual and other media texts and analysing the themes, purposes, structure and language used in them. Students continue to work on their literacy skills and are asked to use these skills to help build their written and verbal delivery, such as the use of punctuation to add pace, tone and connotation.

Achievement Standard

Literary text studies will be undertaken to explore increasingly challenging writing styles and themes. Students aim toward a more independent style of text study as they explore key points of text; plot, character, theme, context and language. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Students continue to learn new styles of writing and structures for organising their thoughts and opinions in more sophisticated ways. In addition, students should also expect to complete a reading period each fortnight in the Library, in which reading different genres, text types and styles is encouraged. Students will have Literacy tasks to complete as homework to help build language skills, including spelling, grammar rules and comprehension.

Victorian Curriculum Standards

Reading and Viewing / Language

Language for interaction

- Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (VCELA397)

Text structure and organisation

- Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (VCELA398)
- Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (VCELA399)

Expressing and developing ideas

- Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (VCELA400)
- Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (VCELA401)
- Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (VCELA402)

Reading and Viewing / Literature

Literature and context

- Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (VCELT403)
- Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (VCELT404)

Responding to literature

- Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (VCELT405)
- Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (VCELT406)

Examining literature

- Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (VCELT407)
- Identify and evaluate devices that create tone in literary texts, including humour, wordplay, innuendo and parody (VCELT408)
- Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (VCELT409)

Reading and Viewing / Literacy

Texts in context

- Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (VCELY410)

Interpreting, analysing, evaluating

- Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (VCELY411)
- Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (VCELY412)
- Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (VCELY413)

Writing / Language

Text structure and organisation

- Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (VCELA414)
- Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (VCELA415)

Expressing and developing ideas

- Understand the effect of nominalisation in the writing of informative and persuasive texts (VCELA416)

Phonics and word knowledge

- Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (VCELA417)

Writing / Literature

Creating literature

- Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (VCELT418)
- Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (VCELT419)

Writing / Literacy

Creating texts

- Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (VCELY420)
- Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of own texts (VCELY421)
- Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (VCELY422)

Ethical Capability – Decision Making and Actions

- Explore the extent of ethical obligation and the implications for thinking about consequences and duties in decision-making and action (VCECD017)

Speaking and Listening / Language

Language variation and change

- Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (VCELA423)

Language for interaction

- Understand how conventions of speech adopted by communities influence the identities of people in those communities (VCELA424)

Speaking and Listening / Literature

Responding to literature

- Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (VCELT425)

Speaking and Listening / Literacy

Interacting with others

- Interpret the stated and implied meanings in spoken texts, and use interaction skills including voice and language conventions to discuss evidence that supports or challenges different perspectives (VCELY426)
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints, using voice and language conventions to suit different situations, modulating voice and incorporating elements for specific effects (VCELY427)

Ethical Capability – Understanding Concepts

- Investigate criteria for determining the relative importance of matters of ethical concern. (VCECD016)

Cost **$41.50**

FOOD STUDIES

Subject	Design and Technologies: Technologies Contexts - Food Technology
Code	FT08
Year Level	8
Duration	Semester
Overview	In Food Technology students are introduced to a range of Investigative, Design, Production and Evaluation tasks that are fundamental in creating a range of dishes that extend their cooking skills. They will refine their knowledge and skill levels whilst: • Working safely and hygienically • Developing different cooking skills and an understanding of cooking terms • Developing the ability to understand and follow detailed recipes with multiple steps • Knowledge and skills relating to: breakfast, lunch, dinner, dessert and fast/junk food • Interpreting and applying knowledge of the nutritional value of ingredients • Evaluating the final product and their production work
Achievement Standard	By the end of Level 8 students explain factors that influence the design of solutions to meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society. Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose
Victorian Curriculum Standards	**Technologies Contexts** • Analyse how food is produced when creating managed environment and how these can become more sustainable (VCDSTC046) • Analyse how characteristics and properties of food determine preparation techniques and presentation when creating solutions for healthy eating (VCDSTC047) **Creating Designed Solutions** • Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas (VCDSCD049) • Generate, develop and test design ideas, plans and processes using appropriate technical terms and technologies including graphical representation techniques (VCDSCD050) • Effectively and safely use a broad range of materials, components, tools, equipment and techniques to produce designed solutions (VCDSCD051) • Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability (VCDSCD052)
Cost	**$ 80 per student**

HEALTH AND PHYSICAL EDUCATION AND SOCIAL AND EMOTIONAL LEARNING

Subject	Health and Physical Education and Social and Emotional Learning
Code	HL08
Year Level	8
Duration	Semester

Overview

The year 8 Health syllabus has a focus on personal and community health, wellbeing and development.
The content for Health will include values, communication, relationships, sexual health, alcohol & drugs with all lessons and activities aimed at engaging students in the Harm Minimisation approach to teaching and learning. The key skills fostered in Health include teamwork, speaking and listening and comprehension. Students are challenged to improve their fitness and skill levels through Swimming, Athletics and Fitness Testing. The majority of the year is used to develop teamwork, skills and management through Volleyball, Softball and Touch Football. Using the Sport Education in Physical Education Program, or SEPEP, students are engaged in a number of areas working towards a tournament style competition for the aforementioned sports. This model encourages and challenges students to be actively involved in training, coaching, umpiring and managing teams.

Achievement Standard

The Level 7 and 8 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services. They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing. Students demonstrate control and accuracy when performing specialised movement skills. They apply the elements of movement to compose and perform movement sequences.

Victorian Curriculum Standards

Personal, Social and Community Health

Being health, safe and active

- Investigate the impact of transition and change on identities (VCHPEP123)
- Evaluate strategies to manage personal, physical and social changes that occur as they grow older (VCHPEP124)
- Examine barriers to seeking support and evaluate strategies to overcome these (VCHPEP125)
- Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126)

Contributing to healthy and active communities

- Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (VCHPEP131)

Movement & Physical Activity

Moving the body

- Compose and perform movement sequences for specific purposes in a variety of contexts (VCHPEM134)
- Practise and apply personal and social skills when undertaking a range of roles in physical activities (VCHPEM135)

Understanding movement

- Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans (VCHPEM136)
- Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance (VCHPEM137)
- Participate in and investigate the cultural and historical significance of a range of physical activities (VCHPEM138)

Learning through movement

- Practise, apply and transfer movement concepts and strategies (VCHPEPM139)
- Modify rules and scoring systems to allow for fair play, safety and inclusive participation (VCHPEM141)

Cost **$8.00**

HUMANITIES

Subject	Humanities: Core
Code	HU08
Year Level	8
Duration	Semester

Overview

Students will acquire skills and knowledge in a range of areas relating to the Humanities Faculty. History and Geography have concepts which students gain more experience with over the two years (the Victorian Curriculum breaks the humanities into two-year blocks therefore year 8 is the second of the yr. 7, 8 block). For Example, in Year 7 students learned about history from 60 000BC to 650AD while the year 8's will learn about history between the years 650AD and 1750AD. One of the main aims of Humanities subject, especially 'history', is that students are able to feel some empathy with people from different background.

History: By the end of Level 8, students identify and explain patterns of change and continuity over time. They analyse the causes and effects of events and developments. They identify the motives and actions of people at the time. Students evaluate the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They evaluate different interpretations of the past.

Geography: By the end of Level 8, students explain processes that influence the characteristics of places. They identify, analyse and explain interconnections and spatial characteristics and identity and explain their implications. They analyse maps and other geographical data and information, and use geographical terminology, to develop identifications, descriptions, explanations and conclusions. They use digital and spatial technologies to represent and analyse data and information.

Achievement Standard

Civics and Citizenship: By the end of Level 8, students explain features of Australia's system of government, and the purpose of the Constitution in Australia's representative democracy. They analyse features of Australian democracy, and explain features that enable active participation. They explain how Australia's legal system is based on the principle of justice, and describe the types of law and how laws are made. Students identify the importance of shared values, explain different points of view and explain the diverse nature of Australian society.

Economics and Business: By the end of Level 8, students describe the interdependence of consumers and producers in the market and explain how markets operate to set prices and why governments may influence the market's operation. They explain the rights and responsibilities of consumers and businesses when making economics and business decisions. Students discuss how work contributes to societal wellbeing and describe the influences on the work environment.

Victorian Curriculum Standards

History

Middle Ages and early exploration

- The significant social, cultural, economic, environmental and political changes and continuities in the way of life and the roles and relationships of different groups in society. (VCHHK116)
- Significant causes and effects of developments and /or cultural achievements that reflect the concentration and/or expansion of wealth and power. (VCHHK117)
- Perspectives of subject peoples and their interactions with power and/or authority of others. (VCHHK118)
- The role and achievements of a significant individual and/or group. (VCHHK119)
- One significant challenge and one development faced by the society that caused progress or decline. (VCHHK120)

Geography

Landforms and Landscapes

- Different types of landscapes and their distinctive landform features (VCGGK116)
- Geomorphic processes that produce landforms, including a case study of at least one landform. (VCGGK117)
- The differences in at least one landform in Australia compared to other places and the geomorphic processes involved. (VCGGK118)
- Human causes of landscape degradation, the effects on landscape quality and the implication for places. (VCGGK119)

Civics and Citizenship

Government and Democracy

- Explain how citizens can participate in Australia's democracy, including the use of the electoral system, contact with their elected representatives, use of lobby groups, interest groups and direct action. (VCCCG020)
- Explain how Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, and right to a legal representative. (VCCCL022)

Citizenship, Diversity and Identity

- Identity how values can promote cohesion within Australian society, including the values of freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go'. (VCCCC025)

Economics and Business

Consumer and Financial Literacy

- Explain the reasons why the ways in which individuals and businesses set, prioritise and plan to achieve financial and organisations goals. (VCEBC014)

Work and Work Futures

- Consider the ways in which work can contribute to individual and societal wellbeing. (VCEBW016)

Ethical Capability – Understanding Concepts

- Explore the contested meaning of concepts including freedom, justice, and rights and responsibilities, and the extent they are and should be valued by different individuals and groups (VCECU014)
- Investigate why ethical principles may differ between people and groups, considering the influence of cultural norms, religion, world views and philosophical thought. (VCECU015)

Cost $ 31.50

INDONESIAN

Subject	Languages Other Than English: Indonesian Language
Code	IN08
Year Level	8
Duration	Year
Overview	Bahasa Indonesia is the national language of the Republic of Indonesia, Australia's closest neighbour. It is very closely related to Bahasa Malaysia, the national language of Malaysia. These two languages are spoken by more than 250 million people in Indonesia, Malaysia, Singapore, Brunei and Southern Thailand. Australia is becoming increasingly involved – culturally, politically and economically – in the South-East Asian region. Indonesian language skills can open doors to a wide range of employment opportunities in the areas of government administration, education, business, tourism, travel, translating and interpreting, the military, medicine, law, engineering and journalism.
Achievement Standard	By the end of Level 8, students share factual information and opinions about their personal worlds, including personal details, family, pets, friends, pastimes, school and neighbourhood. They interact with others orally and in writing, asking and responding to questions using question words, and expressing preferences. They mostly use correct pronunciation of individual and combined sounds, and use formulaic expressions to sustain interactions. Students describe qualities of appearance, colour, character and condition and identify quantities using numbers and fractions. They respond to and create texts to describe real and imagined events and characters. Students use the features of a range of personal, informative and imaginative texts and modelled language to assist with structure, flow and coherence in their own speech and writing. They form sentences with subject-verb-object construction typically using simple base words and formulaic verbs. They refer to others using pronouns and use these in possessive form. They refer to events in time and place using prepositions as well as time markers. Students predict meaning based on knowledge of their first language, text features and key words. They translate texts, identifying culture-specific language such as vocabulary related to cultural artefacts, environment, and practices.
Victorian Curriculum Standards	**Communicating.** Interact with peers and teacher to exchange information and opinions about self, friends and family, pastimes, special occasions and the immediate environment. (VCIDC086) Interact in class routines and exchanges by asking and responding to questions, following instructions, and seeking help and permission. (VCIDC088) Identify gist and locate factual information (such as details about people and events) from a range of spoken and written texts, and use the information in new ways. (VCIDC089) Translate and interpret texts such as descriptions, emails, signs and notices, from Indonesian to English and vice versa, using contextual cues and textual features, and noticing non-equivalence of meaning. (VCIDC093) Create bilingual texts such as signs, posters, games and descriptions for the classroom and the school community. (VCIDC094) Present factual information and ideas about aspects of language and culture in oral, written and multimodal form. (VCIDC090) **Understanding** Recognise grammatical structures and features in a range of personal, informative and imaginative texts, and notice how these contribute to meaning. (VCIDU099) **Intercultural Capability – Understanding Concepts** Explore the contested meaning of concepts including freedom, justice, and rights and responsibilities, and the extent they are and should be valued by different individuals and groups. (VCECU014) Investigate why ethical principles may differ between people and groups, considering the influence of cultural norms, religion, world views and philosophical thought. (VCECU015) Explore the extent of ethical obligation and the implications for thinking about consequences and duties on decision making and action. (VCECD017)
Cost	**$36.10**

MATHS

Subject	Maths: Maths - Core
Code	MA08
Year Level	8
Duration	Year

Overview

Students will develop their fluency, problem solving and reasoning skills through a range of different topics outlined in the Vic Curriculum. Skills developed in this subject will include independent learning, time management, homework completion, number skills and applying concepts to real life scenarios.

Achievement Standard

In Level 8, students consolidate their proficiency with the four arithmetic operations, and combinations of these, for general computation involving natural numbers, integers and rational numbers, with and without the use of technology. They extend the use of indices and develop the index laws using number examples. Students investigate the relationship between decimal and fraction representations of rational numbers. They solve a range of problems involving ratios, proportions, percentages and rates, with and without the use of digital technologies.
Students expand, factorise, simplify and substitute into simple algebraic expressions. They plot linear relations on the Cartesian plane, with and without the use of digital technology, solve linear equations and apply linear models.
Students convert between units for area and for volume, and solve problems involving duration using 12-hour and 24-hour time, within a given time zone. They develop and use formulas for calculating perimeters and areas of quadrilaterals and circles, and volumes of prisms, and solve related measurement problems.
Students investigate and use various techniques for collecting data, including random sampling. They use digital technology to explore the variability of proportions and means in random samples drawn from a given population, and investigate the effect of individual data values, including outliers, on the measure of centre (average).

Victorian Curriculum Standards

Number and Algebra

Patterns and algebra

- Extend and apply the distributive law to the expansion to the expansion of algebraic expressions (VCMNA279)
- Factorise algebraic expressions by identifying numerical factors (VCMNA280)
- Simplify algebraic expressions involving the four operations (VCMNA281)

Number and place value

- Use index notation with numbers to establish the index laws with positive integral indices and the zero index (VCMNA272)
- Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies (VCMNA273)

Real numbers

- Solve problems involving the use of percentages, including percentage increases and decreases and percentage error, with and without digital technologies (VCMNA276)
- Solve a range of problems involving rates and ratios, with and without digital technologies (VCMNA277)

Money and financial mathematics

- Solve problems involving profit and loss, with and without technologies (VCMNA278)

Linear and non-linear relationships

- Plot linear relationships on the Cartesian plane with and without the use of digital technologies (VCMNA283)
- Solve linear equations using algebraic and graphical techniques. (VCMNA284)
- Verify solutions by substitutions
- Plot graphs of non-linear real life data with and without the use of digital technologies, and interpret and analyse these graphs (VCMNA285)

Measurement and Geometry

Using units of measurement

- Choose appropriate units of measurement for area and volume and convert from one unit to another (VCMMG286)
- Find perimeters and areas of parallelograms, rhombuses and kites (VCMMG287)
- Investigate the relationship between features of circles such as circumference, area, radius and diameter. Use formulas to solve problems involving circumference and area (VCMMG288)
- Develop the formulas for volumes of rectangular and triangular prisms and prisms in general. Use formulas to solve problems involving volume (VCMMG289)
- Solve problems involving duration, including 12- and 24-hour time within a single time zone (VCMMG290)

Statistics and Probability

Chance

- Identify complementary events and use the sum of probabilities to solve problems (VCMSP294)
- Describe events using language of 'at least', exclusive 'or' (A or B but not both), inclusive 'or' (A or B or both) and 'and' (VCMSP295)
- Represent events in two-way tables and Venn diagrams and solve related problems (VCMSP296)

Data representation and interpretation

- Distinguish between a population and a sample and investigate techniques for collecting data, including census, sampling and observation (VCMSP297)
- Explore the practicalities and implications of obtaining data through sampling using a variety of investigative processes (VCMSP298)
- Explore the variation of means and proportions in of random samples drawn from the same population (VCMSP299)
- Investigate the effect of individual data values, including outliers, on the mean and median (VCMSP300)

Cost **$27.00**

PERFORMING ARTS - MUSIC

Subject	The Arts: Music
Code	MU08
Year Level	8
Duration	Semester
Overview	In Year 8 music students will use a variety of instruments, voice and technology to explore music making and performing. They will listen to and perform a range of music both past and present. Students will discuss musical examples to look for ideas and inspiration in their own compositions and performance.
Achievement Standard	By the end of Level 8, students manipulate the elements of music and stylistic conventions to improvise, compose and perform music. They use evidence from listening and analysis to interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use music terminology and symbols to recognise, describe and notate selected features of music. • Students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They evaluate musical choices they and others have made to communicate ideas and intentions as performers and composers of music from different cultures, times and locations.
Victorian Curriculum Standards	**Explore and Express** • Experiment with elements of music, voice, instruments and technologies to find ways to create and manipulate effects (VCAMVE033) • Develop music ideas through improvisation, composition and performance, combining and manipulating the elements of music (VCAMVE034) **Music Practices** • Create, practise and rehearse music to develop listening, compositional and technical and expressive performance skills to enhance their performance as a group. • Structure compositions by combining and manipulating the elements of music and using tonation (VCAMUM035) **Present and Perform** • Rehearse and perform to audiences, a range of music they have learnt or composed, using techniques and expressions appropriate to style (VCAMUP036) **Respond and Interpret.** • Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music (VCAMUR037) • Identify and connect specific features and purposes of music from contemporary and past times to explore ideas for their own music making (VCAMUR039) **Critical and Creative Thinking** • Consider a range of strategies to represent ideas and explain and justify thinking processes to others. (VCCCTM040)
Cost	**$30.00**

PERFORMING ARTS - DRAMA

Subject	The Arts: Drama - Performing Arts
Code	PA08
Year Level	8
Duration	Semester
Overview	In this subject, students make and respond to drama independently, and with their peers, teachers and communities. They develop their ability to use voice and movement in the creation of character and incorporate features such as language and dramatic symbol to create mood and atmosphere in their performances. They devise drama for audiences drawing on a range of cultures, times and locations and use specific drama terminology in their written and oral reflections and when providing feedback to others.
Achievement Standard	By the end of Level 8, students devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills, stagecraft and design elements to shape and focus relationships with an audience. Students identify and analyse how the elements of drama are used, combined and manipulated in different styles, and apply this knowledge in drama they make and perform. They evaluate how they and drama practitioners from different cultures, times and locations communicate meaning and intent through drama.
Victorian Curriculum Standards	**Explore and Express** • Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes (VCADRE033) • Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions (VCADRE034) **Drama Practices** • Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning(VCADRD035) • Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions(VCADRD036) **Present and Perform** • Perform devised and scripted drama using a range of performance styles, maintaining commitment to role and applying stagecraft (VCADRP037) **Respond and Interpret** • Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning (VCADRR038) • Identify and connect specific features and purposes of drama from contemporary and past times to explore viewpoints and enrich their drama making(VCADRR039) **Critical and Creative Thinking** Consider a range of strategies to represent ideas and explain and justify thinking processes to others. (VCCCTM040)
Cost	**$23**

SCIENCE

Subject	Science: Science - General
Code	SC08
Year Level	8
Duration	Semester

Overview

This subject's focus is on explaining phenomena involving science and its applications. Students classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. They explain changes in an object's motion by considering the interaction between multiple forces. Students link form and function at a cellular level and explore the organisation and interconnectedness of body systems. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They make predictions and propose explanations, drawing on evidence to support their views.

Achievement Standard

By the end of Level 8, students explain how evidence has led to an improved understanding of a scientific idea. They discuss how science knowledge can be applied to generate solutions to contemporary problems and explain how these solutions may impact on society. They investigate different forms of energy and use examples to illustrate how light forms images. They use the particle model to predict, compare and explain the physical and chemical properties and behaviours of substances. They provide evidence for observed chemical changes in reactions. They analyse the relationship between structure and function at cell, organ and body system levels. They compare processes of rock formation. Students identify and construct questions and problems that they can investigate scientifically and make predictions based on scientific knowledge. They plan experiments, identifying variables to be changed, measured and controlled. Students summarise data from different sources and construct representations of their data to reveal and analyse patterns and relationships, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate scientific language, representations and simple word equations to communicate science ideas, methods and findings.

Victorian Curriculum Standards

Science Understanding

Biological sciences

- Cells are the basic units of living things and have specialised structures and functions (VCSSU192)
- Multicellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce (VCSSU094)

Chemical sciences

- The properties of the different states of matter can be explained in terms of the motion and arrangement of particles (VCSSU096)
- Differences between elements, compounds and mixtures can be described by using a particle model (VCSSU097)
- Chemical change involves substances reacting to form new substances (VCSSU098)

Earth and space sciences

- Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales (VCSSU102)

Physical sciences

- Energy appears in different forms including movement (kinetic energy), heat, light, chemical energy and potential energy; devices can change energy from one form to another (VCSSU104)
- Light can form images using the reflective feature of curved mirrors and the refractive feature of lenses, and can disperse to produce a spectrum which is part of a larger spectrum of radiation (VCSSU105)

Science Inquiry Skills

Questioning and predicting

- Identify questions, problems and claims that can be investigated scientifically and make predictions based on scientific knowledge (VCSIS107)

Planning and conducting

- Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (VCSIS108)
- In fair tests, measure and control variables, and select equipment to collect data with accuracy appropriate to the task (VCSIS109)

Recording and processing

- Construct and use a range of representations including graphs, keys and models to record and summarise data from students' own investigations and secondary sources, and to represent and analyse patterns and relationships (VCSIS110)

Analysing and evaluating

- Use scientific knowledge and findings from investigations to identify relationships, evaluate claims and draw conclusions (VCSIS111)
- Reflect on the method used to investigate a question or solve a problem, including evaluating the quality of the data collected, and identify improvements to the method (VCSIS112)

Communicating

- Communicate ideas, findings and solutions to problems including identifying impacts and limitations of conclusions and using appropriate scientific language and representations (VCSIS113)

Cost **$35.30**

TEXTILES

Subject	Design and Technologies: Textiles
Code	TX08
Year Level	8
Duration	Semester
Overview	In textiles students will be introduced to a range Design, Production and Evaluation tasks, as well as different sewing techniques. They will through the design process to make the decision on which way to go with their task. Which then they will either by using their hand sewing skills or the sewing machine produce an item that will be evaluated by themselves as well as the class room teacher, • The Design Process, selecting a design based on the information provided by the teacher to make a product. • Hand sewing – learning numerous sewing techniques - running stitch, back stitch, blanket stitch & sewing on a button. Tasks may include – a hand sewing task, hacky sack and pin cushion critter. • Sewing machine – how thread a machine correctly, adjust stitches, length of stitches. Tasks may include – Multi-purpose bag, pin cushion critter, pillow case and apron. • Tie-dying – students will be investigating different techniques and styles of tie-dying making several items that they will then tie-dye. Students will be evaluating their work to ensure they understand the pros and cons for their decisions whilst making the item.
Achievement Standard	By the end of Level 8 students explain factors that influence the design of solutions to meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society. Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.
Victorian Curriculum Standards	**Technologies Contexts** • Analyse how fibres are produced when creating managed environment and how these can become more sustainable (VCDSTC046) • Analyse ways to create designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment (VCDSTC048) **Creating Designed Solutions** • Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas (VCDSCD049) • Generate, develop and test design ideas, plans and processes using appropriate technical terms and technologies including graphical representation techniques (VCDSCD050) • Effectively and safely use a broad range of materials, components, tools, equipment and techniques to produce designed solutions (VCDSCD051) • Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability (VCDSCD052)
Cost	**$50**

VISUAL ARTS

Subject	The Arts: Visual Communication and Design - Visual Art and Design
Code	VA08
Year Level	8
Duration	Semester
Overview	Students are involved in learning about Visual Art and Communication and Design in this subject and are introduced to a variety of creative and skill based tasks. These may include: - Elements and Principles – involving numerous mediums including photography - Painted Hand – Body Art - Mixed Media Unit – Mixed media - Clay – making functional and non-functional objects Font and Photoshop – Computer-based design
Achievement Standard	By the end of Level 8, students identify, analyse and evaluate how other artists use materials, techniques, technologies, processes and visual conventions to express ideas and convey meaning. Students plan and make their art works in response to exploration of techniques, technologies and processes used in the work of other artists. They demonstrate the use of materials, techniques, processes, visual conventions and technologies to express ideas and convey meaning in their artworks.
Victorian Curriculum Standards	**Respond and Interpret** • Analyse how ideas are expressed in art works and how they are viewed by audiences (VAVAR038) • Identify and connect specific features of visual artworks from different cultures, historical and contemporary times (VCAVAR039) **Explore and Represent Ideas** • Explore and apply methods, materials, media, design elements and design principles to create and present visual communications (VCAVCDE001) **Visual Communication Design Practices** • Use manual and digital drawing methods and conventions to create a range of visual communications (VCAVCDV002) **Present and Perform** • Develop and present visual communications for different purposes, audiences and in response to specific needs (VCAVCDP003) **Respond and Interpret** • Identify and describe the purpose and intended audience in a range of visual communications from different historical, social and cultural contexts (VCAVCDR004) **Critical and creative Thinking** • Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives. (VCCCTQ033)
Cost	**$54.00**

$20 BOSS

Subject	$20 Boss
Code	BS08
Year Level	8
Duration	Term

Overview

$20 Boss is an in-school challenge, run by teachers, which provides your students $20 of start-up money to create their own business. At the end of the program, students are encouraged to pay back the start-up money.

Achievement Standard

By the end of Level 8, students describe the interdependence of consumers and producers in the market and explain how markets operate to set prices. They explain the rights and responsibilities of consumers and businesses when making economics and business decisions. Students explain why and how individuals and businesses set, prioritise and plan for financial and organisational goals. They describe the characteristics of successful businesses, the way these businesses use enterprising behaviours and capabilities, and explain how entrepreneurial individuals can contribute to this success. Students identify trends and relationships and propose alternative responses to an economics and/or business issue or event. They evaluate the costs and benefits of each alternative response and identify the effects and potential consequences of these actions.

Victorian Curriculum Standards

Economics & Business

The Business Environment

- Explore and observe the characteristics of entrepreneurs and successful businesses (VCEBB015)

Enterprising Behaviours and Capabilities

- Explain the role of enterprising behaviours and capabilities in the work environment and explore how individuals and businesses can use them (VCEBN018)

Economic and Business Reasoning and Interpretation

- Identify relationships and trends, and generate a range of alternatives for an economic or business issue or event, evaluating the potential costs and benefits of each alternative and the consequences of proposed actions (VCEBE019)

Critical and Creative Thinking

Questions and Possibilities

- Consider how to approach and use questions that have different elements, including factual, temporal and conceptual elements (VCCCTQ032)
- Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives (VCCCTQ033)
- Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new solutions and ideas when creating original proposals and artefacts (VCCCTQ034)

Reasoning

- Examine common reasoning errors including circular arguments and cause and effect fallacies (VCCCTR035)
- Consider how to settle matters of fact and matters of value and the degree of confidence in the conclusions (VCCCTR038)
- Examine how to select appropriate criteria and how criteria are used in clarifying and challenging arguments and ideas (VCCCTR039)

Meta-Cognition

- Consider a range of strategies to represent ideas and explain and justify thinking processes to others (VCCCTM040)
- Examine a range of learning strategies and how to select strategies that best meet the requirements of a task (VCCCTM041)
- Consider how problems can be segmented into discrete stages, new knowledge synthesised during problem-solving and criteria used to assess emerging ideas and proposals (VCCCTM042)

Cost $20

YEAR 9 & 10 CURRICULUM OVERVIEW

The Year 9 and 10 curriculum is based on the premise that increasing student choice and giving good career pathways advice will increase the level of student engagement within the College. At Year 9 students are able to select two Electives each term. Each Elective runs for ten periods per cycle. Students must select an Elective from each Key Learning Area over the course of completing Years 9 and 10. Students must complete a Humanities Elective in Year 9.

Year 9 Subject breakdown (based on a two week timetable)

- English 9*
- Maths 9*
- Passion Project/Science 10
- Health & Physical Education & Social and Emotional Learning 10*
- Two electives each term (10 periods each per fortnight)
- Mentor/Social and Emotional Learning 2
- Electives are changed each term

The changes for students moving into Year 10 are quite significant. A number of important reasons have influenced these changes:

- The need to give students much greater individual choice in the subjects that are chosen.
- Students to have greater access to VCE subjects while studying Year 10.
- The need to align Year 10 more closely with our Senior School.
- The adoption of the Victorian Curriculum.

As a result of this, we have created a largely Elective-based system at Year 10.
All students must study Maths (General or Methods) and English for the whole year, Science for one semester and Global Perspectives for one semester but all other subjects are chosen from a pool of approximately 4-6 subjects offered in each block. Each student should study at least one Elective from each Key Learning Area (KLA) over the course of completing Years 9 and 10.
Also before applying to do a VCE subject at Year 10, the student must first be granted approval from a teacher who has taught them in the relevant Key Learning Area. We also ask that parents 'sign off' on the courses that students undertake in our quest to keep parents informed as much as possible as well as attend a meeting with mentors.
Year 10 students will each be part of a Mentor Group to assist them in their studies throughout the Year.

Year 10 Subject breakdown
English – 9 periods a cycle
Maths - 9 periods a cycle
Science for one semester/Global Perspectives for one semester 10 periods a cycle
Mentor/Social and Emotional Learning 2
3 Electives chosen each semester running for 10 periods each
Electives are changed mid-year unless it is a VCE subject, LOTE or a VETiS subject.

CORE SUBJECT – ENGLISH

Subject	English: English - Core
Code	EN09
Year Level	9
Duration	Year

Overview

At Year 9, students interact with peers, teachers, individuals and groups in order to work on communication skills and to develop understanding. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts. Students engage with a variety of texts, they interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media, and the differences between media texts.

Achievement Standard

Year 9 literary texts are drawn from a range of genres and involve complex, challenging plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews. Students work on consolidating multiple styles of writing and structures for organising their thoughts and opinions in more sophisticated ways such as TEEL (Topic sentence, Elaborate, Evidence, Link) and PEE (Persuasive technique, Example, intended Effect). In addition, students should also expect to complete a reading period each fortnight in the Library, in which time reading different genres, text types and styles is encouraged. Students will have Literacy tasks to complete as homework to help build language skills, including spelling, grammar rules and comprehension.

Victorian Curriculum Standards

Reading and Viewing / Language

Language for interaction

- Investigate how evaluation can be expressed directly and indirectly using devices, including allusion, evocative vocabulary and metaphor (VCELA428)

Text structure and organisation

- Understand that authors innovate with text structures and language for specific purposes and effects (VCELA429)
- Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (VCELA430)

Expressing and developing ideas

- Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (VCELA431)
- Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (VCELA432)
- Explain how authors creatively use the structures of sentences and clauses for particular effects (VCELA433)

Phonics and word knowledge

- Understand how spelling is used creatively in texts for particular effects (VCELA434)

Reading and Viewing / Literature

Literature and context

- Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (VCELT435)

Responding to literature

- Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (VCELT436)
- Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (VCELT437)

Examining literature

- Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (VCELT438)
- Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (VCELT439)
- Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (VCELT440)

Ethical Capability

- Discuss issues raised by thinking about consequences and duties, in approaches to decision making and action, and arguments for and against these approaches. (VCECD022).
- Investigate how different factors involved in ethical-decision making can be managed by people and groups. (VCECD023)

Reading and Viewing / Literacy

Texts in context

- Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (VCELY441)

Interpreting, analysing, evaluating

- Analyse and evaluate how authors combine language and visual choices to present information, opinions and perspectives in different texts (VCELY442)
- Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (VCELY443)
- Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (VCELY444)

Writing / Language

Text structure and organisation

- Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (VCELA445)

Expressing and developing ideas

- Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (VCELA446)

Writing / Literature

Creating literature

- Experiment with the ways that language features, image and sound can be adapted in literary texts (VCELT447)

Create literary texts, including hybrid texts, that innovate on aspects of other texts, including through the use of parody, allusion and appropriation (VCELT448)

Writing / Literacy

Creating texts

- Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (VCELY449)
- Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (VCELY450)
- Publishing texts using a range of software, including word processing programs, flexibly and imaginatively (VCELY451)

Speaking and Listening / Language

Language variation and change

- Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (VCELA452)

Language for interaction

- Understand that roles and relationships are developed and challenged through language and interpersonal skills (VCELA453)

Speaking and Listening / Literature

Responding to literature

- Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (VCELT454)

Speaking and Listening / Literacy

Interacting with others

- Listen to spoken texts constructed for different purposes and analyse how language features in these texts position listeners to respond in particular ways, and consider the interaction skills used to present and discuss ideas, or to influence and engage audiences through persuasive language, varied voice tone, pitch and pace (VCELY455)
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (VCELY456)

Cost **$50.50**

CORE SUBJECT – MATHS

Subject	Mathematics
Code	MA09
Year Level	9
Duration	Year
Overview	Students will develop their fluency, problem solving and reasoning skills through a range of different topics outlined in the Vic Curriculum. Skills developed in this subject will include independent learning, time management, homework completion, number skills and applying concepts to real life scenarios.
Achievement Standard	In Level 9, students develop familiarity with a broader range of non-linear and linear functions and relations, and related algebra and graphs. Students apply index laws with integer indices to a range of numerical expressions. They use indices to express very large and very small numbers in scientific notation. Students solve problems involving direct proportion and rates, and simple interest. Students graph linear relations and solve linear equations. Students find areas of composite shapes and the surface area and volumes of right prisms and cylinders. They solve problems involving time scales and intervals. Students use similarity and enlargement transformations. They use Pythagoras theorem and trigonometry ratios to solve problems involving right angles triangles. Students list outcomes for two-step experiments, use arrays and tree diagrams. They use Venn diagrams and two-way tables to calculate probabilities. They identify issues and questions involving categorical and numerical data, use back-to-back stem-plots and histograms.
Victorian Curriculum Standards	**Number and Algebra** • Solve problems involving linear equations. Substitution into, and rearrangement of formulas. • Cartesian coordinates and plotting linear graphs. Equations of a straight line and sketching linear graphs. • Determining linear rules and applications to worded problems. • Solve problems involving simple interest (VCMNA304) • Apply the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms where appropriate (VCMNA306) • Apply set structures to solve real-world problems (VCMNA307) • Apply index laws to numerical expressions with integer indices (VCMNA302) • Express numbers in scientific notation (VCMNA303) • Extend and apply the index laws to variables, using positive integer indices and the zero index (VCMNA305) • Solve problems involving linear equations (plus brackets & pronumerals on both sides) and substitution into, and rearrangement of formulas. • Solve problems involving direct proportion. Explore the relationship between graphs and equations corresponding to simple rate problems (VCMNA301) • Sketch linear graphs using the coordinates of two points and solve linear equations (VCMNA310) • Graph simple non-linear relations with and without the use of digital technologies and solve simple related equations (VCMNA311) • Find the distance between two points located on a Cartesian plane using a range of strategies, including graphing software (VCMNA308) • Find the midpoint and gradient of a line segment (interval Understand simplification techniques for quadratic functions including collecting like terms, common factors, the expansion of binomial products and simple binomial factorisation • Looking at sequences and series, identifying number patterns.) on the Cartesian plane using a range of strategies, including graphing software (VCMNA309) **Measurement and Geometry** • Use the enlargement transformation to explain similarity and develop the conditions for triangles to be similar (VCMMG316) • Solve problems using ratio and scale factors in similar figures (VCMMG317) • Investigate Pythagoras' Theorem and its application to solving simple problems involving right angled triangles (VCMMG318) • Calculate the areas of composite shapes (VCMMG312) • Calculate the surface area and volume of cylinders and solve related problems (VCMMG313) • Solve problems involving the surface area and volume of right prisms (VCMMG314) • Use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles (VCMMG319) • Apply trigonometry to solve right-angled triangle problems (VCMMG320) • Investigate very small and very large time scales and intervals (VCMMG315)

Statistics and Probability

- List all outcomes for two-step chance experiments, both with and without replacement using tree diagrams or arrays. Assign probabilities to outcomes and determine probabilities for events (VCMSP321)
- Calculate relative frequencies from given or collected data to estimate probabilities of events involving 'and' or 'or' (VCMSP322)
- Investigate reports of surveys in digital media and elsewhere for information on how data were obtained to estimate population means and medians (VCMSP323)
- Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources (VCMSP324)
- Construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including 'skewed', 'symmetric' and 'bi modal' (VCMSP325)

Compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread (VCMSP326)

Cost **$26.00**

CORE – PASSION PROJECT

Subject	Passion Project
Code	PP09
Year Level	9
Duration	Semester
Overview	Students are given the opportunity to develop/present an idea of their own choice. This would showcase their skills and knowledge from a range of different faculties. Students will learn how to design a project and go from a basic idea towards a showcase of a major piece/s of work.
Achievement Standard	In Level 9, the curriculum focuses on developing the knowledge, skills and understanding to recognise and manage what is often implicit in thinking. Students learn and apply techniques to progress, analyse and evaluate thinking. Students develop an understanding that it is often necessary to take a range of perspectives and to challenge assumptions.
Victorian Curriculum Standards	**Critical and Creative Thinking** **Questions and Possibilities** • Investigate the characteristics of effective questions in different contexts to examine information and test possibilities (VCCCTQ043) • Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions (VCCCTQ044) • Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions (VCCCTQ045) **Reasoning** • Investigate use of additional or refined criteria when application of original criteria does not produce a clear conclusion (VCCCTR050) **Meta-Cognition** • Critically examine their own and others thinking processes and discuss factors that influence thinking, including cognitive biases (VCCCTM051) • Investigate how the use of a range of learning strategies can be monitored, evaluated and re-directed as necessary (VCCCTM052) • Investigate the kind of criteria that can be used to rationally evaluate the quality of ideas and proposals, including the qualities of viability and workability (VCCCTM053) **Personal and Social Capability** **Collaboration** • Evaluate own and others contribution to group tasks, critiquing roles including leadership and provide useful feedback to peers, evaluate task achievement and make recommendations for improvements in relation to team goals (VCPSCSO050) • Develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts (VCPSCSO051)
Cost	**$38.00**

CORE SUBJECT – HEALTH & PHYSICAL EDUCATION & SOCIAL EMOTIONAL LEARNING

Subject	Health and Physical Education
Code	PE09
Year Level	9
Duration	Semester

Overview

Year 9 Elective Physical Education challenges students to apply their knowledge and skills of Sport Education in Physical Education as learned and demonstrated in Years 7 and 8.
Teamwork, initiative, leadership and cooperation are essential when participating in and managing the chosen sports for the semester.
Furthermore, research skills, time management and presentation are important to identify significant historical, cultural and technological approaches to sport as part of the theory based sessions.
Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Achievement Standard

They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. They compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement.

Victorian Curriculum Standards

Movement & Physical Activity

Moving the body

- Perform and refine specialised movement skills in challenging movement situations (VCHPE152)
- Evaluate own and others' movement compositions, and provide feedback ion order to enhance performance situations (VCHPEM153)
- Develop, implement and evaluate movement concepts and strategies for successful outcomes (VCHPEM154)

Understanding movement

- Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (VCHPEM156)

Learning through movement

- Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (VCHPEM158)
- Transfer understanding from previous movement experiences to create solutions to movement challenges (VCHPEM159)
- Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (VCHPEM160)

Personal, Social and Community Health

Being health, safe and active

- Investigate the impact of transition and change on identities (VCHPEP123)
- Evaluate strategies to manage personal, physical and social changes that occur as they grow older (VCHPEP124)
- Examine barriers to seeking support and evaluate strategies to overcome these (VCHPEP125)
- Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126)

Communicating and interacting for health and wellbeing

- Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (VCHPEP127)
- Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)
- Develop skills to evaluate health information and express health concerns (VCHPEP129)

Contributing to healthy and active communities

- Plan and use health strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)
- Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (VCHPEP131)
- Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity (VCHPEP132)

Cost **$38.00**

CORE SUBJECT –SCIENCE

Subject	Science: Science - General
Code	SC09
Year Level	9
Duration	Semester

Overview

In Level 9 the curriculum focus is on explaining phenomena involving science and its applications. They consider the atom as a system of protons, electrons and neutrons. Atomic theory is used to understand relationships within the periodic table of elements. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They explore ways in which the human body as a system responds to its external environment, and investigate the interdependencies between biotic and abiotic components of ecosystems. Students understand that motion and forces are related by applying physical laws.

Achievement Standard

By the end of Level 9, students will analyse how biological systems function and respond to external changes. They explain how similarities in the chemical behaviour of elements and their compounds and their atomic structures are represented in the way the periodic table has been constructed. They compare the properties of a range of elements representative of the major groups and periods in the periodic table. They use atomic symbols and balanced chemical equations to summarise chemical reactions, including neutralisation and combustion. They explain how different factors influence the rate of reactions. They give both qualitative and quantitative explanations of the relationships between distance, speed, acceleration, mass and force to predict and explain motion. They use the concepts of voltage and current to explain the operation of electric circuits and use a field model to explain interactions between magnets. Students develop questions and hypotheses that can be investigated using a range of inquiry skills. They independently design and improve appropriate methods of investigation including the control and accurate measurement of variables and systematic collection of data. They analyse trends in data, explain relationships between variables and identify sources of uncertainty. When selecting evidence and developing and justifying conclusions, they account for inconsistencies in results and identify alternative explanations for findings.

Victorian Curriculum Standards

Science Understanding

Biological sciences

- Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment (VCSSU117)
- An animal's response to a stimulus is coordinated by its central nervous system (brain and spinal cord); neurons transmit electrical impulses and are connected by synapses (VCSSU118)
- Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems (VCSSU121)

Chemical sciences

- All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms (VCSSU122)
- The atomic structure and properties of elements are used to organise them in the periodic table (VCSSU123)
- Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed (VCSSU124)
- Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer (VCSSU126)

Earth and space sciences

- The Universe contains features including galaxies, stars and solar systems; the Big Bang theory can be used to explain the origin of the Universe (VCSSU129)

Physical sciences

- Electric circuits can be designed for diverse purposes using different components; the operation of circuits can be explained by the concepts of voltage and current (VCSSU130)
- The interaction of magnets can be explained by a field model; magnets are used in the generation of electricity and the operation of motors (VCSSU131)

Science Inquiry Skills

Questioning and predicting

- Formulate questions or hypotheses that can be investigated scientifically, including identification of independent, dependent and controlled variables (VCSIS134)

Planning and conducting

- Independently plan, select and use appropriate investigation types, including fieldwork and laboratory experimentation, to collect reliable data, assess risk and address ethical issues associated with these investigation types (VCSIS135)
- Select and use appropriate equipment and technologies to systematically collect and record accurate and reliable data, and use repeat trials to improve accuracy, precision and reliability (VCSIS136)

Recording and processing

- Construct and use a range of representations, including graphs, keys, models and formulas, to record and summarise data from students' own investigations and secondary sources, to represent qualitative and quantitative patterns or relationships, and distinguish between discrete and continuous data (VCSIS137)

Analysing and evaluating

- Analyse patterns and trends in data, including describing relationships between variables, identifying inconsistencies in data and sources of uncertainty, and drawing conclusions that are consistent with evidence (VCSIS138)
- Use knowledge of scientific concepts to evaluate investigation conclusions, including assessing the approaches used to solve problems, critically analysing the validity of information obtained from primary and secondary sources, suggesting possible alternative explanations and describing specific ways to improve the quality of data (VCSIS139)

Communicating

- Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations (VCSIS140)

Cost **$32.30**

YEAR 9 ELECTIVES CHOICES

English Electives
The Art of Writing
Specialist English

Health and Physical Education
Physical Education

Humanities
Geography – Food for Thought
Law for Living I
Show me the Money
Asian History
History-Revolution
History – WWI

Languages other than English
Indonesian
Languages other than English

Digital Technologies
Digital Technology

Science
Biology
Chemistry
Marine Science
Physics

Technology
Creative Plastics
Creative Wood Skills
Electronics
Fabrics and Fashion
Food Studies
Working with Metals

The Arts
Drama
Visual Art & Design
Media Studies
Music
Photography
Three Dimensional Studies
Two Dimensional Studies

ENGLISH ELECTIVES

THE ART OF WRITING

(In this subject, students are introduced to a range of texts which helps them to create their own piece of writing.)

Subject	English: Art of Writing
Code	AW09
Year Level	9
Duration	Term
Overview	Students engage with a variety of writing styles for enjoyment and critical understanding. They interpret, create, evaluate, discuss and perform a wide range of written texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These may include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references.
Achievement Standard	By the end of Level 9, students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews. They review and edit their own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features. Students also publish their texts using a range of software, including word processing. They experiment with the ways that language features, image and sound can be adapted in literary texts and create literary texts, including hybrid texts, that innovate on aspects of other texts, including through the use of parody, allusion and appropriation.
Victorian Curriculum Standards	**Writing / Language** **Text structure and organisation** • Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (VCELA445) **Expressing and developing ideas** • Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (VCELA446) **Writing / Literature** **Creating literature** • Experiment with the ways that language features, image and sound can be adapted in literary texts (VCELT447) Create literary texts, including hybrid texts, that innovate on aspects of other texts, including through the use of parody, allusion and appropriation (VCELT448) **Writing / Literacy** **Creating texts** • Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (VCELY449) • Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (VCELY450) • Publishing texts using a range of software, including word processing programs, flexibly and imaginatively (VCELY451)
Cost	**$ 7**

SPECIALIST ENGLISH

(In this subject, students delve deeper into the themes and messages outlined by an author.)

Subject	English: Specialist English
Code	SE09
Year Level	9
Duration	Term

Overview

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

Achievement Standard

Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Victorian Curriculum Standards

Reading and Viewing / Language

Language for interaction

- Investigate how evaluation can be expressed directly and indirectly using devices, including allusion, evocative vocabulary and metaphor (VCELA428)

Text structure and organisation

- Understand that authors innovate with text structures and language for specific purposes and effects (VCELA429)
- Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (VCELA430)

Expressing and developing ideas

- Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (VCELA431)
- Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (VCELA432)
- Explain how authors creatively use the structures of sentences and clauses for particular effects (VCELA433)

Phonics and word knowledge

- Understand how spelling is used creatively in texts for particular effects (VCELA434)

Reading and Viewing / Literature

Literature and context

- Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (VCELT435)

Responding to literature

- Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (VCELT436)
- Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (VCELT437)

Examining literature

- Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (VCELT438)
- Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (VCELT439)
- Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (VCELT440)

Ethical Capability – Decision making and Actions

- Discuss issues raised by thinking about consequences and duties, in approaches to decision-making and action, and arguments for and against these approaches. (VCECD022)

Reading and Viewing / Literacy

Texts in context

- Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (VCELY441)

Interpreting, analysing, evaluating

- Analyse and evaluate how authors combine language and visual choices to present information, opinions and perspectives in different texts (VCELY442)
- Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (VCELY443)
- Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (VCELY444)

Writing / Language

Text structure and organisation

- Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (VCELA445)

Expressing and developing ideas

- Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (VCELA446)

Writing / Literature

Creating literature

- Experiment with the ways that language features, image and sound can be adapted in literary texts (VCELT447)
- Create literary texts, including hybrid texts, that innovate on aspects of other texts, including through the use of parody, allusion and appropriation (VCELT448)

Writing / Literacy

Creating texts

- Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (VCELY449)
- Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (VCELY450)
- Publishing texts using a range of software, including word processing programs, flexibly and imaginatively (VCELY451)

Speaking and Listening / Language

Language variation and change

- Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (VCELA452)

Language for interaction

- Understand that roles and relationships are developed and challenged through language and interpersonal skills (VCELA453)

Speaking and Listening / Literature

Responding to literature

- Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (VCELT454)

Speaking and Listening / Literacy

Interacting with others

- Listen to spoken texts constructed for different purposes and analyse how language features in these texts position listeners to respond in particular ways, and consider the interaction skills used to present and discuss ideas, or to influence and engage audiences through persuasive language, varied voice tone, pitch and pace (VCELY455)

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (VCELY456)

Cost **$ 50**

HEALTH AND PHYSICAL EDUCATION ELECTIVES

PHYSICAL EDUCATION

(In this subject, students are challenged to apply their knowledge from Year 7 & 8 Physical Education and build upon their teamwork, initiative, cooperation and leadership skills in a practical way.)

Subject	Health and Physical Education: Physical Education
Code	PE09
Year Level	9
Duration	Semester
Overview	Year 9 Elective Physical Education challenges students to apply their knowledge and skills of Sport Education in Physical Education as learned and demonstrated in Years 7 and 8. Teamwork, initiative, leadership and cooperation are essential when participating in and managing the chosen sports for the semester. Furthermore, research skills, time management and presentation are important to identify significant historical, cultural and technological approaches to sport as part of the theory based sessions. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.
Achievement Standard	They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. They compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement.
Victorian Curriculum Standards	**Movement & Physical Activity** **Moving the body** • Perform and refine specialised movement skills in challenging movement situations (VCHPE152) • Evaluate own and others' movement compositions, and provide feedback ion order to enhance performance situations (VCHPEM153) • Develop, implement and evaluate movement concepts and strategies for successful outcomes (VCHPEM154) **Understanding movement** • Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (VCHPEM156) • Examine the role of physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (VCHPEM157) **Learning through movement** • Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (VCHPEM158) • Transfer understanding from previous movement experiences to create solutions to movement challenges (VCHPEM159) • Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (VCHPEM160))
Cost	**$22.00**

HUMANITIES ELECTIVES

GEOGRAPHY – Food for Thought

(In this subject, students will try food from different cultures and investigate how food can shape global events.)

Subject	Humanities: Geography – Food for Thought
Code	GE09
Year Level	9
Duration	Term
Overview	In Food for Though you will be given the opportunity to try food from other cultures; you will also investigate how food shapes global events. How did a Malaysian plane crash in Europe cause milk prices to drop in Australia? How did Russian wheat prices fuel riots and wars in the Middle East? You will explore these connections and many more in this spicy subject. After learning key investigative skills, students can choose their own culinary conundrum. You may want to investigate how food insecurity is causing more wars or you might want to look into how Indigenous land use techniques can help farmers. Maybe you want to know why we eat cattle and lamb but not cats and dogs. The world is your oyster in Food for Thought, so be prepared to bite of more than you can chew.
Achievement Standard	By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame a historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions...
Victorian Curriculum Standards	**Geographical Concepts and Skills** **Place, space and interconnection** • Predict changes in the characteristics of places over time and identify the possible implications of change for the future(VCGGC127) • Identify, analyse and explain significant spatial distributions and patterns and identify and evaluate their implications, over time and at different scales (VCGGC128) • Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences(VCGGC129) **Data and Information** • Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC131) • Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC132) **Geographical Knowledge** **Biomes and food security** • Distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (VCGGK133) • Environmental, economic and technological factors that influence crop yields in Australia and across the world (VCGGK134) • The interconnection between food production and land and water degradation; shortage of fresh water; competing land uses; and climate change, for Australia and other areas of the world (VCGGK135) • Human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations (VCGGK136) • Land and resource management strategies used by Aboriginal or Torres Strait Islander peoples to achieve food security over time (VCGGK137) • Challenges in feeding the current and projected populations of Australia and the world, and responses to these challenges (VCGGK138)
Cost	$50

LAW FOR LIVING

(In this subject, students are introduced to the rights and obligations of all citizens and how bodies such as parliament and the courts help promote an effective functioning society.)

Subject	Humanities: Civics and Citizenship - Law for Living
Code	LW09
Year Level	Y9
Duration	Term
Overview	Students in this subject will explore their role in the civil society they will be a part of as young adults. This will involve issues of democracy, government and citizens rights and obligations. Bodies such as parliament and the courts will be investigated and evaluated for their impact in promoting an effectively functioning society.
Achievement Standard	By the end of Level 9, students evaluate features of Australia's political system, and identify and analyse the influences on people's electoral choices. They compare and evaluate the key features and values of systems of government, and analyse Australia's global roles and responsibilities. They explain the key principles of Australia's system of justice and analyse the role of Australia's court system. They analyse a range of factors that influence identities and attitudes to diversity. Students evaluate a range of factors that sustain democratic societies and analyse ways they can be active and informed citizens in different contexts, taking into account multiple perspectives and ambiguities.
Victorian Curriculum Standards	**Government and Democracy** • Discuss the role of political parties and independent representatives in Australia's system of government, including the formation of governments, and explain the process through which government policy is shaped and developed (VCCCGO28) **Laws and Citizens** • Describe the key features of Australia's court system, including jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgments, and describe the role of the High Court in interpreting the Constitution (VCCCLO33) • Discuss the key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal (VCCCLO34) **Citizenship, Diversity and Identity** • Examine the influence of a range of media, including social media, in shaping identities and attitudes to diversity and how ideas about Australian identity may be influenced by global events (VCCCCO35)
Cost	**$ 27**

ECONOMICS & BUSINESS – SHOW ME THE MONEY

(In this subject, students are introduced to money, banking and how it links to the economy.)

Subject	Humanities: Economics and Business - Show Me The Money
Code	SM09
Year Level	Year 9
Duration	Term
Overview	Students will develop a basic understanding of the commercial world they live in. They will develop knowledge of the economic forces that impact them as consumers and future workers. Gaining a level of consumer literacy is a key goal of this subject.
Achievement Standard	Students describe how resources are allocated and distributed in the Australian economy and the way economic performance is measured. They provide explanations for variations in economic performance and standards of living within and between economies. Students explain the importance of managing consumer and business financial risks and rewards and analyse the different strategies that may be used when making decisions. They explain the nature of innovation and why businesses need to create a competitive advantage. Students discuss ways that this may be achieved and the enterprising behaviours and capabilities that could be developed by individuals to assist the work and business environments. Students analyse the reasons why and how the work environment is changing and discuss the implications this has for individuals, businesses and the economy. Students identify economics and business trends, explain relationships and make predictions. They generate alternative responses to familiar, unfamiliar and complex problems taking into account multiple perspectives, and using cost-benefit analysis and appropriate criteria to propose and justify a course of action. Students analyse the intended and unintended effects of economic and business decisions and the potential consequences of alternative actions.
Victorian Curriculum Standards	**Resource Allocation and Making Choices** • Investigate Australia as a trading nation and its place within Asia and the global economy (VCEBR020) • Identify and explain the indicators of economic performance and examine how Australia's economy is performing (VCEBR021) • Explain the links between economic performance and living standards, including the variations that exist within and between economies, and give reasons for the possible causes of variations (VCEBR022) **Consumer and Financial Literacy** • Explain why and describe how people manage financial risks and rewards in the current Australian and global financial landscape (VCEBC023) **The Business Environment** • Explore the nature of innovation and discuss how businesses seek to create and maintain a competitive advantage in the market, including the global market (VCEBB024) **Enterprising Behaviours and Capabilities** • Identify the ways enterprising behaviours and capabilities can be developed to improve the work and business environments (VCEBN027) **Economic and Business Reasoning and Interpretation** • Generate a range of viable options, taking into account multiple perspectives, use simple cost-benefit analysis to recommend and justify a course of action, and predict the intended and unintended consequences of economic and business decisions (VCEBE028)
Cost	**$27**

HISTORY – ASIAN HISTORY

(In this subject, students are introduced and investigate historical events in and around Asia.)

Subject	Humanities: History - Asian History
Code	HA09
Year Level	9
Duration	Term
Overview	Students will investigate the history of selected Asian societies in the period 1750 – 1918. **China:** Daily life in China: From foot binding to Confucius From Opium Wars to the Boxer Rebellion. China is beset on all sides as foreign powers take advantage. Why did the British sell opium to millions of Chinese? **Japan:** The power of the Shogun and the Samurai. Daily life in Japan. "The foreign devils are here!" The arrival of Europeans and Americans The rise of modern Japan: Industrialization and 20th Century samurais. **India** The Mughal empire and the Raj The attempt to break free! The Indian mutiny against British rule in 1857 Life in British India
Achievement Standard	By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame a historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions.
Victorian Curriculum Standards	**Historical Concepts and Skills** **Chronology** • Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about (VCHHC121) • Analyse and evaluate the broad patterns of change over the period (VCHHC122) **Historical Sources as Evidence** • Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability (CHHC123) • Analyse the different perspectives of people in the past and evaluate how these perspectives are influence by significant events, ideas, location, beliefs and values. (VCHHC124) • Evaluate different historical interpretations and contested debates (VCHHC125) **Continuity and Change** • Identify and evaluate patterns of continuity and change in the development of the modern world and Australia (VCHHC126) **Historical Knowledge** **Australia and Asia** • Geography and Key social, cultural, economic, and political features of one society at the start of the period (VCHHK133) • Intended and unintended causes and effects of contact and extension of settlement of European power(s) on that Asian country from 1750-1918 (VCHHK134) • Significant events and influencing ideas in the development of the society, including different perspectives of the events at the time and different historical interpretations and debates (VCHHK135) • Patterns of continuity and change and their effects on influencing ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the twentieth century (VCHHK136) **Cause and Effect** • Analyse the long term causes, short term triggers and the intended and unintended effects of significant events and developments (VCHHC127) **Historical Significance** • Evaluate the historical significance of an event, idea, individual or place (VCHHC128)
Cost	$29.25

HISTORY - REVOLUTION

(In this subject, students are introduced to certain uprising or riots that have happened through-out history.)

Subject	Humanities: History – Revolution!
Code	HR09
Year Level	9
Duration	Term
Overview	The study will include the following fascinating area: **Industrial revolution** The often filthy and dangerous working conditions experienced by workers (even young children had to work up chimneys and down the mines!); Inventions and cool machinery such as the steam engine and the railway
Achievement Standard	By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame a historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions...
Victorian Curriculum Standards	**Historical Concepts and Skills** **Chronology** • Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about (VCHHC121) • Analyse and evaluate the broad patterns of change over the period (VCHHC122) **Historical Sources as Evidence** • Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability (VCHHC123) • Analyse the different perspectives of people in the past and evaluate how these perspectives are influence by significant events, ideas, location, beliefs and values. VCHHC124 • Evaluate different historical interpretations and contested debates (VCHHC125) **Continuity and Change** • Identify and evaluate patterns of continuity and change in the development of the modern world and Australia (VCHHC126) **Cause and Effect** • Analyse the long term causes, short term triggers and the intended and unintended effects of significant events and developments (VCHHC127) **Historical Significance** • Evaluate the historical significance of an event, idea, individual or place (VCHHC128) **Historical Knowledge** **Industrial Revolution (1740 – 1914)** • Causes that led to the Industrial Revolution, and other conditions and ideas that influenced the industrialisation of Britain and of Australia (VCHHK129) • Significant effects of the Industrial Revolution, including global changes in landscapes, movements of people, development and influence of ideas, political and social reforms, and transport and communication (VCHHK132) • Different experiences and perspectives of individuals or groups and how ideas, beliefs and values changed during the significant events of the Industrial Revolution (VCHHK131)
Cost	$29.25

HISTORY – WW1

(In this subject, students examine Australia's involvement in World War I.)

Subject	Humanities: History - WW1
Code	HW09
Year Level	9
Duration	Term
Overview	This subject sees students consider and reflect on the conflict that changed the world forever. World War One. Topics that will be included will include: The causes of the war- How did the world lurch into "the war to end all wars"? Recruitment-Why were young Australian men such keen volunteers to join up? The Western front in France- The horrors of trench warfare! Rats, bombs and mud! Gallipoli- Mateship, Simpson's donkey and the Anzac Legend. Technology and modern weapons- Poison gas, tanks and the all new airplane! The end of the war and remembering the fallen.
Achievement Standard	By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame a historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions...
Victorian Curriculum Standards	**Historical Concepts and Skills** **Chronology** • Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about (VCHHC121) • Analyse and evaluate the broad patterns of change over the period (VCHHC1220 **Historical Sources as Evidence** • Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability (VCHHC123) • Analyse the different perspectives of people in the past and evaluate how these perspectives are influence by significant events, ideas, location, beliefs and values. (VCHHC124) • Evaluate different historical interpretations and contested debates (VCHHC125) **Continuity and Change** • Identify and evaluate patterns of continuity and change in the development of the modern world and Australia (VCHHC126) **Cause and Effect** • Analyse the long term causes, short term triggers and the intended and unintended effects of significant events and developments (VCHHC127) **Historical Significance** • Evaluate the historical significance of an event, idea, individual or place (VCHHC128) **Historical Knowledge** **Australia at war (1914 – 1945) World War I** • Causes of World War I and the reasons why Australians enlisted to go to war (VCHHK139) • Significant places where Australians fought and their perspectives and experiences in these places (VCHHK140) • Significant events, turning points of World War I and the nature of warfare (VCHHK141) • Different historical interpretations and contested debates about World War II and the significance of Australian commemoration of war (VCHHK144) • Effects of World War I, with a particular emphasis on the changes and continuities brought to the Australian home front and society (VCHHK142) • Significance of World War I to international relationships in the twentieth century, with particular reference to the Treaty of Versailles (VCHHK143)
Cost	$29.25

LANGUAGES EDUCATION ELECTIVES

It is necessary for students to have completed approximately 300 hours of previous language study before attempting a language at VCE, *except for* Indigenous Languages where prior experience of the language is welcome, but not expected.

Any student interested in studying a Language Other Than English LOTE or Indonesian must see Ms Kindred for approval.

INDONESIAN

(In this subject, students learn how to interact and communicate in Indonesian.)

Subject	Languages Other Than English : Indonesian Language
Code	IN09
Year Level	9
Duration	Semester
Overview	Bahasa Indonesia is the national language of the Republic of Indonesia, Australia's closest neighbour. It is very closely related to Bahasa Malaysia, the national language of Malaysia. These two languages are spoken by more than 250 million people in Indonesia, Malaysia, Singapore, Brunei and Southern Thailand. Australia is becoming increasingly involved – culturally, politically and economically – in the South-East Asian region. Indonesian language skills can open doors to a wide range of employment opportunities in the areas of government administration, education, business, tourism, travel, translating and interpreting, the military, medicine, law, engineering and journalism.
Achievement Standard	By the end of Level 9, students interact with peers and adults using written and spoken Indonesian to communicate about personal interests and experiences. They respond to and create personal, descriptive, informative and imaginative texts for a range of purposes. When participating in presentations, correspondence and dialogues, students use both rehearsed and spontaneous language, and exchange facts, ideas and opinions. In speaking, they apply conventions of pronunciation, stress and rhythm to a range of sentence structures. They apply knowledge of textual features such as salutations, sequences, and persuasive and emotive language to comprehend and create texts such as public signs, advertisements, announcements and websites. Students use embedded clauses to expand ideas, and create cohesion and interest. Students engage with others using formulaic expressions and verbal fillers to sustain and extend interactions. They comment on their own reactions in intercultural encounters and reflect on how these may relate to their own assumptions and identity, and consider how they may also be perceived by others.
Victorian Curriculum Standards	**Communicating.** Interact with others to make decisions and solve problems when making plans or obtaining goods or services. (VCIDC104) Engage with texts to locate information and infer meaning, state opinions on information obtained and present it in new forms. (VCIDC106) Respond to aspects of imaginative texts such as character, ideas, events and setting by expressing reactions and opinions, and by modifying aspects. (VCIDC108) Translate informative and imaginative texts from Indonesian to English and vice versa, comparing own interpretations with others and discussing what differs and why. (VCIDC110) Convey factual information and opinions in texts such as reports and displays using graphics and multimedia tools. (VCIDC107) Create a variety of texts to express imaginary people, places and experiences, drawing on aspects of personal and social world. (VCIDC109) **Understanding.** Develop knowledge of vocabulary and structure to extend meanings, such as complex verbs, affixation, a range of cohesive devices and object-focus construction. (VCIDU115) Develop awareness of register, comparing language choices and considering how and why language varies in formality. (VCIDU117)
Cost	**$36.10**

DIGITAL TECHNOLOGIES ELECTIVES

Digital Technology

(In this subject, students understand how technology is used and created.)

Subject	Digital Technology
Code	DT09
Year Level	9
Duration	Term
Overview	Students will learn about programming languages and develop their understanding of inputs, outputs, variables and selection through the means of a variety of programming challenges. They will take a look back in time at the history of computers focusing on some key computer scientists including George Boole, Sir Tim Berners-Lee, Charles Babbage and Alan Turing. They will not only learn what these great scientists achieved, they will also 'practice' their science / innovations through a range of class activities. Students will be introduced to Local Area Networks (LANS), the hardware of a local network, the workings of the Internet, how the WWW and Internet differ and how data travels around a network (e.g. Data Packets). Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world Learn the language of the future. Grow your knowledge of how technology is created and the appreciation you have for solving problems and build your career path. Become a part of one of the most innovative and disruptive industries. Gain skills that will enable you to develop your understanding of how to create solutions and learn how to develop progams and software to build your career potential. Digital Technologies helps students develop their knowledge of current and emerging technologies, us a range of ICT tools and develop techniques and also understand society's use of ICT.
Achievement Standard	In Level 9, students apply systems thinking skills when considering how human interaction with networked systems introduces complexities surrounding access to, and the security and privacy of, data of various types. They interrogate security practices and techniques used to compress data, and learn about the importance of separating content, presentation and behavioural elements for data integrity and maintenance purposes. Students explore how bias can impact the results and value of data collection methods and they use structured data to analyse, visualise, model and evaluate objects and events. They learn how to develop multilevel abstractions, identify standard elements such as searching and sorting in algorithms, and explore the trade-offs between the simplicity of a model and the faithfulness of its representation.
Victorian Curriculum Standards	**Digital Technologies** **Digital Systems** • Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems (VCDTDS045) **Data and Information** • Analyse simple compression of data and how content data are separated from presentation (VCDTDI046) • Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements (VCDTDI047) • Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data (VCDTDI048) • Manage and collaboratively create interactive solutions for sharing ideas and information online, taking into account social contexts and legal responsibilities (VCDTDI049) **Creating Digital Solutions** • Define and decompose real-world problems precisely, taking into account functional and non-functional requirements and including interviewing stakeholders to identify needs (VCDTCD050) • Design the user experience of a digital system, evaluating alternative designs against criteria including functionality, accessibility, usability and aesthetics (VCDTCD051) • Design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases (VCDTCD052) • Develop modular programs, applying selected algorithms and data structures including using an object-oriented programming language (VCDTCD053) • Evaluate critically how well student-developed solutions and existing information systems and policies take account of future risks and sustainability and provide opportunities for innovation (VCDTCD054)
Cost	**$30**

SCIENCE ELECTIVES

BIOLOGY

(In this subject, students are introduced to specific theories and relationships between the living, physical and chemical world.)

Subject	Science: Biology Elective
Code	BI09
Year Level	9
Duration	Term
Overview	In Level 9, the curriculum focus is on explaining phenomena involving science and its applications. Students explore the biological evidence for different theories, including the theories of natural selection and the Big Bang theory. Atomic theory is used to understand relationships within the periodic table of elements. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale enabling students to predict how changes will affect equilibrium within these systems.
Achievement Standard	By the end of Level 9. Students analyse how biological systems function and respond to external changes with reference to the interdependencies between individual components, energy transfers and flows of matter. They explain the role of DNA and genes in cell division and genetic inheritance. They apply geological timescales to elaborate their explanations of both natural selection and evolution. Students give both qualitative and quantitative explanations of the relationships between distance, speed, acceleration, mass and force to predict and explain motion. Students develop questions and hypotheses that can be investigated using a range of inquiry skills. They independently design and improve appropriate methods of investigation including the control and accurate measurement of variables and systematic collection of data. They explain how they have considered reliability, precision, safety, fairness and ethics in their methods and identify where digital technologies can be used to enhance the quality of data. When selecting evidence students develop and justifying conclusions, they account for inconsistencies in results and identify alternative explanations for findings. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and use appropriate scientific language, representations and balanced chemical equations when communicating their findings and ideas for specific purposes.
Victorian Curriculum Standards	**Science Understanding** **Biological Sciences** • Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems (VCSSU121) • Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment (VCSSU117) • An animal's response to a stimulus is coordinated by its central nervous system (brain and spinal cord); neurons transmit electrical impulses and are connected by synapses (VCSSU118) • The transmission of heritable characteristics from one generation to the next involves DNA and genes (VCSSU119) • The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence (VCSSU120) **Science Inquiry Skills** **Questioning and predicting** • Formulate questions or hypotheses that can be investigated scientifically, including identification of independent, dependent and controlled variables (VCSIS134) **Planning and conducting** • Independently plan, select and use appropriate investigation types, including fieldwork and laboratory experimentation, to collect reliable data, assess risk and address ethical issues associated with these investigation types (VCSIS135) • Select and use appropriate equipment and technologies to systematically collect and record accurate and reliable data, and use repeat trials to improve accuracy, precision and reliability (VCSIS136) **Recording and processing** • Construct and use a range of representations, including graphs, keys, models and formulas, to record and summarise data from students' own investigations and secondary sources, to represent qualitative and quantitative patterns or relationships, and distinguish between discrete and continuous data (VCSIS137)

Analysing and evaluating

- Analyse patterns and trends in data, including describing relationships between variables, identifying inconsistencies in data and sources of uncertainty, and drawing conclusions that are consistent with evidence (VCSIS138)
- Use knowledge of scientific concepts to evaluate investigation conclusions, including assessing the approaches used to solve problems, critically analysing the validity of information obtained from primary and secondary sources, suggesting possible alternative explanations and describing specific ways to improve the quality of data (VCSIS139)

Communicating

- Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations (VCSIS140)

Cost **$26.80**

CHEMISTRY

(In this subject, students are introduced to the periodic table and learn about chemical reactions.)

Subject Code	Science: Chemical Sciences - Chemistry
	CH09
Year Level	9
Duration	Term
Overview	In this unit students continue their exploration of the properties of materials, their link to elemental properties and atomic structure.
Achievement Standard	By the end of Level 10, students analyse and discuss how models and theories about chemical behaviour has developed over time, predicting how future applications of science and technology may affect people's lives. They explain how similarities in the chemical behaviour of elements and their compounds and their atomic structures are represented in the way the periodic table has been constructed. They compare the properties of a range of elements representative of the major groups and periods in the periodic table. They use atomic symbols and balanced chemical equations to summarise chemical reactions Students develop questions and hypotheses that can be investigated using a range of inquiry skills. They analyse trends in data, explain relationships between variables and identify sources of uncertainty. When selecting evidence and developing and justifying conclusions, they account for inconsistencies in results and identify alternative explanations for findings.
Victorian Curriculum Standards	**Science Understanding** **Chemical sciences** • All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms (VCSSU122) • Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed (VCSSU124) • Different types of chemical reactions are used to produce a range of products and can occur at different rates; chemical reactions may be represented by balanced chemical equations (VCXSSU125) • Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer (VCSSU126) **Science Inquiry Skills** **Questioning and predicting** • Formulate questions or hypotheses that can be investigated scientifically, including identification of independent, dependent and controlled variables (VCSIS134) **Planning and conducting** • Independently plan, select and use appropriate investigation types, including fieldwork and laboratory experimentation, to collect reliable data, assess risk and address ethical issues associated with these investigation types (VCSIS135) • Select and use appropriate equipment and technologies to systematically collect and record accurate and reliable data, and use repeat trials to improve accuracy, precision and reliability (VCSIS136) **Recording and processing** • Construct and use a range of representations, including graphs, keys, models and formulas, to record and summarise data from students' own investigations and secondary sources, to represent qualitative and quantitative patterns or relationships, and distinguish between discrete and continuous data (VCSIS137) **Analysing and evaluating** • Analyse patterns and trends in data, including describing relationships between variables, identifying inconsistencies in data and sources of uncertainty, and drawing conclusions that are consistent with evidence (VCSIS138) • Use knowledge of scientific concepts to evaluate investigation conclusions, including assessing the approaches used to solve problems, critically analysing the validity of information obtained from primary and secondary sources, suggesting possible alternative explanations and describing specific ways to improve the quality of data (VCSIS139) **Communicating** • Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations (VCSIS140)
Cost	**$18.30**

MARINE SCIENCE

(In this subject, students learn about the relationship between the living, physical and chemical aspects of the marine environment and the effect humans have.)

Subject	Science: Marine Studies
Code	MA09
Year Level	9
Duration	Term

Overview

Marine Studies provides an opportunity for the future custodians of this environment to study it and to appreciate its value .The oceans cover more than 70 per cent of the earth's surface and influence all forms of life on this planet. Of the thirty-three animal phyla, twenty-eight are found in the sea and thirteen are exclusively marine. This subject's focus is on understanding the relationships between the living, physical and chemical aspects of the marine environment. Knowledge is applied to systems on a local and global scale enabling students to predict how changes will affect equilibrium and provide them with the skills to use and protect its unique ecosystem.

Achievement Standard

By the end of Year 9, marine studies students, can analyse how biological systems function and respond to external changes with reference to the interdependencies between individual components, energy transfers and flows of matter. They explain the concept of energy conservation and model energy transfer and transformation within systems. They describe and analyse interactions and cycles within and between Earth's spheres. They predict how future applications of science and technology may affect people's lives. Students develop questions and hypotheses that can be investigated using a range of inquiry skills. They independently design and improve appropriate methods of investigation including the control and accurate measurement of variables and systematic collection of data. They analyse trends in data, explain relationships between variables and identify sources of uncertainty. They construct evidence-based arguments and use appropriate scientific language when communicating their findings and ideas for specific purposes.

Victorian Curriculum Standards

Science Understanding

Biological sciences

- Multicellular organisms rely on coordinated and interdepended internal systems to respond to changes to their environment (VCSSU117)
- The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence (VCSSU120)
- Ecosystems consist of interdependent organisms and abiotic components of their environment; matter and energy flow through these systems (VCSSU121)

Chemical sciences

- Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer (VCSSU126)

Physical Sciences

- Energy flow in Earth's atmosphere can be explained by the processes of heat transfer (VCSSU132)
- The description and explanation of the motion of objects involves the interaction of forces and the exchange of energy and can be described and predicted using the laws of physics (VCSSU133)

Science Inquiry Skills

Questioning and predicting

- Formulate questions or hypotheses that can be investigated scientifically, including identification of independent, dependent and controlled variables (VCSIS134)

Planning and conducting

- Independently plan, select and use appropriate investigation types, including fieldwork and laboratory experimentation, to collect reliable data, assess risk and address ethical issues associated with these investigation types (VCSIS135)
- Select and use appropriate equipment and technologies to systematically collect and record accurate and reliable data, and use repeat trials to improve accuracy, precision and reliability (VCSIS136)

Recording and processing

- Construct and use a range of representations, including graphs, keys, models and formulas, to record and summarise data from students' own investigations and secondary sources, to represent qualitative and quantitative patterns or relationships, and distinguish between discrete and continuous data (VCSIS137)

Analysing and evaluating

- Analyse patterns and trends in data, including describing relationships between variables, identifying inconsistencies in data and sources of uncertainty, and drawing conclusions that are consistent with evidence (VCSIS138)

- Use knowledge of scientific concepts to evaluate investigation conclusions, including assessing the approaches used to solve problems, critically analysing the validity of information obtained from primary and secondary sources, suggesting possible alternative explanations and describing specific ways to improve the quality of data (VCSIS139)

Communicating

- Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations (VCSIS140)

Cost **$38.80**

PHYSICS

(In this subject, students are introduced to physical laws and how energy is transferred.)

Subject	Science: Physical Sciences - Physics
Code	PH09
Year Level	9
Duration	Term

Overview

This subject's focus is on explaining phenomena involving science and its applications. Students consider both classic and contemporary science contexts to explain the operation of systems at a range of scales. At a microscopic scale, they consider the atom as a system of protons, electrons and neutrons. They develop a more sophisticated view of energy transfer by applying the concept of the conservation of matter in a variety of contexts. They apply their understanding of energy and forces to global systems including continental movement. Students understand that motion and forces are related by applying physical laws.

Achievement Standard

By the end of Level 9, students analyse how models and theories have developed over time and discuss the factors that prompted their review. They predict how future applications of science and technology may affect people's lives. They explain the concept of energy conservation and model energy transfer and transformation within systems. They evaluate the evidence for scientific theories that explain the origin of the Universe. They give both qualitative and quantitative explanations of the relationships between distance, speed, acceleration, mass and force to predict and explain motion. They use the concepts of voltage and current to explain the operation of electric circuits and use a field model to explain interactions between magnets. Students develop questions and hypotheses that can be investigated using a range of inquiry skills. They independently design and improve appropriate methods of investigation including the control and accurate measurement of variables and systematic collection of data. Students construct evidence-based arguments and use appropriate scientific language when communicating their findings and ideas for specific purposes.

Victorian Curriculum Standards

Science Understanding

Physical sciences

- Electric circuits can be designed for diverse purposes using different components; the operation of circuits can be explained by the concepts of voltage and current (VCSSU130)
- The interaction of magnets can be explained by as field model; magnets are used in then generation of electricity and the operation of motors (VCSSU131)
- Energy flow in Earth's atmosphere can be explained by the processes of heat transfer (VCSSU132)
- The description and explanation of the motion of objects involves the interaction of forces and the exchange of energy and can be described and predicted using the laws of physics (VCSSU133)

Science Inquiry Skills

Questioning and predicting

- Formulate questions or hypotheses that can be investigated scientifically, including identification of independent, dependent and controlled variables (VCSIS134)

Planning and conducting

- Independently plan, select and use appropriate investigation types, including fieldwork and laboratory experimentation, to collect reliable data, assess risk and address ethical issues associated with these investigation types (VCSIS135)
- Select and use appropriate equipment and technologies to systematically collect and record accurate and reliable data, and use repeat trials to improve accuracy, precision and reliability (VCSIS136)

Recording and processing

- Construct and use a range of representations, including graphs, keys, models and formulas, to record and summarise data from students' own investigations and secondary sources, to represent qualitative and quantitative patterns or relationships, and distinguish between discrete and continuous data (VCSIS137)

Analysing and evaluating

- Analyse patterns and trends in data, including describing relationships between variables, identifying inconsistencies in data and sources of uncertainty, and drawing conclusions that are consistent with evidence (VCSIS138)
- Use knowledge of scientific concepts to evaluate investigation conclusions, including assessing the approaches used to solve problems, critically analysing the validity of information obtained from primary and secondary sources, suggesting possible alternative explanations and describing specific ways to improve the quality of data (VCSIS139)

Communicating

- Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations (VCSIS140)

Cost **$26.80**

TECHNOLOGY STUDIES ELECTIVES

CREATIVE PLASTICS

(In this subject, students will produce a range of projects by planning and manipulating plastic products.)

Subject	Design and Technologies: Creative Plastics
Code	CP09
Year Level	9
Duration	Term
Overview	Students will be introduced to a range of Design, Production and Evaluation tasks that are fundamental to creating plastics projects and that extend their skills in the workshop. • Interpreting and contributing to design briefs. • Producing concept drawings and final drafts of their design • Planning and following a work sequence • Working safely and developing process skills • Completing a photo frame and a set of trays • Completing a self-directed project where they create the design of their choice • Evaluating the final product and their production work
Achievement Standard	By the end of Level 10 students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to create designed solutions. They identify the changes necessary to designed solutions to realise preferred futures they have described. When creating designed solutions for identified needs or opportunities students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts. Students create designed solutions for each of the prescribed technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They generate and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable for the intended purpose.
Victorian Curriculum Standards	**Technologies and Society** • Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (VCDSTS054) • Explain how designed solutions evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (VCDSTS055) **Technologies Contexts** • Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (VCDSTC059) **Creating Designed Solutions** • Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas (VCDSCD060) • Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication (VCDSCD061) • Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions (VCDSCD062) • Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (VCDSCD063)
Cost	**$60**

CREATIVE WOOD SKILLS

(In this subject, students will create a wood based project by first learning about the design process.)

Subject	Design and Technologies: Creative Wood Skills
Code	CW09
Year Level	9
Duration	Term
Overview	Students will be introduced to a range of Design, Production and Evaluation tasks that are fundamental to creating timber projects and that extend their woodworking skills. • Interpreting and contributing to Design Briefs. • Producing Concept Drawings as Isometric Drawings • Developing Orthogonal views as measured drawings • Costing using Materials Tables • Planning and following a Work Sequence • Working safely and developing Process skills • Completing a Portable Container and a Dowelled Frame project, or equivalent. • Evaluating the final Product and their Production work.
Achievement Standard	By the end of Level 10 students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to create designed solutions. They identify the changes necessary to designed solutions to realise preferred futures they have described. When creating designed solutions for identified needs or opportunities students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts. Students create designed solutions for each of the prescribed technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They generate and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable for the intended purpose.
Victorian Curriculum Standards	**Technologies and Society** • Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (VCDSTS054) • Explain how designed solutions evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (VCDSTS055) **Technologies Contexts** • Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (VCDSTC059) **Creating Designed Solutions** • Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas (VCDSCD060) • Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication (VCDSCD061) • Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions (VCDSCD062) • Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (VCDSCD063)
Cost	**$60**

ELECTRONICS

(In this subject, students will learn how electronics are incorporated and used within a range of products.)

Subject	Design and Technologies: Electronics
Code	EL09
Year Level	9
Duration	Term
Overview	Students will begin to understand a range of concepts about electronics and the components used in electronics. They will use this knowledge to help them construct and design a range of electronic projects. • Reading electronic diagrams • Decoding resistor bands • Mastering soldering skills • Creating a parallel and a series circuit • Following written directions to construct a number of set projects • Disassembling a range of electronics equipment to discover how they work • Completing an internet based research report • Working safely and developing process skills • Evaluating their final products and their production work.
Achievement Standard	By the end of Level 10 students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to create designed solutions. They identify the changes necessary to designed solutions to realise preferred futures they have described. When creating designed solutions for identified needs or opportunities students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts. Students create designed solutions for each of the prescribed technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They generate and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable for the intended purpose.
Victorian Curriculum Standards	**Technologies and Society** • Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (VCDSTS054) • Explain how designed solutions evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (VCDSTS055) **Technologies Contexts** • Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (VCDSTC059) **Creating Designed Solutions** • Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas (VCDSCD060) • Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication (VCDSCD061) • Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions (VCDSCD062) • Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (VCDSCD063)
Cost	**$60**

FABRIC AND FASHION

(In this subject, students learn about the fashion design process and create a range of outfits and accessories.)

Subject	Fabric and Fashion
Code	9FNF
Year Level	Year 9
Duration	Term
Overview	Students will be able to apply creative problem solving skills to a design brief and manage techniques and skills to enable them to work through design, production and construction tasks. • Fashion Design – designing an outfit of up to 4 items including an accessory to a design brief. • Exploring the world of Fashion Blogs via ICT. • Designing a personal Fashion Label Swing Tag. • Using ICT to create mood boards of fashion themes. • Producing a range of fashion accessories such as embroidered T shirt, Fascinator, Fabric brooches, Scarf. • Pattern production and machine sewing of a Skirt. • Fashion Runway – possibly held in conjunction with the Year 10 Make up class. Students wear their own fascinators with matching outfits, have their make-up done, formal photos taken and participate in a fashion runway with invited guests in attendance. • Students keep a record of their investigations, designs, production tasks and evaluations in a workbook.
Achievement Standard	• Students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to create designed solutions. • They identify the changes necessary to designed solutions to realise preferred futures they have described. • When creating designed solutions for identified needs or opportunities students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts. • Students create designed solutions for each of the prescribed technologies contexts based on a critical evaluation of needs or opportunities. • They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. • They generate and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. • They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. • They select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable for the intended purpose.
Victorian Curriculum Standards	**Investigating** Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas. (VCDSCD060) **Generating** Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication (VCDSCD061) **Producing** Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions. (VCDSCD062) **Evaluating** Evaluate design ideas, processes and solutions against comprehensive criteria for success recognizing the need for sustainability. (VCDSCD063)
Cost	$ 50.00 per student

FOOD STUDIES

(In this subject, students are introduced to the nutritional value of food and cooking terminology. Students will use a range of equipment to create set dishes.)

Subject	Design and Technologies: Food Studies
Code	FS09
Year Level	9
Duration	Term
Overview	Students will be introduced to a range of Investigative, Design, Production and Evaluation tasks that are fundamental to create a range of dishes that extend their cooking skills. They will extend their knowledge and refine their skills through: • An understanding of key foods and their nutritional value • Understanding of cooking terminology • Development and implementation of different cooking methods • Evaluation of their Production work • Working safely and hygienically • Using a wide variety of equipment and tools • Sensory evaluation of foods
Achievement Standard	By the end of Level 10 students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to create designed solutions. They identify the changes necessary to designed solutions to realise preferred futures they have described. When creating designed solutions for identified needs or opportunities students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts. Students create designed solutions for each of the prescribed technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They generate and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable for the intended purpose
Victorian Curriculum Standards	**Technologies Contexts** • Investigate and make judgements on the ethical and sustainable production and marketing of food (VCDSTC057) • Investigate and make judgements on how the principles of food safety, preservation and sensory perceptions influence the creation of food solutions for healthy eating (VCDSTC058) • Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (VCDSTC059) **Creating Designed Solutions** • Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas (VCDSCD060) • Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication (VCDSCD061) • Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions (VCDSCD062) • Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (VCDSCD063) • Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes (VCDSCD064)
Cost	**$ 90 per student**

WORKING WITH METALS

(In this subject, students follow the design process to create a range of products made from metal.)

Subject	Design and Technologies: Working with Metals
Code	WM09
Year Level	9
Duration	Term
Overview	Students will be introduced to a range of Design, Production and Evaluation tasks that are fundamental to creating projects using metal as the main material and that extend their metal working skills. • Interpreting and contributing to Design Briefs. • Producing Concept Drawings with annotations • Developing Orthogonal views as measured drawings • Costing using Materials Tables • Planning and following a Work Sequence • Working safely and developing skills performing lap joints, safety edges and other processes • Completing sheet metal surface developments • Evaluating the final Product and their Production work.
Achievement Standard	By the end of Level 10 students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to create designed solutions. They identify the changes necessary to designed solutions to realise preferred futures they have described. When creating designed solutions for identified needs or opportunities students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts. Students create designed solutions for each of the prescribed technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They generate and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable for the intended purpose.
Victorian Curriculum Standards	**Technologies and Society** • Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (VCDSTS054) • Explain how designed solutions evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (VCDSTS055) **Technologies Contexts** • Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (VCDSTC059) **Creating Designed Solutions** • Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas (VCDSCD060) • Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication (VCDSCD061) • Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions (VCDSCD062) • Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (VCDSCD063)
Cost	**$60**

THE ARTS ELECTIVES

DRAMA

(In this subject, students manipulate stagecraft elements to present engaging performances for an audience.)

Subject	The Arts: Drama – Performing Arts
Code	DR09
Year Level	9
Duration	Term
Overview	In Year 9 Drama, students work towards level 10 with a focus on building the skills needed at VCE level. They learn about the elements of drama (such as conflict, tension, symbol and mood) and the ways they can manipulate stagecraft and expressive skills to present engaging dramas for an audience. They research, improvise, rehearse and refine their work in response to reflection and feedback to improve. Students perform both improvised and scripted works and write analyses of their own and others' work.
Achievement Standard	By the end of Level 10, students develop and sustain different roles and characters to realise dramatic intentions and engage audiences. They perform devised and scripted drama in different forms, styles and performance spaces. They plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting and apply stagecraft. They use performance and expressive skills (such as voice and movement) to convey dramatic action and meaning. Students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They develop skills in reflection and using feedback to improve their work in both group discussions and written responses in their workbooks.
Victorian Curriculum Standards	**Explore and Express** • Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama (VCADRE040) • Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles (VCADRE041) **Drama Practices** • Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performances spaces (VCADRD042) • Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements (VCADRD043) **Present and Perform** • Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience (VCADRP044) **Respond and Interpret** • Evaluate how the elements of drama, forms and performance styles in devised and scripted drama to convey meaning and aesthetic effect (VCADRR045) • Analyse a range of drama from contemporary and past times to explore differing viewpoints and enrich their drama practice (VCADRR046) **Critical & Creative Thinking** • Critically examine their own and others thinking processes and discuss factors that influence thinking, including cognitive biases. ((VCCCTM051)
Cost	**$23**

VISUAL ART & DESIGN

(In this subject, students produce a range of artwork through manual and digital methods.)

Subject	The Arts: Visual Communication and Design - Visual Art and Design
Code	VD09
Year Level	9
Duration	Term
Overview	Students are involved in learning about Visual Art and Communication and Design in this subject and are introduced to a variety of creative and skill based tasks. These may include: - Joker Card Design – Use of mixed media - Comic Book Cover – includes Perspective Drawing - Cube – 3 dimensional package design – involves understanding of elements and principles of design - Font Design – understanding of historical use and development of fonts and lettering styles Photoshop – use of computer software
Achievement Standard	By the end of Level 9, students analyse and evaluate how artists communicate ideas and convey meaning in artworks. Students identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice. They select, and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks. • Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences.
Victorian Curriculum Standards	**Explore and Represent Ideas** • Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience (VCAVCDE006) **Visual Communication Design Practices** • Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design (VCAVCDV008) **Present and Perform** • Develop a brief that identifies a specific audience and needs, and present visual communications that meet the brief (VCAVCDP009) **Respond and Interpret** • Analyse and evaluate the factors that influence design decisions in a range of visual communications from different historical, social and cultural contexts (VCAVCDR010) • Analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts VCAVCDR011) **Critical and Creative Thinking** • Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions. (VCCCTQ044)
Cost	**$24.00**

MEDIA STUDIES

(In this subject, students are introduced to cinematography and re-create scenes from television programs)

Subject	The Arts: Media Arts – Media Studies
Code	MS09
Year Level	9
Duration	Term

Overview

This subject will introduce students to the mass media, media production cinematography techniques and mise-en-scene elements. Students will develop skills in producing multimedia content including film and radio. Students will also gain skills in creating, making and presenting multimedia products.

Content that will be covered includes:

- Film Studies
- Photo Retouching
- Re-creating Scenes
- Film Production
- Storyboarding and Planning

Working towards Level 9, students refine and extend their understanding and use of structure, intent, character, settings, viewpoints and genre conventions in their compositions. As they use media technologies they extend the use of media elements such as time, space, sound, movement and lighting. They analyse the way in which audiences make meaning and how audiences interact with and share media artworks.

Achievement Standard

Students experience media arts from a range of cultures, times and locations. As they explore media arts in a range of forms, students learn that over time, there has been a development of different traditional and contemporary styles in media arts. They consider the local, global, social and cultural contexts that shape the purposes and processes in producing media artworks, and evaluate the social and ethical implications of media arts.

Students safely use media technologies.

They maintain ethical practices and consider regulatory issues when using media technologies. Students develop a sophisticated understanding of their roles as artists and audiences as they engage with diverse media artworks.

Victorian Curriculum Standards

Explore and Express Ideas

- Experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text (VCAMAE040)
- Manipulate media representations to identify and examine social and cultural values and beliefs (VCAMAE041)

Media Arts Practices

- Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning and style (VCAMAE042)
- Plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes (VCAMAM043)

Present and Perform

- Plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences, and consider social, ethical and regulatory issues (VCAMAP044)

Respond and Interpret

- Analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts (VCAMAR045)
- Analyse and evaluate a range of media artworks from contemporary and past times, to explore differing viewpoints and enrich their media arts making (VCAMAR046)

Critical and Creative Thinking

- Investigate the kind of criteria that can be used to rationally evaluate the quality of ideas and proposals, including the qualities of viability and workability (VCCCTM053)

Cost **$52.00**

MUSIC

(In this subject, students perform a variety of music, both produced by others and themselves)

Subject	The Arts: Music – Performing Arts, Music
Code	MU09
Year Level	9
Duration	Term
Overview	In Year 9 music students will perform a variety of music both composed by others and themselves. They will explore the work and legacy of influential artists to inform their own music making. Students will analyse music with a view to performing the works or as a starting point for composition. Students will compose music using a combination of traditional notation and technology. Students will investigate performing techniques and conventions as members of a group and as a soloist.
Achievement Standard	By the end of Level 10, students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They demonstrate a developing personal voice and technical control, expression and stylistic understanding. They use general listening and specific aural skills to enhance their performances and use knowledge of the elements of music, style and notation to compose, document and share their music. Students aurally and visually analyse works and performances of different styles. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.
Victorian Curriculum Standards	**Explore and Express** • Experiment with elements of music, voice, instruments and technologies to find ways to create and manipulate effects (VCAMVE033) • Develop music ideas through improvisation, composition and performance, combining and manipulating the elements of music (VCAMVE034) **Music Practices** • Create, practise and rehearse music to develop listening, compositional and technical and expressive performance skills to enhance their performance as a group. • Structure compositions by combining and manipulating the elements of music and using tonation (VCAMUM035) **Present and Perform** • Rehearse and perform to audiences, a range of music they have learnt or composed, using techniques and expressions appropriate to style (VCAMUP036) **Respond and Interpret.** • Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music (VCAMUR037) • Identify and connect specific features and purposes of music from contemporary and past times to explore ideas for their own music making (VCAMUR039) **Critical & Creative Thinking** • Critically examine their own and others thinking processes and discuss factors that influence thinking, including cognitive biases. ((VCCCTM051)
Cost	**$20.00**

PHOTOGRAPHY

(In this subject, students are introduced to photography techniques in order to develop their own ideas)

Subject	The Arts: Visual Arts - Photography
Code	PT09
Year Level	9
Duration	Term
Overview	This subject sees students use a Visual Diary to explore different artists, themes, concepts, materials and techniques. They refine their skill levels in different mediums and use their exploration to inform the creation of a folio of Photographs. These may include: - Digital Photography - Photoshop Techniques - Film and Darkroom Photography - Artist Profiles and analysis of artworks
Achievement Standard	Working towards Level 10, students analyse and evaluate how artists communicate ideas and convey meaning in artworks. Students identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice. They select, and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks. Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences.
Victorian Curriculum Standards	**Explore and Express Ideas** • Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works (VCAVAE040) • Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works (VCAVAE041) **Visual Arts Practices** • Select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes (VCAVAV042) • Conceptualise, plan and design art works that express ideas, concepts and artistic intentions (VCAVAV043) **Present and Perform** • Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience (VCAVAP044) **Respond and Interpret** • Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences (VCAVAR045) • Analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts to explore differing viewpoints (VCAVAR046) **Critical and Creative Thinking** • Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions. (VCCCTQ044)
Cost	**$60.00**

THREE DIMENSIONAL STUDIES

(In this subject, students use a range of materials to create three dimensional artworks)

Subject	The Arts: Visual Arts - 3D Studies
Code	3D09
Year Level	9
Duration	Term
Overview	This subject sees students use a Visual Diary to explore different artists, themes, concepts, materials and techniques. They refine their skill levels in different mediums and use their exploration to inform the creation of a folio of three dimensional artworks. These may include: - Ceramics Relief Sculpture – clay and lino embossing - Sculpture in the Round – clay, wire, mixed media - Birthday Box – mixed media - Analysis of a range of contemporary and historical sculptors
Achievement Standard	Working towards Level 9, students analyse and evaluate how artists communicate ideas and convey meaning in artworks. Students identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice. They select, and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks. Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences.
Victorian Curriculum Standards	**Explore and Express Ideas** • Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works (VCAVAE040) • Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works (VCAVAE041) **Visual Arts Practices** • Select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes (VCAVAV042) • Conceptualise, plan and design art works that express ideas, concepts and artistic intentions (VCAVAV043) **Present and Perform** • Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience (VCAVAP044) **Respond and Interpret** • Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences (VCAVAR045) • Analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts to explore differing viewpoints (VCAVAR046) **Critical and Creative Thinking** • Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions. (VCCCTQ044)
Cost	**$60.00**

TWO DIMENSIONAL STUDIES

(In this subject, students refine their drawing techniques to create two dimensional artworks)

Subject	The Arts: Visual Arts - 2D Studies
Code	2D09
Year Level	9
Duration	Semester
Overview	This subject sees students use a Visual Diary to explore different artists, themes, concepts, materials and techniques. They refine their skill levels in different mediums and use their exploration to inform the creation of a folio of two dimensional artworks. These may include: - Stencil Art –spray paint and mixed media - Mona Lisa Makeover - painting - Song Lyrics –mixed media - Totem - scraperboard Analysis of the artworks of a range of contemporary and historical artists
Achievement Standard	Working towards Level 9, students analyse and evaluate how artists communicate ideas and convey meaning in artworks. Students identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice. They select, and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks. Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences.
Victorian Curriculum Standards	**Explore and Express Ideas** • Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works (VCAVAE040) • Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works (VCAVAE041) **Visual Arts Practices** • Select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes (VCAVAV042) • Conceptualise, plan and design art works that express ideas, concepts and artistic intentions (VCAVAV043) **Present and Perform** • Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience (VCAVAP044) **Respond and Interpret** • Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences (VCAVAR045) • Analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts to explore differing viewpoints (VCAVAR046) **Critical and Creative Thinking** • Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions. (VCCCTQ044)
Cost	**$60.00**

GUIDE TO YEAR 10

Portland Secondary College

"Creating the Opportunities"

Year 10	VCE - Elective	VETiS- Vocational Education Training	Work Experience
Academic	✓	✓	✓

Year 11	VCE Unit 1/2	VCE Unit 3/4	VETiS	Work Placement
VCE	✓	✓	✓	
VCAL Intermediate	✓	✓	✓	✓

Year 12	VCE Units 3/4	VETiS	University Extension	Work Placement
VCE	✓	✓	✓	
VCAL Senior	✓	✓	✓	✓

GLOSSARY OF TERMS

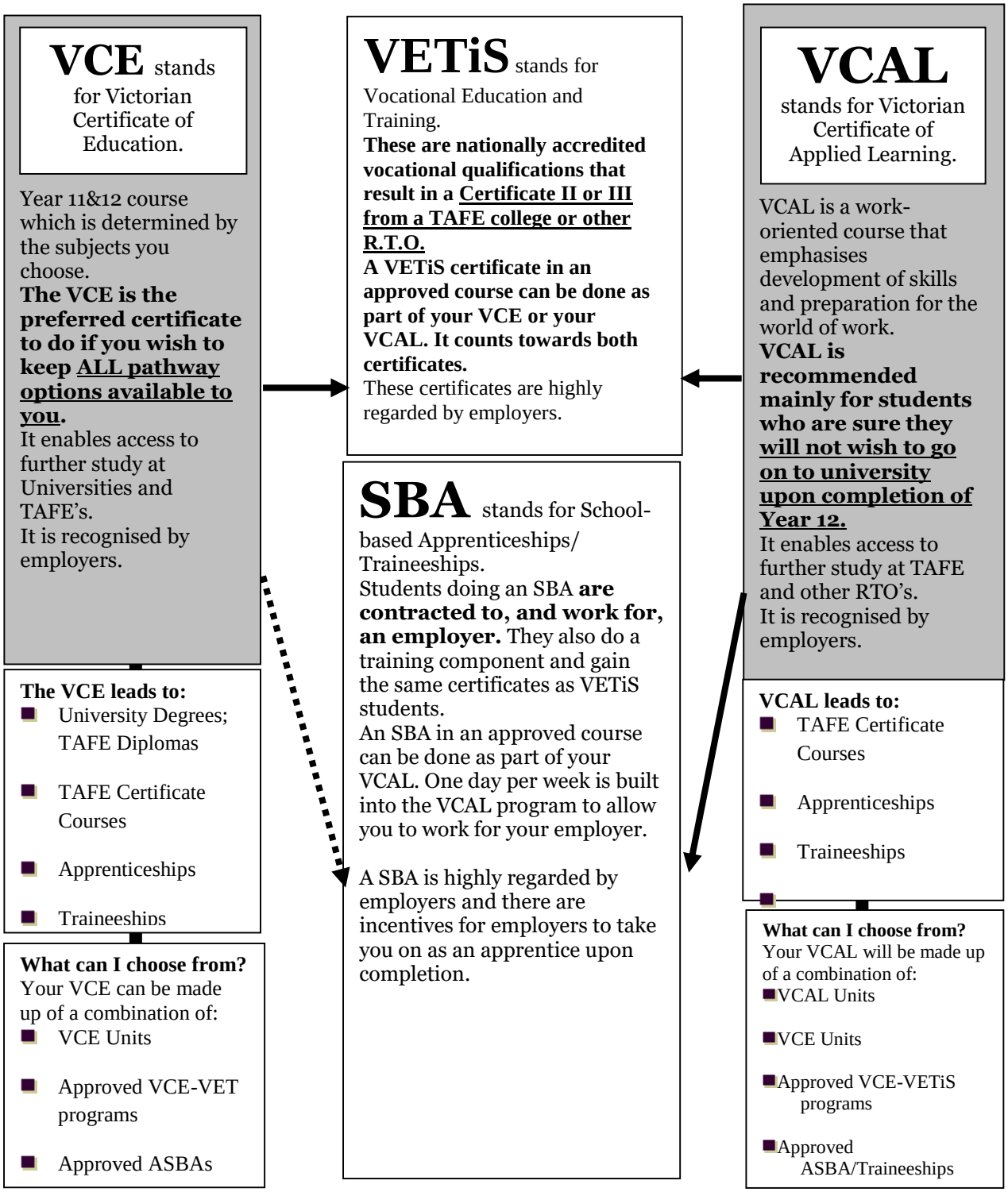
VCE	The Victorian Certificate of Education
VCAL	The Victorian Certificate of Applied Learning
VETiS	Vocational Education & Training in Schools
SBA	School-based Apprenticeship
VCAA	The Victorian Curriculum & Assessment Authority
STUDY	A subject. Most VCE studies are made up of 4 units (Unit 1 & 2 in Year 11 and Unit 3 & 4 in Year 12).
UNIT	A self-contained study of a semester's length representing about 100 hours of work, of which 50-60 hours are class time.
RTO	Registered Training Organisation
SEMESTER	A half year
UNITS 1 & 2	Level of difficulty usually associated with Year 11
UNITS 3 & 4	Level of difficulty usually associated with Year 12
LEARNING OUTCOMES	What you must know, by the time you have finished a Unit.
S/N	S - refers to satisfactory completion N - refers to work that has not reached a satisfactory level
SATISFACTORY COMPLETION	A Unit of work has been satisfactorily completed when all of the outcomes have been met as specified in the Study Design. Students will be made aware of the criteria for satisfactory completion of each unit. 90% attendance and meeting deadlines are two of the criteria.
SCHOOL ASSESSED TASK (SAT)	A task done in school in design or practical-based studies to assess how you are performing in Units 3 & 4, set and marked by teachers, and reviewed externally by VCAA.
SCHOOL ASSESSED COURSEWORK (SACS)	The assessment of coursework, done mainly in class time, to establish how you are performing in Units 3 & 4.
VTAC	The Victorian Tertiary Admissions Centre which organises the process by which students apply and gain entry to a tertiary course.
GAT	The General Achievement Test done by all students doing a Unit 3 & 4 sequence. It is used by the VCAA to check that schools are marking school assessed course work to the same standard.
ATAR	Australian Tertiary Admission Rank
STUDY DESIGN	Course and assessments for each subject that are set by VCAA.
STUDY SCORE	A score from zero to 50 which shows how you performed in a VCE study, relative to all other students doing the same study.

CERTIFICATES AVAILABLE IN YEARS 10, 11 & 12

There are a number of major pathways through Years 10, 11 & 12:

Year 10 students can do a straight academic Year 10, Year 10 with a VCE subject or Year 10 with a VETiS Subject.

Year 11 and 12 students have a choice of two certificates – VCE and VCAL - and within these two certificates students can do a VETiS program or an SBA program.



CORE UNIT – ENGLISH

Subject	English: English - Core
Code	EN10
Year Level	10
Duration	1 year
Overview	In Level 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts. Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media, and the differences between media texts.
Achievement Standard	Literary texts that support and extend students in Level 10 as independent readers are drawn from a range of genres and involve challenging and unpredictable plot sequences and structures that may serve multiple purposes. These texts represent a variety of perspectives, exploring themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings. Students will be exposed to unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.
Victorian Curriculum Standards	**Reading and Viewing / Language** **Language for interaction** • Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (VCELA457) **Text structure and organisation** • Compare the purposes, text structures and language features of traditional and contemporary texts in different media (VCELA458) **Expressing and developing ideas** • Evaluate the impact on audiences of different choices in the representation of still and moving images (VCELA459) **Reading and Viewing / Literature** **Literature and context** • Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (VCELT460) **Responding to literature** • Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (VCELT461) • Evaluate the social, moral and ethical positions represented in texts (VCELT462) **Examining literature** • Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (VCELT463) • Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (VCELT464) • Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (VCELT465) **Reading and Viewing / Literacy** **Texts in context** • Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (VCELY466) **Interpreting, analysing, evaluating** • Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (VCELY467) • Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (VCELY468) • Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (VCELY469) **Ethical Capability** • Investigate how different factors involved in ethical decision making can be managed by people and groups.

	Writing / Language **Text structure and organisation** • Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (VCELA470) • Understand conventions for citing others, and how to reference these in different ways (VCELA471) **Expressing and developing ideas** • Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (VCELA472) • Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (VCELA473) • Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (VCELA474) **Phonics and word knowledge** • Understand how to use knowledge of the spelling system to spell unusual and technical words accurately (VCELA475) **Writing / Literature** **Creating literature** • Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (VCELT476) • Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (VCELT477) • Create imaginative texts that make relevant thematic and intertextual connections with other texts (VCELT478) **Writing / Literacy** **Creating texts** • Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (VCELY479) • Review, edit and refine own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (VCELY480) Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (VCELY481) **Speaking and Listening / Language** **Language variation and change** • Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (VCELA482) **Language for interaction** • Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (VCELA483) **Speaking and Listening / Literature** **Responding to literature** • Reflect on, extend, endorse or refute others' interpretations of and responses to literature (VCELT484) **Ethical Capability** • Discuss issues raised by thinking about consequences and duties, in approaches to decision – making and action, and arguments for and against these approaches. **Speaking and Listening / Literacy** **Interacting with others** • Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage audiences, using organisation patterns, voice and language conventions to present a coherent point of view on a subject (VCELY485) • Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action, speaking clearly and using logic, imagery and rhetorical devices in order to engage audiences (VCELY486)
Cost	$ 41.50

CORE UNIT – GENERAL MATHS

Subject	Maths: General Maths
Code	MA10
Year Level	10
Duration	1 Year
Overview	Students will develop their knowledge of Mathematics and their skills in tackling both routine and non-routine questions within a mathematical context. At the same time they will develop their Reasoning and Problem Solving skills, both with Technology and without the use of Technology, to arrive at solutions to more complex problems. The Year 10 General course is aimed at the student of middle stream maths ability. The course is modified and does not nearly cover the entire Yr.10 Victorian Curriculum. Students successfully completing this course can only pursue General Maths at Year 11 level and then only Further Maths at Year 12.
Achievement Standard	In Level 10, Students use exponential functions to model compound interest. They expand, factorise, simplify and substitute into a wide range of algebraic expressions. They solve linear equations, with and without the use of digital technology. Students solve problems involving perimeter, area, surface area and volume for a range of objects. They solve practical problems in two and three dimensions involving right angles triangles, Pythagoras theorem and trigonometry. Students extend their work in probability to combinations of up to three events, using lists, tables, Venn diagrams, tree diagrams. They explore the concepts of conditional probability and independence. Students use quartiles and the interquartile range as a measure of spread, and construct and interpret boxplots to compare data sets. They relate box plots to corresponding dot plots and histograms. Students explore the association between two numerical variables using scatterplots.
Victorian Curriculum Standards	**Measurement and Geometry** **Using units of measurement** • Solve problems involving surface area and volume for a range of prisms, cylinders and composite solids (VCMMG343) **Geometric reasoning** • Formulate proofs involving congruent triangles and angle properties (VCMMG344) **Pythagoras and trigonometry** • Solve right-angled triangle problems including those involving direction and angles of elevation and depression (VCMMG346) **Number and Algebra** **Real numbers** • Apply index laws to numerical expressions with integer indices (VCMNA302) • Express numbers in scientific notation (VCMNA303) • Solve simple problems involving inverse proportion (VCMNA327) **Money and financial mathematics** • Connect the compound interest formula to repeated applications of simple interest using appropriate digital technologies (VCMNA328) **Patterns and algebra** • Simplify algebraic products and quotients using index laws (VCMNA330) • Apply the four operations to simple algebraic fractions with numerical denominators (VCMNA331) • Substitute values into formulas to determine an unknown and re-arrange formulas to solve for a particular term (VCMNA333) • Solve problems involving linear equations, including those derived from formulas (VCMNA335) **Linear and non-linear relationships** • Solve equations using systematic guess-check-and-refine with digital technology (VCMNA342) **Statistics and Probability** **Chance** • Describe the results of two- and three-step chance experiments, both with and without replacements, assign probabilities to outcomes and determine probabilities of events. Investigate the concept of independence (VCMSP347) • Use the language of 'if ....then, 'given', 'of', 'knowing that' to investigate conditional statements and identify common mistakes in interpreting such language (VCMSP348) • Determine quartiles and interquartile range and investigate the effect of individual data values, including outliers on the interquartile range (VCMSP349) • Construct and interpret box plots and use them to compare data sets (VCMSP350) • Compare shapes of box plots to corresponding histograms and dot plots and discuss the distribution of data (VCMSP351) • Use scatter plots to investigate and comment on relationships between two numerical variables (VCMSP352) • Investigate and describe bivariate numerical data, including where the independent variable is time

	(VCMSP353) • Evaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data (VCMSP354)
Cost	**$** 20

CORE UNIT – MATHS METHODS

Subject	Maths: Mathematical Methods
Code	MD10
Year Level	10
Duration	Year
Overview	Students will develop their knowledge of Mathematics and their skills in tackling both routine and non-routine questions within a mathematical context. At the same time they will develop their Reasoning and Problem Solving skills, both with and without the use of Technology, to arrive at solutions to more complex problems.
Achievement Standard	In Level 10, students extend their use of mathematical models to a wide range of familiar and unfamiliar contexts, involving the use of all types of real numbers. Students expand, factorise, simplify and substitute into a wide range of algebraic expressions, including linear, quadratic, and exponential terms and relations, as well as simple algebraic fractions with numerical denominators. They solve related equations, linear inequalities and simultaneous linear equations, with and without the use of digital technology. They explore the connection between tabular, graphical and algebraic representations of non-linear relations. Students solve practical problems in two and three dimensions involving right angles triangles, Pythagoras theorem and trigonometry. Students extend their work in probability to combinations of up to three events, using lists, tables, Venn diagrams, tree diagrams and grids as applicable to determine probabilities. They explore the concepts of conditional probability and independence, and their application to solving problems involving chance events. Level 10A provides optional, additional content for students to be extended in their mathematical studies. Students could extend work in number and algebra to investigate the structure and properties of number systems. They could extend the study of trigonometry to include an introduction to circular functions and equations, or extend the study of indices and exponential functions to logarithms.
Victorian Curriculum Standards	**Number and Algebra** **Real numbers** • Solve simple problems involving inverse proportion (VCMNA327) **Patterns and algebra** • Factorise algebraic expressions by taking out a common algebraic factor (VCMNA329) • Simplify algebraic products and quotients using index laws (VCMNA330) • Expand binomial products and factorise monic quadratic expressions using a variety of strategies (VCMNA332) • Apply the four operations to simple algebraic fractions with numerical denominators (VCMNA331) • Substitute values into formulas to determine an unknown and re-arrange formulas to solve for a particular term (VCMNA333) **Linear and non-linear relationships** • Solve problems involving linear equations, including those derived from formulas (VCMNA335) • Solve linear equalities and graph their solutions on a number line (VCMNA336) • Solve simultaneous linear equations, using algebraic and graphical techniques including using digital technology (VCMNA337) • Solve problems involving gradients of parallel and perpendicular lines (VCMNA338) • Explore the connection between algebraic and graphical representations of relations such as simple quadratic, reciprocal, circle and exponential, using digital technology as appropriate (VCMNA339) • Solve linear equations involving simple algebraic fractions (VCMNA340) • Solve simple quadratic equations using a range of strategies (VCMNA341) • Solve equations using systematic guess-check-and-refine with digital technology (VCMNA342) **Real numbers** • Define rational and irrational numbers and perform operations with surds and fractional indices (VCMNA355) **Linear and non-linear relationships** • Describe, interpret and sketch parabolas and their transformations (VCMNA359) • Solve simple exponential equations (VCMNA360) • Apply understanding of polynomials to sketch a range of curves and describe the features of these curves from their equation(VCMNA361) • Use function notation to describe the relationship between dependent and independent variables in modelling contexts (VCMNA363) **Measurement and Geometry** **Pythagoras and trigonometry** • Solve right-angled triangle problems including those involving direction and angles of elevation and depression (VCMMG346) • Establish the sine, cosine and area rules for any triangle and solve related problems (VCMMG367)

	• Use the unit circle to define trigonometric functions as functions of a real variable, and graph them with and without the use of digital technologies (VCMMG368) • Solve simple trigonometric equations (VCMMG369) • Apply Pythagoras' theorem and trigonometry to solving three-dimensional problems in right-angled triangles (VCMMG370) **Statistics and Probability** **Chance** • Describe the results of two- and three-step chance experiments, both with and without replacements, assign probabilities to outcomes and determine probabilities of events. Investigate the concept of independence (VCMSP347) • Use the language of 'if ....then, 'given', 'of', 'knowing that' to investigate conditional statements and identify common mistakes in interpreting such language (VCMSP348)
Cost	$ 20

CORE UNIT - SCIENCE

Subject	Science: Science – General
Code	SC10
Year Level	10
Duration	Semester
Overview	In Level 10, the curriculum focus is on explaining phenomena involving science and its applications. Students apply their understanding of energy and forces to global systems including continental movement. Students explore the biological, chemical, geological and physical evidence for different theories, including the theories of natural selection and the Big Bang theory. Atomic theory is used to understand relationships within the periodic table of elements. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale enabling students to predict how changes will affect equilibrium within these systems.
Achievement Standard	By the end of Level 10. Students analyse how biological systems function and respond to external changes with reference to the interdependencies between individual components, energy transfers and flows of matter. They evaluate the evidence for scientific theories that explain the origin of the Universe and the diversity of life on Earth. They explain the role of DNA and genes in cell division and genetic inheritance. They apply geological timescales to elaborate their explanations of both natural selection and evolution. Students explain how similarities in the chemical behaviour of elements and their compounds and their atomic structures are represented in the way the periodic table has been constructed. They compare the properties of a range of elements representative of the major groups and periods in the periodic table. They use atomic symbols and balanced chemical equations to summarise chemical reactions, including neutralisation and combustion. They explain how different factors influence the rate of reactions. They explain global features and events in terms of geological processes and timescales, and describe and analyse interactions and cycles within and between Earth's spheres. Students give both qualitative and quantitative explanations of the relationships between distance, speed, acceleration, mass and force to predict and explain motion. Students develop questions and hypotheses that can be investigated using a range of inquiry skills. They independently design and improve appropriate methods of investigation including the control and accurate measurement of variables and systematic collection of data. They explain how they have considered reliability, precision, safety, fairness and ethics in their methods and identify where digital technologies can be used to enhance the quality of data. When selecting evidence students develop and justifying conclusions, they account for inconsistencies in results and identify alternative explanations for findings. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and use appropriate scientific language, representations and balanced chemical equations when communicating their findings and ideas for specific purposes.
Victorian Curriculum Standards	**Science Understanding** **Biological sciences** • Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment (VCSSU117) • The transmission of heritable characteristics from one generation to the next involves DNA and genes (VCSSU119) • The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence (VCSSU120) **Chemical sciences** • All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms (VCSSU122) • The atomic structure and properties of elements are used to organise them in the periodic table (VCSSU123) • Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed (VCSSU124) • Different types of chemical reactions are used to produce a range of products and can occur at different rates; chemical reactions may be represented by balanced chemical equations (VCSSU125) • Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer (VCSSU126) **Earth and space sciences** • Global systems, including the carbon cycle, rely on interactions involving the atmosphere, biosphere, hydrosphere and lithosphere (VCSSU128) • The Universe contains features including galaxies, stars and solar systems; the Big Bang theory can be used to explain the origin of the Universe (VCSSU129) **Physical sciences** • The description and explanation of the motion of objects involves the interaction of forces and the exchange of energy and can be described and predicted using the laws of physics (VCSSU133)

	Science Inquiry Skills **Questioning and predicting** • Formulate questions or hypotheses that can be investigated scientifically, including identification of independent, dependent and controlled variables (VCSIS134) **Planning and conducting** • Independently plan, select and use appropriate investigation types, including fieldwork and laboratory experimentation, to collect reliable data, assess risk and address ethical issues associated with these investigation types (VCSIS135) • Select and use appropriate equipment and technologies to systematically collect and record accurate and reliable data, and use repeat trials to improve accuracy, precision and reliability (VCSIS136) **Recording and processing** • Construct and use a range of representations, including graphs, keys, models and formulas, to record and summarise data from students' own investigations and secondary sources, to represent qualitative and quantitative patterns or relationships, and distinguish between discrete and continuous data (VCSIS137) **Analysing and evaluating** • Analyse patterns and trends in data, including describing relationships between variables, identifying inconsistencies in data and sources of uncertainty, and drawing conclusions that are consistent with evidence (VCSIS138) • Use knowledge of scientific concepts to evaluate investigation conclusions, including assessing the approaches used to solve problems, critically analysing the validity of information obtained from primary and secondary sources, suggesting possible alternative explanations and describing specific ways to improve the quality of data (VCSIS139) **Communicating** • Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations (VCSIS140)
Cost	$ 25

CORE UNIT – GLOBAL PERSPECTIVES

Subject	Global Perspectives
Code	GP10
Year Level	10
Duration	Semester
Overview	Global Perspectives provides opportunities for students to enquire into, and reflect on, key global issues from a personal, local/national and global perspective. Students will have the opportunity to acquire the following skills: • Gathering, synthesising and communicating information • Collaborating with other to achieve a common outcome • Analysing and evaluating planning, processes and outcomes • Developing and justifying a line of reasoning
Achievement Standard	By the end of Level 10, students explain connections and distinctions between ethical concepts, identifying areas of contestability in their meanings and relative value. Students analyse and evaluate contested approaches to thinking about consequences and duties in relation to ethical issues. They examine complex issues, identify the ethical dimensions and analyse commonality and difference between different positions. They explain how different factors involved in ethical decision-making can be managed.
Victorian Curriculum Standards	**Ethical Capability** **Understanding Concepts** • Investigate the connections and distinctions between and the relative value of concepts including fairness and equality, and respect and tolerance (VCECU019) • Explore a range of ethical problems and examine the extent to which different positions are related to commonly held ethical concepts and principles, considering the influence of cultural norms, religion, world views and philosophical thought (VCECU020) • Distinguish between the ethical and non-ethical dimensions of complex issues, including the distinction between ethical and legal issues (VCECU021) **Decision Making and Actions** • Discuss issues raised by thinking about consequences and duties, in approaches to decision-making and action, and arguments for and against these approaches (VCECD022) • Investigate how different factors involved in ethical decision-making can be managed by people and groups (VCECD023)
Cost	**$ 30**

Year 10 Elective choices

Students must choose at least one Elective from each faculty area. Languages Education is optional.

English
The Art of Writing
Specialist English

Health and Physical Education
Child Studies
Fun and Fitness
Health
Physical Education

Humanities
Commerce
Geography
Law for Living II
Nazi Germany
Pop Culture
World War II

Science
Biology
Chemistry
Marine Science
Physics

Languages Education
Indonesian
Other languages (via Distance Education)

Technology
Creative Wood Skills
Computer Aided Design (CAD/CAM)
Food Studies
Systems Engineering
Textiles
Working with Metals

Digital Technologies
Digital Technology

The Arts
Animation
Design Studio
Drama
Media Studies
Music
Photography
3D Art
2D Art
Visual Communication and Design

VETiS Subjects
VETiS Engineering
VETiS Furnishing
VETiS Hospitality

VCE subjects are also able to be studied.
These subjects take up two of the seven electives studied as they run for a whole year.

ENGLISH ELECTIVES

THE ART OF WRITING

(In this subject, students write a variety of pieces in different styles. They edit and review their own, and others' writing.)

Subject	English: Art of Writing
Code	AW10
Year Level	10
Duration	Semester
Overview	Students engage with a variety of writing styles for enjoyment and critical understanding. They interpret, create, evaluate, discuss and perform a wide range of written texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These may include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references.
Achievement Standard	By the end of Level 10, students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews. They review and edit their own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features. Students also publish their texts using a range of software, including word processing. They experiment with the ways that language features, image and sound can be adapted in literary texts and create literary texts, including hybrid texts, that innovate on aspects of other texts, including through the use of parody, allusion and appropriation.
Victorian Curriculum Standards	**Reading and Viewing / Literacy** **Texts in context** • Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (VCELY466) **Interpreting, analysing, evaluating** • Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (VCELY467) • Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (VCELY469) **Ethical Capability** • Discuss issues raised by thinking about consequences and duties, in approaches to decision making and action, and arguments for and against these approaches. (VCECD022) **Writing / Language** **Text structure and organisation** • Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (VCELA470) • Understand conventions for citing others, and how to reference these in different ways (VCELA471) **Expressing and developing ideas** • Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (VCELA474) **Phonics and word knowledge** • Understand how to use knowledge of the spelling system to spell unusual and technical words accurately (VCELA475) **Writing / Literature** **Creating literature** • Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (VCELT476) • Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (VCELT477) • Create imaginative texts that make relevant thematic and intertextual connections with other texts (VCELT478)

	Writing / Literacy **Creating texts** • Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (VCELY479) • Review, edit and refine own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (VCELY480) Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (VCELY481) **Speaking and Listening / Language** **Language variation and change** • Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (VCELA482) **Language for interaction** • Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (VCELA483) **Speaking and Listening / Literature** **Responding to literature** • Reflect on, extend, endorse or refute others' interpretations of and responses to literature (VCELT484)
Cost	$ 7.00

SPECIALIST ENGLISH

(In this subject, students read and create different styles of writing, and develop ways to present information)

Subject	English: Specialist English
Code	SE10
Year Level	10
Duration	Semester
Overview	Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media, and the differences between texts.
Achievement Standard	Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.
Victorian Curriculum Standards	**Reading and Viewing / Language** **Language for interaction** • Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (VCELA457) **Text structure and organisation** • Compare the purposes, text structures and language features of traditional and contemporary texts in different media (VCELA458) **Expressing and developing ideas** • Evaluate the impact on audiences of different choices in the representation of still and moving images (VCELA459) **Reading and Viewing / Literature** **Literature and context** • Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (VCELT460) **Responding to literature** • Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (VCELT461) • Evaluate the social, moral and ethical positions represented in texts (VCELT462) **Examining literature** • Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (VCELT463) • Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (VCELT464) • Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (VCELT465) **Ethical Capability** • Discuss issues raised by thinking about consequences and duties, in approaches to decision making and action, and arguments for and against these approaches (VCECD022) • Investigate how different factors involved in ethical decision making can be managed by people and groups. (VCECD023) **Reading and Viewing / Literacy** **Texts in context** • Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (VCELY466) **Interpreting, analysing, evaluating** • Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (VCELY467) • Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (VCELY468)

	• Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (VCELY469) **Writing / Language** **Text structure and organisation** • Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (VCELA470) • Understand conventions for citing others, and how to reference these in different ways (VCELA471) **Expressing and developing ideas** • Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (VCELA472) • Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (VCELA473) • Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (VCELA474) **Phonics and word knowledge** • Understand how to use knowledge of the spelling system to spell unusual and technical words accurately (VCELA475) **Writing / Literature** **Creating literature** • Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (VCELT476) • Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (VCELT477) • Create imaginative texts that make relevant thematic and intertextual connections with other texts (VCELT478) **Writing / Literacy** **Creating texts** • Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (VCELY479) • Review, edit and refine own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (VCELY480) Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (VCELY481) **Speaking and Listening / Language** **Language variation and change** • Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (VCELA482) **Language for interaction** • Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (VCELA483) **Speaking and Listening / Literature** **Responding to literature** • Reflect on, extend, endorse or refute others' interpretations of and responses to literature (VCELT484) **Speaking and Listening / Literacy** **Interacting with others** • Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage audiences, using organisation patterns, voice and language conventions to present a coherent point of view on a subject (VCELY485) • Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action, speaking clearly and using logic, imagery and rhetorical devices in order to engage audiences (VCELY486)
Cost	$ 7

HEALTH & PHYSICAL EDUCATION ELECTIVES

CHILD STUDIES

(In this subject, students learn about the development of a child from pre-conception to 5 years of age.)

Subject	Child Studies
Code	CS10
Year Level	10
Duration	Semester
Overview	Students will develop knowledge of and support childhood development from pre-conception to 5 years of age. They will be able to develop parenting skills and present on a range of topics important to the health, wellbeing and development of an embryo up to the age of 5. Students will engage in Real Care baby simulation, role plays and developmental tasks for babies, toddlers and children to further their understanding.
Achievement Standard	The Level 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.
Victorian Curriculum Standards (150-200 words)	**Personal, Social and Community Health** **Being healthy, safe and active** • Evaluate factors that shape identities and analyse how individuals impact the identities of others (VCHPEP142) • Examine the impact of changes and transitions on relationships (VCHPEP143) • Plan, rehearse and evaluate options (includi8ng CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk (VCHPEP144) • Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices (VCHPEP145) **Communicating and interacting for health and wellbeing** • Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices (VCHPEP146) • Evaluate situations and propose appropriate emotions responses and then reflect on possible outcomes of different responses to health and wellbeing (VCHPEP147) • Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148) **Contributing to healthy and active communities** • Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149) Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (VCHPEP150)
Cost	**$ 30.50**

FUN AND FITNESS

(In this subject, students look to improve their physical fitness and make links to the importance of lifelong health.)

Subject	Health and Physical Education: Fun & Fitness
Code	FF10
Year Level	10
Duration	Semester
Overview	Year 10 Fun & Fitness challenges students to prepare for VCE Physical Education by engaging them in theory and practical based sessions that cover the principles of training methods and lifelong health and fitness. All sessions allow students to make links between theory and practice and demonstrate their understanding through human movement, coursework, research tasks and an exam.
Achievement Standard	In Level 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.
Victorian Curriculum Standards	**Movement and Physical Activity** **Learning through movement** • Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (VCHPEM158) • Transfer understanding from previous movement experiences to create solutions to movement challenges (VCHPEM159) **Personal, Social and Community Health** **Contributing to healthy and active communities** • Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149) • Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (VCHPEP150) **Movement and physical activity** • Develop, implement and evaluate movement concepts and strategies for successful outcomes (VCHPEM154)
Cost	$ 40

HEALTH

(In this subject, students build upon the health skills learnt in junior years. They will focus on all aspects of health and make important links for students interested in taking on VCE Health and Human Development.)

Subject	Health and Physical Education: Personal, Social and Community Health
Code	HL10
Year Level	10
Duration	Semester
Overview	The year 10 Health syllabus has a focus on personal and community health, wellbeing and development. The content and skills will build upon the knowledge and skills gained during junior school and better prepare students for success in VCE, particularly in Health and Human Development. The content for Health will include the physical, mental and social dimensions of health, values, communication, relationships, sexual health, Australia's Physical Activity and Sedentary Behaviour Guidelines and nutrition. The key skills fostered in Health include teamwork, speaking and listening, comprehension, reading – silent and out loud, data analysis, case study analysis and writing under exam conditions.
Achievement Standard	The Level 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.
Victorian Curriculum Standards	**Personal, Social and Community Health** **Being healthy, safe and active** • Evaluate factors that shape identities and analyse how individuals impact the identities of others (VCHPEP142) • Examine the impact of changes and transitions on relationships (VCHPEP143) • Plan, rehearse and evaluate options (includi8ng CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk (VCHPEP144) • Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices (VCHPEP145) **Communicating and interacting for health and wellbeing** • Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices (VCHPEP146) • Evaluate situations and propose appropriate emotions responses and then reflect on possible outcomes of different responses to health and wellbeing (VCHPEP147) • Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148) **Contributing to healthy and active communities** • Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149) • Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (VCHPEP150)
Cost	$20.00

PHYSICAL EDUCATION

(In this subject, students will focus on the principles and theories of human movement through practical session. Students will also make strong links for those interested in completing VCE Physical Education.)

Subject	Health & Physical Education: Physical Education
Code	PE10
Year Level	10
Duration	Semester
Overview	Year 10 Elective Physical Education challenges students by engaging them in theory and practical based sessions that cover the principles of human movement, including the body systems, biomechanics and physiology. All sessions allow students to make links between theory and practice and demonstrate their understanding through human movement, coursework, research tasks and an exam.
Achievement Standard	In Level 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.
Victorian Curriculum Standards	**Movement and Physical Activity** **Moving the body** • Develop, implement and evaluate movement concepts and strategies for successful outcomes (VCHPEM154) **Understanding movement** • Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (VCHPEM156) **Learning through movement** • Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (VCHPEM158) • Transfer understanding from previous movement experiences to create solutions to movement challenges (VCHPEM159) **Personal, Social and Community Health** **Communicating and interacting for health and wellbeing** • Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148) • Critique behaviours and contextual factors that influence the health and wellbeing of their communities (VCHPEP151)
Cost	$ 32

HUMANITIES ELECTIVES

COMMERCE

(In this subject, students will learn more about the economy and how this relates and is important for young adults to understand.)

Subject	Humanities: Economics and Business - Commerce
Code	CO10
Year Level	Year 10
Duration	Semester
Overview	Students will develop knowledge of the economy they live in and the major forces which shape our living standards. They will compare our system with to alternative economies. Students also gain an understanding of topics relating to their emergence as young adults in a commercial world. For example, employment rules, motor vehicle ownership, banking and investment.
Achievement Standard	Students describe how resources are allocated and distributed in the Australian economy and the way economic performance is measured. They provide explanations for variations in economic performance and standards of living within and between economies. Students explain the importance of managing consumer and business financial risks and rewards and analyse the different strategies that may be used when making decisions. They explain the nature of innovation and why businesses need to create a competitive advantage. Students discuss ways that this may be achieved and the enterprising behaviours and capabilities that could be developed by individuals to assist the work and business environments. Students analyse the reasons why and how the work environment is changing and discuss the implications this has for individuals, businesses and the economy. Students identify economics and business trends, explain relationships and make predictions. They generate alternative responses to familiar, unfamiliar and complex problems taking into account multiple perspectives, and using cost-benefit analysis and appropriate criteria to propose and justify a course of action. Students analyse the intended and unintended effects of economic and business decisions and the potential consequences of alternative actions.
Victorian Curriculum Standards	**Resource Allocation and Making Choices** • Investigate Australia as a trading nation and its place within Asia and the global economy (VCEBR020) • Identify and explain the indicators of economic performance and examine how Australia's economy is performing (VCEBR021) • Explain the links between economic performance and living standards, including the variations that exist within and between economies, and give reasons for the possible causes of variations (VCEBR022) **The Business Environment** • Explore the nature of innovation and discuss how businesses seek to create and maintain a competitive advantage in the market, including the global market (VCEBB024) **Enterprising Behaviours and Capabilities** • Identify the ways enterprising behaviours and capabilities can be developed to improve the work and business environments (VCEBN027) **Economic and Business Reasoning and Interpretation** • Generate a range of viable options, taking into account multiple perspectives, use simple cost-benefit analysis to recommend and justify a course of action, and predict the intended and unintended consequences of economic and business decisions. (VCEBE028)
Cost	$27

GEOGRAPHY

(This subject looks at the world around us through maps, graphs and natural and human patterns. Students will also make strong links for those interested in VCE Geography.)

Subject	Humanities: Geography
Code	GE10
Year Level	10
Duration	Semester
Overview	This unit sees students investigate change over time with respect to geographic places. Students will look at both natural and human geography to explain patterns of interconnection and spatial distribution. This subject will involve students collecting geographical data in the form of maps, graphs and GIS data to draw conclusions about geographic phenomenon.
Achievement Standard	By the end of Level 10, students predict changes in the characteristics of places over time and identify implications of change for the future. They identify, analyse, and explain significant spatial distributions and patterns and significant interconnections within and between places, and identify and evaluate their implications, over time and at different scales.They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge, using environmental, social and economic criteria, explaining the predicted outcomes and further consequences and drawing a reasoned conclusion. They ethically collect relevant geographical data and information from reliable and useful sources. They select, organise and represent data and information in different forms, using appropriate digital and spatial technologies and through special purpose maps that conform to cartographic conventions. They analyse and evaluate geographical data, maps and information using digital and spatial technologies and Geographical Information Systems as appropriate to develop identifications, descriptions, explanations and conclusions that use geographical terminology.
Victorian Curriculum Standards	**Geographical Concepts and Skills Strand** **Place, space and interconnection** • Predict changes in the characteristics of places over time and identify the possible implications of change for the future (VCGGC127) • Identify, analyse and explain significant spatial distributions and patterns and identify and evaluate their implications (VCGGC128) • Identify, analyse and explain significant interconnections within places and between places over time and at different scales. Evaluate the changes and consequences (VCGGC129) **Data and information** • Collect and record relevant geographical data and information, using ethical protocols from reliable sources and useful primary and secondary sources (VCGGC130) • Select, organise and represent data and information in different form, including by constructing special purpose maps that conform to cartographic conventions (VCGGC131) • Analyse and evaluate data, maps and other geographical information using digital and spatial technologies (VCGGC132) **Geographical Knowledge Strand** • Perceptions people have of place, and how this influences their connections to different places • Ways in which transportation and information and communication technologies are used to connect people to services, information and people in other places • Interconnection of places with other places through trade in goods and services. • Effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia • Effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places • Interconnecting causes of spatial variations between countries in selected indicators of human wellbeing • Reasons and consequences for spatial variations in human wellbeing on a regional scale within India or another country of the Asia region; and on a local scale in Australia • Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places • Issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands • Role of initiatives by international and national government and non-government organisations to improve human wellbeing in Australia and other countries VCGGK144 – VCGGK154
Cost	$ 25

LAW FOR LIVING II

(In this subject, students look at laws and structures of certain systems in Australia. Students will also make comparisons with other countries and make strong links with the VCE Law course)

Subject	Humanities: Civics and Citizenship – Law for Living
Code	LW10
Year Level	10
Duration	Semester
Overview	In this subject students will explore their role in civil society looking at the structures of parliament, government and the justice system. Students will look at their obligations as citizens and evaluate the operation of our civic systems. They will compare our democracy with systems used in other countries.
Achievement Standard	By the end of Level 10, students evaluate features of Australia's political system, and identify and analyse the influences on people's electoral choices. They compare and evaluate the key features and values of systems of government, and analyse Australia's global roles and responsibilities. They analyse the role of the High Court and explain how Australia's international legal obligations influence law and government policy. They explain the key principles of Australia's system of justice and analyse the role of Australia's court system. They analyse a range of factors that influence identities and attitudes to diversity. Students evaluate a range of factors that sustain democratic societies and analyse ways they can be active and informed citizens in different contexts, taking into account multiple perspectives and ambiguities.
Victorian Curriculum Standards	**Government and Democracy** • Discuss the role of political parties and independent representatives in Australia's system of government, including the formation of governments, and explain the process through which government policy is shaped and developed (VCCCGO28) • Explain the values and key features of Australia's system of government compared with at least one other system of government in the Asia region (VCCCGO29) **Laws and Citizens** • Describe the key features of Australia's court system, including jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgments, and describe the role of the High Court in interpreting the Constitution (VCCCLO33) **Citizenship, Diversity and Identity** • Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralistic society (VCCCC035)
Cost	$ 27

NAZI GERMANY

(In this subject, students learn about the rise and fall of Adolf Hitler and the Nazis.)

Subject	History: Nazi Germany and the Holocaust 1933-1945
Code	NG10
Year Level	10
Duration	Semester
Learning Intentions	Students will undertake studies of the rise to power of Adolf Hitler and the Nazis. Students will analyze and examine life in Nazi Germany and consider evidence such as film, documentaries, student texts etc. The Holocaust will be examined closely, with a look at Nazi Racial Policies, Treatment of the Jews and the meaning behind the "Final Solution" as it was called.
Success Criteria	Students will emerge from the course of study equipped to take an informed position on the interpretation of sources, and the use and application of evidence and analysis as a response to historical enquiry.
Overview	Nazi Germany is a fascinating study in human behavior at its worst. Adolf Hitler came to power with a promise to "Make Germany Great again" after the humiliation of defeat in World War One. The 1000-year-old Empire he promised his people would last 12 years, from 1933, until absolute destruction in 1945. Key Inquiry questions we will consider include: • The rise to power of Adolf Hitler and the Nazis- How did Hitler, a nobody, come to power in Germany? • Life in Nazi Germany- A New Germany. What improvements did Hitler bring to Germany? • Life in Nazi Germany- the Police State. Who were the SS and the Gestapo? Why were so many taken away, in the middle of the night? • The Hitler Youth - what did it mean to be a young person in Hitler's Germany? • Life as a Jew. The Nazis considered the Jews inferior. How was your life affected to be a Jew in Hitler's Germany? • Anne Frank- who was this brave young girl and what does her life and death tell us about the Holocaust? The Death Camps- How did Hitler and the Nazis establish and maintain the infamous Death Camps?
Achievement Standard	By the end of Year 10, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame a historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions...
Victorian Curriculum Standards	**Historical Concepts and Skills** **Chronology** • Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about (VCHHC121) • Analyse and evaluate the broad patterns of change over the period (VCHHC122) **Historical Sources as Evidence** • Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability (VCHHC123) • Analyse the different perspectives of people in the past and evaluate how these perspectives are influence by significant events, ideas, location, beliefs and values. VCHHC124 • Evaluate different historical interpretations and contested debates (VCHHC125) **Continuity and Change** • Identify and evaluate patterns of continuity and change in the development of the modern world and Australia (VCHHC126) **Cause and Effect** • Analyse the long term causes, short term triggers and the intended and unintended effects of significant events and developments (VCHHC127) **Historical Significance** • Evaluate the historical significance of an event, idea, individual or place (VCHHC128) **Historical Knowledge** • Key social, cultural, economic, and political features of one society (VCHHK133) • Effects of World War II, with a particular emphasis on the changes and continuities brought to the Australian home front and society (VCHHK148)
Cost	**$27**

POWERFUL POP CULTURE

(In this subject, students are introduced to film, TV and music and how this influences its audiences. It also illustrates to students how entertainment links to major historical events.)

Subject	Humanities: History – Powerful Pop Culture
Code	PP10
Year Level	10
Duration	Semester
Overview	WARNING: This subject may change the way you look at films, sport and TV shows, and listen to music and other forms of entertainment. Here you'll investigate the fun (and important) aspects of life – the things that entertain us. You will get the opportunity to listen to music, watch films and TV shows and learn more about influential sporting figures and events. By the end of the subject you will have learnt about everything from Summer Heights High to The Socceroos. You will investigate how the Neighbours TV show was causing people to wag school in England, and what Australian films influenced Kill Bill. Students will be given the freedom to follow their pop culture interest and explore this in depth. This could involve looking at the effect the Bodyline Series had on world cricket; whether Alf Stewart is the most important character on Home and Away, or anything else you're interested in! Students of history get the chance to apply their skills and knowledge to one of the most powerful and dangerous institutions in the world: the entertainment industry.
Achievement Standard	By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame a historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions...
Victorian Curriculum Standards	**Historical Concepts and Skills** **Chronology** • Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about (VCHHC121) • Analyse and evaluate the broad patterns of change over the period (VCHHC122) **Historical Sources as Evidence** • Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability (VCHHC123) • Analyse the different perspectives of people in the past and evaluate how these perspectives are influence by significant events, ideas, location, beliefs and values. VCHHC124 • Evaluate different historical interpretations and contested debates (VCHHC125) **Continuity and Change** • Identify and evaluate patterns of continuity and change in the development of the modern world and Australia (VCHHC126) **Cause and Effect** • Analyse the long term causes, short term triggers and the intended and unintended effects of significant events and developments (VCHHC127) **Historical Significance** • Evaluate the historical significance of an event, idea, individual or place (VCHHC128) **Historical Knowledge** **The Globalising World: Popular Culture** • Effects of significant post-World War II world events and developments on one major global influence that shaped change in Australian society (VCHHK157) • Causes and developments of the major global influences on Australia (VCHHK158) • Changing social, cultural, historical, economic, environmental, political and technological conditions on a major global influence in Australia (VCHHK159) • The perspectives of people and different historical interpretations and debates from the period (VCHHK160)
Cost	$30

WORLD WAR II

(In this subject, students focus on Australia's involvement in World War II.)

Subject	Humanities: History – World War II
Code	WW10
Year Level	10
Duration	Semester
Overview	This subject will see students looking at the events and factors that caused the world to become entangled in a new terrible world war just 20 years after World War One. Topics include: The road to war: Hitler and his march to war and the policy of "Appeasement". Japans road to war including the invasion of China and the " Nanjing Massacre" and "Pearl Harbor" The war in Europe will look at Germanys all new "Lightening war" tactics and its conquest of France, the Battle of Britain, the Invasion of Russia (Stalingrad) and D-DAY to liberation. The war in the Pacific will look at Japans surprise attack at Pearl Harbour and significant battles such as Singapore, Kokoda and Midway, The dropping of the Atomic bomb will also be a focus. Prisoners of War- what was it like to be a prisoner of the Japanese working on the infamous Death Railway in Burma and Thailand? Life on the home front; how did the war affect civilians at home including women?
Achievement Standard	By the end of Level 10, students refer to significant events, the actions of individuals and groups, and beliefs and values to identify and evaluate the patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their significance. They explain the context for people's actions in the past. Students evaluate the significance of events and analyse the developments from a range of perspectives. They evaluate the different interpretations of the past and recognise the evidence used to support these interpretations. Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. They locate and select historical sources and identify their origin, purpose and content features. They compare and contrast historical sources and evaluate their accuracy, usefulness and reliability. They evaluate different historical interpretations and contested debates.
Victorian Curriculum Standards	**Historical Concepts and Skills** **Chronology** • Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about (VCHHC121) • Analyse and evaluate the broad patterns of change over the period (VCHHC1220 **Historical Sources as Evidence** • Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability (VCHHC123) • Analyse the different perspectives of people in the past and evaluate how these perspectives are influence by significant events, ideas, location, beliefs and values. (VCHHC124) • Evaluate different historical interpretations and contested debates (VCHHC125) **Continuity and Change** • Identify and evaluate patterns of continuity and change in the development of the modern world and Australia (VCHHC126) **Cause and Effect** • Analyse the long term causes, short term triggers and the intended and unintended effects of significant events and developments (VCHHC127) **Historical Significance** • Evaluate the historical significance of an event, idea, individual or place (VCHHC128) **Historical Knowledge Strand** **Australians at war (1914-1945: World War II** • Causes of World War II and the reasons why Australians enlisted to go to war, and how women contributed to the war effort (VCHHK145) • Significant places where Australians fought and their perspectives and experiences in these places (VCHHK146) • Significant events, turning points of World War II and the nature of warfare (VCHHK147) • Different historical interpretations and contested debates about World War II and the significance of Australian commemoration of war (VCHHK150) • Significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the Britain, the USA, Asia and United Nations (VCHHK149) • Effects of World War II, with a particular emphasis on the changes and continuities brought to the Australian home front and society
Cost	$25

SCIENCE ELECTIVES

BIOLOGY

(In this subject, students look at biological systems and their components; as well as energy transfer.)

Subject	Science: Biological Sciences - Biology
Code	BI10
Year Level	10
Duration	Semester
Overview	In Level 10, the curriculum focus is on explaining phenomena involving science and its applications. Students explore the biological evidence for different theories, including the theories of natural selection and the Big Bang theory. Atomic theory is used to understand relationships within the periodic table of elements. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale enabling students to predict how changes will affect equilibrium within these systems.
Achievement Standard	By the end of Level 10. Students analyse how biological systems function and respond to external changes with reference to the interdependencies between individual components, energy transfers and flows of matter. They explain the role of DNA and genes in cell division and genetic inheritance. They apply geological timescales to elaborate their explanations of both natural selection and evolution. Students give both qualitative and quantitative explanations of the relationships between distance, speed, acceleration, mass and force to predict and explain motion. Students develop questions and hypotheses that can be investigated using a range of inquiry skills. They independently design and improve appropriate methods of investigation including the control and accurate measurement of variables and systematic collection of data. They explain how they have considered reliability, precision, safety, fairness and ethics in their methods and identify where digital technologies can be used to enhance the quality of data. When selecting evidence students develop and justifying conclusions, they account for inconsistencies in results and identify alternative explanations for findings. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and use appropriate scientific language, representations and balanced chemical equations when communicating their findings and ideas for specific purposes.
Victorian Curriculum Standards	**Science Understanding** **Biological Sciences** • Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems (VCSSU121) • Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment (VCSSU117) • An animal's response to a stimulus is coordinated by its central nervous system (brain and spinal cord); neurons transmit electrical impulses and are connected by synapses (VCSSU118) • The transmission of heritable characteristics from one generation to the next involves DNA and genes (VCSSU119) • The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence (VCSSU120) **Science Inquiry Skills** **Questioning and predicting** • Formulate questions or hypotheses that can be investigated scientifically, including identification of independent, dependent and controlled variables (VCSIS134) **Planning and conducting** • Independently plan, select and use appropriate investigation types, including fieldwork and laboratory experimentation, to collect reliable data, assess risk and address ethical issues associated with these investigation types (VCSIS135) • Select and use appropriate equipment and technologies to systematically collect and record accurate and reliable data, and use repeat trials to improve accuracy, precision and reliability (VCSIS136) **Recording and processing** • Construct and use a range of representations, including graphs, keys, models and formulas, to record and summarise data from students' own investigations and secondary sources, to represent qualitative and quantitative patterns or relationships, and distinguish between discrete and continuous data (VCSIS137)

	Analysing and evaluating • Analyse patterns and trends in data, including describing relationships between variables, identifying inconsistencies in data and sources of uncertainty, and drawing conclusions that are consistent with evidence (VCSIS138) • Use knowledge of scientific concepts to evaluate investigation conclusions, including assessing the approaches used to solve problems, critically analysing the validity of information obtained from primary and secondary sources, suggesting possible alternative explanations and describing specific ways to improve the quality of data (VCSIS139) **Communicating** • Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations (VCSIS140)
Cost	$ 27

CHEMISTRY

(In this subject, students study elements in the periodic table, their properties and interactions.)

Subject	Science: Chemical Sciences - Chemistry
Code	CH10
Year Level	10
Duration	Semester
Overview	The focus of this subject is to investigate the organisation of elements in the periodic table, making links with elemental properties and interactions. Metals and non-metal substances are used as the vehicle to investigate these aspects with a particular emphasis on modification of properties. A variety of types of chemical reactions are investigated along with rates of reactions. Students implement safe laboratory procedures as they continue to develop inquiry skills in a practical environment. They are required to predict, observe and explain observations and make appropriate measurements and calculations as they work towards a conclusion.
Achievement Standard	By the end of Level 10, students analyse how models and theories have developed over time and discuss the factors that prompted their review. They predict how future applications of science and technology may affect people's lives. Students compare the properties of a range of elements representative of the major groups and periods in the periodic table. They use atomic symbols and balanced chemical equations to summarise chemical reactions. They explain natural radioactivity in terms of atoms and energy change. They explain how different factors influence the rate of reactions. Students develop questions and hypotheses that can be investigated using a range of inquiry skills. They analyse trends in data, explain relationships between variables and identify sources of uncertainty. When selecting evidence and developing and justifying conclusions, they account for inconsistencies in results and identify alternative explanations for findings.
Victorian Curriculum Standards	**Science Understanding** **Science as human endeavour** • Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community (VCSSU114) **Chemical sciences** • All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms (VCSSU122) • The atomic structure and properties of elements are used to organise them in the periodic table (VCSSU123) • Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed (VCSSU124) • Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer (VCSSU126) **Science Inquiry Skills** **Questioning and predicting** • Formulate questions or hypotheses that can be investigated scientifically, including identification of independent, dependent and controlled variables (VCSIS134) **Planning and conducting** • Independently plan, select and use appropriate investigation types, including fieldwork and laboratory experimentation, to collect reliable data, assess risk and address ethical issues associated with these investigation types (VCSIS135) • Select and use appropriate equipment and technologies to systematically collect and record accurate and reliable data, and use repeat trials to improve accuracy, precision and reliability (VCSIS136) **Recording and processing** • Construct and use a range of representations, including graphs, keys, models and formulas, to record and summarise data from students' own investigations and secondary sources, to represent qualitative and quantitative patterns or relationships, and distinguish between discrete and continuous data (VCSIS137) **Analysing and evaluating** • Analyse patterns and trends in data, including describing relationships between variables, identifying inconsistencies in data and sources of uncertainty, and drawing conclusions that are consistent with evidence (VCSIS138) • Use knowledge of scientific concepts to evaluate investigation conclusions, including assessing the approaches used to solve problems, critically analysing the validity of information obtained from primary and secondary sources, suggesting possible alternative explanations and describing specific ways to improve the quality of data (VCSIS139)

	Communicating • Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations (VCSIS140)
Cost	$ 40

MARINE STUDIES

(In this subject, students study and appreciate aspects of the marine environment and how humans effect it.)

Subject	Science: Biological Sciences - Marine Science
Code	MS10
Year Level	10
Duration	Semester
Overview	Marine Science provides an opportunity for the future custodians of this environment to study it and to appreciate its value. The oceans cover more than 70 per cent of the earth's surface and influence all forms of life on this planet. This subject will focus on understanding the relationships between the living, physical and chemical aspects of the marine environment and what effect we, as humans have on the oceans. Knowledge is applied to systems on a local and global scale enabling students to predict how changes will affect equilibrium and provide them with the skills to use and protect its unique ecosystems.
Achievement Standard	By the end of Year 10, students can analyse how biological systems function and respond to external changes with reference to the interdependencies between individual components, energy transfers and flows of matter. They explain the concept of energy conservation and model energy transfer and transformation within systems. They describe and analyse interactions and cycles within and between Earth's spheres. They predict how future applications of science and technology may affect people's lives. Students develop questions and hypotheses that can be investigated using a range of inquiry skills. They independently design and improve appropriate methods of investigation including the control and measurement of variables and systematic collection of data. They analyse trends in data, explain relationships between variables and identify sources of uncertainty. They construct evidence-based arguments and use scientific language when communicating their findings and ideas for specific purposes.
Victorian Curriculum Standards	**Science Understanding** **Biological sciences** • Multicellular organisms rely on coordinated and interdepended internal systems to respond to changes to their environment (VCSSU117) • The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence (VCSSU120) • Ecosystems consist of interdependent organisms and abiotic components of their environment; matter and energy flow through these systems (VCSSU121) **Chemical sciences** • Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer (VCSSU126) **Physical Sciences** • Energy flow in Earth's atmosphere can be explained by the processes of heat transfer (VCSSU132) • The description and explanation of the motion of objects involves the interaction of forces and the exchange of energy and can be described and predicted using the laws of physics (VCSSU133) **Science Inquiry Skills** **Questioning and predicting** • Formulate questions or hypotheses that can be investigated scientifically, including identification of independent, dependent and controlled variables (VCSIS134) **Planning and conducting** • Independently plan, select and use appropriate investigation types, including fieldwork and laboratory experimentation, to collect reliable data, assess risk and address ethical issues associated with these investigation types (VCSIS135) • Select and use appropriate equipment and technologies to systematically collect and record accurate and reliable data, and use repeat trials to improve accuracy, precision and reliability (VCSIS136) **Recording and processing** • Construct and use a range of representations, including graphs, keys, models and formulas, to record and summarise data from students' own investigations and secondary sources, to represent qualitative and quantitative patterns or relationships, and distinguish between discrete and continuous data (VCSIS137) **Analysing and evaluating** • Analyse patterns and trends in data, including describing relationships between variables, identifying inconsistencies in data and sources of uncertainty, and drawing conclusions that are consistent with evidence (VCSIS138) • Use knowledge of scientific concepts to evaluate investigation conclusions, including assessing the approaches used to solve problems, critically analysing the validity of information obtained from primary and secondary sources, suggesting possible alternative explanations and describing specific ways to improve the quality of data (VCSIS139)

	Communicating • Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations (VCSIS140)
	$ 30

PHYSICS

(In this subject, students study the atom and laws that effect motion and forces.)

Subject	Science: Physical Sciences - Physics
Code	PH10
Year Level	10
Duration	Semester
Overview	This subject's focus is on explaining phenomena involving science and its applications. Students consider both classic and contemporary science contexts to explain the operation of systems at a range of scales. At a microscopic scale, they consider the atom as a system of protons, electrons and neutrons, and understand how this system can change through nuclear decay. They develop a more sophisticated view of energy transfer by applying the concept of the conservation of matter in a variety of contexts. They apply their understanding of energy and forces to global systems including continental movement. Students understand that motion and forces are related by applying physical laws.
Achievement Standard	By the end of Level 10, students analyse how models and theories have developed over time and discuss the factors that prompted their review. They predict how future applications of science and technology may affect people's lives. They explain the concept of energy conservation and model energy transfer and transformation within systems. They evaluate the evidence for scientific theories that explain the origin of the Universe. They explain natural radioactivity in terms of atoms and energy change. They explain how different factors influence the rate of reactions. They give both qualitative and quantitative explanations of the relationships between distance, speed, acceleration, mass and force to predict and explain motion. They use the concepts of voltage and current to explain the operation of electric circuits and use a field model to explain interactions between magnets. Students develop questions and hypotheses that can be investigated using a range of inquiry skills. They independently design and improve appropriate methods of investigation including the control and accurate measurement of variables and systematic collection of data. They analyse trends in data, explain relationships between variables and identify sources of uncertainty. They construct evidence-based arguments and use appropriate scientific language when communicating their findings and ideas for specific purposes.
Victorian Curriculum Standards	**Science Understanding** **Physical sciences** • Electric circuits can be designed for diverse purposes using different components; the operation of circuits can be explained by the concepts of voltage and current (VCSSU130) • The interaction of magnets can be explained by as field model; magnets are used in then generation of electricity and the operation of motors (VCSSU131) • Energy flow in Earth's atmosphere can be explained by the processes of heat transfer (VCSSU132) • The description and explanation of the motion of objects involves the interaction of forces and the exchange of energy and can be described and predicted using the laws of physics (VCSSU133) **Science Inquiry Skills** **Questioning and predicting** • Formulate questions or hypotheses that can be investigated scientifically, including identification of independent, dependent and controlled variables (VCSIS134) **Planning and conducting** • Independently plan, select and use appropriate investigation types, including fieldwork and laboratory experimentation, to collect reliable data, assess risk and address ethical issues associated with these investigation types (VCSIS135) • Select and use appropriate equipment and technologies to systematically collect and record accurate and reliable data, and use repeat trials to improve accuracy, precision and reliability (VCSIS136) **Recording and processing** • Construct and use a range of representations, including graphs, keys, models and formulas, to record and summarise data from students' own investigations and secondary sources, to represent qualitative and quantitative patterns or relationships, and distinguish between discrete and continuous data (VCSIS137) **Analysing and evaluating** • Analyse patterns and trends in data, including describing relationships between variables, identifying inconsistencies in data and sources of uncertainty, and drawing conclusions that are consistent with evidence (VCSIS138) • Use knowledge of scientific concepts to evaluate investigation conclusions, including assessing the approaches used to solve problems, critically analysing the validity of information obtained from primary and secondary sources, suggesting possible alternative explanations and describing specific ways to improve the quality of data (VCSIS139)

	Communicating • Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations (VCSIS140)
Cost	$27

LANGUAGES EDUCATION

Any student interested in studying a language other than Indonesian must see Ms Kindred for further information.

Alternative languages are appropriate only for those students who have extensive language and cultural knowledge. Languages are studied via Distance Education.

It is necessary for students to have completed approximately 300 hours of previous language study before attempting a language at VCE, *except for* Indigenous Languages where prior experience of the language is welcome, but not expected.

INDONESIAN

(In this subject, students learn how to interact and communicate in Indonesian.)

Subject	Languages Other Than English: Indonesian Language
Code	IN10
Year Level	10
Duration	Semester
Overview	Bahasa Indonesia is the national language of the Republic of Indonesia, Australia's closest neighbour. It is very closely related to Bahasa Malaysia, the national language of Malaysia. These two languages are spoken by more than 250 million people in Indonesia, Malaysia, Singapore, Brunei and Southern Thailand. Australia is becoming increasingly involved – culturally, politically and economically – in the South-East Asian region. Indonesian language skills can open doors to a wide range of employment opportunities in the areas of government administration, education, business, tourism, travel, translating and interpreting, the military, medicine, law, engineering and journalism.
Achievement Standard	By the end of Level 10, students interact with peers and adults using written and spoken Indonesian to communicate about personal interests and relationships, practices and experiences, and about broader issues such as health and the environment, including as these relate to Indonesia. They respond to and create personal, descriptive, informative and imaginative texts for a range of purposes. When participating in presentations, correspondence and dialogues, students use both rehearsed and spontaneous language, and exchange facts, ideas and opinions. In speaking, they apply conventions of pronunciation, stress and rhythm to a range of sentence structures. They apply knowledge of textual features such as salutations, sequences, and persuasive and emotive language to comprehend and create texts such as public signs, advertisements, announcements and websites. Students use embedded clauses to expand ideas, and create cohesion and interest. Students engage with others using formulaic expressions and verbal fillers to sustain and extend interactions. They translate texts and create bilingual texts, comparing different interpretations and deciding how to deal with instances of non-equivalence, such as proverbs, idioms, proper nouns, and culture-specific terms and expressions. They comment on their own reactions in intercultural encounters and reflect on how these may relate to their own assumptions and identity, and consider how they may also be perceived by others.
Victorian Curriculum Standards	**Communicating.** Interact with others to make decisions and solve problems when making plans or obtaining goods or services. (VCIDC104) Engage with texts to locate information and infer meaning, state opinions on information obtained and present it in new forms. (VCIDC106) Respond to aspects of imaginative texts such as character, ideas, events and setting by expressing reactions and opinions, and by modifying aspects. (VCIDC108) Translate informative and imaginative texts from Indonesian to English and vice versa, comparing own interpretations with others and discussing what differs and why. (VCIDC110) Convey factual information and opinions in texts such as reports and displays using graphics and multimedia tools. (VCIDC107) Create a variety of texts to express imaginary people, places and experiences, drawing on aspects of personal and social world. (VCIDC109) **Understanding.** Develop knowledge of vocabulary and structure to extend meanings, such as complex verbs, affixation, a range of cohesive devices and object-focus construction. (VCIDU115) Develop awareness of register, comparing language choices and considering how and why language varies in formality. (VCIDU117)
Cost	$ 36

TECHNOLOGY ELECTIVES

CREATIVE WOOD SKILLS

(In this subject, students will extend their understanding of the design process and development of a product made from wood.)

Subject	Design and Technologies: Creative Wood Skills
Code	CW10
Year Level	10
Duration	Semester
Overview	Students will extend their Design, Production and Evaluation skills through project work and skills building exercises introduced to the whole class. • Interpreting and contributing to Design Briefs. • Producing Concept Drawings as Isometric Drawings. • Developing Orthogonal views as measured drawings • Costing using Materials Tables • Planning and following a Work Sequence • Working safely and developing Process skills • Completing a Cabinet with a drawer or door fitted, or the equivalent type of project. • Evaluating the final Product and the student's Production work. • Completing an Exam
Achievement Standard	By the end of Level 10 students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to create designed solutions. They identify the changes necessary to designed solutions to realise preferred futures they have described. When creating designed solutions for identified needs or opportunities students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts. Students create designed solutions for each of the prescribed technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They generate and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable for the intended purpose.
Victorian Curriculum Standards	**Technologies and Society** • Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (VCDSTS054) • Explain how designed solutions evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (VCDSTS055) **Technologies Contexts** • Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (VCDSTC059) **Creating Designed Solutions** • Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas (VCDSCD060) • Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication (VCDSCD061) • Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions (VCDSCD062) • Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (VCDSCD063)
Cost	**$60**

COMPUTER AIDED DESIGN (CAD)

(In this subject, students learn how to draw and design through the use of a computer.)

Subject	Design and Technologies: Engineering Technology
Code	ET10
Year Level	10
Duration	Semester
Overview	Students will develop the following skills and knowledge associated with Computer Aided Design: - Introduction to three-dimensional modelling principals and capabilities - Read technical drawings and communicate ideas with peers - Develop spatial vision and mechanical aptitudes - Think logically when designing and choosing CAD tools to perform tasks - Gain familiarity with CAD software and be able to complete a series of 3D projects to a specified criteria - Evaluate their design to relevant criteria - Gain valuable insight into the future of 3D Design technology in our society
Achievement Standard	By the end of Level 10 students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to create designed solutions. They identify the changes necessary to designed solutions to realise preferred futures they have described. When creating designed solutions for identified needs or opportunities students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts. Students create designed solutions for each of the prescribed technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They generate and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable for the intended purpose.
Victorian Curriculum Standards	**Technologies and Society** • Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (VCDSTS054) • Explain how designed solutions evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (VCDSTS055) **Technologies Contexts** • Investigate and make judgements on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions (VCDSTC056) • Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (VCDSCD059) **Creating Designed Solutions** • Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas (VCDSCD060) • Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication (VCDSCD061) • Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions (VCDSCD062) • Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (VCDSCD063)
Cost	$ 65

FOOD STUDIES

(In this subject, students will create a range of dishes that not only follow the design process, but extend their cooking abilities.)

Subject	Design and Technologies: Food Studies
Code	FS10
Year Level	10
Duration	Semester
Overview	Students will be introduced to a range of Investigative, Design, Production and Evaluation tasks that are fundamental in creating a range of dishes that extend their cooking skills. They will refine their knowledge and skills through: • Development of design briefs – develop skill in understanding and implementing the design process related to foods • Developing knowledge of the physical and sensory properties of food • Nutrition over the lifespan • Understanding and extension of cooking terminology • Development and implementation of different cooking methods and using a wide range of equipment • Evaluation of their Production work and working safely and hygienically • Modification of recipes
Achievement Standard	By the end of Level 10 students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to create designed solutions. They identify the changes necessary to designed solutions to realise preferred futures they have described. When creating designed solutions for identified needs or opportunities students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts. Students create designed solutions for each of the prescribed technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They generate and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable for the intended purpose
Victoriuan Curriculum Standards	**Technologies Contexts** • Investigate and make judgements on the ethical and sustainable production and marketing of food (VCDSTC057) • Investigate and make judgements on how the principles of food safety, preservation and sensory perceptions influence the creation of food solutions for healthy eating (VCDSTC058) • Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (VCDSTC059) **Creating Designed Solutions** • Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas (VCDSCD060) • Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication (VCDSCD061) • Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions (VCDSCD062) • Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (VCDSCD063) • Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes (VCDSCD064)
Cost	$ 90

SYSTEMS ENGINEERING

(In this subject, students follow the design process to create a product that combines mechanical and electrical components.)

Subject	Design and Technologies: Systems Engineering
Code	SY10
Year Level	10
Duration	Semester
Overview	Students will be introduced to a range of Design, Production and Evaluation tasks that are fundamental to creating projects combining mechanical and electrical components working in a system. Develop and individual Design Brief as part of a project folio • Producing Concept Drawings with annotations • Developing Orthogonal views as measured drawings • Develop knowledge in the electromechanical field • Planning and following a Work Sequence • Working safely and developing skills performing various processes using a range of equipment • Interpreting mechanical and electrical drawings • Evaluating the final Product and their Production work.
Achievement Standard	By the end of Level 10 students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to create designed solutions. They identify the changes necessary to designed solutions to realise preferred futures they have described. When creating designed solutions for identified needs or opportunities students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts. Students create designed solutions for each of the prescribed technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They generate and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable for the intended purpose.
Victorian Curriculum Standards	**Technologies and Society** • Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (VCDSTS054) • Explain how designed solutions evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (VCDSTS055) **Technologies Contexts** • Investigate and make judgements on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions (VCDSTC056) • Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (VCDSCD059) **Creating Designed Solutions** • Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas (VCDSCD060) • Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication (VCDSCD061) • Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions (VCDSCD062) • Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (VCDSCD063)
Cost	$60

TEXTILES

(In this subject, students will follow the design process to create a product using a variety of fabrics, patterns and embellishments.)

Subject	Design and Technologies: Textiles
Code	TX10
Year Level	10
Duration	Semester
Overview	Students will be introduced to a range of Investigative, Design, Production and Evaluation tasks that are fundamental in creating a range of dishes that extend their sewing skills. They will refine their knowledge and skills through: • Design Brief: students will be encouraged to develop skills in being able to investigate, design, produce and evaluate work using fabrics and fibres • Fabrics: Gaining skills in materials – texture, stretch and colour fastness – through a series of tests and investigations • Patterns: Understanding how to select and read patterns. Setting out a pattern to get the best out of the material at a reasonable price. • Embellishments: Enhancing a student's knowledge of dyes, stitchery and embellishments • Production 1: Selecting and producing an article following the design brief. Items appropriate include sportswear, leisure wear and craft work (traditional or modern). • Production 2: Reflecting their development of skills and knowledge, students produce a second article. Items appropriate for party, formal wear or job interviews. • Analysis and evaluation of work.
Achievement Standard	By the end of Level 10 students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to create designed solutions. They identify the changes necessary to designed solutions to realise preferred futures they have described. When creating designed solutions for identified needs or opportunities students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts. Students create designed solutions for each of the prescribed technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They generate and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable for the intended purpose
Victoriuan Curriculum Standards	**Technologies Contexts** • Investigate and make judgements on the ethical and sustainable production and marketing of food (VCDSTC057) • Investigate and make judgements on how the principles of food safety, preservation and sensory perceptions influence the creation of food solutions for healthy eating (VCDSTC058) • Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (VCDSTC059) **Creating Designed Solutions** • Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas (VCDSCD060) • Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication (VCDSCD061) • Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions (VCDSCD062) • Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (VCDSCD063) • Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes (VCDSCD064)
Cost	$ 50

WORKING WITH METALS

(In this subject, students will follow the design process to create a project made from metal.)

Subject	Design and Technologies: Working with Metals
Code	WM10
Year Level	10
Duration	Semester
Overview	Students will be introduced to a range of Design, Production and Evaluation tasks that are fundamental to creating projects using metal as the main material and that extend their metal working skills. • Interpreting and contributing to Design Briefs. • Producing Concept Drawings with annotations • Developing Orthogonal views as measured drawings • Costing using Materials Tables • Planning and following a Work Sequence • Working safely and developing skills performing grinding, fabrication welding, turning and other processes Interpreting mechanical drawings Evaluating the final Product and their Production work.
Achievement Standard	By the end of Level 10 students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to create designed solutions. They identify the changes necessary to designed solutions to realise preferred futures they have described. When creating designed solutions for identified needs or opportunities students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts. Students create designed solutions for each of the prescribed technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They generate and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable for the intended purpose.
Victorian Curriculum Standards	**Technologies and Society** • Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (VCDSTS054) • Explain how designed solutions evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (VCDSTS055) **Technologies Contexts** • Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (VCDSCD059) **Creating Designed Solutions** • Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas (VCDSCD060) • Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication (VCDSCD061) • Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions (VCDSCD062) • Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (VCDSCD063)
Cost	$60

DIGITAL TECHNOLOGY ELECTIVE

DIGITAL TECHNOLOGY

(In this subject, students understand how technology is used and created.)

Subject	Digital Technology
Code	DT10
Year Level	10
Duration	Semester
Overview	Digital Technologies helps students to think about how technology is created. It allows them to understand how people work together with computers to develop world changing programmes like Facebook, Spotify and eBay. They'll also develop the skills that universities and employers are looking for – and they'll prove valuable for the rest of their lives. Digital Technologies goes really well with lots of other subjects, especially the sciences, fashion, textiles, music, maths and art and design. Students will study the following areas: • Computational thinking: this is the process of thinking through a complex problem, taking the time to understand what the problem is and then develop potential solutions for evaluation. These are then presented in a way that a computer, a human, or both, can understand. • Theoretical content: here you will understand the fundamentals of data representation and computer networks. You will earn about the computer systems that you will create and use and also delve in to the world cyber security and ethical legal and environmental impacts of digital technology. • Aspects of software development: understand how to implement and test a design to make sure it works effectively
Achievement Standard	In Level 10, students apply systems thinking skills when considering how human interaction with networked systems introduces complexities surrounding access to, and the security and privacy of, data of various types. They interrogate security practices and techniques used to compress data, and learn about the importance of separating content, presentation and behavioural elements for data integrity and maintenance purposes. Students explore how bias can impact the results and value of data collection methods and they use structured data to analyse, visualise, model and evaluate objects and events. They learn how to develop multilevel abstractions, identify standard elements such as searching and sorting in algorithms, and explore the trade-offs between the simplicity of a model and the faithfulness of its representation.
Victorian Curriculum Standards (150-200 words)	**Digital Technologies** **Digital Systems** • Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems(VCDTDS045) **Data and Information** • Analyse simple compression of data and how content data are separated from presentation (VCDTDI046) • Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements (VCDTDI047) • Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data(VCDTDI048) • Manage and collaboratively create interactive solutions for sharing ideas and information online, taking into account social contexts and legal responsibilities(VCDTDI049) **Creating Digital Solutions** • Define and decompose real-world problems precisely, taking into account functional and non-functional requirements and including interviewing stakeholders to identify needs (VCDTCD050) • Design the user experience of a digital system, evaluating alternative designs against criteria including functionality, accessibility, usability and aesthetics(VCDTCD051) • Design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases(VCDTCD052) • Develop modular programs, applying selected algorithms and data structures including using an object-oriented programming language (VCDTCD053) Evaluate critically how well student-developed solutions and existing information systems and policies take account of future risks and sustainability and provide opportunities for innovation (VCDTCD054)
Cost	**$ 30.00**

THE ARTS ELECTIVE

ANIMATION

(In this subject, students explore different animators and concepts to create a range of animations. Students will also develop their editing skills through specific computer programs.)

***Students require a device that can support Windows Movie Maker, Monkey Jam and/or similar programs to be successful in this subject.**

Subject	The Arts: Media Arts - Animation
Code	AN10
Year Level	10
Duration	Semester
Overview	This subject sees students use a Visual Diary to explore different animators, themes, concepts, materials and animation techniques. They refine their skill levels in different mediums and use their exploration to inform the creation of a folio of short films aimed at a particular audience. These may include: - Cell Animation - Cut paper Animation - Claymation and Object/Lego Animation - Editing techniques and programs - Animator Profiles and analysis of film - Exam
Achievement Standard	By the end of Level 10, students analyse how values and alternative viewpoints are portrayed in the media artworks they make, interact with and distribute. Students use intent, structure, setting, characters and genre conventions to evaluate how technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks. Students communicate alternative viewpoints in media artworks for different community and institutional contexts. They apply design, production and distribution processes to the media artworks they make.
Victorian Curriculum Standards	**Explore and Express Ideas** • Experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text (VCAMAE040) • Manipulate media representations to identify and examine social and cultural values and beliefs (VCAMAE041) **Media Arts Practices** • Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning and style (VCAMAE042) • Plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes (VCAMAM043) **Present and Perform** • Plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences, and consider social, ethical and regulatory issues (VCAMAP044) **Respond and Interpret** • Analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts (VCAMAR045) • Analyse and evaluate a range of media artworks from contemporary and past times, to explore differing viewpoints and enrich their media arts making (VCAMAR046)
Cost	$ 75

DESIGN STUDIO

(In this subject, students will develop and use a range of design techniques to produce an assortment of pieces.)

***Students require a device that supports Adobe Photoshop in order to be successful in this subject.**

Subject	The Arts: Visual Communication Design – Design Studio
Code	DS10
Year Level	10
Duration	Semester
Overview	Students study a range of different mediums and design techniques and display their works in a folio presentation. The students complete the following tasks – - Children's Book Cover – Mixed media - Three-dimensional Drawing – Drawing skills - Air-brush and Stencil Art - Font Design/Media Advertising - Exam
Achievement Standard	By the end of Level 10 students analyse and evaluate the visual communications they make and view and analyse how visual communications from different historical, social and cultural contexts communicate ideas and information. Within visual communication fields, students develop briefs and develop ideas in response to audience needs. They evaluate, reflect on, refine and justify their decisions and aesthetic choices.
Victorian Curriculum Standards	**Explore and Represent Ideas** • Develop and present visual communications that demonstrate the application of methods, materials, media, • design elements and design principles that meet the requirements of a specific brief and target audience (VCAVCDE006) • Generate, develop and refine visual communication presentations in response to the brief (VCAVCDE007) **Visual Communication Design Practices** • Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design (VCAVCDV008) **Present and Perform** • Develop a brief that identifies a specific audience and needs, and present visual communications that meet the brief (VCAVCDP009) **Respond and Interpret** • Analyse and evaluate the factors that influence design decisions in a range of visual communications from different historical, social and cultural contexts (VCAVCDR010)
Cost	$ 50

DRAMA

(In this subject, students will research and develop their performance styles in order to produce a variety of routines.)

Subject	The Arts: Drama – Performing Arts
Code	DR10
Year Level	10
Duration	Semester
Overview	In Year 10 Drama, students work towards building the skills needed at VCE level. They analyse the elements of dramas, research different and performance styles and evaluate meaning and aesthetic effect. They devise, interpret, perform and view dramatic works. Students will use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.
Achievement Standard	By the end of Level 10, students develop and sustain different roles and characters to realise dramatic intentions and engage audiences. They perform devised and scripted drama in different forms, styles and performance spaces. They plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting and apply stagecraft. They use performance and expressive skills (such as voice and movement) to convey dramatic action and meaning. Students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They develop skills in reflection and use feedback to improve their work in both group discussions and written responses in their workbooks.
Victorian Curriculum Standards	**Explore and Express** • Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama (VCADRE040) • Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles (VCADRE041) **Drama Practices** • Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performances spaces (VCADRD042) • Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements (VCADRD043) **Present and Perform** • Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience (VCADRP044) **Respond and Interpret** • Evaluate how the elements of drama, forms and performance styles in devised and scripted drama to convey meaning and aesthetic effect (VCADRR045) • Analyse a range of drama from contemporary and past times to explore differing viewpoints and enrich their drama practice (VCADRR046) **Critical and Creative Thinking** • Critically examine their own and others thinking processes and discuss factors tht influence thinking, including cognitive biases. (VCCCTM051)
Cost	$23 May vary if students view a live performance.

MEDIA STUDIES

(In this subject, students explore cinematography and mise-en-scene techniques to incorporate within their own films/narratives)

***Students require a device that can support Windows Movie Maker, Adobe Premier and/or similar programs to be successful in this subject.**

Subject	The Arts: Media Arts - Media Studies
Code	MS10
Year Level	10
Duration	Semester
Overview	This subject will allow students to experiment with imaginative and innovative ways of using traditional and contemporary skills to apply cinematography and mise-en-scene techniques within their own work. Students will respond and analyse a visual text and work cooperatively in teams to develop a visual concept/product. Content that will be covered includes: - Film Studies (Narrative & Genre) - Mise-en-scene & Cinematography - Film & Radio (Podcast) Production - Storyboarding and Planning
Achievement Standard	Working towards Level 10, students refine and extend their understanding and use of structure, intent, character, settings, viewpoints and genre conventions in their compositions. As they use media technologies they extend the use of media elements such as time, space, sound, movement and lighting. They analyse the way in which audiences make meaning and how audiences interact with and share media artworks. Students experience media arts from a range of cultures, times and locations. As they explore media arts in a range of forms, students learn that over time, there has been a development of different traditional and contemporary styles in media arts. They consider the local, global, social and cultural contexts that shape the purposes and processes in producing media artworks, and evaluate the social and ethical implications of media arts. Students safely use media technologies. They maintain ethical practices and consider regulatory issues when using media technologies. Students develop a sophisticated understanding of their roles as artists and audiences as they engage with diverse media artworks.
Victorian Curriculum Standards	**Explore and Express Ideas** • Experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text (VCAMAE040) • Manipulate media representations to identify and examine social and cultural values and beliefs (VCAMAE041) **Media Arts Practices** • Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning and style (VCAMAE042) • Plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes (VCAMAM043) **Present and Perform** • Plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences, and consider social, ethical and regulatory issues (VCAMAP044) **Respond and Interpret** • Analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts (VCAMAR045) • Analyse and evaluate a range of media artworks from contemporary and past times, to explore differing viewpoints and enrich their media arts making (VCAMAR046) **Critical and creative thinking** • Investigate the kind of criteria that can be used to rationally evaluate the quality of ideas and proposals, including the qualities of viability and workability. (VCCCTM053)
Cost	$ 52

MUSIC

(In this subject, students perform a variety songs written by themselves and/or others)

***It is recommended that students undertaking this subject know how to play a particular instrument.**

Subject	The Arts: Music – Performing Arts, Music
Code	MU10
Year Level	10
Duration	Semester
Overview	In year 10 music students will perform a variety of music both composed by others and themselves. They will explore a particular style of music in depth to inform their own music making. Students will analyse music with a view to performing the works or as a starting point for composition. Students will compose music using a combination of traditional notation and technology. Students will investigate performing techniques and conventions as members of a group and as a soloist.
Achievement Standard	By the end of Level 10, students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They demonstrate a developing personal voice and technical control, expression and stylistic understanding. They use general listening and specific aural skills to enhance their performances and use knowledge of the elements of music, style and notation to compose, document and share their music. Students aurally and visually analyse works and performances of different styles. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.
Victorian Curriculum Standards	**Explore and Express** • Experiment with elements of music, voice, instruments and technologies to find ways to create and manipulate effects (VCAMVE033) • Develop music ideas through improvisation, composition and performance, combining and manipulating the elements of music (VCAMVE034) **Music Practices** • Create, practise and rehearse music to develop listening, compositional and technical and expressive performance skills to enhance their performance as a group. • Structure compositions by combining and manipulating the elements of music and using tonation (VCAMUM035) **Present and Perform** • Rehearse and perform to audiences, a range of music they have learnt or composed, using techniques and expressions appropriate to style (VCAMUP036) **Respond and Interpret.** • Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music (VCAMUR037) • Identify and connect specific features and purposes of music from contemporary and past times to explore ideas for their own music making (VCAMUR039) **Critical and Creative Thinking** • Critically examine their own and others thinking processes and discuss factors tht influence thinking, including cognitive biases. (VCCCTM051)
Cost	$ 30

PHOTOGRAPHY

(In this subject, students will explore and refine their skills by exploring different methods of photography.)

***Students require a device that can support Adobe Photoshop in order to be successful in this subject.**

Subject	The Arts: Visual Arts - Photography
Code	PT10
Year Level	10
Duration	Semester
Overview	This subject sees students use a Visual Diary to explore different artists, themes, concepts, materials and techniques. They refine their skill levels in different mediums and use their exploration to inform the creation of a folio of Photographs. These may include: - Digital Portraiture - Photoshop Techniques - Film and Darkroom Photography - Light Painting and Long Exposure - Artist Profiles and analysis of artworks - Exam
Achievement Standard	Working towards Level 10, students analyse and evaluate how artists communicate ideas and convey meaning in artworks. Students identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice. They select, and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks. Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences.
Victorian Curriculum Standards	**Explore and Express Ideas** • Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works (VCAVAE040) • Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works (VCAVAE041) **Visual Arts Practices** • Select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes (VCAVAV042) • Conceptualise, plan and design art works that express ideas, concepts and artistic intentions (VCAVAV043) **Present and Perform** • Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience (VCAVAP044) **Respond and Interpret** • Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences (VCAVAR045) • Analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts to explore differing viewpoints (VCAVAR046) **Critical and Creative Thinking** • Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions. (VCCCTQ044)
Cost	$ 75

THREE DIMENSIONAL ART

(In this subject, students will explore different artists and concepts to create a range of sculptures.)

Subject	The Arts: Visual Arts - 3D Studies
Code	3D10
Year Level	10
Duration	Semester
Overview	This subject sees students use a Visual Diary to explore different artists, themes, concepts, materials and techniques. They refine their skill levels in different mediums and use their exploration to inform the creation of a folio of Sculptures. These may include: - Ceramic masks - Paper and Wire Sculpture - Plaster Sculpture - Artist Profiles and analysis of artworks - Exam
Achievement Standard	Working towards Level 10, students analyse and evaluate how artists communicate ideas and convey meaning in artworks. Students identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice. They select, and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks. Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences.
Victorian Curriculum Standards	**Explore and Express Ideas** • Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works (VCAVAE040) • Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works (VCAVAE041) **Visual Arts Practices** • Select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes (VCAVAV042) • Conceptualise, plan and design art works that express ideas, concepts and artistic intentions (VCAVAV043) **Present and Perform** • Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience (VCAVAP044) **Respond and Interpret** • Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences (VCAVAR045) • Analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts to explore differing viewpoints (VCAVAR046) **Critical and Creative Thinking** • Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions. (VCCCTQ044)
Cost	$ 40

TWO DIMENSIONAL ART

(In this subject, students will learn about and produce a range of paintings and drawing inspired by different artists and materials.)

Subject	The Arts: Visual Arts - Two Dimensional Art
Code	2D10
Year Level	10
Duration	Semester
Overview	Students are involved in learning about art practice that is 2 dimensional – such as painting, drawing and printmaking. Students work through a developmental process that involves trialling ideas and techniques, artists inspirations and aesthetic considerations. The units include - - Mixed Media - Dry-point Etching - Lino Print - Personal Style - Exam and Analytical Responses
Achievement Standard	By the end of Level 10, students analyse and evaluate how artists communicate ideas and convey meaning in artworks. Students identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice. They select, and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks. Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences.
Victorian Curriculum Standards	**Explore and Express Ideas** • Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works (VCAVAE040) • Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works (VCAVAE041) **Visual Arts Practices** • Select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes (VCAVAV042) • Conceptualise, plan and design art works that express ideas, concepts and artistic intentions (VCAVAV043) **Present and Perform** • Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience (VCAVAP044) **Respond and Interpret** • Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences (VCAVAR045) • Analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts to explore differing viewpoints (VCAVAR046) **Critical and Creative Thinking** • Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions. (VCCCTQ044)
Cost	$ 40

VISUAL COMMUNICATION AND DESIGN

(In this subject, students will learn about and produce a range of paintings and drawing inspired by different artists and materials.)

***Students require a device that supports Adobe Photoshop in order to be successful in this subject**

Subject	The Arts: Visual Arts - Visual Communication
Code	VD10
Year Level	10
Duration	Semester
Overview	This subject sees students use a Visual Diary to explore different artists, themes, concepts, materials and techniques. They refine their skill levels in different mediums and use their exploration to inform the creation of a folio of Designs. These may include: - Isometric and Perspective drawing - Industrial Drawing - ICT Manipulation Adobe Photoshop - Logo Redesign using Mixed Media - Artist Profiles and analysis of artworks - Exam
Achievement Standard	Working towards Level 10, students analyse and evaluate how artists communicate ideas and convey meaning in artworks. Students identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice. They select, and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks. Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences.
Victorian Curriculum Standards	**Explore and Express Ideas** • Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works (VCAVAE040) • Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works (VCAVAE041) **Visual Arts Practices** • Select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes (VCAVAV042) • Conceptualise, plan and design art works that express ideas, concepts and artistic intentions (VCAVAV043) **Present and Perform** • Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience (VCAVAP044) **Respond and Interpret** • Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences (VCAVAR045) • Analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts to explore differing viewpoints (VCAVAR046)
Cost	$ 50

VETiS: ENGINEERING

Subject	VETiS Engineering – 22209VIC Certificate II Engineering Studies	
Code	VEG	
Year Level	Year 10: 1st year only Year 11: 1st year or continuing 2nd Year Year 12: VCAL any year; VCE 2nd Year continuing only	**Credit:** 1st Year: 2x Year 11 VCE credits; 2 VCAL credits 2nd Year: 2x Year 12 VCE credits; 2 VCAL credits 2nd Year: Scored Assessment (full ATAR contribution)
Duration	Year long (two year course overall but 1st year only can be taken)	
Learning Intentions	This course includes the theoretical and practical components of basic engineering studies. Students learn the correct use and capabilities of a range of hand tools, perform basic machining processes and apply basic fabrication techniques to work with metal.	
Success Criteria	Completion of required Units of Competency (UOCs) for the year. First Year: MEM13014A Apply principles of OHS in work environment MEM16006A Organise and communicate information MEM16008A Interact with computing technology MEM18001C Use hand tools MEM18002B Use power tools/hand held operations VU20909 Develop an individual career plan for the engineering industry VU20912 Perform basic machining process CU20913 Apply basic fabrication techniques Second Year: MEM12024A Perform computations MSAEV272 Participate in environmentally sustainable work practices VU20910 Produce basic engineering sketches and drawings VU20211 Handle engineering materials MSS402040A Apply 5S procedures VU20903 Produce basic engineering components	
Feedback	Each UOC has set work to complete, with feedback from your Trainer.	
Cost	**$187 (this includes resources books, stationery, safety glasses, materials & equipment fee).** **Additional uniform required: long sleeve work shirt; long work pants; hat; work boots**	

VETiS: FURNISHING MAKING PATHWAYS

Subject	VETiS Furnishing – MSF20313 Certificate II Furniture Making	
Code	VFU	
Year Level	Year 10: 1st year only Year 11: 1st year or continuing 2nd Year Year 12: VCAL any year; VCE 2nd Year continuing only	**Credit:** 1st Year: 3x Year 11 VCE credits; 2 VCAL credits 2nd Year: 2x Year 12 VCE credits; 2 VCAL credits 2nd Year: Scored Assessment (full ATAR contribution)
Duration	Year long (two year course overall but 1st year only can be taken)	
Learning Intentions	This course includes the theoretical and practical tasks, designed to introduce and develop the skills required in the Furnishing and Cabinet Making industry. Students undertake projects which allow them to research, use CAD design, develop prototypes and construct furniture.	
Success Criteria	Completion of required Units of Competency (UOCs) for the year. First Year: MSFFP2002 Develop a career plan for the furnishing industry MSMENV272 Participate in environmentally sustainable work practices MSMPCI103 Demonstrate care and apply safe practices at work MSFFM2003 Select and apply hardware MSFFP2003 Prepare surfaces MSFFP2004 Apply domestic surface coatings MSFFP2005 Join materials used in furnishing MSMSUP106 Work in a team Second Year: MSFFM2001 Use furniture making sector hand and power tools MSFFM2002 Assemble furnishing components MSFFP2001 Undertake a basic furniture making project MSFGN2001 Make measurements and calculations	
Feedback	Each UOC has set work to complete, with feedback from your Trainer.	
Cost	**$187 (this includes resources books, stationery, safety glasses, materials & equipment fee).** **Additional uniform required: work pants or overalls; VETiS polo shirt; work boots**	

VETiS: HOSPITALITY

Subject	VETiS Hospitality – SIT20316 Certificate II Hospitality	
Code	VHP	
Year Level	Year 10: 1st year only Year 11: 1st or continuing 2nd Year Year 12: VCAL any year; VCE 2nd Year continuing only	**Credit:** 1st Year: 2x Year 11 VCE credits; 2 VCAL credits 2nd Year: 2x Year 12 VCE credits; 2 VCAL credits 2nd Year: Scored Assessment (full ATAR contribution)
Duration	Year long (two year course overall but 1st year only can be taken) Second year program undertakes some UOCs from Certificate III Catering Operations (*it is not a full enrolment in this program*).	
Learning Intentions	This course is designed to provide students with training and skill development in areas such as basic commercial cookery and food & beverage service. There are opportunities to undertake work placement as part of the Whaler's Café, which includes back of house food preparation, and front of house service.	
Success Criteria	Completion of required Units of Competency (UOCs) for the year. First Year: BSBWOR203 Work effectively with others SITHIND002 Source and use information on the hospitality industry SITXFSA001 Use hygienic practices for food safety (Food Handers certificate) SITXINV002 Maintain quality of perishable items SITXWHS001 Participate in safe work practices SITHCCC003 Prepare and present sandwiches SITHIND003 Use hospitality skills effectively SITXCCS003 Interact with customers SITXCOM002 Show social and cultural sensitivity SITHACS001 Clean premises and equipment SITHCCC002 Prepare and present simple dishes SITXINV001 Receive and store stock Second Year: SITXFIN001 Process financial transactions SITHFAB004 Prepare and serve non-alcoholic beverages SITHFAB005 Prepare and serve espresso coffee (Barista training) SITHFAB007 Serve food and beverage SITHFAB3016 Provide advice on food ** All UOCs to be confirmed in 2017 due to introduction of new program*	
Feedback	Each UOC has set work to complete, with feedback from your Trainer.	
Cost	**$135 (this includes materials & equipment fee).** **Additional costs: Resource books $60; Uniform (long black pants; enclosed leather shoes; chef jacket $28; long apron $13; chef hat $9**	

GUIDE TO VCE

VCE

Program Requirements

Over the minimum of two years, you must:

- pass a minimum of **16 units**
- those must include at least **3 Year 12 sequences** (Units 3 & 4) and
- you must pass at least **3 units of English (including Year 12)**

Year 11 Students

Choose 6 subjects per semester

Year 11 students should be choosing subjects to continue for the whole year, but changes may be made mid-semester in consultation with their Level Leader.

Students may commence a VETiS study in Year 11. See the VETiS section for more information. They should check the Year 11 equivalency of those subjects to ensure accreditation.

Year 11 students choosing a Year 12 Subject

One of their selections can be a Year 12 subject and is best suited to students who are well organised, have a good study record in Year 10 and gain the approval signatures of both the subject teacher and Level Leader.

Year 12 Students

Choose 5 subjects for the year

All Year 12 subjects are year-long courses and cannot be changed mid-year.

Students can complete VETiS studies in Year 12 that were commenced in Year 11. Some VETiS subjects can contribute towards the ATAR like other VCE subjects and may be considered for their best 4 subjects; others provide Block Credit and are the 5th or 6th Study when calculating the ATAR.

Students should not commence a VETiS study in Year 12 as the majority of cases will not provide Year 12 accreditation. Please see the Level Leader for more information.

University Extension Subjects

If you have completed a Year 12 subject as a Year 11 student, you may consider doing **a University subject as part of your Year 12.**

Deakin University

Deakin University offers the opportunity to undertake first year Psychology and Health units either concurrently to equivalent Year 12 Studies or if these subjects were completed when in Year 11.

These will be completed as your 6th subject and further information about both programs is available from your Year 12 Level Leader.

Other subjects may be available upon request.

When Choosing Subjects

- You should check any pre-requisites for courses that you may be interested in. www.vtac.edu.au is the best place to check those. Sometimes there are Year 11 requirements, but are mostly specified for Year 12 subjects.
- There are no prerequisites for selecting Year 11 subjects other than a general Year 10 pass except for Chemistry where students must have completed Year 10 Chemistry or Year 10 General Science.
- There are prerequisites for selecting some Year 12 subjects (eg. Year 11 Accounting, Chemistry, LOTE & Physics)
- You should consult with Maths teachers about appropriate subject selections in both Years 11 & 12

Exemptions from Standard Policy

A student who believes he/she should be exempted from these rulings must apply to appear before a panel comprising a Principal Class members and the relevant Level Leader/s. Exemptions may be granted for personal trauma or tragedy; a significant medical illness or condition; or studying VCE as a three-year program.

VCE Units offered (2018)
Unit Codes

AC	Accounting	1	2	3	4
AH	Ancient History	1	2	3	4
AT	Art	1	2	3	4
BI	Biology	1	2	3	4
BM	Business Management	1	2	3	4
CH	Chemistry	1	2	3	4
DR	Drama	1	2	3	4
EC	Economics	1	2	3	4
EN	English	1	2	3	4
FE	Foundation English	1	2		
FM	Foundation Maths	1	2		
FT	Food & Technology	1	2	3	4
GE	Geography	1	2		
HD	Health & Human Development	1	2	3	4
HI	History (20th Century)	1	2	3	4
IE	Industry and Enterprise	1	2		
IN	Languages other than English	1	2	3	4
LS	Legal Studies	1	2	3	4
LI	Literature	1	2	3	4
MA	General Mathematics	1	2		
MD	Mathematical Methods	1	2	3	4
MF	Further Mathematics			3	4
MS	Specialist Mathematics			3	4
ME	Media Studies	1	2	3	4
MU	Music Performance	1	2	3	4
PE	Physical Education	1	2	3	4
PH	Physics	1	2	3	4
PT	Product, Design & Technology (Textiles)	1	2	3	4
PW	Product Design & Technology (Wood)	1	2	3	4
PY	Psychology	1	2	3	4
SO	Sociology	1	2		
SA	Studio Arts	1	2	3	4
ST	Systems Engineering	1	2	3	4
VL	VCAL Senior Literacy			3	4
VN	VCAL Senior Numeracy			3	4
VD	Visual Communication and Design	1	2	3	4
VETiS	Hospitality				
VETiS	Furnishing				
VETiS	Engineering				

Tertiary Entrance

PRE-REQUISITES

Most Tertiary or Higher Education courses have specific subject pre-requisites and entry requirements that are in addition to successful completion of your VCE. These vary from one University to another. Our MIPS/Careers Adviser can help you with, but please also refer to:

- current VTAC Guide (available in Careers Room, or for purchase at newsagent)
- www.vtac.edu.au

Common pre-requisites include:

- a certain Study Score for 3 & 4 English (20, 25 are common)
- Unit 3 & 4 Maths (including Units 1 & 2 for some courses)
- Unit 3 & 4 Sciences

Please be mindful of these when selecting Unit 1 & 2 and Unit 3 & 4 subjects.

VTAC

Tertiary entrance is co-ordinated by the Victorian Tertiary Admission Centre (VTAC). All year 12 students should buy a VTAC guide early in Term 3 or use the VTAC Internet site. Each student then applies for 12 possible courses by the end of September. Students have the opportunity to change these selections after they have their final results in December. Offers are made in mid-January, based on the results that students obtain in their VCE.

ATAR

Students are given an Australian Tertiary Admission Rank based on results obtained in all their examinations, School Assessed Coursework and School Assessed Tasks. These results are ranked against all students in the State.

ASSESSMENT

Each subject offered at Year 12 has between 2 and 4 outcomes, which are assessed by the use of a score. Each Unit has a total of 100 points, and each task is weighted. eg. English Unit 3 has four outcomes – Text /30, Oral Presentation /20, Language Analysis /20 and Creating and Presenting Writing /30. The scores from Unit 3 and 4 are combined with the exam score to form an overall Study Score. Different subjects have different weighting of the external examination and the school assessment. English, for example has 50% weighting for the examination and two School Assessed Course work results worth 25% each.

All students in Victoria are then ranked for the purposes of tertiary entry according to their best 4 subjects (including English) and 10% of the next best two subjects. Students receive their ATAR score to enable them to apply for tertiary courses throughout Australia.

OTHER STATES

If students wish to apply for places in other states it is necessary for them to gain a relevant Tertiary guide and application form (at an approximate cost of $27) from each state, or apply online.

The Careers Adviser has supplies of these at the beginning of Term 3 each year. Information about each state's courses and method of application is available on the Internet. www.avcc.edu.au is a good starting point for research.

VCE UNIT DESCRIPTIONS

ACCOUNTING UNITS 1 & 2

Subject	Accounting Units 1 & 2
Code	AC11
Year Level	Senior
Duration	Semester
Learning Intentions	Unit 1 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 and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit. Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business. Unit 2 extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.
Success Criteria	**Unit 1** Outcome 1: Able to describe the resources required and explain and discuss the knowledge and skills necessary to set up a business. Outcome 2: Able to identify and record the financial data, and report and explain accounting information, for a sole proprietor of a service business. **Unit 2** Outcome 1: Able to record financial data and report accounting information for a sole trader. Outcome 2: Able to record financial data and report accounting information using ICT and discuss the use of ICT in the accounting process. Outcome 3: Able to select and use financial and non-financial information to evaluate the performance of a business and discuss strategies that may improve business performance.
Challenging Tasks	• Folio of exercises (manual and ICT-based) • Case Studies • Bank Reconciliation • Tests • Written report • End of Semester Examination
Feedback	Students will receive formative and summative feedback throughout the unit, including teacher-student and student-student feedback. Students will receive an interim report and a report will be issued at the end of the semester.
Areas of Study	**Unit 1** Area of Study 1: Going into business Area of Study 2: Recording financial data and reporting accounting information **Unit 2** Area of Study 1: Recording financial data and reporting accounting information Area of Study 2: ICT in accounting Area of Study 3: Evaluation of business performance
Cost	**$16.90 per Unit**

ACCOUNTING UNITS 3 & 4

Subject	Accounting
Code	AC12
Year Level	Senior
Duration	Year
Learning Intentions	Unit 3 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 use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used. Unit 4 This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system. Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business
Success Criteria	Unit 3 Outcome 1: Able to record financial data for a single activity sole trader using a double entry system, and discuss the function of various aspects of this accounting system. Outcome 2: Able to record balance day adjustments and prepare and interpret accounting reports. Unit 4 Outcome 1: Able to record financial data using double entry accounting and report accounting information using an accrual-based system for a single activity sole trader, and discuss the function of various aspects of this accounting system Outcome 2: Able to prepare budgets and variance reports, evaluate the performance of a business using financial and non-financial information and discuss strategies to improve the profitability and liquidity of the business.
Challenging Tasks	• Folio of exercises (manual and ICT-based) • Case Studies • Tests • Structured Questions
Feedback	Students will receive formative and summative feedback throughout the unit, including teacher-student and student-student feedback. Students will receive an interim report and a report will be issued at the end of the semester.
Cost	**$23**

ANCIENT HISTORY UNITS 1 & 2

Subject	History Units 1 & 2 Ancient History
Code	HI01 HI02
Year Level	11
Duration	Semester
Learning Intentions	Egypt, Assyria and Rome were major civilisations of the ancient world. They have bestowed a powerful legacy on the contemporary world. Students explore the structures of these societies and a period of crisis in its history. Life in these ancient societies was shaped by the complex interplay of social, political and economic factors. Trade, warfare and the exchange of ideas between societies also influenced the way people lived. During these times of upheaval, individuals acted in ways that held profound consequences for themselves and for their society.
Success Criteria	Students will emerge from the course of study equipped to take an informed position on the interpretation of sources, and the use and application of evidence and analysis as a response to historical enquiry.
Challenging Tasks	Task can include a selection from A historical inquiry/ Research Report An analysis of primary sources (Visual or written) An analysis of historical interpretations An essay
Feedback	Students will receive formative and summative feedback throughout the unit, including teacher-student and student-student feedback.
Content	**Ancient History Unit 1: Pompeii and Assyria** **AOS1 Archaeology in Action: Pompeii and Herculaneum** The remarkable story of the Roman town buried for 2000 years by a volcano The dead tell tales- What we can learn about Ancient Rome from Pompeii Daily life in Pompeii including slavery, entertainment, commercial life and women. **AOS2 Ancient Empires- Assyria- Empire of Mesopotamia** From lion hunts to vicious military campaigns against enemies near and far- the mighty Assyrians have been likened to as "Terrorists of the Ancient World." Find out if they deserve this reputation. **Ancient History Unit 2 Ancient Egypt:** **AOS 1 Egypt: The Double Crown- Old Kingdom Egypt**- The mysterious world of Ancient Egypt with a look at the incredible Pyramids, the rule of Kings and the Importance of the Nile How was it possible for the mighty pyramids to be built and what lay inside? **AOS 2 Middle Kingdom to New Kingdom Egypt-** Power and Propaganda. The establishment of the Pharaoh, Students will be able to specialize in looking at one famous Pharaoh from a choice of Ramses the Great, the female Pharaoh Hatshepsut, Cleopatra among others. Daily life in Ancient Egypt. A look at the remarkable journey to the afterlife- Mummies, The book of the Dead and Gods of Egypt
Cost	**$28.65 Unit 1; $29.40 Unit 2**

ANCIENT HISTORY UNITS 3 & 4

Subject	History
Code	
Year Level	12
Duration	Year long
Learning Intentions	**12HI3 and 12HI4 Units 3 & 4** Greece and Rome were major civilisations of the ancient Mediterranean. They have bestowed a powerful legacy on the contemporary world. In each of Units 3 and 4, students explore the structures of one of these societies and a period of crisis in its history. Life in these ancient societies was shaped by social, political and economic factors. Trade, warfare and the exchange of ideas between societies also influenced the way people lived. Furthermore, these societies experienced dramatic crises which caused massive disruption.
Success Criteria	Students will emerge from the course of study equipped to take an informed position on the interpretation of sources, and the use and application of evidence and analysis as a response to historical enquiry.
Challenging Tasks	A historical inquiry/ Research Report An analysis of primary sources (Visual or written) An analysis of historical interpretations An essay
Feedback	Students will receive formative and summative feedback- teacher-student and student-student feedback.
Content	**Ancient History** **Unit 3: Ancient Greece:** For Greece, students examine the **social, religious, political and economic** features of life during the Archaic Period. They also investigate unique features of Athens and Sparta to 454 BC. Furthermore, they examine the causes and consequences of the conflict between Greece and Persia. (AOS 1) The titanic struggle between Athens and Sparta during the Peloponnesian war looks at how the Golden Age of Athens brought Greece to destruction and war (AOS 2) **Key topics of Interest** The Greek World - How did the Ancient Greeks see their world and the Gods? What was it like to live and grow up as a Spartan? Athenian? How were the Greeks able to defeat the mighty Persian Empire? Why did Athens and Sparta go to war and almost destroy Greece in the process? **Unit 4: Ancient Rome** For Rome, students examine social, political and economic features of the early development of Rome and life under the Kings. They also investigate the social, political and economic features of the Roman Republic. Furthermore, they examine the causes and consequences of the conflict between Rome and Carthage. (AOS 1) **The Crisis of the Republic** that began with Tiberius Gracchus as tribune, his attempts at reform and his death. In the climactic final years of the crisis, Julius Caesar, Cleopatra VII and Augustus were important figures in the struggle for mastery of the Roman world. (AOS 2) **Key topics of interest** The Roman World- How did Rome grow to conquer Italy and the known world? Why was there a vicious struggle between the haves and have nots in Rome (Patricians and Plebeians)? Why was Hannibal unable to conquer Rome? Why was Julius Caesar assassinated? Did he deserve to die from 23 stab wounds on the Senate floor? How did the Republic fall and what was the role of Julius Caesar, Cleopatra, Mark Anthony and Augustus in this?
Cost	**$60**

ART UNITS 1 & 2

Subject	Art Units 1 & 2
Code	AT
Year Level	11
Duration	Semester
Learning Intentions	Unit 1 Students will develop an understanding of how formal qualities such as art elements, materials and techniques communicate meaning. Students examine artists in different societies and cultures, and historical periods, and develop their own points of view about the meanings and messages of the studied artwork. Students will develop and apply skills while exploring areas of individual interest to create artworks. Unit 2 Students will explore how art reflects and communicates values, beliefs and traditions of the society in which it was created. They will investigate the ways in which the world and the artist have change dover time and the factors influencing these changes. Students will develop areas of personal interest related to their cultural identification, and experiment with visual language to present their ideas.
Success Criteria	Students will be able to analyse and interpret a variety of artworks using the Formal, Personal, Cultural and Contemporary Frameworks Students will be able to present visual creative responses that demonstrate personal interest and ideas through trialling techniques, materials and processes.
Challenging Tasks	Unit 1 Students produce 3 artworks on the following themes - • An object that has personal meaning in selected media; • A self portrait incorporating symbolism in selected media; • An imaginative response exploring "My World" in selected media. Students apply the Formal and Personal Frameworks to enhance their understanding of their artworks and those of artists from different historical periods in the form of written responses. Unit 2 Students complete 3 artworks developed around their personal ideas, selection of media, materials and techniques together with the documentation of this process. Using the Formal and Cultural Frameworks, students write an analysis comparing 'The Nude' in artworks from a range of cultures, and exploring "War and Conflict' in artworks from different historical periods.
Feedback	Students will receive formative and summative feedback throughout the unit, including teacher-student and student-student feedback. Students will receive one-on-one discussion sessions with the teacher as they negotiate their own area of study. A Report will be issued at the end of Semester.
Cost	**$75 per unit**

ART UNITS 3 & 4

Subject	Art Units 3 & 4
Code	AT12
Year Level	12
Duration	Year
Learning Intentions	Students will develop and analyse their own and other's opinions to support different points of view as they interpret the meaning and messages of artworks. They will also discuss and debate art issues, referring to commentaries to support their points of view. Students will undertake research and use appropriate art language as they compare and contrast artworks before 1990 and after 1990. Students will also undertake a practical investigation, leading to a resolution of at least one artwork per semester.
Success Criteria	Students will be able to use the Analytical Frameworks, analysing and interpreting artworks as well as comparing their meanings and messages. They will be able to discuss and debate an art issue and present their informed opinion with reference to the commentaries and relevant aspects of the Analytical Frameworks. They will produce a 'body of work' that includes at least one completed artwork in unit 3 and one in unit 4, and progressively communicate ideas and directions.
Challenging Tasks	Students produce a practical exploration as they develop personal art responses inspired by ideas, concepts and observations. The refinement in media, technique and ideas together with at least two completed artworks, forms the 'body of work'. Students complete extended written responses comparing the meaning and messages of artworks (pre and post 1990). Students investigate, research and debate an art issue producing a written analysis.
Feedback	Students will receive formative and summative feedback throughout the unit, including teacher-student and student-student feedback. Students will receive one-on-one discussion sessions with the teacher as they negotiate their own area of study. Interim Reports will be issued during term 1 and 3 and a separate Report at the end of Semester 1.
Cost	**$85 per unit**

BIOLOGY UNITS 1 & 2

Subject	Biology Unit 1 & 2
Code	BI11
Year Level	11
Duration	Semester
Learning Intentions	Unit 1 Students will learn about ;how living things stay alive by investigating the cell and its requirements to survive. They analyse types of adaptations that help an organism survive in a particular environment and the role of homeostatic mechanisms. How organisms survive in ecosystems is investigated and how the planets biodiversity are classified. Unit 2 In this unit students find out how cells reproduce and pass on the biological information from generation to generation, DNA replication, sexual and asexual reproduction, stem cells and their role in potential medical therapies. Genetics are explored to explain inheritance patterns, predict outcomes of genetic crosses and investigate the social and ethical issues associated with genetic screening.
Success Criteria	Students will demonstrate success through their participation in class discussions and activities and by completing work that is assessed at or above the standard required at VCE level. Formal and informal assessments will be used as listed below.
Challenging Tasks	Assessment will be from a number of the following tasks and will be different for each unit. • a report of a fieldwork activity • annotations of a practical work folio of activities or investigations • a bioinformatics exercise • media response • data analysis • problem solving involving biological concepts, skills and/or issues • a reflective learning journal/blog related to selected activities or in response to an issue • a test comprising multiple choice and/or short answer and/or extended response. • a report of a student-designed or adapted investigation related to the survival of an organism or a species using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.
Feedback	Students will be given general feedback as a whole class (e.g. comments from the teacher highlighting general areas of strength and areas to improve as a class), individual feedback on all assessment tasks including grades/scores, descriptive written comments highlighting areas of strength and areas to improve and written reports to parents at the end of each term.
Cost	**$41.80 Unit 1; $31.80 Unit 2**

BIOLOGY UNITS 3 & 4

Subject	Biology Units 3 & 4
Code	BI03 BI04
Year Level	12
Duration	Year
Learning Intentions	In Unit 3 students investigate the workings of the cell from several perspectives. These different perspectives enable consideration of both the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism. Students examine the key molecules and biochemical pathways involved in cellular processes both within the cell and between cells. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen. A student investigation related to the immune system is undertaken and the findings of the investigation are presented in a scientific poster format. In Unit 4 students consider the continual change and challenges to which life on Earth has been subjected. They examine change in life forms, investigate the relatedness between species and consider the impact of various change events on a population's gene pool. Students explore the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies are explored for both the individual and the species.
Success Criteria	Students need to successfully passed a number of school assessed outcomes, complete coursework and sit an end of year exam.
Challenging Tasks	**Unit 3: How do cells maintain life?** Practical reports Extended investigation and scientific poster Tests **Unit 4: How does life change and respond to challenges over time?** Practical reports Written report Data analysis
Feedback	Students will be given general feedback as a whole class (e.g. comments from the teacher highlighting general areas of strength and areas to improve as a class), individual feedback on all assessment tasks including grades/scores, descriptive written comments highlighting areas of strength and areas to improve and written reports to parents at the end of each term.
Cost	**$34.80 per unit**

BUSINESS MANAGEMENT UNITS 1 & 2

Subject	Business Management
Code	BM11
Year Level	Senior
Duration	Year
Learning Intentions	Unit 1 In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business. Unit 2 This unit focuses on the establishment phase of a business' life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must satisfied to establish a business, investigate the essential features of marketing and the best ways to meet staffing and financial recording needs.
Success Criteria	Unit 1 Outcome 1: Able to describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation. Outcome 2: Able to describe the external environment of a business and explain how the macro and operating factors within it may affect business planning. Outcome 3: Able to describe the internal business environment and analyse how factors from within it may affect business planning. Unit 2 Outcome 1: Able to explain the importance when establishing a business of complying with legal requirements and financial record-keeping, and establishing effective policies and procedures. Outcome 2: Able to explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these to business-related case studies. Outcome 3: Able to discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and employee perspective.
Challenging Tasks	• Case study analysis • Business research • Development of a business plan • Tests • End of Semester Examination
Feedback	Students will receive formative and summative feedback throughout the unit, including teacher-student and student-student feedback. Students will receive an interim report and a report will be issued at the end of the semester.
Cost	**$23**

BUSINESS MANAGEMENT UNITS 3 & 4

Subject	Business Management
Code	BM12
Year Level	Senior
Duration	Year
Learning Intentions	Unit 3 In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives Unit 4 In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management.
Success Criteria	Unit 3 Outcome 1: Able to discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills. Outcome 2: Able to explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees. Outcome 3: Able to analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business objectives. Unit 4 Outcome 1: Able to explain the way business change may come about., use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future. Outcome 2: Able to evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on stakeholders of a business.
Challenging Tasks	• Case Studies • Structured Questions • Media Analysis
Feedback	Students will receive formative and summative feedback throughout the unit, including teacher-student and student-student feedback. Students will receive an interim report and a report will be issued at the end of the semester.
Cost	$23

CHEMISTRY UNITS 1 & 2

Subject	Chemistry Units 1 and 2
Code	CH11
Year Level	11
Duration	Semester
Learning Intentions	Unit 1 – How Can The Diversity Of Materials Be Explained? Students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure they will explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students are introduced to quantitative concepts in chemistry including the mole concept. Unit 2 – What Makes Water Such A Unique Chemical? In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.
Success Criteria	Students need to illustrate competency in the following key skills: - Develop aims and questions, formulate hypotheses and make predictions - Plan and undertake investigations - Comply with safety and ethical guidelines - Conduct investigations to collect and record data - Analyse and evaluate data, methods and scientific models - Draw evidence based conclusions - Communicate and explain scientific ideas Students will demonstrate success through their participation in class discussions and activities, completing chapter questions and defining key terms, completing school-assessed coursework tasks and completing internally set end-of-semester examination.
Challenging Tasks	Students are required to demonstrate achievement of three outcomes for each of Units 1 and 2. Suitable tasks for assessment may be selected from the following: *For Outcomes 1 and 2* • annotations of a practical work folio of activities or investigations • a report of a practical activity or investigation • a modelling activity • media response • problem-solving involving chemical concepts, skills and/or issues • a reflective learning journal/blog related to selected activities or in response to an issue • data analysis • a test comprising multiple choice and/or short answer and/or extended response. *For Outcome 3* • a report of an independent investigation of a topic selected from Area of Study 1 and/or Area of Study 2, using an appropriate format, for example digital presentation, oral communication or written report.
Feedback	Students will be given general feedback as a whole class (eg. generalised comments regarding areas of improvement and areas of strength), individual feedback on all assessed tasks including scores/grades and descriptive comments highlighting areas to improve on as well as identifying strengths. Students will also receive four written reports during the year.
Cost	**$35.30 per unit** An excursion is being planned which will bring an additional cost of approximately $25.

CHEMISTRY UNITS 3 & 4

Subject	Chemistry Units 3 & 4
Code	CH12
Year Level	12
Duration	Year
Learning Intentions	Unit 3 Students compare and evaluate different chemical energy resources and investigate the combustion of fuels. They consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells and calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They apply the equilibrium law and Le Chatelier's principle to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes. Unit 4 Students process data from instrumental analyses to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. They predict the products of reaction pathways and design pathways to produce particular compounds from given starting materials. Students investigate key food molecules including carbohydrates, proteins, lipids and vitamins and use calorimetry to determine the energy released in the combustion of food.
Success Criteria	Students need to illustrate competency in the following key skills: - Investigate and enquire scientifically - Apply chemical understanding - Communicate chemical information and understanding Students will demonstrate success through their participation in class discussions and activities, completing chapter questions and defining key terms, completing school-assessed coursework tasks and completing an externally set end-of-year examination.
Challenging Tasks	Assessment will be from a number of tasks, as listed below, and be different for each unit. • An extended experimental investigation • Written reports of practical activities • Analysis of first or second hand data via structured questions • Investigating equilibrium and rate considerations, and safety issues involved in the industrial production of a selected chemical and its associated wastes • A summary report including annotations of at least three practical activities relating to energy transformations occurring in chemical reactions These school-based coursework assessments will comprise 40% of the overall score for Unit 3/4 Chemistry. The end-of-year exam equates to 60% of the overall subject score.
Feedback	Students will be given general feedback as a whole class (eg. generalised comments regarding areas of improvement and areas of strength, individual feedback on all assessed tasks including scores/grades and descriptive comments highlighting areas to improve on as well as identifying strengths. Students will also receive three written reports during the year and a Statement of Results from VCAA in December.
Cost	**$30.30 per unit** An excursion is being planned which will bring an additional cost of approximately $25.

DRAMA UNITS 1 & 2

Subject	Drama Units 1 & 2
Code	DR11
Year Level	11
Duration	Semester
Learning Intentions	Unit 1: Dramatic Storytelling Students will create, present and analyse a devised script and performance (solo and/or ensemble). In order to achieve this, students will; • research and respond to stimulus material • use play-making techniques to deliver script/s • create and sustain a role/roles • use naturalistic and non-naturalistic performance styles • apply stagecraft elements selectively (e.g. props, costume, lighting) • use dramatic elements (such as mood, symbol and tension) as key features of their performances • use expressive skills (such as voice, movement and facial expression) • use of theatrical conventions (e.g. Transformation of prop, time and place Students will view and analyse a professional production. Unit 2: Non-Naturalistic Australian Drama Students devise, document and present a solo or ensemble performance based on a contemporary or historical Australian context. They will use the methods outlined in the Unit 1 course (above) to develop and analyse their performance. • Students use drama terminology to describe, analyse and evaluate the use of conventions, performance styles, and dramatic elements in a drama performance (by professional or other drama practitioners).
Challenging Tasks	Students will work independently and in groups to achieve the above listed learning outcomes. They will give a presentation on the features of Australian Drama (past, present and future), perform a group or solo performance inspired by Australian drama, analyse an Australian dramatic work and complete course work and homework relating to these tasks.
Feedback	Students will be given teacher feedback – both verbally, in groups and individually; written descriptive comments on tasks and grades/scores as appropriate to outcome assessment criteria. Students will also give and receive peer feedback along with feedback from additional Drama teachers (in some circumstances) as part of the process of teacher peer/shared assessment (moderation).
Cost	**$20 per unit An additional fee will be required to view a professional oerformance.**

DRAMA UNITS 3 & 4

Subject	Drama Units 3 & 4
Code	DR12
Year Level	12
Duration	Year
Learning Intentions	Unit 3 Students will work towards an Ensemble Performance Outcome – a self-devised dramatic work based on stimulus material/s provided by the teacher. They will complete a Reflection Outcome, which analyses the play-making techniques that were adopted to create characters for the ensemble piece. They will complete a review of a professional theatrical work that features non-naturalism. Unit 4 Students work towards a seven minute solo exam piece, using a character profile provided by the VCAA. They complete another short solo work as School Assessed Coursework. They complete a Reflection Piece which analyses their solo exam play-making techniques. A journal containing all coursework and homework is ongoing throughout both semesters.
Success Criteria	Students will need to attain a satisfactory pass grade for all Outcomes.
Challenging Tasks	• Collaboration in groups • Creation of characters and performances • Analysing and evaluating performances • Manipulating the drama space to suit different circumstances
Feedback	Both written and verbal feedback is ongoing throughout the year; a mid-semester and end of semester report will be issued.
Cost	**$20 per unit** **An additional fee will apply to view a professional performance.**

ECONOMICS UNITS 1 & 2

	Economics Units 1 & 2
Code	EC11
Year Level	11
Duration	Semester
Learning Intentions	The study of economics involves a close examination of how a society organises itself to meet the needs and wants of its citizens. In Australia scarce resources are allocated primarily by the market mechanism. Students come to understand how the decisions made by individuals, firms, governments and other relevant groups affect what is produced, how it is produced and who receives the goods and services that are produced. Through an examination of market structure, students gain an appreciation of the importance of competition and how market power may affect the allocation of resources and the welfare and living standards of the general population. The changing nature of Australia's population will have an impact upon future rates of economic growth and living standards.. A low unemployment rate is seen as a priority for the federal government and there is a range of policy initiatives that are directed to the achievement of this goal. Students analyse the impacts of high unemployment on both society and the individual. They evaluate the effectiveness of government policies aimed at reducing unemployment. Australia's wealth depends, in part, upon the decisions made and the levels of economic activity in other countries. Through a close examination of Australia's trading relationships, students come to appreciate the factors that influence Australia's balance of payments and exchange rate.
Success Criteria	On completion of this unit students will be able to: • use a range of sources to acquire economic information; • sort and communicate economic information; • define key economic concepts and use them appropriately; • apply economic knowledge, concepts and theories to predict the effect of economic events on market outcomes; • apply decision making to current economic problems within a specific market.
Challenging Tasks	Students will undertake a range of assessments involving multiple choice questions, short answer questions, analysis of graphs and tables as well as case studies.
Feedback	Students will receive formative and summative feedback throughout the unit, including teacher-student and student-student feedback. Students will receive one-on-one discussion sessions with the teacher as they negotiate their own area of study. A Report will be issued at the end of Semester
Cost	$23.00 per unit

ECONOMICS UNITS 3 & 4

Subject	Economics Units 3 & 4
Code	EC03 EC04
Year Level	12
Duration	Semester
Learning Intentions	The Australian economy is a contemporary market capitalist economy. In such an economy, the principal means of allocating scarce resources is the price mechanism. Students examine the factors that affect the price and quantity traded in individual markets. Students investigate the importance of competition and analyse the degree of market power in different industries and how this affects the efficiency of resource allocation. The federal government has a range of macroeconomic goals, which they monitor with appropriate statistical indicators. Some of these goals are explicitly stated while others are inherent in the actions that are taken. Students examine five key economic goals which may vary in importance from time to time and which are pushed for economic, political and social reasons. Growth in Australia is dependent upon its international relationships. Students examine the role of trade with international households, businesses, governments and other groups, and the importance of international movement of capital for Australia's living standards. The benefits of economic growth are not always shared equally and the living standards of some may increase by more than others. Students examine the reasons for income inequality and the social costs and benefits, and the impact on living standards associated with inequity. An in-depth study of the governments management of budgetary and monetary policy over the business cycle in undertaken to see if the main economic goals are achieved.
Success Criteria	On completion of this unit students will be able to: • use a range of sources to acquire economic information; • sort and communicate economic information; • define key economic concepts and use them appropriately; • apply economic knowledge, concepts and theories to predict the effect of economic events on market outcomes; • apply decision making to current economic problems within a specific market.
Challenging Tasks	Students will undertake a range of assessments involving multiple choice questions, short answer questions, analysis of graphs and tables as well as case studies.
Feedback	Students will receive formative and summative feedback throughout the unit, including teacher-student and student-student feedback. Students will receive one-on-one discussion sessions with the teacher as they negotiate their own area of study. A Report will be issued at the end of Semester.
Cost	$23 per unit

ENGLISH UNITS 1 & 2

Subject	VCE English Units 1 & 2
Code	EN11
Year Level	Year 11
Duration	Semester
Learning Intentions	**Unit 1, Area of Study 1: Reading and Creating Texts** Students explore how meaning is created in text. They identify, discuss and analyse decisions authors have made, and used structures conventions and language to represent characters, settings, events, explore themes and build the world of the text for the reader. **Unit 1, Area of Study 2: Analysing and Presenting Argument** Students focus on the analysis and construction of texts that attempt to influence an audience. They read a range of texts that attempt to position audiences in a variety of ways. **Unit 2, Area of Study 1: Reading and Comparing Texts** Students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader's understanding of one text is broadened and deepened when considered in relation to another text. **Unit 2, Area of Study 2: Analysing and Presenting Argument** Students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience.
Success Criteria	- understanding of text and the ways authors construct them for specific meaning - understanding of the features of different texts - understanding of the conventions of oral presentations, and active listening - application of knowledge to the construction of a variety of text types - use of conventions of the spelling, punctuation and syntax of Standard Australian English
Challenging Tasks	**Unit 1, Area of Study 1: Reading and Creating Texts** – students produce an analytical response to a text; and a creative response to another text. **Unit 1, Area of Study 2: Analysing and Presenting Argument** – students will undertake an analysis of other author's persuasive texts; and write their own persuasive text **Unit 2, Area of Study 1: Reading and Comparing Texts** – students will write a comparison essay on two texts studied. **Unit 2, Area of Study 2: Analysing and Presenting Argument** – students will undertake an analysis of other author's persuasive texts; and write their own persuasive text/s.
Feedback	Each Unit has compulsory assessments which are either SAC or Coursework. Upon completing each task students will be provided with written and verbal feedback, as well as assessment rubrics for all Outcomes.
Cost	$ 16

ENGLISH UNITS 3 & 4

Subject	VCE English Units 3 & 4
Code	EN12
Year Level	Year 12
Duration	Semester
Learning Intentions	**Unit 3, Area of Study 1: Reading and Creating Texts** Students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. **Unit 3, Area of Study 2: Analysing and Presenting Argument** Students analyse and compare the use of argument and language in texts that debate a topical issue. **Unit 4, Area of Study 1: Reading and Comparing Texts** Students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. **Unit 4, Area of Study 2: Analysing and Presenting Argument** Students build their understanding of both the analysis and construction of texts that attempt to influence audiences. *For EAL (English as an Additional Language) information or enrolment, please see Ms Logan.*
Success Criteria	- understanding of text and the ways authors construct them for specific meaning - understanding of the features of different texts - understanding of the conventions of oral presentations, and active listening - application of knowledge to the construction of a variety of text types - use of conventions of the spelling, punctuation and syntax of Standard Australian English
Challenging Tasks	**Unit 3, Area of Study 1: Reading and Creating Texts** – students produce an analytical response to a text; and a creative response to another text. **Unit 3, Area of Study 2: Analysing and Presenting Argument** – students will undertake an analysis of other authors' persuasive texts. **Unit 4, Area of Study 1: Reading and Comparing Texts** – students will write a comparison on two texts studied. **Unit 4, Area of Study 2: Analysing and Presenting Argument** – students will present a persuasive oral presentation. ** EAL Unit 3 SACs are different to the English requirements*
Feedback	Each Unit has compulsory assessments which are either SAC or Coursework. Upon completing each task students will be provided with written and verbal feedback, as well as assessment rubrics for all Outcomes.
Cost	$ 16

FOUNDATION ENGLISH UNITS 1 & 2

Subject	Foundation English Units 1 & 2
Code	FE11
Year Level	11
Duration	Year
Learning Intentions	The purpose of this reading and writing unit is to enable learners to develop the skills and knowledge to read and write a range of texts on everyday subject matters that include some unfamiliar aspects or material. At this level, once they have identified the audience and purpose of the text, learners use the writing process to produce texts that link several ideas or pieces of information. In reading, learners identify how, and if, the writer has achieved their purpose and express an opinion on the text, taking into account its effectiveness.
Success Criteria	At the end of the unit learners will be able to read, comprehend and write a range of texts within a variety of contexts.
Challenging Tasks	• Reading for Knowledge • Reading for Practical Purposes • Reading for Self-Expression • Reading for Public Debate • Writing for Knowledge • Writing for Practical Purposes • Writing for Self-Expression • Writing for Public Debate • Oracy for Knowledge • Oracy for Practical Purposes • Oracy for Self-Expression • Oracy for Public Debate
Feedback	Students will receive formative and summative feedback throughout the unit, including teacher-student and student-student feedback.
Cost	$34 for the year

FOUNDATION MATHS UNITS 1 & 2

Subject	Foundation Maths Units 1 & 2
Code	FM11
Year Level	11
Duration	Semester
Learning Intentions	Students will develop their knowledge of Mathematics and their skills in tackling both routine and non-routine questions within a mathematical context. At the same time they will develop their Reasoning and Problem Solving skills, both with and without the use of Technology, to arrive at solutions to more complex problems.
Success Criteria	Students will participate both in student orientated learning and teacher directed learning to develop their mathematical skills to attain at least satisfactory levels of progress in each of the particular units of work at this standard, demonstrating their progress in Unit tests, Assignments, Projects and Mid and End of Year exams.
Challenging Tasks	• Space, Shape and Design • Pattern and Number • Handling Data • Measurement
Feedback	Students will receive ongoing feedback on their progress as the year proceeds, by way of results and comments on work attempted in class, unit and exam results and Mid and End of Year Reports.
Cost	$20 per unit

FOOD STUDIES UNITS 1 & 2

Subject	Food Studies Units 1 & 2
Code	FS01 FS02
Year Level	11
Duration	Year
Learning Intentions	In Unit 1 students investigate the origins and cultural roles of food, from early civilisations through to today's industrialised and global world. Natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures with a focus on one selected region other than Australia, is also studied. The practical component explores the use of ingredients available today that were used in earlier cultures. Students extend and share their research into the world's earliest food-producing regions, and demonstrate adaptations of selected food from earlier cuisines. The history and culture of food in Australia, the development of food production, processing and manufacturing industries is also investigated. Inquiry into how Australian food producers and consumers today have been influenced by immigration and other cultural factors is conducted. The practical component complements the study of ingredients indigenous to Australia and provides students with opportunities to extend and share their research into a selected cuisine brought by migrants. In Unit 2 students focus on commercial food production in Australia, primary production, food processing, manufacturing and the retail and food service sectors. Students investigate the characteristics of the various food industries and identify current and future challenges and opportunities. New food product development and innovation, and the processes in place to ensure a safe food supply is also investigated. Students undertake a practical component, creating new food products using design briefs, applying commercial principles such as research, design, product testing, production, evaluation and marketing. Students further explore food production, focusing on domestic and small-scale food production. Their practical skills are extended through designing and adapting recipes, encompassing a range of dietary requirements commonly encountered by the food service sector and within families. Students propose and test ideas for applying their food skills to entrepreneurial projects that potentially may move their products from a domestic or small-scale setting to a commercial context.
Success Criteria	Students will demonstrate success through: • completing a range of practical activities • participation in class discussions and activities, • completing chapter questions and defining key terms • successful completion of all Outcomes and other school-assessed coursework tasks • successful completion of mid year and end of year exams
Challenging Tasks	Assessment tasks will come from a combination of the following tasks: • a range of practical activities, which can include production plans and evaluations of products or analysis of dietary intake • a short written report: media analysis, research inquiry, historical timeline, comparative food-testing analysis or product evaluation • an oral presentation / a practical demonstration / a video or podcast • school-assessed Coursework for Unit 1 and Unit 2 • school-assessed Exams mid year and the end of year
Feedback	• Students will be given general feedback as a whole class (eg. generalised comments regarding areas of improvement and areas of strength, individual feedback on all assessed tasks including scores/grades and descriptive comments highlighting areas to improve on as well as identifying strengths. • Students will also receive one-on-one constructive feedback at the end of each practical class on the dish they have prepared. • Students will also receive four written reports during the year
Cost	**$120 per unit**

FOOD STUDIES UNITS 3 & 4

Subject	Food Technology Units 3 & 4
Code	FS03 FS04
Year Level	12
Duration	Year
Learning Intentions	Unit 3 Students investigate the science of food, learn and apply food science terminology relating to chemical changes that occur during food preparation and cooking, and undertake hands-on experimentation to demonstrate techniques and effects. They investigate food allergies, food intolerances and the microbiology of food contamination. The patterns of eating in Australia and the influences on the food we eat are also investigated. Students look at relationships between social factors and food access and choice, as well as the social and emotional roles of food in shaping and expressing identity, and how food may link to psychological factors. They inquire into the role of media, technology and advertising as influences on the formation of food habits and beliefs, and investigate the principles of encouraging healthy food patterns in children. Unit 4 Students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, technologies, food access, food safety, and the use of agricultural resources. Students will consider environmental and ethical issues relating to the selected debate and apply their responses in practical ways. Students focus on food information and misinformation and the development of food knowledge, skills and habits. They investigate a selected food fad, trend or diet and assess its credibility and the reliability of its claims, taking into consideration the evidenced-based recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. Students practise and improve their food election skills by interpreting food labels and interrogating the marketing terms on food packaging.
Success Criteria	Students will demonstrate success through: • completing a range of practical activities • participation in class discussions and activities, • completing chapter questions and defining key terms • completing school-assessed coursework tasks • completing an externally set end-of-year examination
Challenging Tasks	Assessment tasks will be any one or a combination of the following: • a range of practical activities, which can include production plans and evaluations of products or analysis of dietary intake • a short written report: media analysis, research inquiry, structured questions, case study analysis • an oral presentation • a practical demonstration • a video or podcast • the school-assessed Coursework for Unit 3 contributes 30% • the school assessed Coursework for Unit 4 contributes 30% • the End-of-year Exam contributes 40%.
Feedback	• Students will be given general feedback as a whole class (eg. generalised comments regarding areas of improvement and areas of strength, individual feedback on all assessed tasks including scores/grades and descriptive comments highlighting areas to improve on as well as identifying strengths. • Students will also receive one-on-one constructive feedback at the end of each practical class on the dish they have prepared. • Students will also receive three written reports during the year and a Statement of Results from VCAA in December.
Cost	**$120 per Unit**

GEOGRAPHY UNITS 1 & 2

Subject	Geography Units 1 & 2
Code	GE11
Year Level	11
Duration	Year
Learning Intentions	Unit 1: Hazards and disasters In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events. Unit 2: Tourism In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition). Over one billion tourists a year cross international boundaries with greater numbers involved as domestic tourists within their own countries. The Asia and the Pacific hosts 23 per cent of international arrivals. The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for one in every twelve jobs globally and generates around 5 per cent of its GDP. (UNTWO Annual Reports 2011–2013).
Success Criteria	Students should be able to analyse, describe and explain the nature of hazards and impacts of hazard events at a range of scales. Students should be able to analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.
Challenging Tasks	For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit. Suitable tasks for assessment in this unit are: • a fieldwork report of approximately 1500–2000 words and at least one of: • structured questions • a case study • a report • a folio of exercises.
Feedback	Students will receive formative and summative feedback throughout the unit, including teacher-student and student-student feedback. Students will have regular group discussions with the teacher as they negotiate their Outcomes.
Cost	$20 per unit

HEALTH AND HUMAN DEVELOPMENT UNITS 1 & 2

Subject	Health & Human Development Units 1 & 2
Code	HD11
Year Level	11
Duration	Year
Learning Intentions	Understanding the Health & Individual Human Development of Australia's population and the Lifespan Stages of Childhood and Adulthood, including Pre-Natal & Maternal Health. Recognising Health Issues that affect each lifespan stage, gender differences and the population as a whole.
Success Criteria	Students are expected to have 90% attendance, complete all coursework and successfully complete all Outcomes and 2 Exams, one for each Unit of Study.
Challenging Tasks	Coursework Outcomes Exams
Feedback	Students will receive formative & summative feedback throughout the units, including teacher-student & student-student feedback. Principles of Learning and Teaching will be used to improve teacher and student performances, along with analysis of results data.
Cost	**$30 per unit**

HEALTH AND HUMAN DEVELOPMENT UNITS 3 & 4

Subject	Health and Human Development Units 3 & 4
Code	HD12
Year Level	12
Duration	Year
Learning Intentions	On completion of these units students should be able to compare the health status of Australia's population with that of other developed countries, compare and explain the variations in health status of population groups within Australia and discuss the role of the National Health Priority Areas in improving Australia's health status. Students should be able to discuss and analyse approaches to health and health promotion, and describe Australia's health system and the different roles of government and non-government organisations in promoting health. Student should be able to analyse factors contributing to variations in health status between Australia and developing countries, and evaluate progress towards the United Nations' Millennium Development Goals. Students should be able to describe and evaluate programs implemented by international and Australian government and non-government organisations, and analyse the interrelationships between health, human development and sustainability.
Success Criteria	Learners who successfully complete these units will be able demonstrate an understanding of the learning intentions through a variety of assessment tasks.
Challenging Tasks	• case study analysis • data analysis • oral presentation • written tests • examination
Feedback	Students will receive formative and summative feedback throughout the unit, including teacher-student and student-student feedback.
Cost	$30 per unit

INDUSTRY AND ENTERPRISE UNITS 1 & 2

Subject	Industry and Enterprise Units 1 & 2
Code	IE11
Year Level	11
Duration	Semester
Learning Intentions	VCE Industry and Enterprise investigates work and its place in work settings, industries and society. The study explores the vocational, economics, social and cultural aspects of work and encourages students to undertake a theoretical and practical investigation of these aspects throughout the four units. Students investigate trends and patterns in Australian workplaces and industries and significant issues affecting Australian industries, and analyse the industry responses to these issues. Students need to be undertaking Work Placement or an SBA/SBT for this program, and therefore only VCAL students can undertake the course.
Success Criteria	Development of an understanding of the historical and contemporary workforce in Australia. Development of a personal career pathway.
Challenging Tasks	Workplacement experience OHS Induction programs Observation and analysis tasks Investigations and research tasks End of year exam
Feedback	Students will receive formative and summative feedback , including teacher-student and student-student feedback.
Content	**Unit 1: Workplace Participation** This unit prepares students for effective workplace participation. Their exploration of the importance of work-related skills is integral to this unit. Students develop work-related skills by actively exploring their individual career goals and pathways. They observe industry and employment trends and analyse current and future work options. Students build work-related skills that assist in dealing with issues affecting participants in the workplace. **Unit 2: Being Enterprising** In this unit of study students explore the development of enterprise, leadership and innovation in different settings within industry and in the context of significant issues faced by industry. Students learn that enterprising and leadership behaviours are vital for success in diverse personal work and community settings. All work settings exist within a wider industry context and ongoing workplace enterprise and innovation are pivotal to industry success. Students investigate the characteristics and qualities of successful entrepreneurs in different settings, and investigate the relationship between leadership behaviour and the development of an individual's work-related skills.
Cost	$44.50 per unit

LOTE INDONESIAN UNITS 1 & 2

Subject	Indonesian (Second Language) Units 1 & 2
Code	IN11
Year Level	11
Duration	Year
Learning Intentions	Studying a Language Other Than English is a culturally rich and rewarding experience. Students who have the ability to delve into another culture and language will use this experience throughout their whole lives. Learning about the people who speak another language and their day to day lives enhances a person's sense of themselves and their place in the world, along with developing a sense of empathy, understanding and respect for other people. Studying another language helps with skills in English, especially in regards to grammar and the rules of language. With the tasks undertaken in LOTE classes, students further develop their listening, reading, writing and speaking skills, which is of benefit in all areas of study. Through studying Indonesian, students will extend their understanding and passion for English and improve their skills through exposure to a range of complex texts. They will explore a range of texts and develop their own interpretations through written and oral presentations. Students will interact to exchange information and opinions on topics related to the world of adolescence including leisure, relationships, study, careers and the media, and issues of general interest to young people. Studying Year 11 Indonesian provides students with the foundation they require in order to complete Year 12 Indonesian.
Success Criteria	By the end of Unit 1, students should be able to establish and maintain a spoken or written exchange related to personal areas of experience, as well as being able to produce a personal response to a text focusing on real or imaginary experience. They should also be able to listen to, read and obtain information from spoken and written texts. By the end of Unit 2, students should be able to participate in a spoken or written exchange related to making arrangements and completing transactions, as well as being able to give expression to real or imaginary experience in spoken or written form. They should also be able to listen to, read, and extract and use information and ideas from spoken and written texts.
Challenging Tasks	In each Unit, students will complete three Outcome tasks which focus on the following macroskills: listening and reading, writing, and speaking. Students will also complete grammar activities, set readings, comprehension tasks based on written and spoken texts, writing tasks, speaking tasks, and research into Indonesian culture and history.
Feedback	Students will receive formative and summative feedback throughout the unit, including teacher-student and student-student feedback. Students will receive one-on-one discussion sessions with the teacher to address specific strengths and weaknesses. A report will be issued at the end of each Semester.
Cost	$30 per unit

LOTE INDONESIAN UNITS 3 & 4

Subject	Indonesian (Second Language) Units 3 & 4
Code	IN12
Year Level	12
Duration	Year long
Learning Intentions	Year 12 Indonesian builds upon the cultural knowledge and language skills developed in Year 11 Indonesian. Students in Year 12 work towards improving their fluency when using spoken Indonesian. They will explore a range of texts and develop their own interpretations through written and oral presentations. Students will also analyse and use information from spoken and written texts, further developing their listening and reading comprehension skills. As part of their coursework, students have the opportunity to pursue their individual interests as part of the Detailed Study, which will contribute to the discussion section of their end of year Oral Exam. Students who study a LOTE during Year 12 will have bonus points added to their ATAR score, which is a reflection of each student's performance in all studies compared to other students in the state. As many as five points may be added to their aggregate score. Students who have studied a Language Other Than English are considered more likely to succeed at tertiary study.
Success Criteria	By the end of Unit 3, students should be able to express ideas through the production of original texts, analyse and use information from spoken texts, and should be able to exchange information, opinions and experiences. By the end of Unit 4, students should be able to analyse and use information from written texts, respond critically to spoken and written texts which reflect aspects of the language and culture of Indonesian-speaking communities, and should be able to discuss personal experiences, opinions and information when prompted.
Challenging Tasks	In each Unit, students will complete Outcome tasks which focus on the following macroskills: listening and reading, writing, and speaking. The Detailed Study, completed in Unit 4, is a major assignment that contributes towards Outcomes in Unit 4 and the end of year Oral Exam. Students will also complete grammar activities, set readings, comprehension tasks based on written and spoken texts, writing tasks, speaking tasks, and a negotiated research task about a specific area of Indonesian culture.
Feedback	Students will receive formative and summative feedback throughout the unit, including teacher-student and student-student feedback. Students will receive one-on-one discussion sessions with the teacher to address specific strengths or weaknesses. A report will be issued at the end of each Semester.
Cost	$30 per unit

LANGUAGES OTHER THAN ENGLISH UNITS 1 - 4

PRE-REQUISITES
It is necessary for students to have completed approximately **300** hours of previous language study before attempting a language at VCE.

The language classes that are available through the Distance Education Centre include:

- **Italian**
- **French**
- **German**
- **Latin**
- **Greek**
- **Japanese (Units 3 & 4 only)**

Information is available from Ms Logan and approval for study must be granted by the year 11 or Year 12 Level Leader.

LEGAL STUDIES UNITS 1 & 2

Subject	Legal Studies Units 1 & 2
Code	LS11
Year Level	11
Duration	Semester
Learning Intentions	In Unit 1 students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime; different types of crimes and the rights and responsibilities under criminal law; and the role of parliament and subordinate authorities in law-making. Students investigate the processes and procedures followed by courts in hearing and resolving criminal cases and they explore the main features and operations of criminal courts and consider the effectiveness of the criminal justice system in achieving justice. Unit 2 examines the rights that are protected by civil law, as well as obligations that laws impose. Students investigate types of civil laws and related cases and develop an appreciation of the role of civil law in society. The unit also focuses on the resolution of civil disputes through the courts and other means.
Success Criteria	Unit 1 Outcome 1: Able to explain the need for effective laws and describe the main sources and Types of laws in society. Outcome 2: Able to explain the key principles and types of criminal law, apply the key principles to relevant cases, discuss the impact of criminal activity on the individual and society. Outcome 3: Able to describe the processes for the resolution of criminal cases, and discuss the capacity of these processes to achieve justice. Unit 2 Outcome 1: Able to explain the principles of civil law, law-making by courts, and elements of torts, and apply these to relevant cases. Outcome 2: Able to explain and evaluate the processes for resolution of civil disputes. Outcome 3: Able to explain an area of civil law, and discuss the legal system's capacity to respond to issues and disputes related to the area of law. Outcome 4: Able to describe an Australian case illustrating rights issues, and discuss the impact of the case on the legal system and rights of individuals.
Challenging Tasks	• Structured assignment • Essay • Mock Court • Case study • Test • Written report • End of Semester Examination
Feedback	Students will receive formative and summative feedback throughout the unit, including teacher-student and student-student feedback. Students will receive an interim report and a report will be issued at the end of the semester.
Areas of Study	Unit 1 Area of Study 1: Law in society Area of Study 2: Criminal law Area of Study 3: The criminal courtroom Unit 2 Area of Study 1: Civil law Area of Study 2: The civil law in action Area of Study 3: The law in focus Area of Study 4: A question of rights
Cost	$23 per unit

LEGAL STUDIES UNITS 3 & 4

Subject	Legal Studies Units 3 & 4
Code	LS12
Year Level	12
Duration	Year
Learning Intentions	In this unit students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. They undertake an informed evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society. Central to the investigation of law-making is the role played by the Commonwealth Constitution. Students develop an understanding of the importance of the Constitution in their lives and on society as a whole, and undertake a comparative analysis with another country. They learn of the importance of the role played by the High Court of Australia in interpreting and enforcing the Constitution, and ensuring that parliaments do not act outside their areas of power nor infringe protected rights. Students investigate the nature and importance of courts as law-makers and undertake an evaluation of their effectiveness as law-making bodies. They also investigate the relationships that exist between parliaments and courts. The legal system provides mechanisms by which legal disputes of both a criminal and a civil nature can be resolved in a fair and just manner. Dispute resolution bodies such as courts and tribunals employ a range of means and processes that enables the resolution of legal disputes. Students examine the institutions that adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system.
Success Criteria	On completion of these units students will be able to… • define key legal terminology and use it appropriately • discuss, interpret and analyse legal information • apply legal principles to relevant cases and issues • describe the nature, importance and operation of courts/parliament as law-makers • analyse the impact of courts/parliament in law-making • critically evaluate the law-making processes of courts • discuss the relationships between law-making bodies.
Challenging Tasks	Students are assessment on a range of key knowledge and skills. Students will undertake structured short answer questions and extended response questions. Applying their understanding to key court cases is also an integral part of assessment.
Feedback	Students will receive formative and summative feedback throughout the unit, including teacher-student and student-student feedback. Students will receive one-on-one discussion sessions with the teacher as they negotiate their own area of study. A Report will be issued at the end of Semester.
Cost	$ 23.00 per unit

LITERATURE UNITS 1 & 2

Subject	Literature Unit 1 & 2
Code	LI11
Year Level	11
Duration	Semester
Learning Intentions	In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.
Success Criteria	Student will be able to respond to a range of texts and reflect on influences shaping these responses. They will analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society. They will also respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context.
Challenging Tasks	• Reading practices • Ideas and concerns in texts • The text, the reader and contexts • Exploring connections between texts
Feedback	Students will receive formative and summative feedback throughout the unit, including teacher-student and student-student feedback.
Cost	$10 per unit

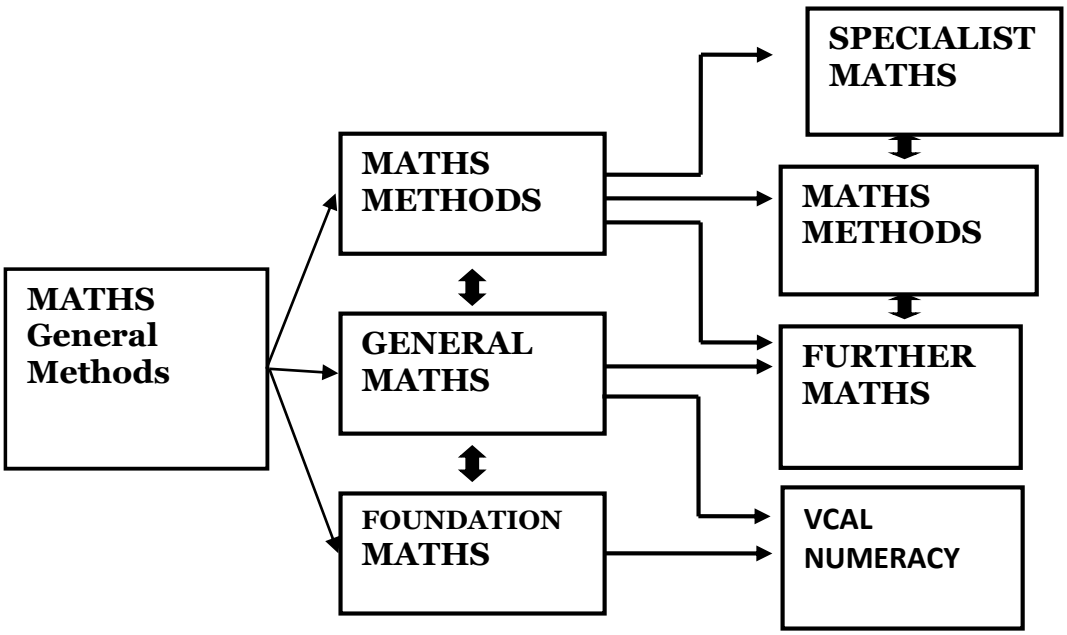
LITERATURE UNITS 3 & 4

Subject	Literature Unit 3 & 4
Code	LI12
Year Level	12
Duration	Year
Learning Intentions	In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.
Success Criteria	Student will be able to respond to a range of texts and reflect on influences shaping these responses. They will analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society. They will also respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context.
Challenging Tasks	• Adaptations and transformations • Critical response to texts • Literary perspectives • Close analysis
Feedback	Students will receive formative and summative feedback throughout the unit, including teacher-student and student-student feedback.
Cost	$12 per unit

VCE MATHEMATICS

Maths is often a pre-requisite for University Courses. Students should study Maths for as long as they are able.

YEAR 10	YEAR 11 (UNITS 1&2)	YEAR 12 (UNITS 3&4)



The above flow diagram gives the possible subject selections from Year 10 through to Year 12.

→ indicates the prerequisites necessary for subject selection at the next level.

↕ indicates subjects that can be taken together at a particular level (maximum of 2)

NOTES:

1. **Foundation Maths Units 1 & 2** is taken by itself. It is for students who would not expect to proceed to study any mathematical Units 3 & 4 and is for VCAL students only.
2. **Further Mathematics** may be taken on its own or with Mathematical Methods Units 3 & 4. It requires General Maths 1 & 2 or Mathematical Methods 1 & 2 as a prerequisite.
3. Further Maths 3 & 4 (Year 12 subject) may be taken by students at Year 11 if they select to do so in conjunction with Maths Methods 1 & 2.
4. **Mathematical Methods Units 3 & 4** may be taken on its own, or in conjunction with either of the other two Units.
5. **Specialist Mathematics** is usually is taken in conjunction with Mathematical Methods.
6. Students must have studied Mathematics Methods 1 & 2 to go on to do Mathematical Methods 3 & 4 or Specialist Mathematics 3 & 4.
7. Students should **not** include **more than eight (8) Units** of Mathematics in their program of study.
8. VCAL students can select any appropriate Maths.

GENERAL MATHS UNITS 1 & 2

Subject	General Mathematics
Code	GM11
Year Level	11
Duration	Semester
Learning Intentions	Students will develop their knowledge of Mathematics and their skills in tackling both routine and non-routine questions within a mathematical context. At the same time they will develop their Reasoning and Problem Solving skills, both with and without the use of Technology, to arrive at solutions to more complex problems.
Success Criteria	Students will participate both in student orientated learning and teacher directed learning to develop their mathematical skills to attain at least satisfactory levels of progress in each of the particular units of work at this standard, demonstrating their progress in Unit tests, Assignments, Projects and Mid and End of Year exams.
Challenging Tasks	• Arithmetic • Algebra • Functions and Graphs • Trigonometry • Statistics • Geometry • Matrices
Feedback	Students will receive ongoing feedback on their progress as the year proceeds, by way of results and comments on work attempted in class, unit and exam results and Mid and End of Year Reports.
Cost	$20 per unit

MATHS METHODS UNITS 1 & 2

Subject	Maths Methods
Code	MD11
Year Level	11
Duration	Semester
Learning Intentions	Students will develop their knowledge of Mathematics and their skills in tackling both routine and non-routine questions within a mathematical context. At the same time they will develop their Reasoning and Problem Solving skills, both with and without the use of Technology, to arrive at solutions to more complex problems.
Success Criteria	Students will participate both in student orientated learning and teacher directed learning to develop their mathematical skills to attain at least satisfactory levels of progress in each of the particular units of work at this standard, demonstrating their progress in Unit tests, Assignments, Projects and Mid and End of Year exams.
Challenging Tasks	• Algebra • Functions and Graphs • Exponentials and Logarithms • Circular Functions • Calculus • Probability
Feedback	Students will receive ongoing feedback on their progress as the year proceeds, by way of results and comments on work attempted in class, unit and exam results and Mid and End of Year Reports.
Cost	$20 per unit

MATHS METHODS UNITS 3 & 4

Subject	Maths Methods
Code	MD12
Year Level	12
Duration	Year
Learning Intentions	Students will develop their knowledge of Mathematics and their skills in tackling both routine and non-routine questions within a mathematical context. At the same time they will develop their Reasoning and Problem Solving skills, both with and without the use of Technology, to arrive at solutions to more complex problems.
Success Criteria	Students will participate both in student orientated learning and teacher directed learning to develop their mathematical skills to attain at least satisfactory levels of progress in each of the particular units of work at this standard, demonstrating their progress in Unit tests, Assignments, Outcomes and End of Year exams.
Challenging Tasks	• Algebra • Functions and Graphs • Transformations • Exponentials and Logarithms • Circular Functions • Calculus • Probability
Feedback	Students will receive ongoing feedback on their progress as the year proceeds, by way of results and comments on work attempted in class, unit and exam results and Mid and End of Year Reports.
Cost	$20 per unit

FURTHER MATHS UNITS 3 & 4

Subject	Further Maths
Code	MF12
Year Level	12
Duration	Year
Learning Intentions	Students will develop their knowledge of Mathematics and their skills in tackling both routine and non-routine questions within a mathematical context. At the same time they will develop their Reasoning and Problem Solving skills, both with and without the use of Technology, to arrive at solutions to more complex problems.
Success Criteria	Students will participate both in student orientated learning and teacher directed learning to develop their mathematical skills to attain at least satisfactory levels of progress in each of the particular units of work at this standard, demonstrating their progress in Unit tests, Assignments, Outcomes and End of Year exams.
Challenging Tasks	• Data Analysis Plus 3 Options from the following • Number Patterns and Applications • Graphs and Relations • Business Maths • Geometry and Trigonometry • Networks • Matrices
Feedback	Students will receive ongoing feedback on their progress as the year proceeds, by way of results and comments on work attempted in class, unit and exam results and Mid and End of Year Reports.
Cost	$20 per unit

SPECIALIST MATHS UNITS 3 & 4

Subject	Specialist Maths
Code	SM12
Year Level	12
Duration	Year
Learning Intentions	Students will develop their knowledge of Mathematics and their skills in tackling both routine and non-routine questions within a mathematical context. At the same time they will develop their Reasoning and Problem Solving skills, both with and without the use of Technology, to arrive at solutions to more complex problems. * This course should be studied alongside Maths Methods Units 3 & 4
Success Criteria	Students will participate both in student orientated learning and teacher directed learning to develop their mathematical skills to attain at least satisfactory levels of progress in each of the particular units of work at this standard, demonstrating their progress in Unit tests, Assignments, Outcomes and End of Year exams.
Challenging Tasks	• Coordinate Geometry • Circular Functions • Calculus • Complex Numbers • Vectors • Mechanics
Feedback	Students will receive ongoing feedback on their progress as the year proceeds, by way of results and comments on work attempted in class, unit and exam results and Mid and End of Year Reports.
Cost	$20 per unit

MEDIA STUDIES UNITS 1 & 2

***Students require a device that can support Adobe Premier and/or similar programs to be successful in this subject.**

Subject	Media Units 1 & 2
Code	ME11
Year Level	11
Duration	Semester
Learning Intentions	Students examine and analyse the relationships between audiences and the media; this analysis is undertaken through a theoretical and practical study that places the student in the role of a media creator. This study explores a variety of media forms, including audio, audiovisual media, print-based media, digital and interactive media technologies and convergent media processes
Success Criteria	Students will be able to: - investigate and analyse their own and others' experiences of media in the context of the relationship between audiences, the media, media products and society. - develop an understanding of production processes involved in the construction of media products through practical and theoretical applications - develop an understanding of the roles, structure and industrial context of media forms - develop the capacity to evaluate media policies, issues and possibilities within Australian society
Challenging Tasks	**Unit 1: Representation and technologies of representation** - Area of Study 1: Representation - Area of Study 2: Technologies of representation - Area of Study 3: New Media - **Unit 2: Media production and the media industry** - Area of Study 1: Media production - Area of Study 2: Media industry production - Area of Study 3: Australian media organisations
Feedback	Students will be provided with written and verbal feedback; as well as feedback on progress and development of major projects and tasks.
Cost	$42 per unit

MEDIA STUDIES UNITS 3 & 4

***Students require a device that can support Adobe Premier and/or similar programs to be successful in this subject.**

Subject	Media Units 3 & 4
Code	ME12
Year Level	12
Duration	Semester
Learning Intentions	Students will develop an understanding of film, television or radio drama production and story elements, and learn to recognize the role and significance of narrative organization in fictional film, television or radio.
Success Criteria	Students will be able to: - Examine how production and story elements work together to structure meaning in narrative to engage audiences - Develop practical skills through undertaking exercises related to aspects of the design and production process. - Complete a media production design plan - Analyse the relationship between media texts, social values and discourses in the media - Identify the nature and extent of media influence - Identify and analyse the relationship between the media, media audiences and media regulations
Challenging Tasks	**Unit 3: Narrative and media production design** - Area of Study 1: Narrative - Area of Study 2: Media production skills - Area of Study 3: Media production design - **Unit 4: Media: process, influence and society's values** - Area of Study 1: Media process - Area of Study 2: Media texts and society's values - Area of Study 3: Media influence
Feedback	Students will be provided with written and verbal feedback; as well as feedback on progress and development of major projects and tasks.
Cost	$60 per unit

MUSIC PERFORMANCE UNITS 1 & 2

Subject	Music: Performance Units 1 & 2
Code	MU11
Year Level	11
Duration	Semester
Learning Intentions	This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances. Students also devise an original composition or improvisation.
Success Criteria	• Students will demonstrate a development of performance skills both in group and solo contexts. • Students will develop the skills to identify challenges in their chosen program and formulate strategies to overcome them. • Students will be able sight read previously unseen music. • Students will be able to complete a series of aural and theory task at a VCE standard. • The composition of an original piece or improvisation.
Challenging Tasks	• Group Performance. • Solo Performance. • Technical Work. • Aural, theory and analytical tasks. • Composition or improvisation. • Sight reading.
Feedback	Students will be given general feedback as a whole class (e.g. comments from the teacher or a powerpoint presentation highlighting general areas of strength and areas to improve as a class), individual feedback on all assessment tasks including grades/scores, descriptive written comments highlighting areas of strength and areas to improve and written reports to parents at the end of each term.
Cost	$30 per unit

PHYSICAL EDUCATION UNITS 1 & 2

Subject	Physical Education Units 1 & 2
Code	PE11
Year Level	11
Duration	Semester
Learning Intentions	In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system. .
Success Criteria	Learners who successfully complete these units will be able to demonstrate an understanding of the learning intentions through a variety of assessment tasks.
Challenging Tasks	Structured questions. Practical Laboratories Exam
Feedback	Students will receive formative and summative feedback throughout the unit, including teacher-student and student-student feedback.
Cost	$ 21 per unit

PHYSICAL EDUCATION UNITS 3 & 4

Subject	Physical Education Units 3 & 4
Code	PE12
Year Level	11
Duration	Semester
Learning Intentions	On completion of these units students should be able to recognise and evaluate factors which influence the activity patterns sedentary behaviours of people of all ages. They should also be able to recognise both acute and chronic adaptations to exercise, be able to analyse the relative contribution of energy systems and to show an understanding of the various factors relating to fatigue and recovery. Students will also be able to apply the various methods of training in order to create an effective training program. They will also analyse a variety of performance-enhancing strategies and ergonomic aids, analysing their role and also their legality.
Success Criteria	Learners who successfully complete these units will be able demonstrate an understanding of the learning intentions through a variety of assessment tasks.
Challenging Tasks	• Case study analysis • Tests • Data analysis task – laboratory • Written report – training program • Final examination
Feedback	Students will receive formative and summative feedback throughout the unit, including teacher-student and student-student feedback.
Cost	$ 21 per unit

PHYSICS UNITS 1 & 2

Subject	Physics Units 1 & 2
Code	PH11
Year Level	11
Duration	Semester
Learning Intentions	**Unit 1: What ideas explain the physical world?** Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe. **Unit 2: What do experiments reveal about the physical world?** Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students design and undertake investigations involving at least one independent, continuous variable. A student-designed practical investigation relates to content drawn from content covered earlier in the year.
Success Criteria	Students will demonstrate success through their participation in class discussions and activities and by completing work that is assessed at or above the standard required at VCE level. Formal and informal assessments will be used as listed below.
Challenging Tasks	Tasks may include a combination of the following: • The design of an investigation • Data analysis • An explanation of the operation of a device • A report of a selected Physics phenomenon • A modeling activity • Media response • Annotations of a practical work folio of activities or investigations • Tests and an end of unit examination • Homework and self-directed study
Feedback	Students will receive formative and summative feedback throughout the unit, including teacher-student and student-student feedback. Students will receive one-on-one discussion sessions with the teacher about their progress. A Report will be issued at the end of Semester.
Cost	$27.30 per unit

PHYSICS UNITS 3 & 4

Subject	Physics Units 3 & 4
Code	PH12
Year Level	12
Duration	Year
Learning Intentions	**Unit 3: How do fields explain motion and electricity?** In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. **Unit 4: How can two contradictory models explain both light and matter?** In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective.
Success Criteria	Students need to successfully pass the school assessed outcomes, complete coursework and sit an end of year exam.
Challenging Tasks	Assessment tasks include a selection of the following: • Annotations of at least two practical activities from a practical logbook • A report of a student investigation • A report of a physics phenomenon • Data analysis • Media analysis/response • An explanation of the operation of a device • A proposed solution to a scientific or technological problem • A response to structured questions • A test
Feedback	Students will receive formative and summative feedback throughout the unit, including teacher-student and student-student feedback. Students will receive one-on-one discussion sessions with the teacher about their progress. A Report will be issued at the end of Semester.
Cost	$30.80 per unit

PRODUCT DESIGN & TECHNOLOGY– UNITS 1 & 2 TEXTILES OR WOOD

Subject	Product Design and Technology – Textiles or Wood Units 1 & 2
Code	DW11 and DT11
Year Level	11
Duration	Semester
Learning Intentions	Unit 1: Sustainable Product Redevelopment Area of Study 1 introduces students to the product design process, lifecycle analysis/assessment (LCA), IP and the product design factors, with an emphasis on sustainability. Students consider contemporary practices of designers who claim to incorporate sustainable practices. Area of Study 2 focuses on the implementation of the design and planning completed in Area of Study 1. Students refer to their working drawings and scheduled production plan, and apply a range of techniques and processes safely to make a redeveloped product. Unit 2: Collaborative Design Area of Study 1: Designing within team Area of Study 2: Producing and evaluating within a team These area of study enables students to apply the product design process collaboratively and individually. Each student works in a design team to generate one design brief collaboratively from a scenario, based around a theme and contributes to the design, planning and production of a group product. Individual roles and responsibilities are allocated. Students develop evaluation criteria for the finished product to determine if each criterion has been met through testing and feedback.
Success Criteria	Unit 1: Student will design and plan the redevelopment of a product with the intention of developing a different product with consideration of sustainability issues. They will select and apply materials, tools, equipment and processes to make a redeveloped product, and compare this with the original product. Unit 2: Students will design and plan a product or range of products collaboratively in response to a design brief. They will be able to justify, manage and use appropriate production processes to make a product safely and evaluate individually and as a member of a team, the processes and materials used and the suitability of a product or components of a group product/s against the design brief.
Challenging Tasks	• Identifying an original Product that can be improved through modification in design • Developing an individual Design Brief • Developing Evaluation Criteria • Develop and produce concept plans and drawings • Costing using Materials Tables • Planning and following a Work Sequence • Working safely and developing Process skills • Completing a re-designed Product • Evaluating the final product and the student's Production work. • Completing an Exam
Feedback	Students will receive formative and summative feedback throughout the unit, including drafts and trials before final tasks are assessed. Students will receive one-on-one discussion with their teacher and receive a Report at the end of the Semester. Student Evaluations and Journals will inform teachers of the students' feedback.
Cost	**$75.00 per unit**

PRODUCT DESIGN & TECHNOLOGY – UNITS 3 & 4 TEXTILES OR WOOD

Subject	Product Design and Technology – Textiles or Wood Units 3 & 4
Code	DW12 and DT12
Year Level	12
Duration	Year
Learning Intentions	Unit 3: Applying the Design Process Area of Study 1: Designing for End User/s. Students examine the product design process and develop skills in writing a design brief, which is vital for the development of a viable solution. They focus on identifying and designing for a potential end-user/s of an intended product. Area of Study 2: Product Development in Industry. This focuses on the factors, processes and systems that influence the design and development of products within industrial settings. Area of Study 3: Designing for Others. This area of study focuses on students working as designers and applying the product design process to meet the requirements of an end-user/s. Unit 4: Product Development and Evaluation Area of Study 1: Product Analysis and Comparison. In this area of study students examine design factors that influence the success of commercially available products. Area of Study 2: Product Manufacture. This area of study focuses on the skills, production techniques and processes employed to make a product to suit the needs of an end-user/s.
Success Criteria	School Assessed Coursework: • Design Investigation: structured, annotated design brief, evaluation criteria and explanation • Analysis: influence of design, development and management of products within industrial settings • Comparison: analysis and evaluation of similar commercial products School Assessed Tasks: • Folio: end-user/s' profile, a design brief, evaluation criteria, research, visualisations, design options with justifications, working drawings of final, a scheduled production plan, relevant processes; Production work accompanied by a record of production progress and documentation of modifications with justification • Product: functional product and written report
Challenging Tasks	• Developing a client profile and a Design Brief. • Conducting research and creating visualisations. • Developing evaluation criteria. • Producing Concept Drawings as possible solutions to the Brief. • Determining the best option and justifying the choice. • Developing working drawings of the preferred option. • Determining the materials required and the associated costs. • Planning and following a Work Sequence • Working safely and applying Process skills • Completing a finished Product for a client. • Evaluating the final Product and the student's Production work. • Completing an Exam
Feedback	Students will receive formative feedback through a drafting process, where there will be ample opportunity to re-draft and improve on tasks. Students will receive one-on-one discussion with their teacher at regular intervals and receive a Report at the end of the first Semester.
Cost	**$75 per unit**

PSYCHOLOGY UNIT 1 & 2

Subject	Psychology Units 1 & 2
Code	PY11
Year Level	11
Duration	Semester
Learning Intentions	Throughout the year, students will aim to explore, understand and respond to the key areas of study in Unit 1 as follows: • How does the brain function? This topic covers brain structure and function, brain damage and brain plasticity, and imaging techniques to study brain function (such as MRI). • What influences psychological development? This includes key knowledge such as the influences of nature and nurture, emotional and cognitive development, normality and atypical behaviours and mental health and mental illness. • To carry out and report on a student-directed research investigation based on one of the areas above. Unit 2: • What influences a person's perception of the world? This includes sensation and perception and distortions of perception. • How are people influenced to behave in particular ways – including power, status, obedience and conformity, exploration of famous studies by Milgram, Asch and Zimbardo, helping behaviour and bullying and the influence of the media. • A student-directed practical investigation relating to one of the areas of study above.
Success Criteria	Students will demonstrate success through their participation in class discussions and activities and by completing work that is assessed at or above the standard required at VCE level. Formal and informal assessments will be used as listed below.
Challenging Tasks	Tasks may include a combination of the following: • Regular class discussion and informal quizzes • Small and large group activities plus individual reading and investigation • Research investigations and data collection • Reports and data analysis of research findings • Tests and an end of unit examination • Responses to articles and documentaries (media response) • Poster and oral presentations • Homework and self-directed study
Feedback	Students will be given general feedback as a whole class (e.g. comments from the teacher or a powerpoint presentation highlighting general areas of strength and areas to improve as a class), individual feedback on all assessment tasks including grades/scores, descriptive written comments highlighting areas of strength and areas to improve and written reports to parents at the end of each term.
Cost	$35.30 per unit

PSYCHOLOGY UNITS 3 & 4

Subject	Psychology Units 3 & 4
Code	PY12
Year Level	12
Duration	Year
Learning Intentions	In this unit students examine the functioning of the nervous system to explain how it enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Across both units students investigate ethical principles and key science skills (research methodology).
Success Criteria	On completion of this unit the student should be able to explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning. They will apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person's inability to remember information. Unit 4 On completion of this unit the student should be able to explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person's functioning. The student should be able to explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.
Challenging Tasks	School Assessed Coursework will include a selection of the following tasks: • media analysis response, response to a set of structured questions, a test, a flow chart, evaluation of research, annotations of two practical activities, a report of a student investigation, analysis of data including generalisations and conclusions, reflective blog/journal activities. Unit 4 A selection of the above tasks as they relate to the unit content plus a structured scientific poster according to the VCAA template.
Feedback	Students will be given general feedback as a whole class (e.g. comments from the teacher or a PowerPoint presentation highlighting general areas of strength and areas to improve as a class), individual feedback on all assessment tasks including grades/scores, descriptive written comments highlighting areas of strength and areas to improve and written reports to parents at the end of each term.
Cost	$30.30 per unit

SOCIOLOGY UNITS 1 & 2

Subject	Sociology Units 1 & 2
Code	SO11
Year Level	11
Duration	Semester
Learning Intentions	Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. There is no single sociological perspective, rather there are several theories that offer different ways of understanding human society. Sociologists use these theories and frameworks in a complementary way to attempt to objectively examine social issues and explain concepts. In VCE Sociology students examine key theories regarding family, deviance, ethnicity, community and social movements.
Success Criteria	Learners who successfully complete these units will be able to question their assumptions and to reflect on their understanding and ideas about social relations.
Challenging Tasks	Unit 1: Youth and Family Outcome 1: Categorisation of youth Outcome 2: Experience of being young Unit 2: Social Norms: Breaking the Code Outcome 1: Concept of deviance Outcome 2: Investigation of crime and punishment Both units complete and end of Unit exam.
Feedback	Students will receive formative and summative feedback throughout the unit, including teacher-student and student-student feedback.
Cost	$ 21 per unit

STUDIO ARTS UNITS 1 & 2

Subject	Studio Arts Units 1 & 2
Code	SA11
Year Level	11
Duration	Semester
Learning Intentions	Students will explore drawing, painting, sculpture, printmaking and photography, using a variety of processes and techniques to gain experience and knowledge of different art forms in the development of individual ideas and artworks. Students will develop an understanding of how formal qualities (art elements and principles) and materials and techniques communicate meaning. Students examine artists in different cultures and historical periods, and discuss how these artists have interpreted sources of inspiration and used materials/techniques in the production of artworks in an individual style. Students also discuss signs and symbols in artworks to interpret individual messages in artworks.
Success Criteria	Students will be able to present visual creative responses that demonstrate skill, personal interest and ideas through trialling techniques, materials and processes. Students will be able to analyse and interpret a variety of artworks using Formal, Historical and Cultural Frameworks.
Challenging Tasks	Students produce a range of in-depth exploration and trialling on each of the art-forms listed in the learning intentions based on individual themes. They then use this as a basis to complete a folio of 3 works. Students apply the Formal and Historical Frameworks to enhance their understanding of their artworks and those of artists from different historical periods in the form of written responses.
Feedback	Students will receive formative and summative feedback throughout the unit, including teacher-student and student-student feedback. Students will receive one-on-one discussion sessions with the teacher as they negotiate their own area of study. A Report will be issued at the end of Semester.
Cost	$75 per unit

STUDIO ARTS UNITS 3 & 4

Subject	Studio Arts Units 3 & 4
Code	SA12
Year Level	12
Duration	Year
Learning Intentions	In Unit 3 the student uses an exploration proposal to define an area for the development of a visual design process that is based on their individual concepts and ideas. The exploration proposal underpins the student's working process and is used as a reference for the development and reflection of the design process. This enables the student to establish an understanding about how to generate a range of potential directions for the production of possible future artworks. In Unit 4 students develop a creative folio of finished artworks based on selected potential directions. Students evaluate the use of materials, techniques and aesthetics in relation to the successful communication of their ideas in their finished artworks.
Success Criteria	**Unit 3: Studio production and professional art practices** • **Outcome 1 -** The student prepares an exploration proposal that formulates the content and parameters of an individual design process, including a plan of how the proposal will be undertaken. • **Outcome 2 -** The student presents an individual design process that produces a range of potential directions, which reflects the concepts and ideas documented in the exploration proposal. • **Outcome 3 -** On completion of this Unit the student should be able to discuss art practices in relation to particular artworks of at least two artists and analyse ways in which artists develop their styles. **Unit 4: Studio production and art industry contexts** • **Outcome 1 -** The student presents a cohesive folio of finished artworks. These are based on selected potential directions developed through the design process that demonstrates skilful application of materials and techniques and that realises and communicates the student's ideas. • **Outcome 2 -** Provide visual and written documentation that identifies the folio focus and evaluates the extent to which the finished artworks reflect the selected potential directions, and effectively demonstrate a cohesive relationship between the works. • **Outcome 3 -** On completion of this Unit the student should be able to examine and explain the preparation and presentation of artworks in at least two different exhibition spaces and discuss the various roles, processes and methods involved in the exhibition of artworks.
Feedback	Students are offered feedback both informally and formally throughout the semester unit. Each student's progress is checked at least twice and written and verbal feedback is given. Interim and end-of-semester reports are also written.
Cost	$ 85 per unit

SYSTEMS ENGINEERING UNITS 1 & 2

Subject	Systems Engineering Units 1 & 2
Code	SY11
Year Level	11
Duration	Semester
Learning Intentions	Students will be introduced to a range of Design, Production and Evaluation tasks that are fundamental to creating projects combining mechanical and electrical components working in a system.
Success Criteria	Students should build their knowledge of mechanical and electrical fundamentals in the design, production and evaluation of an electromechanical device.
Challenging Tasks	• Developing an individual Design Brief as part of a comprehensive folio • Producing Concept Drawings with annotations • Developing Orthogonal views as measured drawings • Develop knowledge in the electromechanical field • Planning and following a Work Sequence • Working safely and developing skills performing various processes using a range of equipment • Interpreting mechanical and electrical drawings • Evaluating the final Product and their Production work • Conduct an exam at the end of each semester
Feedback	Students will receive formative and summative feedback throughout the unit, including skills building exercises before embarking on main projects. Students will receive one-on-one discussion with their teacher and receive a Report at the end of the Semester. Student Evaluations and folio will inform teachers of the students' feedback.
Cost	$80.30 per unit

SYSTEMS ENGINEERING UNITS 3 & 4

Subject	Systems Engineering Units 3 & 4
Code	SY12
Year Level	12
Duration	Year
Learning Intentions	Students will be introduced to a range of Design, Production and Evaluation tasks that are fundamental to creating projects combining mechanical and electrical components working in a system.
Success Criteria	Students should continue to build their knowledge of mechanical and electrical fundamentals in the design, production and evaluation of an electromechanical device.
Challenging Tasks	• Developing an individual Design Brief as part of a comprehensive folio • Producing Concept Drawings with annotations • Developing Orthogonal views as measured drawings • Study the relationship between energy, the environment and systems • Investigate new and emerging technologies • Working safely and developing skills performing various processes using a range of equipment • Interpreting mechanical and electrical drawings • Evaluating the final Product and their Production work • Conduct an exam at the end of the year
Feedback	Students will receive formative and summative feedback throughout the unit, including skills building exercises before embarking on main projects. Students will receive one-on-one discussion with their teacher and receive a Report at the end of the Semester. Student Evaluations and folio will inform teachers of the students' feedback.
Cost	$80.30 per unit

TWENTIETH CENTURY HISTORY UNITS 1 & 2

Subject	History Units 1 & 2 Twentieth Century History
Code	HI01 HI02
Year Level	11
Duration	Semester
Learning Intentions	World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements such as the Nazis. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939.
Success Criteria	Students will emerge from the course of study equipped to take an informed position on the interpretation of sources, and the use and application of evidence and analysis as a response to historical enquiry.
Challenging Tasks	Task can include a selection from A historical inquiry/ Research Report An analysis of primary sources (Visual or written) An analysis of historical interpretations An essay A speech
Feedback	Students will receive formative and summative feedback throughout the unit, including teacher-student and student-student feedback.
Content	**Twentieth Century History 1918-2000 Unit 1 1918-1939** AOS1 Ideology and Conflict –The impact of post war treaties, the rise of extremism such as fascism in Italy (Mussolini) and Nazism in Germany (Adolf Hitler). The influences and events which led to the outbreak of World War 2 in 1939. AOS 2 Social and Cultural Change. Social life between the wars. The roaring Twenties to depression in the United States. Life in a selected society during this period- Stalin's Russia, Mussolini's Italy, Imperial Japan, Nazi Germany or the United States. **Twentieth Century History Unit 2 1945-2000** AOS1 Competing Ideologies- The Cold War fought between the USA and Russia. Key flashpoints such as the Cuban Nuclear Missile Crisis, Berlin Wall, The Vietnam war AOS2 Challenge and Change- Independence Movements and the end of Empire for France and Britain, The Arab Israeli conflicts and Struggles for Black Freedom in the United States and South Africa.
Cost	**$28.65 Unit 1; $29.40 Unit 2**

VCAL SENIOR LITERACY

Subject	VCAL Literacy Senior
Code	VL12
Year Level	Year 12
Duration	Year Long
Learning Intentions	This level focuses on developing skills for further study. The reading and writing unit aims to enable learners to develop the skills and knowledge to read and write complex texts. The texts will deal with general situations and include some abstract concepts or technical details. Learners will produce texts that incorporate a range of ideas, information, beliefs or processes and have control of the language devices appropriate to the type of text. In reading, the learner identifies the views shaping the text and the devices used to present those views. The learner will also express an opinion on the effectiveness and content of the text.
Success Criteria	Learners who successfully complete this unit will be able to read, comprehend and write a range of complex texts across a broad range of contexts.
Challenging Tasks	• Reading for Knowledge • Reading for Practical Purposes • Reading for Self-Expression • Reading for Public Debate • Writing for Knowledge • Writing for Practical Purposes • Writing for Self-Expression • Writing for Public Debate • Oracy for Knowledge • Oracy for Practical Purposes • Oracy for Self-Expression • Oracy for Public Debate
Feedback	Students will receive formative and summative feedback throughout the unit, including teacher-student and student-student feedback.
Cost	$34 for the year

VCAL SENIOR NUMERACY

Subject	VCAL Senior Numeracy
Code	VN12
Year Level	12
Duration	Year
Learning Intentions	Students will explore mathematics beyond its familiar and everyday use to its application in wider contexts, such as the media, the home and the workplace.
Success Criteria	Students will participate both in student orientated learning and teacher directed learning to develop their mathematical skills to attain at least satisfactory levels of progress in each of the Outcomes.
Outcomes	• Design • Measurement • Location • Data • Numerical Information • Formulae • Problem Solving
Feedback	Students will receive ongoing feedback on their progress as the year proceeds, by way of results and comments on work attempted in class and a Mid Year Report.
Cost	$20 per unit

VISUAL COMMUNICATION AND DESIGN UNITS 1 & 2

***Students require a device that supports Adobe Photoshop in order to be successful in this subject**

Subject	Visual Communication and Design Units 1 & 2
Code	VD11
Year Level	11
Duration	Semester
Learning Intentions	The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Students develop the skills to manipulate and organise design elements, design principles, selected media, materials and production methods when creating visual communications. Unit 2 focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields.
Success Criteria	Unit 1 enables students to: • develop and apply drawing skills using a range of techniques to make their design thinking visible • develop a range of skills in selecting and applying media, materials, and manual and digital methods to suit design purposes • apply a design process to create visual communications Unit 2 enables students to: • folio of typography and image ideas and concepts created using manual and digital methods • folio of technical drawings created using manual and/or digital methods • written and/or oral descriptions and analysis of historical and contemporary design examples folio demonstrating the design process created using manual and/or digital methods • final presentations of visual communications
Challenging Tasks	Unit 1 1. Drawing as a means of communication 2. Design elements and design principles 3. Visual communication design in context Unit 2 1. Technical drawing in context 2. Type and imagery 3. Applying the design process
Feedback	Students will receive formative and summative feedback throughout the unit, including teacher-student and student-student feedback. Students will have regular group discussions with the teacher as they negotiate their practical work.
Cost	$75 per unit

VISUAL COMMUNICATION AND DESIGN UNITS 3 & 4

***Students require a device that supports Adobe Photoshop in order to be successful in this subject**

Subject	Visual Communication and Design Units 3 & 4
Code	VD12
Year Level	12
Duration	Year
Learning Intentions	In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes
Success Criteria	At the end of this Unit students will be able too, • analyse existing visual communications in terms of their key features • make and document design decisions that are informed by the analysis of existing visual communications • select and apply drawing methods and drawing conventions appropriate to different purposes, audiences and contexts • select and apply a range of design elements, design principles, manual and digital methods, materials, conventions and media appropriate to different purposes, audiences and contexts • Use appropriate terminology.
Challenging Tasks	In this area of study students explore a range of existing visual communications in the communication, environmental and industrial design fields. The focus of each design field is: • Communication – the design and presentation of visual information to convey ideas and concepts • Environmental – the design and presentation of visual information for built/constructed environments • Industrial – the design and presentation of visual information for manufacture of products. Students analyse how design elements, design principles, methods, media and materials are used in visual communications in these fields to achieve particular purposes for targeted audience.
Feedback	Students will receive formative and summative feedback throughout the unit, including teacher-student and student-student feedback. Students will have regular group discussions with the teacher as they negotiate their practical work.
Cost	$80 per unit

VETiS SUBJECTS

Individual flyers of offered VETiS subjects can be collected from the Senior School Office.

Students must indicate the specific name of the VETIS program they are applying for.

Information on these subjects can be found in the Year 10 section of this Handbook.

GUIDE TO VCAL

VCAL

Victorian Certificate of Applied Learning

What is the VCAL?

The Victorian Certificate of Applied Learning (VCAL) is a 'hands on' option for students in Years 11 and 12.

Like the VCE, the VCAL is a recognised senior qualification. Unlike the VCE, which is widely used by students as a pathway to university, the VCAL focuses on 'hands on learning'. Students who do the VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing Year 12.

The VCAL's flexibility enables students to design a study program that suits their interests and learning needs. Students complete accredited VCE and Vocational Education and Training in Schools (VETiS) modules and units from the following four compulsory strands:

- Literacy and Numeracy Skills
- Work Related Skills
- Industry Specific Skills
- Personal Development Skills

An opportunity exists for students to transfer between VCE and VCAL. However, this decision will depend on the student's results and approval from the Senior School team.

A certificate and statement of results will be issued to students who successfully complete their VCAL.

What are the qualifications?
VCAL is accredited at two levels at PSC:
Victorian Certificate of Applied Learning (Intermediate, Year 11).

Victorian Certificate of Applied Learning (Senior, Year 12).

The two qualification levels cater for a range of students with different abilities and interests. They also provide a progression of skills, knowledge and attitudinal development.

Intermediate level (Year 11)
At intermediate level, the focus is on knowledge and employability skills development that leads to independent learning, confidence and a higher level of transferable skills.

Senior level (Year 12)
At this level the focus is on knowledge and employability skills that lead to a high level of interpersonal skills, independent action and achievement of tasks that require decision making and leadership.

The demonstration of knowledge and skills which apply directly to the workplace or Further Training is also important.

What must students do to receive a VCAL qualification?
A student is awarded a Certificate when they gain credits for 10 units that fulfil the minimum requirements for a student's learning program. A credit is gained for successful completion of a Unit of Study (One Semester, so successful completion of Literacy for a whole year will result in the student receiving 2 Units). A Unit of Study can be:

- 1 x VCAL unit
- 1 x VCE unit
- Approximately 90 hours for VETiS modules/Units of Competence.

Each Unit of Study must be justified against the purpose statement for one of the four VCAL curriculum strands.

VCAL STRUCTURE AT PORTLAND SECONDARY COLLEGE

Strand	Intermediate (Year 11)	Senior (Year 12)
Literacy	VCE: Foundation English or 11 VCE English	VCAL: Literacy Skills Reading and Writing Senior Units and VCAL: Senior Oral Communication or 12 VCE English
Numeracy	VCE: Foundation Mathematics or 11VCE General Maths or 11 VCE Methods or 12 VCE Further Maths	VCAL: Numeracy Skills Senior Unit or 12 VCE Further Maths or 12 VCE Methods or 12 VCE Specialist

Industry Specific Skills	VETiS	VETiS
Work Related Skills	VCAL: Work Related Skills Intermediate Units	VCAL: Work Related Skills Senior Units
Personal Development	VCAL: Personal Development Skills Intermediate Units	VCAL: Personal Development Skills Senior Units
Other	VCE or VETiS x2 at Year 11 or 12 level	VCE or VETiS x 2 at Year 11 or 12 level

INTERMEDIATE VCAL – YEAR 11

All programs will be subject to eligibility checks. Please see Ms Cobby or your Year Level Manager for further information.
All VCAL applicants will go through an interview process in Term 4.

English
English is compulsory for Intermediate VCAL.
Students need to choose either VCE Foundation English 1 & 2, or VCE English 1 & 2.
Students can change their English choice mid-year if required.

Mathematics
Maths is compulsory for Intermediate VCAL.
Students need to choose either VCE Maths Methods 1&2, VCE General Maths 1&2, VCE Foundation Maths 1&2, or a Year 12 VCE maths.
Students can change their Maths choice mid-year if required.

VCAL Work Related Skills
This programs focus on the development of appropriate skills and knowledge for OH&S preparation for the workplace.

Personal Development
This subject looks at developing and using effective communication skills; organising complex activities; and engaging with the local community with team projects.

VETiS and SBA/SBTs
It is compulsory for VCAL students to undertake a VETiS program, or an approved School Based Apprenticeship/Traineeship.
These are year-long programs.
A student can undertake an SBA and a VETiS program in 2017. Work placement in 2017 will not be compulsory, but will be managed through an application process and undertaken on Mondays.

VETiS programs are listed in this handbook, and include: Engineering, Furnishing, Hospitality. Additional information flyers are available from the Senior School Office, or more information from Ms Logan.

Electives
In 2015, Intermediate VCAL students can choose an additional subject to make up their own program. Students can select any option from:

- Year 11 VCE subjects
- Year 12 VCE subjects
- VETiS programs

Intermediate VCAL Programs:

English	Maths	WRS	PD	VETiS/SBA 1st & 2nd Year	Elective Choice
11 Foundation English 11 English	11 Foundation Maths 11 General Maths 11 Maths Methods 12 Further Maths	(compulsory subject)	(compulsory subject)	Engineering Furnishing Hospitality Approved SBA/SBT	11 VCE 12 VCE VETiS

SENIOR VCAL – YEAR 12

All programs will be subject to eligibility checks. Please see Ms Cobby or your Year Level Manager for further information.
All VCAL applicants will go through an interview process in Term 4.
In selecting VCE subjects for their VCAL programs, students can undertake scored assessment and exams, but these are not compulsory.
All SAC, SAT and other outcomes are compulsory for the successful completion of the course.

English
English is compulsory for Senior VCAL.
Students need to choose either VCE English 3 & 4, or VCAL Senior Literacy.

Mathematics
Maths is compulsory for Senior VCAL.
Students need to choose either VCE Maths Methods 3 & 4, VCE Further Maths 3 & 4, VCE Specialist Maths 3 & 4, or VCAL Senior Numeracy.
It is also possible to undertake a Year 11 VCE Maths – different to what may have been undertaken in the previous year.
For example: Intermediate VCAL was Year 11 General Maths, and Senior VCAL was Year 11 Maths Methods.
Please see Ms Cobby for further information on this.

VCAL Work Related Skills
This program focuses on the development of appropriate skills and knowledge for OH&S preparation for the workplace.

Personal Development
This program looks at developing and using effective communication skills; organising complex activities; and engaging with the local community with team projects.
Work placement in 2017 will not be compulsory, but will be managed through an application process and undertaken on Mondays.

VETiS and SBA/SBTs
It is compulsory for VCAL students to undertake a VETiS program, or an approved School Based Apprenticeship/Traineeship.
These are year-long programs. Senior VCAL students can continue a program commenced in Year 11, or may undertake a new program in 2015.
A student can undertake an SBA and a VETiS program in 2015.
VETiS programs are listed in this handbook, and include: Engineering, Furnishing, Hospitality. Additional information flyers are available from the Senior School Office, or more information from Ms Logan.

Senior VCAL Programs:

English	Maths	WRS	PD	VETiS/SBA 1st & 2nd Year	ELECTIVE
12 English Senior Literacy	Senior Numeracy 12 Further Maths 12 Maths Methods 12 Specialist Maths **11 VCE Maths*	compulsory subject)	(compulsory subject)	Engineering Furnishing Hospitality Approved SBA	Any Year 11/12 subject

** See Ms Cobby for this Maths variance*

School-Based Apprenticeships and Traineeships

School-Based Apprenticeships and Traineeships are open to students 15 years of age or over and are open only to those students undertaking Intermediate or Senior VCAL. Individual cases will be considered by the Senior School Team.

What is a School-Based Apprenticeship and Traineeship?

A School-based apprenticeship or Traineeship arrangement combines part-time work, structured training with a Registered Training Organisation (RTO) and school studies. A school-based apprenticeship may give students credit towards their Victorian Certificate of Applied Learning (VCAL).

From 2009, a School-Based Apprenticeship or Traineeship refers to an arrangement whereby a VCAL student is released from the weekly school timetable to attend the training organisation and/or workplace, during the normal school week. In effect, the School-Based Apprenticeship or Traineeship is integrated within the student's senior certificate program.

School-Based Apprenticeships in Victoria involve the student undertaking VCAL as well as being employed part-time and trained under the following arrangements:

The student must:

- Be undertaking VCAL
- Have employment
- Have a Training plan signed by the RTO, student and the College
- Undertake training over two years at an average of 13 hours per week for employment and training
- Spend at least one timetabled day during the normal school week on the job or in training.

School Based Apprenticeships and Traineeships are specific to each student. The training required will be negotiated by the RTO, Apprenticeship Agency, School and student. As a result the costing and training schedule for a School Based Apprentice can be quite different for each student. Each student will therefore be considered on an individual basis.
School Based Apprenticeships and Traineeships in the following industry areas have been approved by industry bodies and the VCAA for students undertaking VCE :

- Agriculture
- Automotive
- Business
- Community Services
- Engineering
- Food Processing (Wine)
- Horticulture
- Hospitality
- Information Tecchnology
- Retail
- Sport and Recreation

School Based Apprenticeships and Traineeships are also available in any other industry area for which Skills Victoria have approved funding. School Based Apprenticeships and Traineeships in other approved industry areas, may also contribute to the VCE through Block Credit Recognition.

Any Portland student who is interested in undertaking a School Based Apprenticeship and is not sure of the procedure to follow should make an appointment to see Ms Deb Cobby or Ms Suzanne Patterson.

Student Services & Resource Charges

Projected (approx.) 2017 charges:

Annual Year Book	$20.00
Publications	$10.00
Locker	$22.00
Computer Resource Fund	$40.00
Year 10-12 Senior Student Resource	$10.00
Sport (Interform)	$7.00
Internet Infrastructure Support	$12.00

Please note that these charges were correct at the time of publication but may change by the beginning of the 2018 school year.

PORTLAND SECONDARY COLLEGE
P.O. BOX 452
(Must Street)
PORTLAND 3305
Telephone (03) 5523 1344
Fax (03) 5523 4449
Email: portland.sc@edumail.vic.gov.au