Welcome to the 2013 Curriculum Guide

Above are the links to the various subject information pathways.

2013 Year 9 subjects selection sheets are due to the Middle School Office by Friday 3 August.

2013 Year 10, 11 & 12 subjects selection sheets are due to the Senior School Office by Monday 6 August.

The 2013 Year 10 information night will be held on Wednesday 1 August at 7.30 pm

VCAL information session will be held on Thursday 2 August at 7.00pm

VCE Subject Expo will be held on Thursday 2 August at 7.30pm

If you have any further questions regarding any of the information contained in this handbook or the subject selection process please contact the General Office and they will direct your call.
Year 9 Students

Year 9 Students have three elements to their curriculum for 2013

They will have to complete:

**HIPE@9**

In the first semester of 2013, students will participate in HIPE program. Students focus on integrated and independent learning, including 10 days of Melbourne City Experience.

**CORE SUBJECTS**

The second semester will continue the learning techniques established in the first semester, in core subjects such as English, Maths, Science, Humanities & Personal Development. Physical Education remains a core subject, but will continue to run for the duration of the whole year within the elective blocks.

**ELECTIVES**

Electives – Students will complete six electives during the year.
Year 9 Core Subjects

Below are the core subjects that students will complete in semester two 2013. To find out more information with regards to the subjects' curriculum framework please click on the relevant subject.

- ENGLISH
- HUMANITIES
- MATHS
- SCIENCE
- PERSONAL DEVELOPMENT
- PHYSICAL EDUCATION
Year 9 Core Subjects

Below are the core subjects that students will complete in semester two 2013. To find out more information with regards to the subjects' curriculum framework please click on the relevant subject.

**ENGLISH**

Students are encouraged to study a variety of texts, both print and non print. They will be expected to respond to these texts, showing an understanding of character and theme. They will become familiar with some forms of persuasive language, using media texts as a base. Students will explore their own writing, developing the ability to write for different audiences and in different ways. Some work will be theme based, with appropriate themes for the year level.

**Learning Outcomes:**
Speaking and Listening: Discuss, listen, give oral performances, and notice audience reaction.
Reading: Read, view texts including media texts and respond.
Writing: Pieces showing language skills, planning, Composing and editing.

**Assessment Tasks:**
Oral performance
Responses to text
Writing folio
End of year examination
Year 9 Core Subjects

Below are the core subjects that students will complete in semester two 2013. To find out more information with regards to the subject’s curriculum framework please click on the relevant subject.

**HUMANITIES**

Students will develop their knowledge of natural environments and its links to the development and sustainability of resources. The interaction of natural processes and human activities and their effects on environments is investigated through a study of coastal environments and their features. Students examine democratic processes and investigate the role of individuals and groups in the political arena/decision making. The likely impacts of political change on a community are analysed and the students evaluate the overall effectiveness of the democratic process. Students examine the history of the modern world. The area of study covers the era from 1750, (the beginning of the Industrial Revolution) to 1918, (the end of World War 1). How new ideas and technological developments contributed to change will be explored. Imperialism and World War 1 are particular foci.

**Assessment Tasks:**

**Application Tasks:** An investigation of the features of environments and the impacts of human activities and natural processes. An investigation of the technological, social, economic, ideological and political changes experience during the development of the modern world.

**Analytical Exercises:** A collection of practical application tasks requiring the analysis of factors which cause change to take place and to make predictions and develop strategies to manage future changes. Analysis of sources of evidence highlighting events significant to the development of the modern world.

**Research Assignments/Structured Responses:** Group and independent investigations designed to develop skills in research, analysis, evaluation and presentation of recent and current economic, environmental and political issues (including HIPE@9).
Year 9 Core Subjects

Below are the core subjects that students will complete in semester two 2013. To find out more information with regards to the subjects’ curriculum framework please click on the relevant subject.

**MATHS**

Students learn to extend their use of mathematical models to a wide range of familiar and unfamiliar contexts. When working mathematically, students develop generalisations by abstracting the features from situations, expressing these in words and symbols. They learn to use technology to solve problems in a wide range of practical, theoretical and historical contexts and communicate their results obtained from investigations.

**Learning Outcomes:**
- Knowledge and skills: demonstrate achievement of the outcomes through coursework and assessment tasks.
- Applications: demonstrates effective and appropriate use of technologies in the learning process, including problem solving and assignments.
- Communication: demonstrates appropriate use of Mathematical language and conventions.

**Assessment Tasks:**
- Skills Test: Assessed on completion of the relevant content.
- Application Task: The written work is assessed according to specified criteria for several tasks. These may be applications, analysis, problem solving, modelling or investigative tasks that may incorporate the use of technology.
- End of year examination.
Year 9 Core Subjects

Below are the core subjects that students will complete in semester two 2013. To find out more information with regards to the subjects’ curriculum framework please click on the relevant subject.

**SCIENCE**

The course aims to help students develop abilities to design and carry out experiments, evaluate and solve problems, and to explore the scientific world through observation, experiment and systematic inquiry. Students will cover consumer science, light and acids and bases.

**Learning Outcomes:**
Development of scientific knowledge and skills.
Ability to investigate reason and analyse scientifically.
Application of scientific knowledge to explain and predict events.

**Assessment Tasks:**
- Research Investigation: A presentation on a selected topic. It is envisaged that students will undertake a number of self-driven investigative tasks revolving around a selected topic. These tasks may involve researching, formatting and presenting in a variety of ways.
- Formal Practical Report: A written account developed from practical sessions. This will expect the students to extend the concepts; highlighted by the practical session into a detailed scientific report.
- Test: Assessed on completion of the relevant content
Year 9 Core Subjects

Below are the core subjects that students will complete in semester two 2013. To find out more information with regards to the subjects’ curriculum framework please click on the relevant subject.

- **PERSONAL DEVELOPMENT**
  - To develop an awareness of a range of health issues and support networks that are available. To develop positive attitudes and values that will contribute to quality College life and a reduction in risk taking behaviours. To provide information on sexuality (relationships, physical, stereotypes), substances (clarification and support) and the health of young people. To support the Health & Physical Education Program.
  
  **Learning Outcomes:**
  - Analyse health outcomes of personal behaviours.
  - Analyse services used to support the health needs of young people.
  - Evaluate interventions to enhance human development.
  - Identify tasks involved in establishing resilience.
  - Analyse influences on behaviour concerning friendships and relationships.

  **Assessment Tasks:**
  - Visual presentation.
  - Structured responses.
  - Workbook.
  - Assignments.
Year 9 Core Subjects

Below are the core subjects that students will complete in semester two 2013. To find out more information with regards to the subjects' curriculum framework please click on the relevant subject.

- **ENGLISH**
- **HUMANITIES**
- **MATHS**
- **SCIENCE**
- **PERSONAL DEVELOPMENT**
- **PHYSICAL EDUCATION**

The curriculum focus is to provide the opportunity for skill development in a range of activities while enhancing the students' overall physical development. It will actively involve students in a personal fitness program and offer the opportunity to specialise in certain sports. The curriculum will encourage positive attitudes, values and behaviours towards physical activity, contribute to individual and group well being and promote fun and enjoyment through participation in the following core and elective activities. Archery, golf, fitness, handball, racket activities and a variety of individual and team pursuits.

**Learning Outcomes:**
- Perform, modify and evaluate sports, skills and activities.
- Demonstration of knowledge and awareness of personal and group safety.
- Evaluate a range of programs designed to encourage participation and personal fitness.

**Assessment Tasks:**
- Skill development checks in core (fitness, archery, team games & racket activities) and elective (individual & group).
- Fitness testing.
The Heathmont Integrated Program for Engagement @ Year 9 (HIPE@9) aims to provide students with extensive opportunities to improve their skill acquisition, their level of engagement in learning processes and engender a more enquiry based framework to their learning.
Year 9 HIPE@9

The Heathmont Integrated Program for Engagement @ Year 9 (HIPE@9) aims to provide students with extensive opportunities to improve their skill acquisition, their level of engagement in learning processes and engender a more enquiry based framework to their learning.

AIMS & FOCUS

The programs aim and focus is to:
- Gain greater personal connectedness to what is being taught – choice in topics, working in teams & negotiating outcomes
- Ensure that the learning is relevant to the students ‘real world’ 21st century issues & technology
- Offer a greater variety in the methods of delivery of work in the classroom - individual, small group, purpose set groups
- Learn effectively and be engaged fully in what they are doing - alternate setting, structure and teaching strategies.
- Provide students with skills for life-career, personal and interpersonal relationships
- Provide a program that is ‘student centred’ in its learning focus.
Year 9 HIPE@9

The Heathmont Integrated Program for Engagement @ Year 9 (HIPE@9) aims to provide students with extensive opportunities to improve their skill acquisition, their level of engagement in learning processes and engender a more enquiry based framework to their learning.

The HIPE@9 Program is divided into three main assessment streams.

- **Pastoral Teamwork** - individual skill building and goal setting, physical challenges, improving relationships

- **Big Question/Literacy Matters projects** - issues facing students in the 21st century – research, communication, reading comprehension, written reports, multi media presentations

- **Numeracy Matters** - applied maths – basic use of maths in daily life and applied to real life situations - components of the current Year 9 maths syllabus is covered

Within these three assessment criteria, integrated learning including Science, Humanities and Personal Development are incorporated, as well as personal, interpersonal and social learning skills.
The Heathmont Integrated Program for Engagement @ Year 9 (HIPE@9) aims to provide students with extensive opportunities to improve their skill acquisition, their level of engagement in learning processes and engender a more enquiry based framework to their learning.

During the first semester all students will have the opportunity to spend five days per term in the City. This program involves students undertaking observation and research tasks within the confines of the Melbourne Central Business District.

At the conclusion of the City Experience, pastoral groups will complete two team projects based on the data and information gathered.

The cost of this aspect of the program is included in the annual College Charges, excluding the students purchasing their own myki transport card. College Charges should be organised by the end of 2012.

Attractions visited in 2012: MCG, Melbourne City Mission, Docklands, Ice Skating at Docklands, Yarra River Precinct, Melbourne Museum, Immigration Museum, Queen Victoria Market, Federation Square, ACMI, Hidden City (Lanes and Alley Tour), Federation Square, CERES, Melbourne Zoo, Refugee Centre.
Year 9 Electives

Students will take part in three (3) electives per semester, totalling six (6) for the year. Of these choices at least two subjects must be from the arts stream and at least two subjects from the technology stream. Students may choose two other subjects from either of these two areas or from the specialist subjects. Specialist subjects count for two choices as they run the whole year through. Students will also have to select two (2) reserve subjects. These 8 selections will need to be listed 1 – 8 in priority order, the first six being the initial preferences, and the last two being reserves.

Some subjects may not run due to insufficient interest, or may be capped due to class sizes. Criteria for allocating students to subjects will be a combination of student preference order, career direction, meeting the submission timelines and Middle School recommendations.
Year 9 Electives

**ARTS**

**ART DESIGN**

**DRAMA**

**MEDIA**

**MUSIC**

**TECHNOLOGY**

**SPECIALIST**

**SELECTION INFO**

This study encourages students to create individual artworks and trial a variety of materials and design processes. They will produce both 2 dimensional and 3 dimensional works. It is expected that students will be self-motivated, have demonstrated a genuine interest and ability in the subject and be considering to study this area at the VCE level. The skills explored in this subject are transferable to VCE Studio Arts and VCE Visual communication & and Media. Students will be given the opportunity to display their works both within the college and in the local community at student based exhibitions. The college online gallery will also be a forum used to showcase student work. A variety of art style will be explored in both practical and written tasks. Students will explore the use of elements and principles of design in order to produce interesting & creative artworks. Students will be expected to engage in the design process to demonstrate their thinking & creating. The design process will be followed throughout many tasks to aide in the production of work. Issues of interest to students such as sustainability, tolerance and diversity may also be explored in a visual manner.

**Learning Outcomes:**

- Create art works that explores themes, issues and ideas.
- Present art works suitable to chosen styles and forms.
- Interpret the aesthetic quality of art works.
- Analyse the role of art and design in cultural contexts.
- Demonstrate an understanding of the design process.

**Assessment Tasks:**

- Practical Folio: A folio of practical work.
- Workbook: a record of ideas, technical information, processes, glossary, experiments and research.
Students will complete exercises in class to improvise basic skills of communication in theatre. They will have involvement in exercises and improvisations that explore a variety of themes and role play situations. Student will focus on preparation of a performance piece, a research task on an historical style, to see how it impacts on modern theatre and the exploration of themes and current issues.

**Learning Outcomes:**
Create Drama/Theatre that explores themes, issues and ideas.
Present Drama/Theatre suitable to chosen styles and forms.
Interpret the aesthetic quality of dramatic works.
Analyse the role of Drama/Theatre in cultural contexts.

**Assessment Tasks:**
Workbook: A record of class notes, handouts and journal writing on personal development and performances.
Performance: Class based performance work, individual and group.
Research: Investigation of a theatrical period, analysis of style and the application to contemporary theatre/stage performance.
Year 9 Electives

**ARTS**
- ART DESIGN
- DRAMA
- MEDIA

**TECHNOLOGY**

**SPECIALIST**

**SELECTION INFO**

Year 9 Media helps students explore the digital age in a practical, hands on way. It introduces a range of technologies that will help students produce media products that can best express their ideas to other people. Students will be using digital still and movie cameras to make animations and movies. They will be designing and creating advertisements, comics and storyboards. Students will undertake work in colour digital photography and, where appropriate, computer programs such as Photoshop. Students will present their own images in display form. The way that the unit uses technology will engage students who have an interest in computers and the digital lifestyle of a new generation. It will also help build skills in students enabling them to explore different methods of expression in all other subjects being studied. Students will look at the impact that the media has on their lives and will analyse multiple forms of communication. The internet, online news, privacy issues, social networking (eg. Youtube) and advertising are just some of the areas that may be explored. Analysis skills are an important aspect of this component and will prepare those students interested in perusing VCE Media, Studio Arts & Visual Communication & Design.

**Learning Outcomes:**
- Create media work that explores relevant themes issues and ideas
- Present media work to an audience
- Interpret media product and messages being received by audiences
- Productive group work

**Assessment Tasks:**
- Production folio- This may include the following: storyboards, advertisements, movie or comic book.
Students will complete exercises in class to improvise basic skills of communication in theatre. They will have involvement in exercises and improvisations that explore a variety of themes and role play situations. Student will focus on preparation of a performance piece, a research task on an historical style, to see how it impacts on modern theatre and the exploration of themes and current issues.

**Learning Outcomes:**
- Create Drama/Theatre that explores themes, issues and ideas.
- Present Drama/Theatre suitable to chosen styles and forms.
- Interpret the aesthetic quality of dramatic works.
- Analyse the role of Drama/Theatre in cultural contexts.

**Assessment Tasks:**
- Workbook: A record of class notes, handouts and journal writing on personal development and performances.
- Performance: Class based performance work, individual and group.
- Research: Investigation of a theatrical period, analysis of style and the application to contemporary theatre/stage performance.
Year 9 Electives

**ARTS**

**TECHNOLOGY**

- Production Tech
- Food Tech
- Design Fashion

**SPECIALIST**

**SELECTION INFO**

All Year 9 Technology subjects encompass the same curriculum focus, using the differing materials that they have selected to do (food, wood, metal, fabrics). Students will be involved in problem solving activities, which are approached through the technology process: Investigating, Designing, Producing and Evaluating. Students explore a range of factors that affect product design and technological innovation, including function, aesthetics and social, environmental and economic factors. Students become aware of Australian Standards and emerging materials. Students develop detailed designs, construct products and evaluate the effectiveness of products.

**Learning Outcomes:**
- Analyse the appropriateness of using particular materials, including emerging materials, for specific purposes.
- Prepare detailed design proposals, make products using some complex equipment and analyse the effectiveness of the products with reference to specified criteria.

**Assessment Tasks:**
- Investigation Tasks: Independent investigations designed to develop skills in research, analysis, evaluation and presentation.
- Design Folio (Workbook): An organised record of class notes, design ideas, homework and evaluation reports for each task.
- Production: Completion of production activities.
This unit will focus on language and content drawn from students’ own experience, including topics and events of general interest. They will extend their understanding of German and will talk about themselves, their family and friends, seasons, hobbies and leisure activities. They will respond to questions in conversations and will write short paragraphs of related sentences. They will look at the cultures and traditions of the German speaking countries. Students must have completed Year 8 German in order to undertake this subject.

**Learning Outcomes:**
- **Listening:** Listen for specific information and complete a spoken or written exercise.
- **Speaking:** Participate in short conversations, extend sentences, express opinions, provide factual information and respond to questions.
- **Reading:** Read aloud with appropriate pronunciation and intonation; and find the main points in a text and use them in a written exercise.
- **Writing:** Write two or three short paragraphs of linked sentences using appropriate grammatical structures.

**Assessment Tasks:**
- Listening Comprehension.
- Speaking.
- Reading.
- Writing.
- Tests.
Year 9 Electives

**SPECIALIST**
This unit will focus on language and content drawn from students’ own experience, including topics and events of general interest. They will extend their understanding of Indonesian and will talk about themselves, sports, entertainment, holidays and the environment. They will respond to questions in conversations and will write short paragraphs of related sentences. They will look at the cultures and traditions of Indonesia. Students must have completed Year 8 German in order to undertake this subject. Students who select study Indonesian at Year 9 will have the opportunity to participate in the Malaysian Tour in September.

**Learning Outcomes:**
- **Listening**: Listen for specific information and complete a spoken or written exercise.
- **Speaking**: Participate in short conversations, extend sentences, express opinions, provide factual information and respond to questions.
- **Reading**: Read aloud with appropriate pronunciation and intonation; and find the main points in a text and use them in a written exercise.
- **Writing**: Write two or three short paragraphs of linked sentences using appropriate grammatical structures.

**Assessment Tasks:**
- Listening Comprehension.
- Speaking.
- Reading.
- Writing.
- Tests.
- Intercultural Task.
Year 9 Electives

Advance is a full year for youth development that provides opportunities for young people’s personal and skill development through experiential learning activities that are challenging, fun and age appropriate. This will incorporate a camp, usually within the first few months of the year. It provides informal, formal and community recognition of young people’s learning and contributions. Advanced Youth promotes the development of positive relationships between young people, supportive adults and the broader community, and provides opportunities for young people and adults to work together towards common goals. It will also provide benefits to communities and community organisations through young people’s involvement in voluntary activities that provide a service to the community. Places in this subject are limited and selection will be based on written application and interview. Students must collect an application for from the middle school office, complete and return these by Friday 10 August 2012.

Learning Outcomes:
Through participation in the program:
- Young people will develop skills to participate in their communities
- Young people will be engaged in community activities
- Young people will complete a recognised training program (e.g., First Aid)
Students will enter this program after being referred through the Middle School Team in consultation with their class teachers in English and Mathematics and parents. Students will attend the timetabled classes and work through a program based upon their learning and organisational needs. Students will also have the opportunity to complete Maths and English work and seek support on the curriculum they are also working on during that time.

Learning Outcomes:
Improved literacy/numeracy skills.
Improved organisational skills.
Development of a vocational pathway based on students individual needs.
Year 9 Co-curricula Activities & Student Leadership

Co-curricula Activities
The College offers a wide range of co-curricula activities which students can be involved in. These include: lunchtime activities programs, inter-house activities, College Band, College Production, Mathematics Competition, Science Competitions, English Competitions, Debating Teams, as well as the opportunity to be active in the general life of the College.

Student Leadership
Heathmont College offers students a myriad of leadership opportunities. These include:

• Year Level Representatives - Each home group elects one captain to represent the views of the home group. The home group captains form the basis of the Middle School Council. This Council acts as a forum for discussion of student issues and is supported by the Student Leadership Liaison teacher and the Head of Middle School.

• College Leadership Council - The Year 9 leaders have representation on the broader Student Representative Council.

• House Captains - Each House elects two captains at Year 9 to lead their peers in the various inter-house activities organised throughout the year.

• Sports Captains - Each sporting team has a captain who is responsible for liaising between the team members and the staff member in charge of the team.

• Ambassadors & Guides - Students have the opportunity to act as guides for parents and visitors on Open Night, Parent/Teacher Interviews and at other official College functions.
Netbooks – 21st Century Learning

Heathmont College is committed to providing appropriate access to technology to support student learning. The provision of one to one computer access has been a goal for some years. Now with the support of Federal Government and as a result of the development of Netbooks this has become a reality. The Netbook Program will enable every student to have a computer available at home and at school by 2013. The implementation commenced in 2011 and will be phased in over three years. The Netbook Program will enable Heathmont College to deliver educational programs relevant to this generation of students. The use of Netbooks will allow students to access the resources available on the Ultranet, Internet and College Intranet. Netbooks in the classroom will enable teachers to better cater for our students’ individual learning needs and to develop students’ use of ICT to better prepare them for life beyond school.

The College’s one to one Netbook (HConnect) Program will provide our students with the opportunity to enter a new world of curriculum possibilities, allowing engagement and involvement in their learning. In this way, each student will learn to develop and demonstrate the knowledge, skills, practices and attitudes necessary to be an engaged, robust, 21st century citizens capable of shaping our future.

Another important aspect of the program is to educate students in the safe use of current and emerging technologies; to harness the benefits whilst equipping them with an understanding of the hazards.

“Technology by its nature tends to include problems that don’t have answers in the back of the book. Learning to solve authentic problems when people are really depending on you is a true 21st century skill. Back in the classroom, this experience can empower students to reach beyond the walls of their school and think beyond the next test. Reinforcing the belief that their voice and actions are important, necessary, and valued creates students who will go beyond a class assignment and become empowered, global citizens of the 21st century.”

Sylvia Martinez, M.A.
Your success in the Senior School depends on you! Both the College and home play an important part in supporting you in your studies, but the main responsibility for doing the work required, actively participating in class and seeking out your teachers, is yours!

Plan ahead; manage all your time carefully; involve the members of your family; develop effective study skills; talk to your teachers! We recommend you develop a full semester’s wall planner and place it so that the members of your family can see your workload. Year 10 Students should study 11 hours or approximately 1 hour and 10 minutes per subject per week.

Attendance at assemblies, classes and meetings is compulsory. Absences due to medical or compassionate reasons need to be covered by a medical certificate (or in certain circumstances a detailed note from home).

If you have prolonged illness or hardship, it may be possible to have special procedures put in place. If this is the case see one of the Senior School Coordinators.

Past experience suggests that Senior School students can gain a great deal of satisfaction by achieving their personal best through persistence and regularly applying themselves to their work in an orderly way. The organisational and study skills that you develop with the help of your teachers in your senior secondary years will form a solid basis for further study or career paths.
Year 10 Students ... continued

At home it is important that you have a quiet study location with a suitable desk, light, bookshelves, etc. Talk to your parents about these needs. Discuss any general study problems with them and encourage them to get in touch with a Senior School Coordinator if you feel this would be helpful.

A program is the group of units you select to meet your interests, abilities, and career aspirations. Before you select a program, it is essential that you address three key issues to allow your decision to be the best that you can make for yourself.

Firstly, do you need this study in order to pursue a specific career goal? Secondly, are you interested in this study? Finally, can you do well in this study? Once these three questions have been considered, it is then time to select a course of study best suited to you.

Your Individual Career Voyage Profile, incorporating both your Career Interest Profile and your Educational Profile can be of great assistance in developing your program. A few sample programs are laid out in the pathways tab above. You are encouraged to consider all options and construct a program with assistance from the Student Pathways Coordinator that suits your needs. Students will continue to develop a pathway to a career in their learning groups over the next few years and are encouraged to speak to their Learning Group Advisor about the plans that they are thinking about.
Year 10 Subjects

Year 10 Students have two elements to their curriculum for 2013, core subjects and electives.

**CORE SUBJECTS**

The second semester will continue the learning techniques established in the first semester, in core subjects such as English, Maths, Science, Humanities & Personal Development. Physical Education remains a core subject, but will continue to run for the duration of the whole year within the elective blocks.

**YEAR 10 ELECTIVES**

Electives – Students will complete four electives during the year.

**YEAR 11 ENHANCEMENT**

Students who meet the criteria will have the opportunity to undertake a VCE Unit in Year 10. Students may choose from a select number of subjects, and must be approved via the application process in order to undertake this enhancement.
Year 10 Core Subjects

Below are the core subjects that students will complete in semester two 2013. To find out more information with regards to the subjects' curriculum framework please click on the relevant subject.
Year 10 Core Subjects

**Learning Focus:** Students produce, study and respond critically to spoken, written and visual texts created for a range of audiences and purposes. Students read and respond literary texts, media texts and workplace texts. They extend their use of metalanguage to encompass explicit discussion of the style and tone of a text. Students use writing to explore different perspectives on complex and challenging issues.

**Reading Standards:** Students will read, view, analyse, critique, reflect on and discuss a range of texts that explore personal, social, cultural and political issues. They will read, view, analyse and discuss a range of informative and persuasive texts and identify the multiple purposes for which texts are created. They learn to explain how texts are shaped by the time, place and cultural setting in which they are created learning to compare and contrast.

**Writing:** Students will write sustained and cohesive narratives that experiment with different techniques. Write persuasive texts dealing with complex ideas and issues demonstrating control of linguistic structures. Use a range of language techniques to try to position readers to accept particular views of people, characters, events, ideas and information. Compose a range of texts, such as feature articles, web pages and workplace texts. Write accurately punctuated, grammatically written and complex sentences. Students proofreading and edit their writing for accuracy, consistency and clarity.

**Speaking and Listening:** Analyse critically the relationship between texts, contexts, speakers and listeners. Engage in discussions where students compare ideas, provide and justify other points of view, and reach conclusions. In their presentations, students make effective use of the structures and features of spoken language to deal with complex subject matter in a range of situations. Draw on a range of strategies to listen to and present spoken texts, including note-taking, combining spoken and visual texts, and presenting complex issues or information imaginatively.

**Assessment Tasks:**
Oral performance, Response to text, Writing folio, End of Semester Examinations.
Unit A: Geography – Students explore the interaction of human activities with the natural environment through a study of issues such as global warming, climate change and land degradation. **Skills Taught:** Geographical knowledge, understanding and Geospatial skills.

Unit B: Commerce & Career Pathways – In preparation for work experience, students are engaged in studies that will help them to discover the vocational pathway that would best suit their needs. Students also explore the new age economy and globalisation. **Skills Taught:** Economic knowledge, understanding, reasoning and interpretation.

Unit C: History. World War 2 & Australia – Students explore the nature of global conflict in the 20th Century and its effect on the development of Australia. Emphasis will be placed on the causes of World War 2, the war itself, and how the outcome of the war provided for the changing political landscape of the second half of the 20th Century. **Skills Taught:** Historical Skills, including; Terms and Concepts, Questions and Research, Analysis of Sources, Interpretations and Explanation/Communication.

Unit D: Politics/Civics & Citizenship – The Cold War, post-war migration to Australia and the move toward multiculturalism are examined. Human rights issues and the struggle for independence faced by former European colonies are also evaluated. **Skills Taught:** Political and Historical Skills; including Terms and Concepts, Questions and Research, Analysis of Sources, Interpretations and Explanation/Communication.

**Assessment Tasks:**
Analytical Exercises: A set of tasks which enable students to develop problem solving techniques and to acquire skills in interpretation, analysis, presentation,
Structured Responses: Independent investigations designed to develop skills in research, analysis, evaluation and presentation of current economic, social and political issues.
Research Assignments: Group and independent investigations designed to develop skills in research, analysis, evaluation and presentation.
Mid Year Exam. (Geography) & End of Year Exam (History/Politics).
Year 10 students study one of the three courses offered. The choice is dependent on their VCE aspirations, the result of their Year 9 examination and their mathematical capabilities. Some flexibility is built into the structure of the three courses so that changes can be made during first term for students who find that they are undertaking an inappropriate course. All courses can lead to a VCE Mathematics study.

**Pathways in Mathematics**

**MATHS A**
- Unit 1 & 2 Foundation Maths

**MATHS B**
- Unit 1 & 2 General Maths
- Unit 3 & 4 Further Maths

**MATHS C**
- Unit 1 & 2 Maths Methods
- Unit 3 & 4 Maths Methods

- Unit 1 & 2 General Maths Advanced
- Unit 3 & 4 Specialist Maths
  - Must have completed Methods and Gen Adv Units 1 & 2
This course is designed to give students the knowledge and confidence needed for functional numeracy and entry into a range of courses and careers not requiring advanced mathematics. It does not prepare students for any Units 3 and 4 Mathematics. Many students doing Year 10 Course A will study VCE Foundation Mathematics Units 1 and 2 in Year 11, which does not proceed to Year 12 Mathematics.

A student who passes Year 10 Mathematics Course A at a high level may be able to tackle VCE General Mathematics Units 1 and 2 in Year 11, which proceeds to VCE Further Mathematics Units 3 and 4 in Year 12. However, additional work is advisable if choosing VCE General Mathematics 1 and 2 from a background of Year 10 Mathematics Course A.

**Standards**
Skills and standard applications: show an understanding of the basic concepts related to the topics covered and use of this knowledge to solve a range of problems.
Applications: show the ability to apply related mathematical processes in non-routine and extended situations.
Communication: demonstrate the appropriate use of Mathematical language and conventions.

**Assessment Tasks:**
Skills Tests: Assessed on completion of the relevant topics
Application Tasks: The written work is assessed according to specified criteria for several tasks. These may be applications, analysis, problem solving, modelling or investigative tasks that may incorporate the use of technology.
Examinations: One per semester
Course B is designed to cater for the average Year 10 maths student who is likely to undertake a generalised maths course in VCE, usually involving General Mathematics Units 1 & 2 in Year 11, then Further Mathematics Units 3 & 4 in Year 12.

A student who passes Year 10 Mathematics Course B at a high level may be able to tackle VCE Mathematical Methods Units 1 & 2 in Year 11, then VCE Mathematical Methods Units 3 & 4 in Year 12. However, additional work is advisable if choosing VCE Mathematical Methods 1 & 2 from a background of Year 10 Mathematics Course B.

Standards
Skills and standard applications: show an understanding of the basic concepts related to the topics covered and use of this knowledge to solve a range of problems.
Applications: show the ability to apply related mathematical processes in non-routine and extended situations.
Communication: demonstrate the appropriate use of Mathematical language and conventions.

Assessment Tasks:
Skills Tests: Assessed on completion of the relevant topics
Application Tasks: The written work is assessed according to specified criteria for several tasks. These may be applications, analysis, problem solving, modelling or investigative tasks that may incorporate the use of technology.
Examinations: One per semester
Year 10 Core Subjects

This course is designed to cater for students who are likely to consider a career in the mathematical sciences or a related discipline that requires a high level of quantitative thinking, for instance science, engineering or economics. These students are encouraged to include as much mathematics as possible in their VCE programs, particularly Mathematical Methods Units 1 and 2 and Advanced General Mathematics Units 1 and 2. Achieving well in this combination of units provides sound preparation for any VCE Unit 3 and 4 Mathematics study.

**Standards**

Skills and standard applications: show an understanding of the basic concepts related to the topics covered and use of this knowledge to solve a range of problems.

Applications: show the ability to apply related mathematical processes in non-routine and extended situations.

Communication: demonstrate the appropriate use of Mathematical language and conventions.

**Assessment Tasks:**

Skills Tests: Assessed on completion of the relevant topics

Application Tasks: The written work is assessed according to specified criteria for several tasks. These may be applications, analysis, problem solving, modelling or investigative tasks that may incorporate the use of technology.

Examinations: One per semester
The course aims to help students develop abilities to design and carry out experiments, evaluate and solve problems, explore the scientific world through observation, experiment and systematic inquiry. The course includes: ‘Chemical in our Environment’; ‘Physics’ and ‘Our Genetic Future’.

Areas covered include: Relating properties of substances to what they are made of. Examining chemical reactions and other characteristics of substances and their role in our environment. Explain the different forces acting together to determine the stability or movement of objects. Describe relationships between force, mass, acceleration and velocity using quantitative data derived from investigation of motion. Describe theories of the origin and evolution of the universe. Evaluate theories concerning the evolution of organisms. Describe the genetic basis of inheritance.

**Learning Outcomes:**
Knowledge and skills in biological, chemical, earth and physical sciences
Application of scientific knowledge and understanding to explain and predict events in the natural and physical world
Skills in scientific investigation, reasoning and analysis to refine knowledge, find solutions and ask questions
Scientific attitudes such as flexibility, curiosity, respect for evidence and critical reflection
Communication of scientific understanding using appropriate scientific language to a range of audiences

**Assessment Tasks:**
Assignment: A presentation on a selected topic. Students will undertake a number of self-driven investigative tasks. Tasks may involve researching, formatting and presenting in a variety of ways
Formal Practical Report: A written account developed from practical sessions, requiring students to extend concepts highlighted in practical sessions into a detailed scientific report
Tests: Small topics or a major assessment. Students will undertake a closed book examination of the concepts covered at the end of each unit. Tests will revolve around the expected VELS learning foci
Examination: One per semester
Year 10 Core Subjects

Health and Physical Education at Year 10 requires students to undertake two (2) elective classes throughout the year. Students will complete one (1) elective class per semester and cannot undertake the same elective in both semester one and two. Students are to number the electives from 1 – 6 on the selection sheet. The first two will be the initial preferences, the other four will become the reserves in order of preference.

This course aims to promote active involvement in physical activity and the important role it will play in student’s future lives. Students will undertake a wide range of team sports through which they will develop confidence and movement skills and build strong interpersonal relationships. The Team Play program consists of both practical and theory components. The practical course features extensive units grouped into non-mainstream team sports (i.e. Gaelic Football, Handball, Ultimate Frisbee) and mainstream team sports (i.e. Basketball, Netball, Soccer and Australian Rules Football). Each unit will involve skill development activities, minor game activities, tactical awareness activities and game play. The theory course will investigate the origins and rules of selected non-mainstream sports, general tactical principles, sport-specific tactical principles. The theory components of Team Play Physical Education provide students with key skills and knowledge in preparation to completing VCE Physical Education at Years 11 & 12.

**Standards:**
- Perform, modify and evaluate sports, skills and activities.
- Demonstration of knowledge and awareness of personal and group safety.
- Evaluate a range of programs designed to encourage participation and personal fitness.
- Perform various roles and responsibilities in sporting situations.

**Assessment Tasks:**
- Skill development across all physical activities.
- Journal maintenance.
- Fitness testing.
- Structured responses (unit tests and worksheets).
- Collaborative group assessment tasks.
- Visual presentations.
- End of semester examination.
Year 10 Core Subjects

Health and Physical Education at Year 10 requires students to undertake two (2) elective classes throughout the year. Students will complete one (1) elective class per semester and cannot undertake the same elective in both semester one and two. Students are to number the electives from 1 – 6 on the selection sheet. The first two will be the initial preferences, the other four will become the reserves in order of preference.

**TEAM PLAY**
This course aims to promote active involvement in physical activity and the importance of the coach in sport. Students will participate in a wide range of team sports through which they will develop confidence and movement skills and build strong interpersonal relationships. Students will participate as the coach of sporting teams in the college and also in local primary schools. The program consists of both practical and theory components. The practical course features extensive units on selected team sports with a strong focus on development of coaching skills and the implementation of coaching strategies. Each unit will involve skill development activities, minor game activities and formal competitions, both as a coach and as an athlete. The theory course will investigate topics including sports psychology, sports coaching, coaching styles and development of tactics. The theory components of Sports Coaching will provide students with key skills and knowledge in preparation to completing VCE Physical Education at Years 11 & 12.

**Standards:**
Perform, modify and evaluate sports, skills and activities. Demonstration of knowledge and awareness of personal and group safety. Evaluate a range of programs designed to encourage participation and personal fitness. Perform various roles and responsibilities in sporting situations.

**Assessment Tasks:**
Year 10 Core Subjects

Health and Physical Education at Year 10 requires students to undertake two (2) elective classes throughout the year. Students will complete one (1) elective class per semester and cannot undertake the same elective in both semester one and two. Students are to number the electives from 1 – 6 on the selection sheet. The first two will be the initial preferences, the other four will become the reserves in order of preference.

This course aims to promote active involvement and scientific analysis of performance in physical activity. Students will undertake a wide range of sports through which they will investigate the various ways that performance can be improved. Students will investigate topics in the field of exercise physiology. The Sports Science program consists of both practical and theory components. The practical course features extensive units on selected team sports. Each unit will involve skill development activities, minor game activities and game play. During practical activities students will analyse different strategies, playing roles, technique and performance indicators. The theory course will investigate topics including biomechanics, movement analysis and skill learning. The practical and theory components of Sports Science provide students with key skills and knowledge in preparation to completing VCE Physical Education at Years 11 & 12.

**Standards:**
Perform, modify and evaluate sports, skills and activities. Demonstration of knowledge and awareness of personal and group safety. Evaluate a range of strategies and tactics to improve performance. Perform various roles and responsibilities in sporting situations.

**Assessment Tasks:**
Health and Physical Education at Year 10 requires students to undertake two (2) elective classes throughout the year. Students will complete one (1) elective class per semester and cannot undertake the same elective in both semester one and two. Students are to number the electives from 1 – 6 on the selection sheet. The first two will be the initial preferences, the other four will become the reserves in order of preference.

This course aims to promote active involvement in physical activity and the important role it plays in improving health and wellbeing. Students will participate in a wide range of recreation and fitness activities which promote lifelong physical activity and health gains. The Fitness and Recreation program consists of both practical and theory components. The practical course features fitness related activities including activities like boxercise, circuit training, yoga and aerobics and assorted leisure activities like walking, cycling, archery, golf and tennis. Each unit will involve skill development activities, minor game activities and formal competitions. During all activities the major focus will be on active participation, enjoyment and self-improvement. All activities will be conducted in a positive and relaxed environment. The theory course will investigate the topics of: fitness components, health benefits of physical activity, health consequences of inactivity and the domains and dimensions of physical activity. The theory components provides students with key skills and knowledge in preparation to completing VCE Physical Education at Years 11&12.

Standards:
Perform, modify and evaluate sports, skills and activities. Demonstration of knowledge and awareness of personal and group safety. Evaluate a range of programs designed to encourage participation and personal fitness. Perform various roles and responsibilities in physical activities.

Assessment Tasks:
Health and Physical Education at Year 10 requires students to undertake two (2) elective classes throughout the year. Students will complete one (1) elective class per semester and cannot undertake the same elective in both semester one and two. Students are to number the electives from 1 – 6 on the selection sheet. The first two will be the initial preferences, the other four will become the reserves in order of preference.

This course aims to promote active involvement in physical activity and the important role it plays in improving health and wellbeing. Students will participate in a wide range of recreation and fitness activities which promote lifelong physical activity and health gains. The Fitness and Rec program consists of both practical and theory components. The practical course features fitness related activities including activities like resistance training, boxercise, circuit training and assorted leisure activities like walking, cycling, archery, golf and tennis. Each unit will involve skill development activities, minor game activities and formal competitions. During all activities the major focus will be on active participation, enjoyment and self-improvement; and will be conducted in a positive and relaxed environment. The theory course will investigate the topics of: fitness components, health benefits of physical activity, health consequences of inactivity and the domains and dimensions of physical activity. The theory components provides students with key skills and knowledge in preparation to completing VCE Physical Education at Years 11&12.

**Standards:**
Perform, modify and evaluate sports, skills and activities. Demonstration of knowledge and awareness of personal and group safety. Evaluate a range of programs designed to encourage participation and personal fitness. Perform various roles and responsibilities in physical activities.

**Assessment Tasks:**
Year 10 Core Subjects

Health and Physical Education at Year 10 requires students to undertake two (2) elective classes throughout the year. Students will complete one (1) elective class per semester and cannot undertake the same elective in both semester one and two. Students are to number the electives from 1 – 6 on the selection sheet. The first two will be the initial preferences, the other four will become the reserves in order of preference.

Healthy Lifestyles will provide students with the personal knowledge and skills necessary to obtain optimal health. The unit also aims to introduce students to issues involved in the promotion of health across the community. It will involve both theoretical and practical activities addressing physical and emotional aspects of health. Healthy Lifestyles will introduce topics studied in VCE Health and Human Development and Physical Education (to a lesser extent). These will include: Benefits of Physical Activity, Nutrition, Food for Energy, Self Analysis of Health, Health Promotion and Community Health Issues and Risk Taking. This class will provide students with key skills and knowledge in preparation to completing VCE Health and Human Development at Years 11 & 12.

Standards:
Demonstration of knowledge and awareness of key principles and topics. Evaluate a range of health initiatives to improve health. Perform various roles and responsibilities in individual and group activities.

Assessment Tasks:
Health and Physical Education at Year 10 requires students to undertake two (2) elective classes throughout the year. Students will complete one (1) elective class per semester and cannot undertake the same elective in both semester one and two. Students are to number the electives from 1 – 6 on the selection sheet. The first two will be the initial preferences, the other four will become the reserves in order of preference.

Students will identify and describe a range of social and cultural factors that influence the development of personal identity and values. They identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships. They describe mental health issues relevant to young people. They compare and evaluate perceptions of challenge, risk and safety. They demonstrate understanding of appropriate assertiveness and resilience strategies. They analyse the positive and negative health outcomes of a range of personal behaviours and community actions. Students will identify the health services and products provided by government and non-government bodies and analyse how these can be used to support the health needs of young people. They identify and describe strategies that address current trends in the nutritional status of Australians. They analyse and evaluate the factors that affect food consumption in Australia. Health issues is primarily a theory based subject with some practical activities included to complement the topics covered in theory. This class will provide students with key skills and knowledge in preparation to completing VCE Health and Human Development at Years 11 & 12.

**Standards:**
Demonstration of knowledge and awareness of key principles and topics. Evaluate a range of health initiatives to improve health. Perform various roles and responsibilities in individual and group activities.

**Assessment Tasks:**
Year 10 Electives

Students will take part in two (2) electives per semester, totalling four (4) for the year. Of these choices at least one subject must be from the arts stream and at least one subject from the technology stream. Students may choose two other subjects from either of these two areas or from the languages subjects. German, Indonesian & Music count for two choices as they run the whole year through. VCE enhancement subjects also count for two choices. Students will also have to select three (3) reserve subjects. These 7 selections will need to be listed 1 – 7 in priority order, the first four being the initial preferences, and the last three being reserves.

Some subjects may not run due to insufficient interest, or may be capped due to class sizes. Criteria for allocating students to subjects will be a combination of student preference order, career direction, meeting the submission timelines and Senior School recommendations.
Year 10 Electives

This study encourages students to create individual artworks and trial a variety of materials and design processes. It is expected that students will be self-motivated, have demonstrated a genuine interest and ability in the subject and be considering this as a subject to be studied at higher a level. The skills explored in this subject are transferable to VCE Studio Arts and VCE Visual communication & Design, Media and extend into other folio based subjects such as; product design and technology (fashion, timber and metal). Students will be given the opportunity to display their works both within the college and in the local community at student based exhibitions. The college online gallery will also be a forum used to showcase student work. ‘Expressionism’ as an art style will be explored in both practical and written tasks. Students will explore the use of elements and principles of design in order to produce interesting & creative artworks. Students will be expected to engage in the design process to demonstrate their thinking & creating. The design process will be followed throughout many tasks to aide in the production of work. Art Production - Students will be reintroduced to techniques such as printmaking, collage, drawing, and will extend their existing skills. They will investigate a range of themes and contemporary issues in order to create works of art. They will also become familiar with the 3 dimensional drawing systems they have learnt in earlier years. Art Appreciation.- Students will identify and discuss artists’ and designers distinctive styles and influences. They research Expressionist artists or designers who are relevant to their practical work. Recommended prior knowledge: It is recommended that students will have a background in Year 9 Art, however this is not essential.

Assessment Tasks:
Folio Work: A folio of practical work. Workbook: A record of ideas, glossary, experiments, research and analysis of artworks. Exhibition of selected work. Examination
Students selecting this subject have a genuine interest in this subject and are looking to study VCE Studio Arts or Visual Communication and design. Students will extend previous experiences in forming work in a variety of 3 dimensional construction techniques. Students will learn a variety of techniques and skills by using a range of different materials which they will be able to further explore during their senior VCE years. These may include wire, clay, plaster, stone, card, found objects and paper Mache just to mention a few. Students will have the opportunity to explore and develop an area of interest for a major task using their choice of materials. The skills explored in this subject are transferable to VCE Studio Arts and VCE Visual communication & Design. Students will be learning safe handling of materials and equipment. Technical information on 3dimensional process and methods will be presented at appropriate times. The elements and principles of design are incorporated into studio tasks. Investigation tasks based on a studio Artists, whose works relates to the class work being undertaken, will provide an opportunity for students to broaden their understanding of studios arts. Students will be given the opportunity to display their works both within the college and in the local community at student based exhibitions. The college online gallery will also be a forum used to showcase student work.

**Assessment tasks**

Folio work: The collection of the best pieces of practical work, which is the major work requirement. Workbook: A record of ideas, technical information, processes, glossary, experiments and research. Analysis skills of art works is also developed as written responses in the work book. Exhibition of selected work. Examination
Contemporary Media Production encompasses many formats and genres in print, broadcast and online media, offering many career options. Whether students are interested in reporting on/writing about politics, sport, technology, the arts or humanitarian fields, this course aims to develop and hone skills in research, writing, editing, public relations and media production in order to assist students to explore potential careers in this field. It also aims to provide a thorough understanding of the role of media both locally and globally in the 21st century. Finally, the unit provides practical industry experience via opportunities to write for or edit Heathmont College’s Newsletters/student publications and other school based publicity opportunities. Further practical experience could be gained through involvement with The Reporters’ Academy and through work experience placements in the Media industry.

Students will study the impact that the media has on their lives and will analyse multiple forms of communication. Students will acquire skills in pre-production, production and post-production in both film and photography in order to equip them with the necessary organisational and technical skills required for Year 11 and 12 Media. Workshops will include: Introduction to Digital Photography, Camera Craft, Lighting Composition, The Digital Lightroom, Beyond Basic Photoshop, The Digital Print, Final Cut Pro, Green Screen Technology, Coordination with Felice News & Video Editing.

Assessment tasks:
Workbook - an organised journal of work in progress. This will contain class notes, reference documentation, and research notes on areas of specialist photography. Writing Folio - written responses to assignment work. Digital Folio - a set of photographs, short film, or related visual promotional material. Web based Journal - focusing on Heathmont College and the public relations requirements of the College. Unit examination.
The focus of the course is mainly practical and assumes that the student has some expertise in playing an instrument, including singing, or a willingness to begin learning one. Students will undertake a variety of performance activities and will participate in a number of concerts of both a formal and informal nature. Students will write arrangements of songs, compose and improvise within a musical framework. Students will undertake aural perception exercises. Students will review performances and make observations. Students will use musical technology to enhance their performance.

**Learning Outcomes:**
Create music that explores themes, issues and ideas.
Present music suitable to chosen styles and forms.
Interpret the aesthetic quality of music works.
Analyse the role of music in cultural contexts.

**Assessment Tasks:**
Performances: Students will present one piece that they have prepared during the course for assessment. The piece must be presented publicly, either in class or at a more formal occasion.
Aural Test: A test will be given on intervals, chord types, rhythms, and musical styles.
Year 10 Electives – Technology Overview

**Learning Focus:**
The Students will be involved in the domain of Design, Creativity and Technology which emphasises engagement in designing, creating and evaluating processes, products and technological systems using a range of materials as a way of developing creativity and innovation. Creativity in this domain can be described as applying imagination and lateral and critical thinking throughout design and developmental processes. Innovation is an outcome of the broad exploration of ideas, materials, and technological processes that can occur when students are involved in investigating, designing, producing, analysing and evaluating their own and others products. The Design, Creativity and Technology domain focuses on development of students’ skills in managing and manipulating materials and resources using a range of tools, equipment and machines to make functional physical products.

**Standards: Investigating and designing**
Students identify considerations, constraints within a design brief, be able to undertake relevant research to the design brief to help their design thinking and to identify needs of clients or user groups. When designing, ideas are generated to show possibilities, use of appropriate technological language and justify the preferred option as a solution to the problem. Critical decisions on materials and techniques are based on an understanding of properties and characteristics of materials. Students demonstrate the use of communications technology equipment can identify a range of criteria for evaluating their products and plan logical steps for production stages, incorporating time, cost and resources.
Producing
Students implement a range of production processes accurately, consistently, safely, and responsibly, and select and use personal protective clothing and equipment when necessary. Products are produced using complex tools, equipment, machines, materials and components with precision. Explanations of the suitability of materials and production techniques are based on their understanding of characteristics and properties of materials, inputs, processes and outputs. The produced products are to meet the needs of the design brief.

Analysing and evaluating
Students use the evaluation criteria they have previously developed to critically analyse processes, materials, equipment and make suggestions for changes that could improve the outcome. Conclusions are drawn about the social, cultural, legal and environmental impacts of their own and others’ designs and products and evaluate innovative new technology in manufacturing.
Metal Technology is a practical based subject, with its major emphasis on the development of the student’s knowledge and skills in the use of available equipment. The students acquire knowledge of tools, machines, materials and design work. During the semester students will be asked to develop and present design ideas for a product/s made from metal. The students will then construct their design whilst developing skills in the use of specialist equipment. The course will also introduce design concepts and skills using (CAD), Pro Desk Top software which aims to develop ideas and skills using 3D computer modelling that will develop the student’s ability to analyse and produce real life objects. This subject provides the foundation for students to select Product Design and Technology at VCE level.

**Assessment Tasks:**
- Design Folio (Workbook): An organised record of class notes, design ideas, homework and evaluation reports for each task
- Investigation Task: Independent investigation designed to develop skills in research, analysis, evaluation and presentation
- Production: Completion of production activities.
- Examination of the semester’s work
Timber Technology is a practical based subject with its major emphasis on the development of the student’s knowledge and skills in the use of available equipment, both hand and power. The students acquire knowledge of tools, machines, materials and design work. During the semester students will be asked to develop and present design ideas for a product made from either solid timber or manufactured board. The students will then construct their design whilst developing skills in the use of hand and power tools. The course will also introduces design concepts and skills using (CAD), Pro Desk Top software which aims to develop ideas and skills using 3D computer modelling that will develop the student’s ability to analyse and produce real life objects. This subject provides the foundation for students to select Product Design and Technology at VCE level.

**Assessment Tasks:**

- **Design Folio (Workbook):** An organised record of class notes, design ideas, homework and evaluation reports for each task
- **Investigation Task:** Independent investigation designed to develop skills in research, analysis, evaluation and presentation
- **Production:** Completion of production activities.
- **Examination of the semester’s work**
Food Technology

Food plays such an important part in everyone’s life that we should all have the basic skills to use and enjoy it. This subject will provide students with the opportunity to develop the skills that will enable them to confidently prepare foods for themselves and others. It will expand their knowledge of food, food flavours and food decoration as well as allowing them to be able to make informed decisions regarding their food choices. This subject provides the foundation for students to select Food Technology at VCE level.

Assessment Tasks:
Design Folio (Workbook): An organised record of class notes, design ideas, homework and evaluation reports for each task
Investigation Task: Independent investigation designed to develop skills in research, analysis, evaluation and presentation
Production: Completion of production activities.
Examination of the semester’s work
This subject will further extend students’ language skills in German and prepare students for VCE German. It is a full year subject and will count for two choices in their selection. Students will encounter language and content drawn from their own experience, including topics and events of general interest. They will talk about themselves, their family and friends, shopping, food, travel and tourism. They will also respond to, and formulate, questions in conversations and will write extended linked paragraphs, comparing aspects of German life with life in Australia. It is recommended that students only attempt this subject if they have passed Year 9 German. Students who choose Year 10 German have the opportunity to host an exchange student and to travel to Germany in September through our Sister School Program.

Standards:
Listening: Listen for specific information and complete a spoken or written exercise
Speaking: Participate in conversations, present a short talk, request and provide information
Reading: Identify the meaning of texts, both factual and fictional and comment on the information
Writing: Write extended pieces using various text types and showing appropriate control of language skills.

Assessment Tasks:
Listening comprehension, speaking, reading, writing, tests & two examinations.
This subject will further extend students' language skills in Indonesian and prepare students for VCE Indonesian. It is a full year subject and counts for two choices in their subject selection. Students will encounter language and content drawn from their own experience, including topics and events of general interest. They will talk about themselves, student exchange programmes, city and town life, ceremonies, and health. They will respond to, and formulate, questions in conversations and will write extended linked paragraphs. They will also compare aspects of Indonesian life with life in Australia. It is recommended that students only attempt this subject if they have passed Year 9 Indonesian. Students who choose Year 10 Indonesian have the opportunity to travel to Malaysia in September.

**Standards:**
- **Listening:** Listen for specific information and complete a spoken or written exercise
- **Speaking:** Participate in conversations, present a short talk, request and provide information
- **Reading:** Identify the meaning of texts, both factual and fictional and comment on the information
- **Writing:** Write extended pieces using various text types and showing appropriate control of language skills.

**Assessment Tasks:**
- Listening comprehension, speaking, reading, writing, intercultural task, tests & two examinations
Year 10 – VCE Enhancements

Students have the opportunity to undertake a VCE Unit 1 & 2 subject in Year 10. The reason students choose to undertake a VCE subject include:

• Experiencing a VCE subject prior to starting a full load in Year 11.
• The chance to complete an extra VCE subject for their ATAR score.
• To extend and challenge themselves.

Not all VCE Subjects are available to Year 10 students and approval for study at this level must be granted following the application process and interview. The criteria for allocating students to a VCE enhancement subject will be a combination of:

• Students stated choice on the subject selection sheet
• Coordinator and Learning Area recommendations
• Students career direction
• Meeting all timelines and due dates
• Track record of positive endeavour, including assessment task grades of at least excellent in Year 9 in the study or related study chosen.
• Payment of material levies, particularly if the subject is of high cost.

2013 Enhancement Subject Links are listed to the right click for more information regarding the Unit descriptions.
Unit 1: Establishing and Operating a Service Business
This unit focuses on how financial information is gathered, recorded, processed and reported for use by the owner of a small business to support effective decision-making and act as performance indicators.

Unit 2: Accounting for a Trading Business
This unit focuses on the impact of cash and credit transactions on the financial operation of sole proprietor trading business. In evaluating business performance, students will learn to use tools for analysing and interpreting financial data and suggest strategies on how to improve performance.

Unit 3: Recording and Reporting for a Trading Business
The unit focuses on accounting as an information system to meet the needs of a small trading business operating as a sole proprietor. The accounting system and its ability to provide information to support financial decision-making are also investigated.

Unit 4: Control and Analysis of Business Performance
This unit focuses in more detail on the use of accounting as an information system and specifically its ability to provide accounting information for management. The role and importance of budgeting for the business are also investigated.
Unit 1: Small Business Management
This unit focuses on what a small business is and the planning and decision making necessary when setting one up. Concepts that apply to the successful running of small business on a day-to-day basis such as location, marketing, management, stock control and financial planning are also investigated.

Unit 2: Communication and Management
This unit focuses on the importance of communication in achieving business objectives.

Unit 3: Corporate Management
This unit investigates large-scale organisations and focuses on the role of management and the management structures within an organisation. Management styles and their influence on corporate culture are investigated. The process of change management and the associated issues for large-scale organisations are also examined.

Unit 4: Managing People and Change
This unit focuses on managing human resources in large-scale organisations through investigating all aspects of the employment cycle including recruiting, training, appraising and terminating employees. In addition the management of change will be examined.

Click here to find out more information regarding the Learning Outcomes and Assessment Tasks for each unit.
Unit 1: Product re-design and sustainability
This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability.

Unit 2: Collaborative Design
Students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group project.

Unit 3: Applying the Product design process
Students design and develop a product that meets the needs of a client or end user.

Unit 4: Product development and evaluation
Students focus on evaluations which are made at various points of product design, development and production. A focus on environmental, economical and social impact of products throughout their lifecycle are analysed and evaluated.

Click here to find out more information regarding the Learning Outcomes and Assessment Tasks for each unit
Unit 1: Dramatic Storytelling
This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories. Students examine storytelling through the creation of solo and/or ensemble devised performance/s and manipulate expressive skills in the creation and presentation of characters. They develop an awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performances. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, theatrical conventions and performance styles from a range of social and cultural contexts.

Unit 2: Creating Australian Drama
This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, event, issue, place, art work, text or icon from a contemporary or historical Australian context. Students use a range of stimulus material in creating performance and examine performance styles from a range of cultural and historical contexts. Theatrical conventions appropriate to the selected performance styles are also explored. Students knowledge of how dramatic elements are enhanced or manipulated through performance is further developed in this unit.

Unit 3: Ensemble Performance
This unit focuses on non-naturalistic drama from a diverse range of contemporary and cultural performance traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the creation, development and presentation of an ensemble performance. Collaboration to create, develop and present ensemble performance is central to this performance. Students use and manipulate dramatic elements, expressive skills and performance styles to enhance performance. They select stagecraft and theatrical conventions as appropriate to the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Unit 4: Solo Performance
This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students complete two solo performances. For a short solo performance they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work. In the development of a second solo performance, they devise, rehearse and perform an extended solo performance in response to a prescribed structure published by the Victorian Curriculum and Assessment Authority. The processes involved in the creation and presentation of character/s in solo performance are analysed and evaluated.
Unit 1: The health and development of Australia’s youth
In this unit students are introduced to the concepts of health and individual human development focusing on Australia’s youth.

Unit 2: Individual health development and health issues
This unit focuses on the health and individual human development of the lifespan stages of childhood and adulthood, and how health and development throughout these stages are influenced by a range of determinants.

Unit 3: Australia’s health
Australians generally enjoy good health and are among the healthiest people in the world when compared to other developed countries. Despite Australia’s good health status, there is still potential for improvements. This unit focuses on the different levels of health that are experienced by different groups within our population and the range of determinants that contribute to these differences.

Unit 4: Global Health and Human Development
This unit takes a global perspective on achieving sustainable improvements in health and human development. Both the WHO and the UN have a range of strategies aimed at reducing global burdens of disease and promoting human development through the achievement of the Millennium Development Goals. Non-government organisations also play a role in promoting sustainable human development.
Year 10 – VCE Enhancements

Unit 1: People and Power
This unit focuses on an established society, its political, social, economic and everyday life. It includes how power was held and maintained and how challenges were made to those who ruled the society. The context chosen will be Ireland in the early twentieth century.

Unit 2: Twentieth Century History
This unit focuses on an historical period where the existing power bases were challenged by individuals or groups. This includes how authority had been established and maintained and the methods used to challenge and eventually overthrow oppression. The period chosen will be the USA Civil Rights Movement.

Units 3 & 4: Revolutions
These units focus on two revolutions. Each unit involves the study of the causes of the revolution, the responses of those in power to the building revolutions, and the changes the revolution brought about in the society, the economy and the government. The revolutions chosen will be the French (1788-1804) and the Russian (1905-1924).

Click here to find out more information regarding the Learning Outcomes and Assessment Tasks for each unit
Unit 1: IT in action
This unit focuses on how individuals use, and can be affected by, information and communications technology (ICT) in their daily lives. In this course students learn how the technologies work; and how to use them efficiently to create dynamic electronic products. Students will also explore some issues surrounding the use of ICT.

Unit 2: IT pathways
This unit focuses on how individuals and organisations, such as sporting clubs, charitable institutions, small businesses and government agencies use ICT. Students will learn about programming, software authoring tools and pathways in the ICT industry. Networked systems are introduced and students will learn about collaborative problem solving methods and reflective learning.

Unit 3: IT Applications
This unit focuses on how individuals or organisations use ICT to solve information problems and to participate actively in a society where use of ICT is commonplace. Students will learn how different organisations use information, how to solve problems with ICT and learn the value of networks and the importance of protecting data and information.

Unit 4: IT Applications
This unit focuses on how ICT is used by organisations to solve ongoing information problems and in the strategies to protect the integrity of data and security of information.

Click here to find out more information regarding the Learning Outcomes and Assessment Tasks for each unit
Unit 1: Criminal law and justice
This unit explores the distinction between legal and non-legal rules, the Victorian Hierarchy, and the process of making law through Parliament. It focuses on the role of police, their powers of investigation, the procedures of a criminal trial and an examination of possible sanctions that are available to the criminal courts.

Unit 2: Civil law and the law in focus
This unit focuses on the effective resolution of civil disputes. It looks at the processes and procedures involved in civil litigation and the possible defences to civil claims without our legal system available to enforce the civil rights of our citizens. The unit also investigates the alternative avenues of dispute resolution and their effectiveness.

Unit 3: Law-making
This unit focuses on the institutions that determine laws and the processes by which laws are made. It considers reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system. Students undertake an evaluation of the strengths and weakness of the law-making bodies and the processes used to influence change and reform.

Unit 4: Dispute resolution
This unit explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution. Students develop an understanding of criminal and civil pre-trial and trial processes and procedures which operate within the Victorian legal system. The current operation of the jury system in criminal and civil trials is examined and students also review the operation of the adversary system.

Click here to find out more information regarding the Learning Outcomes and Assessment Tasks for each unit.
Music Performance (Group or Solo)

**Unit 1:** This unit focuses on developing skills in practical music performance in solo and group contexts, developing listening skills and composing music. Students will present a solo and a group performance, demonstrate prepared technical work and perform previously unseen music. 

**Unit 2:** This unit focuses on developing skills in practical music performance in solo and group contexts, developing listening skills and composing music. Students will present a solo and a group performance, demonstrate prepared technical work and perform previously unseen music. Selected works are analysed to enhance interpretation and to understand context, style, character and influences. 

**Unit 3:** This unit focuses on the presentation of solo program of works. Understanding of characteristics and structure of a group work are developed to broaden music performance skills. Ensemble performance, technical work and unprepared performance and listening skills extend music performance skills. 

**Unit 4:** This unit focuses on the presentation of solo program of works demonstrated through performance and understanding of interpretation. Understanding of characteristics of group work is further developed. Ensemble performance, technical work and unprepared performance and studies in aural comprehension extend music performance skills. 

**Music Investigation**

**Unit 3:** In this unit students select a work from a prescribed list as the basis for an investigation of a Focus Area. They explore the Focus Area through three complementary areas of study: Investigation, Composition/ arrangement/improvisation and Performance.

**Unit 4:** In this unit students continue the exploration within the Focus Area they began in Unit 3. In Unit 4 the Investigation involves the preparation of program notes to accompany their end-of-year performance program.
UNIT 1: Understanding Nature
This unit examines the ways in which humans understand and relate to nature in the context of outdoor environments. Focuses include human-nature relationships, different understandings of nature and types of environments. It also develops an understanding of nature through practical experiences and investigation of environments. Students should experience one or more environments that have characteristics that are natural and evidence of human intervention. These experiences provide comparisons and opportunities to develop skills indoors and out.

UNIT 2: Environmental Impacts
This unit focuses on human related impacts on environments at local, regional and state levels. It includes historical and contemporary analysis of concepts of nature and human interaction. Ecological, social and economical implications along with conservation policies and legislations are addressed. Students should experience one or more environments that have characteristics that are natural and evidence of human intervention. These experiences provide comparisons and opportunities to develop skills indoors and out.

UNIT 3: Relationships with the Outdoors
This unit considers the ecological, historical and social contexts of relationships between humans and outdoor environments. It examines the impact of these relationships on the environment. Students should experience one or more environments that have characteristics that are natural and evidence of human intervention. These experiences provide comparisons and opportunities to develop skills indoors and out.

UNIT 4: The Future of Natural Environments
This unit focuses on conservation and use of natural environments. It acknowledges the maintenance of natural environments and examines the capacity of the environment to support future needs of human population. It emphasises the need to develop a balance between human requirements and the conservation of environments. Students experience one or more environments that have characteristics that are natural and evidence of human intervention. These experiences provide comparisons and opportunities to develop skills indoors and out.

Click here to find out more information regarding the Learning Outcomes and Assessment Tasks for each unit.
Unit 1 – Introduction to Psychology
This unit introduces students to the classic and contemporary themes that have contributed to the development of psychology.

Unit 2 – Self and Others
This unit considers how attitudes are formed and changed and explores the scientific ways of describing, measuring and classifying intelligence and personality.

Unit 3 – The Conscious Self
This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory.

Unit 4 – Brain Behaviour and Experience
This unit focuses on the interrelationship between learning, the brain and its response to experiences and behaviour. Students investigate learning as a mental process that leads to acquisition of knowledge, development of new capacities and changed behaviours. They examine different types of learning, and then apply this understanding to consider it as one of several important aspects that are involved in mental health and illness. The intent of the study is not diagnosis and treatment but to explore causes of mental illness, avenues of assistance and factors that promote wellbeing. They learn to identify normal universal experiences such as stress and to distinguish this from more chronic conditions e.g. phobias, depression or addiction.

Click here to find out more information regarding the Learning Outcomes and Assessment Tasks for each unit
VCE Subjects

The VCE (Victorian Certificate of Education) assessment is based on student performance in learning outcomes coursework and assessment tasks. Our expectation is that each student has a strong commitment to learning, will focus on ongoing improvement and enjoy an appropriate balance between intellectual achievement and personal, emotional and social development through the VCE experience.

Year 11 students commit themselves to 21 hours class time and approximately 15 hours of home study/home work. As a guideline, students are encouraged to study a minimum of approximately 2½ hours study per subject every week outside of the classroom. Year 11 students will have 2 periods of study classes each week which should be utilised for study purposes.

Year 12 students commit themselves to 17.5 hours class time and approximately 20 hours of home study/home work. As a guideline, students are encouraged to study a minimum of approximately 4 hours study per subject every week outside of the classroom. Year 12 students will have 5 periods of study classes each week to utilise appropriately.

Absence due to medical or compassionate reasons need to be covered by a medical certificate or in certain circumstances a detailed note from home. For prolonged illness please contact the senior school staff to have a special procedure put in place.

Planning your VCE program will give you access to occupations or courses that interest you. If you are aiming for a tertiary study at university, some courses may have prerequisite studies and it is important to have researched this information prior to commencing year 11 study. More information on these decision processes is included in the Pathways tab at the top of this page.

VET (Vocational Certificate of Education) studies may also be incorporated into the VCE program in partnership with Box Hill Institute and Swinburne University of Technology and some neighbouring schools. VET studies should only be considered if the subject is directly enhancing the chosen career pathway that the student wishes to follow. Further information about VET is available in the VET Tab at the top of this page.
VCE Subjects

Satisfactory completion of the VCE requires students to complete sixteen units of study. These 16 units must include:

• Three units of English
• Three sequences of Unit 3 & 4 in studies other than English.
• A normal program for Year 11 students is 6 studies per semester and a normal program for Year 12 is 5 studies per semester.

Whilst we strive to ensure that our broad range of studies offered will go ahead, this will be determined by student demand and staff availability. Some units may therefore be deleted from our final list of offerings.

Some subjects attract additional levy charges for enrolment. These charges should be considered prior to selecting the subject.
Units 1 & 2 focus on the development of the ability to read, view and respond to texts, including media texts, and the use of speaking and listening skills to communicate positively and confidently in a variety of formal and informal settings.

**Learning Outcomes**
- Reading and Responding – identifying and discussing key aspects of set texts, and construct responses in oral or written form.
- Creating and Presenting - creating and presenting texts taking into account the audience, purpose and context.
- Using Language to Persuade – identifying and discussing, either in writing and/or orally, how language can be used to persuade readers and/or viewers.

**Graded Assessment Tasks**
- Text Response - tasks including journal entries, analytical responses, creative responses and reviews
- Writing - tasks may be personal, imaginative, argumentative/persuasive, informative or instructional
- Oral Communication - performance on a selection of listening and speaking tasks
- Examination
Units 1 & 2 focus on the development of the ability to read, view and respond to texts, including media texts, and the use of speaking and listening skills to communicate positively and confidently in a variety of formal and informal settings.

**Learning Outcomes**

- **Reading and Responding** – identifying and discussing key aspects of set texts, and construct responses in oral or written form.
- **Creating and Presenting** - creating and presenting texts taking into account the audience, purpose and context.
- **Using Language to Persuade** – identifying and discussing, either in writing and/or orally, how language can be used to persuade readers and/or viewers.

**Graded Assessment Tasks**

- **Text Response** - tasks including journal entries, analytical responses, creative responses and reviews
- **Writing** - including presentation of a point of view, personal/imaginative writing and work that shows evidence of planning and revision, variation in form, content and style and awareness of the needs of different audiences and purpose
- **A Written Analysis** – of the use of language and a point of view on the issue.
- End of year examination
Units 3 & 4 focus on the development of the ability to read, view and respond to texts, including media texts, and the use of speaking and listening skills to communicate positively and confidently in a variety of formal and informal settings.

Learning Outcomes
Discuss in detail the ideas, experiences and issues - dealt with in a selected text and in current Australian media texts
Present complex ideas and information - to an audience through prepared oral presentation

Graded Assessment Tasks
A written analysis of the use of language - in the presentation of an issue in 3 or more Australian media texts and a point of view on the issue
One extended written response - to a text or texts which can be analytical/expository, creative or a comparison between texts
One oral activity - which could be a presentation, a commentary, a demonstration or a dramatic performance
Units 3 & 4 focus on the development of the ability to read, view and respond to texts, including media texts, and the use of speaking and listening skills to communicate positively and confidently in a variety of formal and informal settings.

**Learning Outcomes**
- Develop and justify a detailed interpretation of selected texts
- Communicate complex ideas and information effectively - through finished writing for different purposes and audiences

**Graded Assessment Tasks**
- One extended written response to a text - which could be analytical/expository, creative or contrasting two or more texts
- Two pieces or collections of writing for different purposes and audiences - which could be fictional or non-fictional narratives, reports, documents or collections of poetry
When deciding your maths pathway in Year 10, you would have come across the following diagram. It outlines the pathway that each maths subject can lead.

**Maths A**
- Unit 1 & 2: Foundation Maths

**Maths B**
- Unit 1 & 2: General Maths

**Maths C**
- Unit 1 & 2: General Maths Advanced
  - Must have completed Methods and Gen Adv Units 1 & 2

**Unit 3 & 4**
- Further Maths
- Maths Methods
- Specialist Maths
VCE Subjects

Curriculum Focus
These units focus on the mathematics involved with Geometry, Number, Statistics, Measurement and Design. All students undertaking Foundation Mathematics must have a VCAA approved scientific calculator. **Students selecting this subject must understand that it does not lead to a Unit 3 & 4 maths study**, and should check he VECTOR guide carefully for any prerequisites necessary in courses they wish to pursue.

Learning Outcomes
Use of Mathematical Skills – show an understanding of the basic concepts related to the topics covered and the use of this knowledge to solve a range of problems
Application of Mathematical procedures - show the ability to apply basic mathematical processes in routine situations
Use of Technology – display the ability to use appropriate technology, in order to develop mathematical ideas, produce results and carry out problem analysis in a range of practical contexts

Graded Assessment
Investigations - problem solving or application tasks on everyday practical problems
Tests – tests covering material from each area of study
End of Semester Examinations – a multiple-choice and short answer examination
VCE Subjects

**Curriculum Focus**
These units focus on the mathematics involved with: Arithmetic, Algebra, Geometry, Matrices, Statistics and Probability, Trigonometry and Networks. *All students undertaking General Mathematics must have a VCAA approved CAS classpad calculator.* Students completing this subject can choose to study Further Maths in Year 12. Students studying General Maths Unit 1 & 2 can progress to Further Maths Unit 3 & 4.

**Learning Outcomes**
Skills and Standard Applications – show an understanding of the basic concepts related to the topics covered and the use of this knowledge to solve a range of problems
Analysis – show the ability to apply related mathematical processes in non-routine and extended situations
Use of Technology – display the ability to select and use appropriate technology, in order to develop mathematical ideas, produce results and carry out problem analysis

**Graded Assessment**
Analysis Tasks - investigations / sets of application problems, requiring extended responses and analysis in relation to selected topics
Tests – tests covering material from each area of study
End of Semester Examination – a multiple-choice and short answer examination
Curriculum Focus
General Mathematics (Advanced) provides a course of study for students who intend to study Mathematical Methods or Mathematical Methods and Specialist Mathematics in Year 12. These units focus on the mathematics involved with advanced applications in Arithmetic, Algebra, Geometry, Trigonometry, Statistics and Probability. All students undertaking General Mathematics Advanced must have a VCAA approved CAS classpad calculator. Students who are undertaking Maths Methods as part of their Year 11 program are HIGHLY RECOMMENDED to include General Mathematics Advanced 1 & 2 within their program selection. Students completing General Maths Advanced without Maths Methods can progress to Further Maths Unit 3 & 4.

Learning Outcomes
Skills and Standard Applications – show an understanding of the basic concepts related to the topics covered and the use of this knowledge to solve a range of problems
Analysis – show the ability to apply related mathematical processes in non-routine and extended situations
Use of Technology – display the ability to select and use appropriate technology, in order to develop mathematical ideas, produce results and carry out problem analysis

Graded Assessment
Analysis Tasks -- investigations / sets of application problems, requiring extended responses and analysis in relation to selected topics
Tests – tests covering material from each area of study
End of Semester Examination – a multiple-choice and short answer examination
Curriculum Focus
These units focus on the mathematics involved with Statistics, Matrices, Sequences and Series, and Networks. All students undertaking Further Mathematics must have a VCAA approved CAS classpad calculator.

Learning Outcomes
Skills and Standard Applications – show an understanding of the basic concepts related to the topics covered and the use of this knowledge to solve routine problems.
Analysis – show the ability to apply related mathematical processes in non-routine and extended situations.
Use of Technology – display the ability to select and use appropriate technology, in order to develop mathematical ideas, produce results and carry out problem analysis.

Graded Assessment
Applications Task – a data analysis task conducted over two weeks, with several components of increasing complexity.
Analysis Tasks - three separate investigations / sets of application problems, requiring extended responses and analysis in relation to selected topics.
End of Year Examinations – two exams assessing the content of both Unit 3 and 4.
VCE Subjects

Curriculum Focus
These units focus on the mathematics involved with Functions and Graphs, Algebra, Calculus and Probability. All students are required to purchase an approved CAS classpad calculator. Students who are undertaking Mathematical Methods as part of their Year 11 program are HIGHLY RECOMMENDED to include General Mathematics 1 & 2 or General Mathematics (Advanced) 1 & 2 within their program selection.

Learning Outcomes
Define and explain key concepts - as specified in the content from the Functions and Graphs, Algebra, Calculus and Probability areas of study and apply a range of related mathematical routines and procedures.
Apply mathematical processes - in non-routine contexts and to analyse and discuss these applications of mathematics.
Use technology to produce results and carry out analysis - in situations requiring problem-solving, modelling or investigative techniques or approaches.

Graded Assessment Tasks
Topic tests - skills tests completed in class time under exam conditions
Application task - projects or problem-solving or modelling tasks
End of semester examination - multiple choice and short answer examination on all areas of study

Please note the following from the VCAA VCE Study Design Mathematics 1999, page 10 regarding the content of courses: ‘Although it is possible to prepare for Maths Methods Units 3 & 4 by studying only Maths Methods Units 1 & 2, a much firmer basis for further study is obtained by also studying General Maths 1 & 2’.
Curriculum Focus
These units focus on the mathematics involved with: Co-ordinate Geometry, Circular (Trigonometric) Functions, Calculus, Algebra, Statistics and Probability. All students are required to purchase an approved CAS classpad calculator.

Learning Outcomes
Skills and Standard Applications – show an understanding of the basic concepts related to the topics covered and the use of this knowledge to solve a range of problems
Analysis – show the ability to apply related mathematical processes in non-routine and extended situations
Use of Technology – display the ability to select and use appropriate technology, in order to develop mathematical ideas, produce results and carry out problem analysis

Graded Assessment Tasks
Applications Task – a problem solving or modelling application task
Analysis Tasks – two separate investigations / sets of application problems, requiring extended responses and analysis in relation to selected topics
Tests – two tests covering material from each area of study
End of Year Examinations – two final examinations assessing the content of both Unit 3 and 4; a multiple-choice and short answer examination and an examination of extended-answer questions.
VCE Subjects

**Curriculum Focus**
These units focus on the mathematics involved with Algebra, Co-ordinate Geometry, Circular (Trigonometric) Functions, Calculus, Vectors and Mechanics. All students are required to purchase an approved CAS classpad calculator. Students wishing to study Specialist Maths must have a sound knowledge of mathematical processes and must have completed General Maths Advanced & Maths Methods Unit 1 & 2, and be studying Maths Methods Unit 3 & 4 in Year 12.

**Learning Outcomes**
Skills and Standard Applications – show an understanding of the basic concepts related to the topics covered and the use of this knowledge to solve a range of problems
Analysis – show the ability to apply related mathematical processes in non-routine and extended situations
Use of Technology – display the ability to select and use appropriate technology, in order to develop mathematical ideas, produce results and carry out problem analysis

**Graded Assessment Tasks**
Applications Task - a problem solving or modelling application task
Analysis Tasks - two separate investigations / sets of application problems, requiring extended responses and analysis in relation to selected topics
Tests - two tests covering material from each area of study
End of Year Examinations – two final examinations assessing the content of both Unit 3 and 4: a multiple-choice and short answer examination and an examination of extended-answer questions
Unit 1: Unity and diversity
Curriculum Focus
Students examine the structure and functioning of the cell. They investigate the needs of the individual cells, how specialised structures carry out cellular activities. They examine the balance between their internal and external environments.

Learning Outcomes
Design, conduct and report in a practical activity investigations related to cellular structure, organisation and process
Design and explain relationships between features and requirements of the functioning organism and the use of taxonomic systems.

Graded Assessments Tasks
Practical work: a number of designated practical activities
Tests: in class under exam conditions
A poster or other multimedia presentation: on some aspect of the course
End of semester examination.
Unit 2: Organisms and their Environment
Curriculum Focus
Students investigate sets of living and nonliving factors that operate in different environments and how they influence the organisms found there. They also investigate natural and human changes to the environments.

Learning Outcomes
Explain and analyse relationships between environmental factors, adaptations and the distribution of living things
Design, conduct and report on a field investigation related to the interactions b/w living things and their environment and explain changes over time.

Graded Assessment Tasks
Practical work: Formal report and practical activity summaries
Tests: in class under exam conditions
Field report and multimedia presentation in an ecological issue
End of semester examination
Unit 3: Signatures of life
Curriculum Focus
In this unit students consider the molecules and biochemical processes that are indicators of life. They investigate the synthesis of biomolecules and biochemical processes that are common to autotrophic and heterotrophic life forms.

Learning Outcomes
- Analyse and evaluate evidence from practical investigations related to biochemical processes
- Describe and explain coordination and regulation of an organism’s immune responses to antigens at the molecular level.

Graded Assessment Tasks
- Practical activities
- A presentation: annotated poster or multimedia presentation
- End of semester exam
Unit 4: Continuity and change
Curriculum Focus
In this unit students examine molecular genetics and the evidence for the evolution of life forms over time.

Learning Outcomes
Analyse evidence for the molecular basis of heredity, and patterns of inheritance
Analyse and evaluate evidence for evolutionary change and evolutionary relationships, and describe mechanisms of change.

Graded assessment
Practical activities
A presentation: annotated poster or multimedia presentation
End of semester exam
Unit 1: The big ideas of chemistry
Curriculum Focus
This unit focuses on the historical development of the periodic table and the relationship between the periodic table and atomic theory. Students will investigate bonding and how they help to explain properties of materials.

Learning Outcomes
Explain how evidence is used to develop or refine chemical ideas and knowledge
Use models of structure and bonding to explain the properties of materials

Graded Assessment Tasks
Practical Reports – a collection of practical activities investigating the physical and chemical properties of materials
Tests – a series of topic tests covering the concepts of materials, atomic theory, bonding, polymers/solution/surface chemistry
End of unit examination – covers all key concepts covered throughout the unit
Unit 2: Environmental Chemistry
Curriculum Focus
In this unit, student focus on the study of water; exploring the special chemical and physical properties of water. This unit also focuses on the interaction between living things and gases of the atmosphere. Students will be required to complete a field trip to Melbourne Zoo to investigate the acid/base chemistry behind the maintenance of the seal pool water and report on presentation by Monash University Chemistry Department on Green Chemistry.

Learning Outcomes
Students should be able to:
- write balanced chemical equations and apply these to different types of chemical reactions
- explain how chemical reactions occurring in the atmosphere help to sustain life on earth

Graded Assessment Tasks
Practical Reports – a collection of practical activities investigating the acid/base chemistry, properties of gases and electrochemical cells.
Tests – a series of topic tests covering the concepts of acid/base and corrosion chemistry, gas laws and quantitative chemistry.
End of unit examination – covers all key concepts covered throughout the unit.
Unit 3: Analytical Chemistry, Equilibrium and Industrial Chemistry

Curriculum Focus
This unit examines the large-scale industrial production of some chemicals. The work of chemists in these industries is examined. The investigation of quality control introduces students to a range of analytical techniques and the work of analytical chemists. Students will be expected to participate in a hands-on activity using an instrument in Chemistry used for quantitative analysis. This has usually been completed in the first Year Chemistry Laboratories Monash University Clayton Campus.

Learning Outcomes
Understanding of qualitative and quantitative aspects of chemical reactions - including acid-base and the redox reactions, allows for analysis of a variety of consumer products by a range of common lab techniques and modern instrumental methods
Apply the principles of equilibrium, reaction rate and energy change - to explain the outcomes of chemical reactions, including those in living systems and small-scale laboratory reactions
Explain the importance of the chemical industry - and relate chemical reactions and the relevant concepts to the production of important industrial chemicals, including sulphuric acid and substances derived from petroleum

Graded Assessment Tasks
Short reports on a variety of practical activities
Examination
Unit 4: Supplying and using Energy, Food Chemistry, The Periodic Table: an overview of Chemistry
Curriculum Focus
This unit examines the relationship between the production and use of energy in non-living and living systems. It provides the opportunity to revisit the concepts covered in Units 1-3, and illustrates the development of chemical ideas within the context of the Periodic Table.

Learning Outcomes
Demonstrate the importance of energy transformations - in thermochemical and electrochemical reactions
Relate organic chemical structures to observed chemical reactions - using examples from those involved in human nutrition and in global cycling of nutrients
Analyse the arrangement of elements in the Periodic Table - (including its historical development) and relate trends in properties of elements to their atomic structures

Graded Assessment Tasks
A number of short reports on a variety of practical activities
A report, poster in multimedia format of an investigation of trends in the chemistry of elements within a group, or a period, or the first transition series of the Periodic table
Examination
Curriculum Focus
This unit focuses on two prescribed areas of study: nuclear and radioactivity and electricity, and the third area of study to be selected from one of six detailed studies. All students undertaking Physics must have a VCAA approved graphic calculator.

Learning Outcomes
Nuclear and radioactivity physics – describe the uses and effects of nuclear reactions and radioactivity in industry, the environment and the community.
Electricity – describe and explain basic DC circuit theory and the use of safe AC electrical systems

Graded Assessment Tasks
Nuclear physics and radioactivity test and data analysis
Electricity test and data analysis
Medical physics test and data analysis
Examination – an examination at the end of the semester on all areas of study
VCE Subjects

Unit 1

Curriculum Focus
This unit focuses on two prescribed areas of study: movement and light; and a third area of study to be selected from one of six detailed studies. All students undertaking Physics must have a VCAA approved graphic calculator.

Learning Outcomes
Movement—describe and explain the movement of particles and bodies in terms of Aristotelian, Galilean, and Newtonian theories
Wave-like properties of light—describe a wave model of energy transfer and apply it to a light phenomena

Graded Assessment Tasks
Practical Investigation—based on one of the areas of study
Summary Report of selected Practical Work
Tests—topic tests based on each area of study
Written Report
Project—a multimedia, poster or oral presentation
Examination—an examination at the end of the semester on all areas of study
Curriculum Focus
This unit focuses on the areas motion, electronics and photonics; and investigating structures and materials. All students undertaking Physics must have a VCAA approved graphic calculator.

Learning Outcomes
Motion in one and two dimensions – students should be able to use the Newtonian model to describe and explain transport motion and related aspects of safety and motion in space
Electronics and Photonics – students should compare and explain the operation of electronic and photonic devices and analyse their use in domestic and industrial systems
Investigating Structure and Materials – students should be able to compare and contrast the properties of construction materials and model the effects of forces and loads on structures and materials.

Graded Assessment
Student-designed extended practical investigation – design, carry out and report on an experimental investigation using scientific principles
Summary Report - A logbook of activities and a summary report based on the activities on one of the areas of study
Examination – An externally set examination by VCAA at the end of the semester on all areas of study
**Curriculum Focus**

This unit focuses on the areas of electric power, light and matter, recording and reproducing sound. All students undertaking Physics must have a VCAA approved graphic calculator.

**Learning Outcomes**

*Electric Power* – students should be able to explain the operation of electric motors, generators and alternators, and the generation, transmission, distribution and use of electric power.

*Interactions of light and matter* – students should be able to use wave and photon models to explain interactions of light and matter and the quantised energy levels of atoms.

*Recording and Reproducing Sounds* – Students should be able to apply a field model of electromagnetism to describe and evaluate the recording and reproduction of sound.

**Graded Assessment Tasks**

*Summary report* – a logbook of activities and a summary report based on the activities on one of the areas of study.

*Data Analysis & Multimedia Presentation* – an analysis and presentation based on work from one of the areas of study.

*Test* – a test relating to work done on one of the areas of study.

*Examination* – an externally set examination by VCAA at the end of the semester on all areas of study.
ENGLISH
MATHS
SCIENCE
HUMANITIES
LANGUAGES
ARTS & TECH
H&PE

Unit 1 – Introduction to Psychology
Curriculum Focus
This unit introduces students to the classic and contemporary themes that have contributed to the development of psychology.

Learning Outcomes
They will investigate aspects of visual perception (including illusions) from behavioural, cognitive, biological and sociocultural perspectives.
They research the psychological development of an individual from infancy to old age considering changes that take place across the lifespan psychologically and in terms of mental wellbeing.
Students apply their understanding of psychological research and ethical considerations to their own investigations as well as the research of others.

Graded Assessment Tasks for both Units 1 and 2 will be chosen from:
Oral presentations
Research investigation
Essays
Tests
Examination
All students will be expected to maintain a workbook of learning activities and application tasks relevant to the areas of study.
Unit 2 – Self and Others
Curriculum Focus
This unit considers how attitudes are formed and changed and explores the scientific ways of describing, measuring and classifying intelligence and personality.

Learning Outcomes
Develop an understanding of different patterns of behaviour evident in different cultures. Look at the factors that affect the behaviour of individuals and groups. This includes a study of anti social behaviours e.g. bullying and discrimination.
Develop their understanding of the scientific nature of research and the extent to which ethical considerations are applied to both classic and contemporary investigations.

Graded Assessment Tasks for both Units 1 and 2 will be chosen from:
- Portfolio of practical activities
- Research investigation
- Tests
- Evaluation of Research
- Examination

All students will be expected to maintain a workbook of learning activities and application tasks relevant to the areas of study.
Unit 3 – The Conscious Self
Curriculum Focus
This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory.

Learning Outcomes
Analyse research methodologies associated with classic and contemporary theories, studies and models.
Consider ethical issues associated with the conduct of research and the use of findings and they will apply appropriate research methods when understanding their own investigations.
Students study the relationship between the brain, various states of consciousness (including sleep) and behaviour.
They examine the interaction between cognitive processes of the brain research methods. Furthermore students compare theories that explain the neural basis of memory and factors that influence its retention.
They will evaluate the effectiveness of techniques for improving and manipulating memory.

Graded Assessment Tasks
Report of a research investigation
Mid Year Examination
Test
Essay
Annotated folio of practical activities
Workbook of Learning Activities and application tasks relevant to the areas of study.
Unit 4 – Brain Behaviour and Experience
Curriculum Focus
This unit focuses on the interrelationship between learning, the brain and its response to experiences and behaviour. Students investigate learning as a mental process that leads to acquisition of knowledge, development of new capacities and changed behaviours. They examine different types of learning, and then apply this understanding to consider it as one of several important aspects that are involved in mental health and illness. The intent of the study is not diagnosis and treatment but to explore causes of mental illness, avenues of assistance and factors that promote wellbeing. They learn to identify normal universal experiences such as stress and to distinguish this from more chronic conditions e.g. phobias, depression or addiction.

Learning Outcomes
Analyse research methodologies associated with classic and contemporary theories, studies and models.
Consider ethical issues associated with the conduct of research and the use of findings and they will apply appropriate research methods when understanding their own investigations.

Graded Assessment Tasks
Portfolio of practical activities
End of Year Examination
Plus three tasks out of the following: Data analysis, Media response, Test, Evaluation of research, Essay, ERA, Oral Presentation, Visual Presentation
Workbook of Learning Activities and application tasks relevant to the areas of study.
Unit 1: Establishing and Operating a Service Business
Curriculum Focus
This unit focuses on how financial information is gathered, recorded, processed and reported for use by the owner of a small business to support effective decision-making and act as performance indicators.

Learning Outcomes
Record, Report and Explain Financial Information – identify and explain the financial needs of sole proprietor service businesses. Show an understanding of how these needs shape the development of an accounting system and how financial information is recorded, reported and analysed
Decision Making and Financial Information – how financial information is used to support decision-making, problem solving and how financial information is used to analyse business performance and growth

Graded Assessment Tasks
Financial Information Folio – a collection of application tasks and assignments relating to the preparation and analysis of financial information
Tests – case studies, application and analysis tasks delivered within a limited time frame
End of Unit Examination – an examination of material relating to the entire unit
Unit 2: Accounting for a Trading Business

Curriculum Focus
This unit focuses on the impact of cash and credit transactions on the financial operation of sole proprietor trading business. In evaluating business performance, students will learn to use tools for analysing and interpreting financial data and suggest strategies on how to improve performance.

Learning Outcomes
Record, Report and Analyse Financial Information Needs – identify and describe the financial needs of sole-proprietor trading businesses, and how these needs influence the development of an accounting system. Record financial data and prepare reports of financial information for trading businesses manually and using information technology

Business Performance Analysis and Decision Making – prepare and use accounting reports to evaluate business performance that assist in making business decisions and suggest strategies that will improve business performance

Graded Assessment Tasks
Financial Information Folio – collection of application tasks and assignments relating to the preparation and analysis of financial information
Tests – case studies, application and analysis tasks delivered within a limited time frame
End of Unit Examination – an examination of material relating to the entire unit
Unit 3: Recording and Reporting for a Trading Business

Curriculum Focus
The unit focuses on accounting as an information system to meet the needs of a small trading business operating as a sole proprietor. The accounting system and its ability to provide information to support financial decision-making are also investigated.

Learning Outcomes
- Recording of Financial Data – identification and recording of financial information manually and using information technology. The double entry accrual-based system is used in the context of a single-activity sole-proprietor business with the perpetual method of stock recording.
- Reporting of Accounting Information – processes required for the preparation of financial reports at the end of the reporting period including balance day adjustments.

Graded Assessment Tasks
- Case Study Exercises - recording and reporting financial information using manual and information technology.
- Application Task Folio – collection of tests and exercises involving manual recording and reporting.
- Mid Year Examination - assessing the content of Unit 3.
Unit 4: Control and Analysis of Business Performance
Curriculum Focus
This unit focuses in more detail on the use of accounting as an information system and specifically its ability to provide accounting information for management. The role and importance of budgeting for the business are also investigated.

Learning Outcomes
Recording, Reporting, Budgets and Analysis – The recording and reporting of financial information using the double-entry accrual-based system, the use of these reports to evaluate business performance, prepare budgets for cash, profit and financial position and analyse performance variances and differences to enable planning and control. Select and Use Key Financial Indicators – Select and use key performance indicators to evaluate a business profitability, liquidity, stability and efficiency to assist in making business decisions to improve a business’s performance.

Graded Assessment Tasks
Case Study Exercises - recording of 20 transactions into journals and the general and subsidiary ledgers (including stock cards), recording of all adjusting entries, and the preparation of reports for cash, profit and financial position.
Evaluative Financial Report - written report evaluating a business over a two-year period using cash reports, profit reports, balance sheets and other relevant tools for assessing business performance. The evaluation should provide advice on improving the profitability, liquidity, stability and efficiency of the business.
End of Year Examination - Assessing the content of Unit 3 and 4.
Unit 1: Small Business Management
Curriculum Focus
This unit focuses on what a small business is and the planning and decision making necessary when setting one up. Concepts that apply to the successful running of small business on a day-to-day basis such as location, marketing, management, stock control and financial planning are also investigated. Students will be expected to undertake a field trip to gather knowledge about businesses in the local area.

Learning Outcomes
- Explain Business Concepts - the differences between small and large businesses and factors that affect the success of a small business demonstrating knowledge of how success is measured
- Apply Business Decision-Making, Planning and Evaluation Skills - understanding of the steps taken in planning a small business enterprise and the areas of a small business that require management decision making and apply strategies to evaluate success.
- Explain the Day to Day Operation of a Business – students will select from a range of areas to study.

Graded Assessment Tasks
- Introduction to Business Test
- Business Plan Project
- Day-to-day operations exercises
- Classwork
- Examination
Unit 2: Communication and Management

Curriculum Focus - This unit focuses on the importance of communication in achieving business objectives.

Learning Outcomes
- Explain and Apply a Range of Effective Communication Methods – analysis of different methods of communication.
- Managing the Public Relations Function – developing an effective marketing plan
- Apply and Analyse Effective Marketing Strategies – significance of public relations and the business objective

Graded Assessment Tasks
- Business Research Folio – collection of application tasks highlighting how management uses communication tools
- Case Study Analysis – analysis of a range of simulated and real world business situations related to the communication, its use in different settings and the appropriateness of different methods
- Marketing Plan – a plan for marketing a business
- End of Unit Examination – An examination of material relating to the entire unit
Unit 3: Corporate Management

Curriculum Focus - This unit investigates large-scale organisations and focuses on the role of management and the management structures within an organisation. Management styles and their influence on corporate culture are investigated. The process of change management and the associated issues for large-scale organisations are also examined.

Learning Outcomes
Identify the context in which large scale organisations operate – identification and discussion of the characteristics and environment of large scale organisations
Description and Analysis of Internal Environment – describe and analyse the internal environment of large scale organisations.
Identify and Evaluate Operations Management Procedures – evaluation of operations management procedures

Graded Assessment Tasks
Case Studies – two case studies selected from student portfolio on the context in which large scale organisations operate.
Test – test on the internal environment of large scale organisations
Case Studies – a case study on practices and processes related to operations management
Unit 4: Managing People and Change

Curriculum Focus - This unit focuses on managing human resources in large-scale organisations through investigating all aspects of the employment cycle including recruiting, training, appraising and terminating employees. In addition, the management of change will be examined.

Learning Outcomes
Analyze/evaluate the Management of Change – identification and discussion of significant issues and trends related to change

School Assessed Coursework
Case Studies – two case studies selected from student portfolio human resource management
Case Studies – a case study related to change management
End of Year Examination – assessing the content of both Unit 3 and 4
Unit 1: People and Power

Curriculum Focus:
This unit explores the interwar period of Germany (1918 – 1939). It will focus on the rise of Hitler, life in Nazi Germany and cultural expression during this period.

Learning Outcomes
- Analyse and discuss the nature of the society’s political system, how it operated and how it was maintained
- Evaluate the extent to which a challenge or series of challenges brought about change to the society’s existing power structure
- Analyse and discuss how people in the society interacted, organized their society and expressed their values

Graded Assessment Tasks
- Analytical Exercises/Essays – a variety of written responses to the areas of study
- Film Review – analysis of a major film dealing with the period
- Biographical Study – investigation of a major character from the period
- Folio – a collection of application tasks
- End of Unit Examination – an examination of material relating to the entire unit
Unit 2: Twentieth Century History
Curriculum Focus:
This unit focuses on an historical period where the existing power bases were challenged by individuals or groups. This includes how authority had been established and maintained and the methods used to challenge and eventually overthrow oppression. The period chosen will be the USA Civil Rights Movement.

Learning Outcomes
- Describe and analyse the nature of the established authority and the ways in which it was maintained
- Explain the reasons which led individuals/groups to rebel from this authority and the way the went about this rebellion
- Evaluate the degree to which change occurred as a result of this rebellion

Graded Assessment Tasks
- Analytical Exercises/Essays – a variety of written responses to the areas of study
- Film Review – analysis of a major film dealing with the period
- Biographical Study – investigation of a major character from the period
- Folio – a collection of application tasks
- End of Unit Examination – an examination of material relating to the entire unit
Units 3 & 4: Revolutions
Curriculum Focus:
These units focus on two revolutions. Each unit involves the study of the causes of the revolution, the responses of those in power to the building revolutions, and the changes the revolution brought about in the society, the economy and the government. The revolutions chosen will be the French (1788-1804) and the Russian (1905-1924).

Learning Outcomes applicable to both units:
Evaluate the role of ideas, leaders, movements and events in the development of the revolution
Analyse the challenges faced by the emerging new order, the way in which attempts were made to create a new society, and evaluate the nature of the new society created by the revolution.

Graded Assessment Tasks:
Four assessment tasks will be applicable to both units:
A research report
An Essay
An Analysis of visual and written documents
A historiographical exercise
End of Year Examination: The final examination tests students’ historical understanding of the two revolutions through their responses to a series of questions. The examination will be two hours in duration and will contribute 50 per cent to the students’ final assessment.
Unit 1: Criminal law and justice

**Curriculum Focus** – This unit explores the distinction between legal and non-legal rules, the Victorian Hierarchy, and the process of making law through Parliament. It focuses on the role of police, their powers of investigation, the procedures of a criminal trial and an examination of possible sanctions that are available to the criminal courts.

**Learning Outcomes**
- Explain the need for effective laws and describe the main sources and types of law in society.
- Explain the key principles and types of criminal law, applying these keys to relevant cases, and discussing the impact of criminal activity on the individual and society.
- Describe the processes for the resolution of criminal cases, and discuss the capacity of these processes to achieve justice.

**Graded Assessment Tasks**
- Cases Studies
- Chapter Tests
- Law in Society Essay
- Crimes, sanction and defences test
- Our court system test
- End of Unit Examination
Unit 2: Civil law and the law in focus

Curriculum Focus
This unit focuses on the effective resolution of civil disputes. It looks at the processes and procedures involved in civil litigation and the possible defences to civil claims without our legal system available to enforce the civil rights of our citizens. The unit also investigates the alternative avenues of dispute resolution and their effectiveness.

Learning Outcomes
Civil disputes – explain the principles of civil law and be able to apply them to one or more real or hypothetical cases to justify a decision.
Civil law in action – evaluation of the processes for the resolution of civil disputes and analyse the capacity of these processes to achieve justice.
The law in focus – examination of one or more areas of law.

Graded Assessment Tasks
Report – a report evaluating an aspect of civil law and justice.
Structured Assignment – a variety of questions which allows students to apply the principles of civil law to one or more cases.
Visual Display and Report – research task on the role of the jury or alternative methods of dispute resolution and the capacity of these processes to achieve justice.
Case Studies/Analytical Exercises – variety of questions which allow students to develop their skills and knowledge.
End of Unit Examination – an examination of material relating to the entire unit.
Unit 3: Law-making

Curriculum Focus
This unit focuses on the institutions that determine laws and the processes by which laws are made. It considers reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system. Students undertake an evaluation of the strengths and weaknesses of the law-making bodies and the processes used to influence change and reform.

Learning Outcomes
Describe the roles of the law making bodies and analyse their effectiveness
Describe the role of the Commonwealth constitution and its effectiveness in protecting rights.
Describe the role and evaluate the effectiveness of courts and law-making and their relationship with Parliament.

Graded Assessment Tasks
Report – a report evaluating the need for change in the law.
Structured Questions – a variety of questions which allows students to explain the role of the Commonwealth Constitution.
Case Studies/Analytical Exercises – variety of questions which allow students to develop their skills and knowledge.
Tests – extended response questions evaluating material relating to the unit.
Unit 4: Dispute resolution

Curriculum Focus
This unit explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution. Students develop an understanding of criminal and civil pre-trial and trial processes and procedures which operate within the Victorian legal system. The current operation of the jury system in criminal and civil trials is examined and students also review the operation of the adversary system.

Learning Outcomes
Criminal cases and civil disputes – describe and evaluate the effectiveness of institutions for the resolution of civil disputes and the adjudication of criminal cases and of alternative dispute resolution methods.
Court processes and procedures – explain the elements of an effective legal system, and evaluate the processes and procedures for the resolution of criminal cases and civil disputes and discuss their effectiveness.

Graded Assessment Tasks
Report – a report evaluating the effectiveness of institutions for the resolution of civil disputes.
Structured Questions – a variety of questions which allows students to explain the elements of an effective legal system.
Case Studies/Analytical Exercises – variety of questions which allow students to develop their skills and knowledge.
Tests – extended response questions evaluating material relating to the unit.
**Curriculum Focus**
These units are designed to extend your knowledge and skills in understanding, speaking, reading and writing. The following prescribed themes are common to all four language units: The Individual, The German/Indonesian Speaking Communities, The Changing World. Each theme involves a number of topics and sub-topics. Students in Year 11 German have the opportunity to host an exchange student and to travel to Germany in September through our Sister School Exchange Program. Students in Year 11 Indonesian have the opportunity to participate in the Malaysian tour. Students wishing to study a VCE Language subject must have successfully passed Year 10 Language.

**Learning Outcomes**
Communicate in spoken or written form, information related to personal areas of experience
Listen to, read and obtain information from written and oral texts
Produce an oral or written response to a text

**Graded Assessment Tasks**
Informal conversation OR Personal writing
Written response, in German/Indonesian or English, to spoken texts
Written response, in German/Indonesian or English, to written texts
Oral presentation OR Written review or article
End of unit exam

**NB:** If an oral task is selected for Outcome 1, then a written task must be completed for Outcome 3, and vice versa.
**VCE Subjects**

**Curriculum Focus**
These units are designed to extend your knowledge and skills in understanding, speaking, reading and writing. The following prescribed themes are common to all four language units: The Individual, The German/Indonesian Speaking Communities, The Changing World. Each theme involves a number of topics and sub-topics. Students in Year 11 German have the opportunity to host an exchange student and to travel to Germany in September through our Sister School Exchange Program. Students in Year 11 Indonesian have the opportunity to participate in the Malaysian tour. Students wishing to study a VCE Language subject must have successfully passed Year 10 Language.

**Learning Outcomes**
- Participate in a spoken or written exchange related to making arrangements and completing transactions
- Listen to, read, and extract and use information and ideas from spoken and written texts
- Produce, in spoken or written form, a personal or imaginative piece

**Graded Assessment Tasks**
- Formal letter OR Role-play OR Interview
- Written piece – reorganising taped information into a different format
- Written piece – reorganising printed information into a different format
- Journal entry OR Personal account OR Short story
- End of unit exam

**NB:** If an oral task is selected for Outcome 1, then a written task must be completed for Outcome 3, and vice versa.
**Curriculum Focus**
These units are designed to extend your knowledge and skills in understanding, speaking, reading and writing. The following prescribed themes are common to all four language units: The Individual, The German/Indonesian Speaking Communities, The Changing World. Each theme involves a number of topics and sub-topics.

**Learning Outcomes**
- Express ideas in an original written piece
- Analyse and use information from spoken texts
- Exchange information, opinions and experiences

**Graded Assessment Tasks**
- Personal or imaginative written piece of 250 words
- Written response to spoken texts
- Role-play – resolving an issue
**Curriculum Focus**
These units are designed to extend your knowledge and skills in understanding, speaking, reading and writing. The following prescribed themes are common to all four language units: The Individual, The German/Indonesian Speaking Communities, The Changing World. Each theme involves a number of topics and sub-topics.

**Learning Outcomes**
- Analyse and use information from written texts
- Respond critically to spoken and written texts

**Graded Assessment Tasks**
- Response to written texts
- Informative, persuasive or evaluative written piece of 250 – 300 words
- A three to four minute interview based on texts studied

**End of Year Examinations** (Units 3 and 4)
- Oral examination - conversation and discussion
- Written examination
  - Listening and Responding (in English and German/Indonesian)
  - Reading and Responding (in English and German/Indonesian)
  - Writing in the Language
Product re-design and sustainability
This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability.

Learning Outcomes:
Re-design a product using suitable materials with the intention of improvement. Evaluate materials, tools, equipment and processes to make a re-designed product.

Graded Assessment Tasks:
Design Folio and production Work
Written Reports / Multimedia presentation
End of Unit Examination
Collaborative Design
Students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group project.

Learning Outcomes:
Design and plan a product, a product range or a group product in response to a design brief both individually and within a team. Justify, manage and use appropriate production processes to safely make and evaluate a product.

Graded Assessment Tasks:
Design Folio and Production
Written Reports / Multimedia presentations
End of Semester Examination
Applying the Product design process
Students design and develop a product that meets the needs of a client or end user.

Learning Outcomes:
Explain the roles of the designer, client and or end user, the product design process and its initial stages.
Explain and analyse influences on the design, development and manufacture of products within industrial settings.
Present a folio that documents the product design process and commence production of the designed product.

Graded Assessment Tasks:
A written task relating to the roles of the designer, client and or end user
A written task explaining and analysing influences on design, development and manufacture.
Product development and evaluation
Students focus on evaluations which are made at various points of product design, development and production. A focus on environmental, economical and social impact of products throughout their lifecycle are analysed and evaluated.

Learning Outcomes:
- Compare, analyse and evaluate similar commercial products
- Safely apply a range of production skills and processes to make the product designed in Unit 3
- Evaluate the outcomes of design, planning and production activities and explain the products design features and care requirements

Graded Assessment Tasks:
- Short written report on comparison, analysis and evaluation of similar commercial products
- Design Folio, Production and Evaluation Report
- End of Year Examination – assessing both Unit 3 and Unit 4
Unit 1: Dramatic Storytelling

Curriculum Focus
This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories. Students examine storytelling through the creation of solo and/or ensemble devised performance/s and manipulate expressive skills in the creation and presentation of characters. They develop an awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance style/s. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, theatrical conventions and performance styles from a range of social and cultural contexts.

Learning Outcomes
Demonstrate the use of play-making techniques to devise and rehearse a solo and/or ensemble drama work/s based on stories and/or characters;
Document use of processes to create and develop stories and characters in drama
Performance of a solo and/or ensemble devised drama work/s that features stories and characters.
Analysis of the drama work created and performed in Outcomes 1 and 2

Graded Assessment Tasks
Creating a devised performance
Presenting a devised performance
Analysing a devised performance
Analysing drama performances presented by other practitioners
Examination
Unit 2: Creating Australian Drama
Curriculum Focus
This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context. Students use a range of stimulus material in creating performance and examine performance styles from a range of cultural and historical contexts. Theatrical conventions appropriate to the selected performance styles are also explored. Students knowledge of how dramatic elements are enhanced or manipulated through performance is further developed in this unit. This unit also involves analysis of a student’s own performance work as well as the performance of an Australian work.

Learning Outcomes
Demonstrate the use of play-making techniques to devise and rehearse a devised solo or ensemble drama work based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context;
Document use of processes to create and develop stories and characters in drama.
Identify use of theatrical conventions, describe performance style/s and analyse and evaluate how dramatic elements have been used in a drama performance.
Analyze and evaluate the creation, development and performance of characters, as well as the use and manipulation of theatrical conventions, stagecraft and dramatic elements as applied to the performance style/s of the student’s own performance work.

Graded Assessment Tasks
Unit 2: Ensemble Performance

Curriculum Focus
This unit focuses on non-naturalistic drama from a diverse range of contemporary and/or cultural performance traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the creation, development and presentation of an ensemble performance. Collaboration to create, develop and present ensemble performance is central to this performance. Students use and manipulate dramatic elements, expressive skills and performance styles to enhance performance. They select stagecraft and theatrical conventions as appropriate to the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Learning Outcomes
Develop and present character/s within a non-naturalistic ensemble performance.
Analyse play-making techniques used to construct and present ensemble works including the work created for Outcome 1.
Analyse and evaluate a non-naturalistic performance selected from the prescribed playlist.

Graded Assessment Tasks
Development and presentation of character/s within an ensemble performance.
Written report of character presented in Outcome 1
An analysis and evaluation of a play selected from the Unit 3 playlist – either in written form or in structured questions.
Unit 2: Solo Performance
Curriculum Focus
This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students complete two solo performances. For a short solo performance they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work. In the development of a second solo performance, they devise, rehearse and perform an extended solo performance in response to a prescribed structure published by the Victorian Curriculum and Assessment Authority. The processes involved in the creation and presentation of character/s in solo performance are analysed and evaluated.

Learning Outcomes
Present a short solo performance based on stimulus material, and evaluate the processes used.
Create, develop and perform a character or characters within a solo performance in response to a prescribed structure.
Describe, analyse and evaluate the creation, development and presentation of a solo performance.

Graded Assessment Tasks
Presentation of a short solo performance based on stimulus material.
A short written report that describes and analyses processes used at different stages to create the performance.
A written report that uses the language of drama to analyse and evaluate the solo performance developed in Outcome 2.
End of year performance examination and written examination.
Unit 1: Food Safety and Properties of Food

Curriculum Focus
This unit focuses on safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning, and apply these practices to food preparation. Practices suitable for a small-scale operation such as the home, school and small businesses will be considered as well as suitable tools and equipment. The links between classification of foods, their properties, processing techniques and cooking methods will be examined.

Learning Outcomes
Explain and apply hygienic and safe work practices when storing, preparing and processing food
Analyse the physical, sensory, chemical and functional properties of key foods

Graded Assessment Tasks
Production work and records of production
Designing and developing a solution in response to a design brief
Tests (short answer and/or extended answer)
Practical tests
Short written reports
Oral reports
Online publication/communication.
Unit 2: Planning and preparation of Food
Curriculum Focus
This unit focuses on the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. Students work independently and as team members to research and implement solutions to a design brief. They consider nutritional aspects, social and cultural influences and resource access and availability.

Learning Outcomes
Able to use a range of tools and equipment to demonstrate skills and implement processes in preparation, processing, cooking and presentation of key foods.
Able to work individually and as a member of a team, to use the design process to plan, safely and hygienically prepare and evaluate meals.

Graded Assessment Tasks
Production work and records of production
Designing and developing a solution in response to a design brief
Tests (short answer and/or extended answer)
Practical tests
Short written reports
Oral reports
Online publication/communication.
Unit 3: Food Preparation, Processing and Food Controls

Curriculum Focus
This unit examines food safety in Australia and the relevant national state and local authorities including Hazard Analysis and Critical Control Points (HACCP). The function of the natural components of key foods and the application to food preparation is examined. A detailed design plan will be developed from a design brief and a set of food items will be produced to meet the requirements of the brief for implementation Unit 4

Learning Outcomes
Role and responsibilities of the relationship between national, state and local authorities that govern food safety.
Analyse preparation, processing and preservation techniques of key foods, and prepare foods safely and hygienically.
Develop a design brief, evaluation criteria and a design plan for the development of a food product.

Graded Assessment Tasks
Any one or a combination of:
A report (oral, short written)
A multimedia presentation
A test (short and/or extended answer)
An annotated visual display
A case study
A media analysis
Unit 4: Food Product Development and Emerging Trends

Curriculum Focus
Students develop individual production plans for the proposed 4-6 items and implement the design plan established in Unit 3. Students examine food product development and investigate issues such as food production, social pressures, consumer demand, environmental concerns, packaging and marketing.

Learning Outcomes
Implementation of production plans for a set of 4-6 items
Analyse the driving forces related to food product development, emerging foods and marketing foods.

Graded Assessment Tasks
A test (short and /or extended answer)
A written report
Analysis of a case study
Structured questions
A multimedia presentation
An oral presentation
Design Folio that includes a design brief, evaluation criteria, a design plan, photographic and written records and an evaluation
End of Year Examination – assessing Unit 3 and Unit 4
Unit 1: IT in action

Curriculum Focus
This unit focuses on how individuals use, and can be affected by, information and communications technology (ICT) in their daily lives. In this course students learn how the technologies work; and how to use them efficiently to create dynamic electronic products. Students will also explore some issues surrounding the use of ICT.

Learning Outcomes
Create a multimedia product - Transform an existing printed information product into an on screen information product to meet a specific audience need and evaluate its success. Solve a problem with database software – collection of data and using data base management software to manipulate that data. Consideration of contemporary issues - collaboratively create an on screen product about a contemporary ICT issue.

Graded Assessment Tasks
Using ICT tools & techniques to produce a solution and information product in response to an identified need
Oral & Visual presentations such as multimedia presentations
Written report using ICT
Test & end of unit examination
Unit 2: IT pathways

Curriculum Focus
This unit focuses on how individuals and organisations, such as sporting clubs, charitable institutions, small businesses and government agencies use ICT. Students will learn about programming, software authoring tools and pathways in the ICT industry. Networked systems are introduced and students will learn about collaborative problem solving methods and reflective learning.

Learning Outcomes
- Ability to use a programming or scripting language – learning journal of progress in programming or scripting
- Represent a networked information system within an organisation – create a dynamic model of a network
- Work collaboratively to design a solution and information product for a client

Graded Assessment Tasks
- Using ICT tools and techniques produce a solution and an information product in response to a client brief
- Visual & oral presentations
- Folio
- Electronic journal, such as a blog, to record learning progress
- A written report using ICT
- Test
- End of unit examination of all material covered in this unit.
Unit 3: IT Applications
Curriculum Focus
This unit focuses on how individuals or organisations use ICT to solve information problems and to participate actively in a society where use of ICT is commonplace. Students will learn how different organisations use information, how to solve problems with ICT and learn the value of networks and the importance of protecting data and information.

Learning Outcomes
Create a product to help decision making - propose and apply project management and problem-solving strategies to produce a solution and an information product, using database management software. Design, create and evaluate a prototype website that meets an organisation's needs. Sharing of knowledge within a virtual team environment and explaining the requirements of a networked information system.

Graded Assessment Tasks
Solution and information product in response to a design brief
Project management report
Prototype website
Test or written report
**Curriculum Focus**
This unit focuses on how ICT is used by organisations to solve ongoing information problems and in the strategies to protect the integrity of data and security of information.

**Learning Outcomes**
- Spreadsheet software - using spreadsheet software to solve an ongoing information problem; evaluation of effective problem-solving strategies.
- Organisations and their management of data and information - evaluate the effectiveness of the strategies used by an organisation to manage storage, communication and disposal of data and information and recommended improvements.

**Graded Assessment Tasks**
- Solution and information product in response to a design brief
- On-screen user documentation
- A visual representation
- Written report or test or an annotated visual representation
- End of year examination – a two-hour written examination which covers all of units 3 & 4.
Unit 1: Representation and Technologies of Representation
Curriculum Focus
The purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms.

Learning Outcomes
Describe the construction of specific media representations - and explain how the process of representation reproduces the world differently from direct experience of it.
Produce and compare media representations - in a variety of media forms.
Recognise and evaluate the creative and cultural implications of the new media technologies.

Graded Assessment Tasks
Representation test - showing an understanding of the representations reflected in various media forms.
Create an example of a representation - (e.g. teenagers) using different media forms.
Written article - explaining the impact of new media technologies.
Unit 2: Media Production and the Media Industry

Curriculum Focus
This unit focuses on developing an understanding of the specialist production stages and roles within the collaborative organisation of media production.

Learning Outcomes
- Produce a media product within a collaborative context - and explain the processes undertaken
- Discuss media industry and production issues - concerning the production stages and specialist roles within the media industry
- Describe characteristics of Australian media organisations - and discuss the social and industrial framework within which such organisations operate

Graded Assessment Tasks
- Participate in the construction of media productions - undertaking a different specialist role in each
- Production Design Plan & Product Written Report - on a developmental period of the Australian Film Industry
- End of Year Exam
Unit 3: Narrative and Media Production Design

Curriculum Focus
This unit focuses on developing an understanding of the elements involved in forming narrative organisations in fictional media texts as well as creating a media production design plan that will be used to produce a media production in Unit 4. Students will also attend the VCAA Top Designs Expo.

Learning Outcomes
Discuss the nature and function of production and story elements - in fictional media texts and explain how these elements combine to form the narrative (tell the story)
Demonstrate a range of skills which will contribute to the preparation of a media production design plan - demonstrating the use of technical equipment, processes and applications
Prepare a media production design plan - incorporating specifications for chosen media product.

Graded Assessment Tasks
Test - demonstrating an understanding of the narrative process.
Create two technical exercises to demonstrate understanding of the production process.
Prepare a production design plan - incorporating specifications appropriate for the chosen media product.
Unit 4: Media Process, Social Values and Media Influence

Curriculum Focus
This unit focuses on enabling students to further develop practical skills in the production of media products and to develop an understanding of the influence the media has on a society as well as the way that the values of a society can shape the contents of a media text. The role and influence of the media is also analysed in this unit.

Learning Outcomes
Produce a media product - using the production design plan prepared during Unit 3.
Discuss the ways in which social values shape the content of a media text - and analyse how social values are reflected in that text.
Discuss theories of media influence - and analyse debates about the nature and extent of media influence.

Graded Assessment Tasks
School Assessed Task - this comprises the media production design plan completed in Unit 3 and the media product produced in Unit 4.
Test - demonstrating an understanding of the role of social values on the construction of the text.
Written analysis - of the nature and extent of media influence
End of year examination - series of questions related to the whole of Units 3 and 4
Music Performance – Group or Solo
Curriculum Focus
This unit focuses on developing skills in practical music performance in solo and group contexts, developing listening skills and composing music. Students will present a solo and a group performance, demonstrate prepared technical work and perform previously unseen music.

Learning Outcomes
Performance - of contrasting solo, group works, technical work and sight reading
Improvement of students performance - by analysing the performance of others
Recognition and transcription of musical ideas - in conventional notation

Graded Assessment Tasks
Performances - solo, group unprepared and technical
Written report - analysis of work prepared for performance
Aural test - to identify rhythms, melodies, chords and key features of musical arrangements
Composition/improvisation task - and written evaluation
Music Performance – Group or Solo
Curriculum Focus
This unit focuses on developing skills in practical music performance in solo and group contexts, developing listening skills and composing music. Students will present a solo and a group performance, demonstrate prepared technical work and perform previously unseen music. Selected works are analysed to enhance interpretation and to understand context, style, character and influences.

Learning Outcomes
Performance - of contrasting solo, group works, technical work and sight reading
Evaluate and analyse works - to highlight expressive features
Recognition and transcription of musical ideas - in conventional notation

Graded Assessment Tasks
Performances - solo, group unprepared and technical
Written report - analysis of work prepared for performance
Aural test - to identify rhythms, melodies, chords and key features of musical arrangements
VCE Subjects

Music Performance – Group or Solo

Curriculum Focus
This unit focuses on the presentation of solo program of works. Understanding of characteristics and structure of a group work are developed to broaden music performance skills. Ensemble performance, technical work and unprepared performance and listening skills extend music performance skills.

Learning Outcomes
Performance - of a range of works, and technical exercises
Development of techniques - to enhance artistry in performance
Recognition and transcription of musical ideas - in conventional notation
Ability to identify key musical features - and to make critical responses

Graded Assessment Tasks
School Assessed Task Performance - of prepared works, sight reading, technical study and scales/ rudiments
In this unit, students select a work from a prescribed list as the basis for an investigation of a Focus Area. They explore the Focus Area through three complementary areas of study: Investigation, Composition/arrangement/improvisation and Performance. 

**Curriculum Focus**
In this unit, students select a work from a prescribed list as the basis for an investigation of a Focus Area. They explore the Focus Area through three complementary areas of study: Investigation, Composition/arrangement/improvisation and Performance.

**Learning Outcomes**
- **Investigation** – This involves research into background contextual issues relevant to performance practice, critical listening to recordings of performances and examination of texts including musical scores.
- **Composition/arrangement/improvisation** - This involves applying these research findings to create a folio of exercises, sketches or recorded improvisations that demonstrate understanding of the characteristics of the Focus Area.
- **Performance** - Students plan, rehearse and perform a program of works that are representative of the Focus Area and in doing so develop relevant instrumental and performance techniques and apply performance practices. Together, these areas of study require students to apply extensive skills in performance, aural awareness, transcription, music theory and analysis.

**Graded Assessment Tasks**
Understanding of performance techniques
Performance
### Music Performance – Group or Solo

**Curriculum Focus**
This unit focuses on the presentation of solo program of works demonstrated through performance and understanding of interpretation. Understanding of characteristics of group work is further developed. Ensemble performance, technical work and unprepared performance and studies in aural comprehension extend music performance skills.

**Learning Outcomes**
- Performance - of a range of works, and technical exercises
- Development of techniques - to enhance artistry in performance
- Recognition and transcription of musical ideas - in conventional notation
- Ability to identify key musical features - and to make critical responses

**Graded Assessment Tasks**
- School Assessed task - presentation of Group music program and technical work
- Examinations:
  - Performance - of prepared works. (Externally examined)
  - Aural exam - to identify rhythms, melodies, chords and key features of musical arrangements
In this unit students continue the exploration within the Focus Area they began in Unit 3. In Unit 4 the Investigation involves the preparation of program notes to accompany their end-of-year performance program.

Learning Outcomes
Investigation – This involves research into background contextual issues relevant to performance practice, critical listening to recordings of performances and examination of texts including musical scores.

Composition/arrangement/improvisation - This involves applying these research findings to create a folio of exercises, sketches or recorded improvisations that demonstrate understanding of the characteristics of the Focus Area.

Performance - Students plan, rehearse and perform a program of works that are representative of the Focus Area and in doing so develop relevant instrumental and performance techniques and apply performance practices. Together, these areas of study require students to apply extensive skills in performance, aural awareness, transcription, music theory and analysis.

Graded Assessment Tasks
School Assessed Task
  Presentation of Composition/arrangement/improvisation
  Understanding or performance techniques
Examinations: End of Year Performance Examination (Solo or Group)
Unit 1: Artistic Inspiration and Techniques
Curriculum Focus
Students will use sources of inspiration and ideas as the basis of artworks and explore a range of materials and techniques as tools for translating ideas into visual form. Students also explore the ways artists from different times and places have interpreted ideas, sources of inspiration, used material and techniques in creating artworks. Students will be required to keep a workbook and produce final artworks. They will be required to visit art exhibitions such as “Top Arts” to enable them to view and analyse original artwork.

Learning Outcomes
Resource ideas and inspirations and use a variety of methods to translate these into visual form.
Explore and use a variety of materials and techniques in the production of art works.
Discuss how artists from different times and places have interpreted sources of inspiration, used materials and techniques in producing artworks.

Graded Assessment Tasks
A selection of exploratory and completed creative artwork - showing sources of ideas, through the use of a variety of materials and techniques.
Written presentations or short answer responses - discussing ways in which artists interpret sources of inspiration and use materials and techniques. The presentations should include visual material.
Unit 2: Design Exploration and Concepts
Curriculum Focus
This unit is based on developing artworks through a design process of visual research and to analyse and evaluate the ideas before the production of artworks. Students will be required to keep a workbook and produce final artworks. They will be required to visit art exhibitions such as “Top Arts” to enable them to view and analyse original artwork.

Learning Outcomes
To develop a design process including visual research and inquiry in order to produce a variety of design exploration and a number of artworks
To analyse and discuss the ways in which artists from different times and places have created aesthetic qualities in artworks, communicated ideas and developed styles.

Graded Assessment Tasks
A variety of design explorations and the production of a number of related creative art works.
Written presentations discussing the ways a variety of art works use design elements and principles, signs, symbols and images to communicate ideas and develop style. The presentations should include visual reference material.
Unit 3: Studio Production and Professional Art Practices

Curriculum Focus
The focus of this unit is the implementation of the design process leading to the production of a range of potential solutions. Students select a theme and create a work brief to define an area of exploration and apply a design process to explore and develop their ideas. There is also an exploration of professional art practices and the development of distinctive styles in artworks. Students will be required to keep a workbook and produce final artworks. They will be required to visit art exhibitions such as “Top Arts” to enable them to view and analyse original artwork.

Learning Outcomes
Presentation of a work brief that formulates the content and parameters of the design process and plan how his will be undertaken
Presentation of a design process that produces a range of potential solutions to the aims and ideas documented in the work brief
Discussion of art practises in relation to particular art form(s) and analyse ways in which the artists develop distinctive styles in their artworks.

Graded Assessment Task
A work brief and a developmental folio that presents a design process that explores and develops the aims and ideas set out in the work brief and produce a range of potential solutions.
Subject to external review.
Unit 4: Studio Production and Art Industry Contexts

Curriculum Focus
The focus of this unit is the production of a cohesive folio of finished artworks from the ideas generated in Unit 3. Have an understanding of artists’ involvement in the current art industry issues, role of galleries and the conservation and preservation of artworks. Students will be required to keep a workbook and produce final artworks. They will be required to visit art exhibitions such as “Top Arts” to enable them to view and analyse original artwork.

Learning Outcomes
Present a focused statement in visual and written form that documents how potential solutions will be used to produce a cohesive folio of finished artworks, how materials and techniques are applied and how aims, ideas and aesthetic qualities are resolved in the finished artworks.

Present a cohesive folio of finished artworks, based on potential solutions, which skilfully apply materials and techniques, resolve aims, ideas and aesthetic qualities and communicate student ideas.

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.

Graded Assessment Tasks
A focused statement and cohesive folio of finished artworks. Subject to external review
A personal response (written) to demonstrate an understanding of the various roles, processes and methods involved in the exhibition of artworks.
End of Year Examination: Assessing the content based of Unit 3 and Unit 4
Unit 1: Visual Communication
Curriculum Focus
To enable students to develop an understanding of instrumental drawing methods and freehand drawing from direct observation. Introduction to the diversity of visual communication and the role of the design process in producing work.

Learning Outcomes
Students should be able to:
- Complete instrumental drawing using a range of paraline and perspective drawing systems
- Draw from direct observation in proportion and render drawings
- Explore and apply design elements and principles to a stated purpose
- Describe the nature of the design process in producing visual communications.

Graded Assessment Tasks
- Folio of instrumental drawings of objects
- Folio of free hand drawings that demonstrate and understanding of the paraline and perspective drawing systems - show one-point and two-point perspective drawing, rendering techniques, proportion, scale and relationship of objects
- Folio of visual communications - that use design elements and principles to satisfy a purpose
- Written response - supported by visual material describing the design process
Unit 2: Communication in Context
Curriculum Focus
To enable students to develop and refine practical skills by generating and developing images through freehand and instrumental drawing and the use of information and communication technology.

Learning Outcomes
To use freehand and instrumental drawings to develop images that represent and communicate form
To be able to use freehand drawing in the development of rendered three-dimensional images
Application of a design process to develop a solution to a set task
Describe and analyse contemporary and historical examples of visual communication.

Graded Assessment Tasks
Folio of instrumental drawings - that include a range of two and three dimensional examples
Folio of freehand drawings - that shows development of rendering techniques and media
Folio of visual communication solution/s to set tasks.
Written response - supported by visual material that analyses examples of visual communications.
Unit 3: Visual Communication Practices

Curriculum Focus

Students apply the design process to satisfy specific communication needs. Students will investigate design in a professional setting. Students will also be expected to go on an excursion to the VCAA Top Designs Expo.

Learning Outcomes

- To apply the design process to produce a final presentation that meets a specific need
- To analyse and evaluate the effectiveness of a range of visual communication
- Discuss the roles and relationships of designers in the context of professional practice.

Graded Assessment Tasks

- Folio
- A written report on the analysis and evaluation of advertisements
- A written report on a professional practice or designer
Unit 4: Designing to a brief
Curriculum Focus
Students are to prepare a brief, produce developmental work and produce two final presentations through application of the design process and based on the requirements of the brief.

Learning Outcomes
Prepare a design brief that describes a client communication needs and specifies two distinct final presentations
Prepare developmental work that explores design concepts relevant to the requirements of the brief
Present two distinct final presentations that satisfy the requirements of the brief developed in Outcome 1.

Graded Assessment Tasks – Subject to External Review
A written brief for a client that includes a description of two distinct visual communication presentations
A developmental portfolio
Two distinct visual communication presentations on two presentation formats.
End of Year Examination assessing the content based on Unit 3 and Unit 4 work.
Unit 1: The health and development of Australia’s youth

Curriculum Focus
In this unit students are introduced to the concepts of health and individual human development focussing on Australia’s youth.

Learning Outcomes
Understanding health and development – describe the dimensions of, and the interrelationships within and between, health and individual human development.
Youth health and development - describe and explain the factors that impact on the health and individual human development of Australia’s youth.
Health issues for Australia’s youth - outline health issues relevant to Australia’s youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development.

School Assessed Coursework
Case study analysis
Data analysis
Visual, Oral or Multimedia presentation
Test
Written Response
End of unit examination
Unit 2: Individual health development and health issues

Curriculum Focus
This unit focuses on the health and individual human development of the lifespan stages of childhood and adulthood, and how health and development throughout these stages are influenced by a range of determinants.

Learning Outcomes
Health and development of Australia’s children – describe and explain the factors that affect the health and individual human development of Australia’s children.
Adult health and development - describe and explain the factors that affect the health and individual human development of Australia’s adults.
Health issues – analyse a selected health issue facing Australia’s health system, and evaluate community and/or government actions that may address the issue.

School Assessed Coursework
Case study analysis
Data analysis
Visual, Oral or Multimedia presentation
Test
Written Response
End of unit examination
Unit 3: Australia’s health
Curriculum Focus
Australians generally enjoy good health and are among the healthiest people in the world when compared to other developed countries. Despite Australia’s good health status, there is still potential for improvements. This unit focuses on the different levels of health that are experienced by different groups within our population and the range of determinants that contribute to these differences.

Learning Outcomes – on completion of this unit students will be able to:
Understanding Australia’s health – Compare the health status of Australia’s population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of the National Health Priority Areas in improving Australia’s health status.
Promoting health in Australia - 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.

School Assessed Coursework
A response in one of the following forms on: the relative health status of Australians; the National Health Priority Areas; and promoting health in Australia.
Case study analysis
Data analysis
Visual, Oral or Multimedia presentation
Test
Written Response
End of unit examination
Unit 4: Global Health and Human Development
Curriculum Focus - This unit takes a global perspective on achieving sustainable improvements in health and human development. Both the WHO and the UN have a range of strategies aimed at reducing global burdens of disease and promoting human development through the achievement of the Millennium Development Goals. Non-government organisations also play a role in promoting sustainable human development.

Learning Outcomes
Introducing global health and human development - Analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nations’ Millennium Development Goals and describe the interrelationships between health, human development and sustainability. Promoting global health and human development - Describe and evaluate programs implemented by international and Australian government and non-government organisations in promoting health, human development and sustainability.

School Assessed Coursework
A response in one of the following forms on: variations in health status between developing countries and Australia; the contribution of the Millennium Development Goals to global health and sustainable human development; and promoting global health and development. Case study analysis. Data analysis. Visual, Oral or Multimedia Presentation. Test. Written Response. End of unit examination
Unit 1: Understanding Nature

Curriculum Focus
This unit examines the ways in which humans understand and relate to nature in the context of outdoor environments. Focuses include human-nature relationships, different understandings of nature and types of environments. It also develops an understanding of nature through practical experiences and investigation of environments. Students should experience one or more environments that have characteristics that are natural and evidence of human intervention. These experiences provide comparisons and opportunities to develop skills indoors and out. Due to excursions and camps there is a 20 hour out of school commitment associated with Outdoor Ed.

Learning Outcomes
Describe ways in which humans understand, encounter and respond to nature
Explain the interrelationships between components of, and changes in, natural environments

Graded Assessment Tasks
Participation in outdoors and physical achievements
Structured Responses
Investigation project
Examination – an examination of material relating to the entire unit
Unit 2: Environmental Impacts
Curriculum Focus
This unit focuses on human related impacts on environments at local, regional and state levels. It includes historical and contemporary analysis of concepts of nature and human interaction. Ecological, social and economical implications along with conservation policies and legislations are addressed. Students should experience one or more environments that have characteristics that are natural and evidence of human intervention. These experiences provide comparisons and opportunities to develop skills indoors and out. Due to excursions and camps there is a 20 hour out of school commitment associated with Outdoor Ed.

Learning Outcomes
Explain factors that influence outdoor experiences and their impact on nature
Analyse policy and procedures for minimising human impact on natural environments

Graded Assessment Tasks
Participation in outdoors and physical achievements
Structured Responses
Investigation project
Examination – an examination of material relating to the entire unit
Unit 3: Relationships with the Outdoors

Curriculum Focus
This unit considers the ecological, historical and social contexts of relationships between humans and outdoor environments. It examines the impact of these relationships on the environment. Students should experience one or more environments that have characteristics that are natural and evidence of human intervention. These experiences provide comparisons and opportunities to develop skills indoors and out. Due to excursions and camps there is a 20 hour out of school commitment associated with Outdoor Ed.

Learning Outcomes
Analyze how particular perceptions and relationships have influenced an outdoor environment
Explain the evolution of human-nature relationships and their impact on the contemporary outdoor environment

Graded Assessment Tasks
Two tasks from the following: written report, practical report, data analysis, short essay, test and relating to Learning Outcome 1
Two tasks from the following: written report, practical report, data analysis, short essay, test and relating to Learning Outcome 2
Unit 4: The Future of Natural Environments
Curriculum Focus
This unit focuses on conservation and use of natural environments. It acknowledges the maintenance of natural environments and examines the capacity of the environment to support future needs of human population. It emphasises the need to develop a balance between human requirements and the conservation of environments. Students experience one or more environments that have characteristics that are natural and evidence of human intervention. These experiences provide comparisons and opportunities to develop skills indoors and out. Due to excursions and camps there is a 20 hour out of school commitment associated with Outdoor Ed.

Learning Outcomes
Evaluate practices and strategies for the sustainable interaction of humans and outdoor environments.
Evaluate processes of decision making that affect the use and sustainability of outdoor environments.

Graded Assessment Tasks
Two tasks from the following: written report, data analysis, short essay, test and relating to Learning Outcome 1
Two tasks from the following: written report, data analysis, short essay, test that relate to Learning Outcome 2
End of year examination
Unit 1: Bodies in motion

Curriculum Focus
In this unit students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway.

Learning Outcomes
Explain how the musculoskeletal, cardiovascular and respiratory systems function, and how the aerobic and anaerobic pathways interact with the systems to enable human movement.
Explain how to develop and refine movement in a variety of sporting actions through the application of biomechanical principles.
Explain the technological advancements that have led to biomechanical changes in sporting technique or equipment in one selected sport, and explain the implications of the change.
Demonstrate and explain strategies used to prevent sports injuries, and evaluate a range of techniques used in the rehabilitation of sports injuries.

Graded Assessment Tasks
Written Reports. Tests. Visual or Multimedia Presentation. Oral Presentation
End of Unit Examination
Unit 2: Sports coaching and physically active lifestyles
This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The way in which a coach influences an athlete can have a significant effect on performance. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching. Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. Through a series of practical activities, students gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence participation in regular physical activity, and collect data to identify perceived barriers and the ways in which these barriers can be overcome.

Learning Outcomes
Demonstrate knowledge of, and evaluate, the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach. Collect and analyse data related to individual and population levels of participation in physical activity, and sedentary behaviour, and create and implement strategies that promote adherence to the National Physical Activity Guidelines. Explain the importance of interpreting game play and selecting appropriate tactics and strategies in sports. Assess physical activity levels within a given population, and implement and promote a settings-based program designed to increase physical activity levels for the selected group.

Graded Assessment Tasks
Written Reports. Tests. Visual or Multimedia Presentation. Oral Presentation. End of Unit Examination
Unit 3: Physical activity participation and physiological performance

Curriculum Focus
This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity. Students investigate the contribution of energy systems to performance in physical activity. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

Learning Outcomes
- Analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the National Physical Activity Guidelines.
- Analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies.

Graded Assessment Tasks
- Laboratory reports
- Written tests
- Data analysis reports
- Case study analysis reports
- Visual or Multimedia Presentation
- Critical reflective folio/diary or participation in practical activities
Unit 4: Enhancing Performance

Curriculum Focus
Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition. Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.

Learning Outcomes
Plan, implement and evaluate training programs to enhance specific fitness components
Analyse and evaluate strategies designed to enhance performance or promote recovery.

Graded Assessment Tasks
Practical laboratory reports
Written tests
Data analysis reports
Case study analysis reports
Visual or Multimedia Presentation
Critical reflective folio/diary or participation in practical activities
End of Year Examination
All VET in Schools programs are an integrated part of the VCE. This means that students have another study option at Units 1, 2, 3 and 4. Most VETiS Studies in Units 3 and 4 have graded assessment and study scores like all other VCE studies. Heathmont College students are able to include a VETiS Unit 3 and 4 sequence as one of their best four studies, which is used to determine their ATAR. Some VETiS Studies, that do not have scored assessment, still contribute a 10% increment to the ATAR like any other 5th or 6th VCE subject.

All ‘VETiS studies’ have full status in the VCE. VETiS studies provide depth and breadth to student learning programs. They also allow students to earn a nationally recognised training credential that is supported by industry. Remember, VETiS results also contribute directly to the calculation of the ATAR. This is the score, calculated by VTAC, which forms the basis for selection into University and TAFE courses. Some VETiS studies only consist of Unit 1 and 2 – these do not contribute to the ATAR calculation.

VETiS studies should be considered a study option that is part of the VCE, not something separate from it. Please note that VETiS studies are not an easy option and contain both theoretical and practical components.

VETiS programmes enable students to gain two certificates, VCE Certificate, and Nationally accredited TAFE qualification (usually at Certificate II level). These certificates generally allow connections into other courses, particularly at TAFE. Students who have completed VETiS Studies have been extremely successful in gaining apprenticeships, traineeships, employment, or entering tertiary courses.

Vocational Education programs subjects generally cost between $230 - $950

Course materials also need to be purchased for some studies. Prospective students must submit applications, and in some instances, attend interviews due to competition for places. Most of the programs have been organised so that the TAFE classes operate on Wednesdays, creating minimum impact on other classes. A comprehensive list of all courses is available from the Careers Office.

Any queries can be directed to the Student Pathways Coordinator, Mrs Linda Lopez, on 9871 4888.
Vocational Education Training in Schools (VETiS)

What is VETiS?

VETiS studies are designed to broaden opportunities for students in vocationally orientated programs, and to complement the traditional VCE.

By undertaking a VETiS study, students will:

- Gain a well recognised VET qualification, usually at Certificate II level
- Gain up to 4 VCE units credit for each VETiSIS program
- Gain credit towards the calculation of an ATAR
- Complement theoretical VCE studies with practical work placements
- Develop communication and employment skills
- Gain Industry experience
- Gain confidence
- Enhance career opportunities.

Where do you study your VETiS subject?

Where do VETiS studies lead?

VET subjects

Back to introduction
Vocational Education Training in Schools (VETiS)

VETiS studies are often delivered in partnership between one or more of the following groups, so you attend that location for the delivery of your VETiS subject:
- A TAFE Institute (normally Swinburne, Box Hill or Holmesglen)
- Another secondary school (usually on Wednesday afternoon) in partnership with the Maroondah Education Coalition.
- Community Education Providers

A wide range of VETiS studies are offered. Some are delivered by schools in the Maroondah Education Coalition, or by a TAFE Institute. Classes normally operate on Wednesdays, although, this day can vary for Year 11 Students.

The Maroondah Education Coalition is a partnership between 6 colleges in our local area comprising Croydon, Heathmont, Maroondah, Norwood, Parkwood, and Ringwood Secondary Colleges. The cluster offers programs designed to maximise employment opportunities and allow a progressive pathway for students in the later years of schooling.
Vocational Education Training in Schools (VETiS)

VETiS studies can offer a range of pathways to students, including employment, apprenticeships, traineeships, further study at a TAFE Institute and University. As many VETiS studies can now be counted as part of a student’s ‘best four’ studies, a student’s interest in a more vocational subject can often help them attain a higher ATAR if that is one of their better performing studies.
Below is a list of VETiS Studies that Heathmont College students have undertaken in the past. If you wish to find out more information please see Mrs Lopez. **Please note:** At this stage of the year, the availability of some VETiS Studies has not been finalised by the TAFE Institutes, and may change. Programs will also be dependent upon student numbers. Competition for places is quite high.

- Cert. II in Automotive Technology (Ringwood SC)
- Cisco Certified Network Associate (Ringwood SC)
- Cert. II in Community Services (Maroondah SC)
- Cert. II in Community Recreation & Outdoor Recreation (Norwood SC)
- Cert. II in Furnishing (Southwood GS)
- Cert. II in Hospitality (Kitchen operations) (Heathmont College)
- Cert. II in Interactive Digital Media (Parkwood SC)
- Cert. III in Music Industry (Croydon CC)
- Cert. II in Hairdressing (Norwood SC)
- Cert. II in Make-up services (Norwood SC)
- Cert II in Electrotechnology (Swinburne TAFE)
- Cert II in Plumbing (Swinburne TAFE)
- Cert II in Building and Construction (Swinburne TAFE)
- Cert II in Horticulture (Swinburne TAFE)
- Cert II in Applied Fashion Design and Technology (KYM)
- Cert I in Textiles, Clothing and Footwear (KYM)
- Cert II in Dance (Ringwood SC)
- Cert II in Laboratory Skills (Swinburne TAFE)
- Cert II in Retail (KYM)
- Cert II in Engineering (Swinburne)
The College provides a program, which combines a School Based New Apprenticeship with VCAL. This allows students to combine school studies with training in their chosen career pathway. This program is specifically designed to cater for students who may not access a traditional VCE course and would prefer to combine study with training and employment in industries where they are likely to seek future employment or apprenticeships. In Year 11 & 12, students may undertake Intermediate and Senior Certificate VCAL courses. VCAL courses attract a basic College Charge, atEast charge of approximately $300.00, College charges of approximately $100.00 and a TAFE fee of approximately $850.00.

Students will be required to attend:
- Heathmont College on Monday and Tuesday
- TAFE for their training this is usually a Wednesday (working toward a Certificate II level qualification)
- Employment on Thursday and Friday (usually at the national training wage rate of approximately $8.50 per hour)

At school, students will follow a two-day timetable completing units in Literacy, Numeracy, Personal Development and Work Related skills. To satisfactorily complete the school component, students are required to complete a variety of tasks in all four-subject areas.

Students wishing to commence VCAL will need to prepare themselves for the application process, please contact the Senior School Office for more information. Once selected into the program students are required to take part in an orientation program in Term 4, and will be actively encouraged to seek employment for the 2 day per week component of the program. If the student is able to come to an agreement with an employer, the student may even begin the work place component of the program in Term 4 of Year 10 without being disadvantaged as they complete their Year 10 studies. Students then have the option to work through the long break before starting their VCAL the following year.

Heathmont College is part of a consortium of seven schools known as atEast, that assists schools in securing employment for students, organises the TAFE / training component and provides support to students whilst at work or at TAFE. atEAST works in conjunction with MEGT Australia to assist with employer recruitment. Students in our program have the opportunity to undertake a work-based pathway in one of the following industries: Automotive; Cabinet Making; Cabinet Making; Engineering; Horticulture, Hospitality; Office Administration.

It may be possible to negotiate other industry areas, dependant on availability of employment and availability of appropriate TAFE courses.
Pathways & Careers

Students are encouraged to discuss and plan their pathway through school, particularly the Senior School years with their parents, learning group advisors and the pathways coordinator Mrs Linda Lopez.

This section will give examples of sample programs students may wish to undertake and potential pathways these choices can lead them down. Students should plan their pathway through VCE and have a range of aspirations to achieve post Secondary Education.

Students going into Years 9 & 10 will need to choose electives that primarily interest them and are directed down the study choices they wish to make in VCE. It is a time to explore many subjects and gain a greater understanding of where their strengths are. If at any time students and parents wish to speak with the Pathways coordinator about their options please contact the College on 9871 4888.

Tertiary institutions often require students to have satisfactorily completed specific subjects before they can be considered for entry into these courses. These subjects required by universities and TAFE Institutes are called prerequisites and they vary from course to course and from institution to institution. Students should refer to the Victorian Tertiary Entrance Requirements booklet – VICTER 2012 or the newspaper supplement for Year 10 students, which outline all of the VCE units required as prerequisites.
As students you should develop a two-year VCE program that will give you access to occupations or courses that interest you.

If you are aiming for tertiary study at university you may like to consider doing Units 3 & 4 in one subject area while studying at Year 11. Think about the possibility carefully and discuss it with your parents and a Senior School Coordinator. If you are completing a Unit 1 & 2 study as part of your Year 10 program and performing at a ‘B’ average, or if you are a responsible student, able to cope with an increased workload, the Pathways team will consider your possible enrolment in a Unit 3 & 4 study. There are also several subject areas where Units 1 & 2 do not have to be studied first. Provided you have the interest, appropriate background and at least a B average in the related Year 10 study, this may be an option for you in Year 11. The advantage of using this option is that it provides you with a sixth subject that you are able to count as part of your ATAR.

Another option to consider is completing a University Enhancement subject whilst studying Year 12, which is a first-year university subject that can give up to 5.5 points towards your ATAR, and can be beneficial to students aiming for a high ATAR score. Another option is to continue with Language subject, which receives an additional 5 points built in to the scaled study score.
Students may enter studies at Units 1, 2 or 3. Units 1 and 2 are normally studied in Semesters 1 and 2 respectively. Units 3 and 4 of all studies must be done as a sequence. Unit 3 is offered in the first semester and Unit 4 in the second semester. Some studies include advice that students should complete either or both Units 1 and 2 before attempting Unit 3 and 4. This is advice only. Seek further advice from the Learning Area concerned or from the Student Pathways Coordinator.

Please feel free to contact Mrs Linda Lopez, Student Pathways Coordinator on 9871 4888, if you wish to discuss career planning and VCE subject choices. The Senior School team is also able to assist you and may be contacted on the same number.
Below are a few sample programs with possible career options. These are just examples of the type of planning that families should do to ensure that they have a clear understanding of the prerequisites required for some subjects, and to ensure that they are doing a course that marries well with both their interests and like subjects.

Students should select the areas of study that they are currently interested in at school, and they will see VCE programs that may interest them and potential career options.
Pathways & Careers

It is recommended that you include some of the following subjects: Physics, Psychology, Health & Human Development, Physical Education, Food & Technology, Specialist Maths (Y12)

This program can lead to:

**UNIVERSITY STUDIES**

**TAFE COURSES**
Diplomas and Certificates in:- Dental Technology, Welfare Studies, Resource Management, Horticulture, Laboratory Technology, Animal Care, Veterinary Nursing, Childcare, and others depending on the structure of the program.

**EMPLOYMENT**
Nursing, Psychologist, Youth Worker, Social Worker, Dental Technician, Animal Technician, Veterinary Nursing, Physiotherapy, National Parks and other areas depending on the electives selected and the course direction followed.
Pathways & Careers

It is recommended that you include some of the following subjects in addition to the ones below: German, Indonesian, Maths Methods, VET Horticulture, PE, Business Management, Vis Comm, IT or Legal Studies.

This program can lead to:

UNIVERSITY STUDIES

TALE COURSES
Associate Diploma and Certificate Courses in:- Natural Resource Management, Conservation Ecology, Environmental Technology, Biological Sciences, Animal Technology, Horticulture, Laboratory Technology and others depending on the structure of the program.

EMPLOYMENT
Parks Management, Animal Technician, Veterinary Nurse, Environmental Scientist, Zoologist, Laboratory Technology, Teaching, Surveying, Town Planning, and other areas depending on the elective selected and the course direction followed.
Any VCE units are acceptable: German, Indonesian provides bonus points in middle band selection in many courses. Other units to consider: Maths Methods, Music, Legal Studies, Art, Psychology, History.

This program can lead to:

**UNIVERSITY STUDIES**
Bachelor Degrees in:- Law, Arts, Social Science, Double Degrees, Journalism, Social Work, Psychology, Teaching, Media Studies, Languages, Criminal Justice Administration, Public Relations, Arts/Law, Advertising and many others depending on the structure of the program.

**TAFE COURSES**
Diploma and Certificate courses in:- Professional Writing & Editing, Social Science, Tourism, Hospitality, Childcare, Professional Writing and Editing, Community Services, Media, Studio Arts, Graphic Arts, Library and Information Studies, Welfare Studies, and others depending on the structure of the program.

**EMPLOYMENT**
Pathways & Careers

Additional subjects could include: IT, VET Engineering, VET Electronics, German, Indonesian, Biology, Environmental Science. **Specialist Maths is required for some Engineering courses.**

This program can lead to:

**UNIVERSITY STUDIES**
Bachelor Degrees in: Sciences, Engineering, Biological Sciences, Medical Sciences, Forestry, Medicine, Agriculture, Computer Science, Architecture, Applied Chemistry, Applied Physics, Science/Law, Surveying, a range of combined degrees, and other areas depending upon the structure of the program.

**TAFE COURSES**
Diploma and Certificate courses in:- Engineering, Electronics, Applied Sciences, Horticulture, Laboratory Science, Animal Technology, Drafting, Forensic Science, and others depending on the structure of the program.

**EMPLOYMENT**
Engineering, Nursing, Environmental Careers, Research Science, Medical Science, Teaching, Medical Professions, Laboratory Technician, Surveyor, Radiology, and others depending upon the electives selected and the career direction followed.
Pathways & Careers

Additional subjects could include: Business Management, Legal Studies, German, Indonesian, History, Psychology. **Maths Methods is required for some tertiary courses.**

This program can lead to:

**UNIVERSITY STUDIES**

**TAFE COURSES**
Diplomas or Certificate courses in:- Business, Computing, Accounting, Human Resource Management, Marketing, Public Relations, Office Administration, Tourism International Trade, and other areas depending on the structure of the program.

**EMPLOYMENT**
### Pathways & Careers

**Additional subjects could include:** Maths, Physics, Info Tech, Media, Design & Technology, German, Indonesian, Music, Drama, History, and Business Management. Students are encouraged to take a maximum of two folio subjects due to the large volume of work that needs to be produced in these subjects.

<table>
<thead>
<tr>
<th>Year</th>
<th>Subjects</th>
<th>More Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y11</td>
<td>English, Studio Arts, Vis Com &amp; Design</td>
<td>+ 1 more + 1 more + 1 more</td>
</tr>
<tr>
<td>Y12</td>
<td>English, Studio Arts, Vis Com &amp; Design</td>
<td>+ 1 more + 1 more</td>
</tr>
</tbody>
</table>

This program can lead to:

**UNIVERSITY STUDIES**

**TAFE COURSES**

**EMPLOYMENT**
Graphics, Designer (Fashion, Interior, Industrial), Advertising, Visual Merchandising, Media, Photography, Design, Drafting (Mechanical and Architectural), Animation, Multimedia, Sign Writing and other areas depending on the electives selected and the career direction followed.

### Pathways & Careers

- Biological / Health / Behavioural Sciences
- Environmental Sciences
- Humanities / Social Sciences
- Science / Engineering
- Business / Commerce
- Visual Arts
- Media – Film & Television
- Cert II in VET Hospitality
- Product Design / Fibre & Fabrics
- Information Technology / Computing
- Performing Arts – Drama / Dance / Music
- Physical Education / Human Movement / Sport & Rec
## Pathways & Careers

Additional subjects could include: VET Music Industry Skills, Maths, Visual Communication, VET Acting (Film & TV), Humanities, Science, Technology, Business subjects, according to individual interests and ability.

### Year 11
- English
- Media
- + 1 more
- + 1 more
- + 1 more
- + 1 more

### Year 12
- English
- Media
- + 1 more
- + 1 more
- + 1 more

This program can lead to:

**UNIVERSITY STUDIES**
Bachelor Degrees in:- Arts, Media Studies, Performing Arts, Music, Theatre Studies, Performance, Drama, Media Arts, Secondary teaching, Communications, and other areas depending on the structure of the program.

**TAFE COURSES**

**EMPLOYMENT**
Media-Film and Television, Fashion, Design Industry, Radio, Public Relations, Teacher, Actor, Screenwriting, Photography, Music, TV or Theatre professions, Music Industry Skills, and other areas depending on interest.

Biological / Health / Behavioural Sciences
Environmental Sciences
Humanities / Social Sciences
Science / Engineering
Business / Commerce
Visual Arts
Media – Film & Television
Cert II in VET Hospitality
Product Design / Fibre & Fabrics
Information Technology / Computing
Performing Arts – Drama / Dance / Music
Physical Education / Human Movement / Sport & Rec
Pathways & Careers

Additional subjects could include: IT, General Maths, Business Management, IT, Health & Human Development, Geography, German, Indonesian, Biology, Vis Com & Design, Design & Technology.

This program can lead to:

UNIVERSITY STUDIES
Bachelor Degrees in: Arts, Media Studies, Performing Arts, Music, Theatre Studies, Performance, Drama, Media Arts, Secondary teaching, Communications, and other areas depending on the structure of the program.

TAFE COURSES

EMPLOYMENT
Media-Film and Television, Fashion, Design Industry, Radio, Public Relations, Teacher, Actor, Screenwriting, Photography, Music, TV or Theatre professions, Music Industry Skills, and other areas depending on interest.
Pathways & Careers

Additional subjects could include: General Maths, Media, IT, German, Indonesian, Business Management, Drama, Vis Comm & Design. Students are encouraged to take a maximum of two folio subjects due to the large volume of work that needs to be produced in these subjects.

<table>
<thead>
<tr>
<th>Year</th>
<th>Subject 1</th>
<th>Subject 2</th>
<th>Subject 3</th>
<th>Subject 4</th>
<th>Subject 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y11</td>
<td>English</td>
<td>Design</td>
<td>Studio</td>
<td>+ 1 more</td>
<td>+ 1 more</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fibre/Fabrics</td>
<td>Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y12</td>
<td>English</td>
<td>Design</td>
<td>Studio</td>
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<tr>
<td></td>
<td></td>
<td>Fibre/Fabrics</td>
<td>Arts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This program can lead to:

**UNIVERSITY STUDIES**
Bachelor Degrees in:- Art, Design, Fashion, Graphic Design, Industrial Design, Business and others depending on the structure of the program.

**TAFE COURSES**
Associate Diplomas or Certificates in:- Fashion Design, Interior Decoration, Entertainment - Costume, Art Fashion, Visual Merchandising, Studio Textiles, Tapestry, Clothing Industry Studies, and other areas depending on the structure of the program.

**EMPLOYMENT**

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**Biological / Health / Behavioural Sciences**
**Environmental Sciences**
**Humanities / Social Sciences**
**Science / Engineering**
**Business / Commerce**
**Visual Arts**
**Media – Film & Television**
**Cert II in VET Hospitality**
**Product Design / Fibre & Fabrics**
**Information Technology / Computing**
**Performing Arts – Drama / Dance / Music**
**Physical Education / Human Movement / Sport & Rec**
Pathways & Careers

Additional subjects could include: VET Info Technology, Accounting, German, Indonesian, Business Management, Legal Studies, Chemistry, Biology. **Maths Methods & Specialist Maths is required for some tertiary courses.**

This program can lead to:

**UNIVERSITY STUDIES** Bachelor Degrees in:- Computer Science, Information Management, Computing (Digital Technology), Information Systems, Computing and Instrumentation (P), Commerce, Software Engineering, Multi-media Technology (P), Accounting/Computing, Business Management, Information and Library Management, and other specialisations depending on the structure of the program. [(P) indicates Physics required].


Additional subjects could include: VET Acting (Film & TV), German, Indonesian, VET Music Industry Skills, Maths, Visual Communication.

This program can lead to:

**UNIVERSITY STUDIES**
Bachelor Degrees in:- Performing Arts, Music, Theatre Studies, Performance Studies, Dance, Drama, Media Arts, Secondary teaching, Humanities, and other areas depending on the structure of the program.

**TAFE COURSES**
Diploma and Certificate Courses in:- Acting, Design, Small Companies and Community Theatre, Theatre Technology, Dance, Music Performance, and other areas depending on the structure of the program.

**EMPLOYMENT**
Teacher, Actor, Dancer, Music, TV or Theatre professions, and other areas depending upon the electives selected and the career direction followed.
Pathways & Careers

Additional Electives could include: German, Indonesian, Health & Human Development, VET Sport & Recreation, Outdoor Education. A Maths to Year 12 is recommended as is any Science/Maths elective.

This program can lead to:

**UNIVERSITY STUDIES**
Bachelor Degrees in:- Applied Science (Physical Education, Human Movement), Sports Administration, Health Sciences, Sports Management, Outdoor Education, Biological Sciences, Teaching, Sports Management, and others depending on the structure of the program.

**TAFE COURSES**
Diploma and Certificate courses in:- Residential and Community Services, Fitness Instruction, Childcare, Recreation, Welfare Studies, Fitness Instruction, Myotherapy, and others depending on the structure of the program.

**EMPLOYMENT**
Sports Instructor, Sports Management, Fitness Instructor, Recreation, Tourism, Teaching, Hospitality, Nursing, Park Ranger, and other areas depending on the electives selected and the career direction followed.
Please remember

2013 Year 9 subjects selection sheets are due to the Middle School Office by Friday 3 August.
2013 Year 10, 11 & 12 subjects selection sheets are due to the Senior School Office by Monday 6 August.

Goodbye 😊

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