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Year 7 and 8 Curriculum Overview

Our Year 7 and 8 curriculum is a broad and comprehensive academic program based on the Victorian Curriculum F–10. It is structured to ensure students are exposed to a wide range of subjects and have the opportunity to sample every subject we offer at entry level. Students choose which Language they will study, Spanish or Chinese; all other subjects are core experiences and are undertaken by all students.

The Victorian Curriculum F–10 is structured around discipline based learning and capabilities.

Learning Areas - Discipline based learning.
Twelve semester subjects are studied in both Year 7 and 8 across the year. We increase students’ depth of knowledge in English (literacy) and Mathematics (numeracy) and build their breadth of knowledge through a range of studies in Science, The Arts, Technology, Humanities, Languages and Health and Physical Education.

Capabilities.
The Victorian Curriculum F–10 capabilities are a set of discrete knowledge and skills that are taught through the learning areas.
• Critical and Creative Thinking
• Ethical
• Intercultural
• Personal and Social

Each subject ensures students develop an understanding of the discipline and subject content whilst developing, practising and demonstrating the capabilities in, and through, their learning across the curriculum.

Year 7 and 8 Curriculum at a Glance
Ours is a 10 day timetable thus a cycle occurs every two weeks.

<table>
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<tr>
<th>Learning Area</th>
<th>Year 7 Subject</th>
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**English**

**Year 7**

One of the cornerstones of strong literacy skills is reading and a key component of the English course in the first year of Wantirna College is the introduction of the Independent Reading Program which spans Years 7-9. Students are actively involved in the selection of texts for this program which, through special workshops, teaches a number of key strategies such as prediction, questioning and linking the text to the self to enable better reading comprehension skills. These skills are constantly practised and developed during regular reading times and with the class texts that are explored during the year, namely biographical texts, a class novel, short stories, a film text and poetry. Students are also involved in special conferences with teachers and parent volunteers to monitor their reading skills.

The teaching of grammar is integrated into the curriculum and students follow an innovative spelling program introduced in 2015 that encourages regular spelling testing and also improves vocabulary. In addition, students put together a portfolio of written pieces across the year, including biographies, stories, poetry and persuasive pieces; the flexibility of our teaching space allowing teachers to provide workshops to target the development of particular written skills and encourage students to improve their ability to write for different purposes and audiences.

Constant opportunities are provided throughout the year for students to improve their skills in speaking and listening. After an initial transition period where students work closely with their English teacher, students are mixed in a variety of types of groups to encourage team work. Formal assessment of oral presentation skills occurs throughout the course and includes an introductory talk at the start of year that allows pupils to introduce themselves to their home groups and teachers.

**Year 8**

As far as possible, English at Year 8 is taught in the specialist literacy building known as Byrne House. The Centre houses pods of laptops, a computer room, five classrooms and a flexible central learning area. In addition, two pairs of classrooms are separated by large sliding doors, allowing them to become larger spaces that further facilitate flexibility in teaching and learning.

The course at Year 8 builds on the skills acquired in Year 7. Students continue with the Independent Reading program, choosing from a wide range of recently acquired texts, chosen with the involvement of Home Groups. They are encouraged to apply the strategies of Independent Reading during regular reading times and workshops and during the study of class texts. In line with the new Victorian Curriculum for English a number of innovative units of study are undertaken, including the exploration of a range of stories, poems and other texts that draw on indigenous Australian and Asian cultures, the analysis of news reporting in a range of media and the reading of gothic written and film texts. A number of written tasks are integrated into these units, which encourage the development of writing in different forms for different purposes and audiences and include stories, poems, analytical text response essays as well as more informal pieces.

The innovative spelling program introduced in 2015 ensures students employ new words in sentences and find antonyms and synonyms to extend their vocabulary. Students are given the opportunity to become more confident and articulate in their speaking skills by participating in group and individual presentations and formal debates. Pair and group discussion and peer evaluation is a constant feature of the English classroom. Easy access to laptops allows for seamless integration of digital tools and multimodal texts.

**Health and Physical Education**

**Peer Support Program**

This half-year program involves small groups of Year 7 students working closely with specially trained Year 10 students. The older students assist the Year 7 students in their transition to their new school by providing a first point of contact and by assisting them with adjusting to life at Wantirna College. Discussions, games and other self-confidence and support activities make up the main approaches in this subject.

The topics covered in this program include transition issues, mentoring, self-esteem, self-awareness, friendship, trust, values and bullying.

**Year 7 Physical Education**

The focus at Year 7 is on the development of the skills needed to work effectively in a group as well as motor skills, including throwing, catching, kicking and striking. Students will also explore the concept of fitness and participate in a range of fitness tests. At the conclusion of the year, students will be introduced to the Sport Education in Physical Education Program (SEPEP). This will expose students to a range of different roles required in sport, such as umpiring, scorekeeping and coaching. A complete set of College Physical Education uniform (including College cap) is required.


**Year 7 and 8 Curriculum**

**Year 8 Physical Education**
In Year 8, students measure and analyse their own fitness and physical activity levels. Students will apply a combination of motor skills, strategies and tactics to improve individual and team performance within various sports. Students also explore and develop a wide variety of sequential movement patterns that require timing, rhythm and creativity. Students will have the opportunity to choreograph a performance involving various elements from Gymnastics, Dance and Aerobics. Students will continue to combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance through a Sport Education in Physical Education Program (SEPEP), with a focus on Basketball. Students coordinate and manage their own sporting experience by integrating their individual role within a sporting team. A complete set of College Physical Education uniform (including college cap) will be required.

**Year 8 Health**
Year 8 Health promotes attitudes and behaviours that support equality and respect among school-aged children. Students learn to appreciate diversity and valuing individual differences and perspectives. It encourages positive attitudes and behaviours that enable students to make informed decisions regarding respectful relationships. Students explore factors that influence an individual’s overall health, including body image, self-esteem, nutrition and physical activity.

**Humanities**

**Year 7 and 8**
In the Victorian Curriculum, Humanities has four strands; History, Geography, Civics and Citizenship and Economics. At Wantirna College, the Civics and Citizenship and Economics strands are taught in the context of History and Geography.

**Year 7 and 8 History**
History requires students to develop curiosity and empathy and is an act of both investigation and imagination. Throughout Year 7 and 8 students will learn historical concepts such as chronology, continuity and change, cause and effect and will develop skills in asking questions and using evidence to develop answers.

In Year 7 students will learn about different sources of information about the past including artefacts, primary and secondary sources and oral histories. They will learn to ask questions to interrogate these sources to develop an understanding of how people lived in different periods of time. They will also learn about experiences within ancient civilisations as they compare and contrast different ancient societies selected from India, Egypt, Greece and China. The political, social and economic structures in these cultures will be drawn out to allow for the teaching of the Civics and Economics concepts required.

The Year 8 History course focuses on the concept of power. It examines the period of time from the end of the ancient period to the modern world, c650AD (CE)-1750. This is the period of time when the modern world began to take shape. Students will study the multiple invasions of England including the Saxons, Vikings and Normans. They will do an in depth study of how the Vikings operated as a society, their trade expansion routes and their impact on other countries. Students will study how the Normans finally conquered England and the social and political structure they put in place to maintain their power. Of particular interest to many students will be the development of castles and medieval warfare.

**Year 7 and 8 Geography**
Geography is the study of the earth’s landscapes, peoples, places and environments. It focuses on how human activity impacts on the world around us, and how the world around us impacts on human activity. In studying Geography students will develop vital skills in mapping, research, analysis, drawing conclusions from data and decision-making skills.

Place and Liveability focuses on the concept of place through an investigation of liveability. Initially students will investigate the provision of services and facilities in Knox and analyse how these support and enhance our lives. Areas of focus include safety and health, local environment conditions, the quality of social interaction and opportunities for recreation. Water in the World examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment and its scarcity. Water in the world is investigated using studies from Australia and countries of the Asia region.

At Year 8 students will examine the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. This unit develops students understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. The Changing Nations unit investigates the changing human geography of countries, as revealed by shifts in population distribution. The unit examines the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle-income countries.
Year 7 and 8 Curriculum

Languages

The study of Spanish or Chinese at Year 7 and 8 will empower students to understand differences and similarities of lifestyles in Australia and those respective countries. Students will study cross cultural communication skills essential to today’s globalised economy. The language skills they will gain include salutations, descriptions of their personal worlds and learning environments, an awareness of different grammar structures and the ability to write simple paragraphs in their second language.

Year 7 Spanish

The curriculum focus will encourage students to engage in a variety of learning experiences. The aim is to provide students with valuable skills to conduct themselves in simple conversation. Cultural activities will be included to enhance students’ understanding about the traditional aspects of Spanish speaking countries.

Each theme of study will develop skills in: listening, speaking, reading and writing.

Topics studied during the year include:
- Basic greetings and conversation
- Introduction to the Spanish speaking world
- Numeracy including expression of time and age
- School Life and Classroom Objects
- Family descriptions
- Spanish speaking countries, flags and culture
- Cultural and Intercultural activities
- Art and craft
- Cooking

Year 7 Chinese – Mandarin

The curriculum focus is on developing students’ understanding of the Chinese language through listening, speaking, reading and writing. The flexible nature of this course is designed to ensure it caters to the needs of those who are new to the language in addition to those who speak Chinese in the family home. Students will develop these skills further as they progress to a higher level.

Topics studied during the year:
- Personal details and family members
- School Life, Jobs and Hobbies
- Numbers and measuring words
- Time and weather
- Food
- Transport

Year 8 Spanish

The curriculum focus will continue from Year 7 providing students with a broad range of learning experiences and opportunities. This will aim to encourage cross-cultural understanding and a deeper appreciation of the diversity that exists in Spanish speaking countries. Students who engage in learning Spanish at this level will develop a more elaborate vocabulary and be encouraged to apply this in practice in order to relate to everyday experiences and interests. The context of the program involves language and content drawn from students’ and communities’ experiences.

Each theme of study will develop skills in: listening, speaking, reading and writing.

Topics studied during the year include:
- School Life
- Hobbies and interests
- Food
- Family descriptions
- Weather
- Travel

Year 8 Chinese – Mandarin

The curriculum focus will continue from Year 7 providing students with a broad range of learning experiences and opportunities. This will aim to encourage cross-cultural understanding and a deeper appreciation of China’s history and culture. The language program will focus on developing functional and practical language skills related to everyday experiences and interests. The context of the program involves language and content drawn from students’ and communities’ experiences.

Topics studied during the year:
- Friends
- My house
- Shopping
- School life
- Weather
- Seeing a doctor
- Clothes and colours
- Travelling
- Cultural activities – study of Chinese inventions and cultural celebrations.

Mathematics

Students will study mathematical topics from the Victorian Curriculum: Number and Algebra, Measurement and Geometry and Statistics and Probability.
Year 7 and 8 Curriculum

In the Middle Years, Mathematics equips students with important concepts and skills to develop as successful learners. They develop an understanding of the role of mathematics in life, society and work. Through problem solving and inquiry students demonstrate how to apply mathematical processes across the disciplines.

We aim for students to be confident in their knowledge and application of mathematical concepts in order to attain new knowledge and skills when needed and to be successful numerate citizens.

Regular, if not daily, practice of mathematical skills is necessary to consolidate skills learnt in the classroom, so if students have not been set any specific homework they should be practising their tables, revisiting questions from class, developing their logbooks or completing tasks on mymathsonline. All students have access to the College account for www.mymathsonline.com.au a website that provides simple step-by-step lessons and short online assessments. Students use this site for homework, assessment, and revision, catch-up when absent or for prolonged absence. Students and teachers can monitor progress and students are encouraged to attempt tasks again to reach 100% accuracy.

Maths Boost is run by Maths teachers one night per week. All students are welcome to attend to complete homework, use computers or ask for specific help. Chess club is also run one lunchtime a week by mathematics teachers.

Year 7

Mathematics is taught in the flexible learning space of Mason House. Students begin the year by investigating “How big is big?” which is a unit of work designed to assess the students’ mathematical knowledge and confidence through a variety of closed and open-ended activities. Throughout term 1, students will predominantly work with their maths teacher in their home group or in a pair of home groups. Towards the middle of term 2, students will begin to work in more flexible groupings across half a year level to cater more specifically for their learning needs. This will continue throughout most of the year, with students coming together as a home group at different points and for the last few weeks, so that they can prepare themselves for the style of learning in Year 8.

The Year 7 curriculum has been developed with a range of learning activities to allow multiple entry and exit points, so that all students achieve success. Mathematics has many mathematical aids to support students with different learning styles.

Year 8

As far as possible, Mathematics at Year 8 is taught in Rees House, the numeracy building. The Year 8 course builds on the skills acquired in Year 7 and although classes are taught in home groups, there are many opportunities for team teaching, and group work in the central learning area. This encourages students to become more independent and flexible learners, extending the strategies they have developed in Year 7.

Science

Year 7

Students are firstly introduced to the science laboratory and instructed in the safe and effective use of the range of scientific equipment used to conduct scientific investigations. They will then begin to explore major theoretical ideas in Chemistry concerning the properties of matter, the difference between elements, compounds and mixtures and undertake an extended practical investigation concerning the separation of mixtures. Following this, students have the opportunity to further develop their skills in scientific investigation through a study of Biology and the classification of organisms and biodiversity within ecosystems and through Physics with a study of forces and simple machines. Finally, students will also explore how the force of gravity and the relative position of bodies within the solar system affect natural phenomena on Earth such as the seasons and tides.

Year 8

In Year 8, students have greater experience in working in the laboratory and with scientific equipment which enables them to begin to design and conduct more complex experimental investigations with greater precision and accuracy. Students will continue to explore key scientific concepts within Biology, Chemistry, Earth and Space, Physics and Science as a Human Endeavour. There is a focus on developing an understanding of cell theory and the link between cells, tissues and organs through an investigation of the digestive system and nutrition. Students will be introduced to atomic theory and chemical reactions involving acids and bases as well as undertaking an extended investigation into the many different forms of energy and issues of sustainability.

Technology

Year 7 and 8 Home Economics

In Year 7, students develop an understanding of kitchen operations, stove and oven use, kitchen safety plus food safety and hygiene throughout the practical sessions. Theoretical knowledge is linked to the practical lessons.
to increase student skills and knowledge. Students learn how to cook nutritious homemade meals using basic ingredients. This study also includes: the role of breakfast, food for energy, baking, cooking for occasions and the use of the design process.

Year 8 students build on the knowledge and skills learnt in Year 7 to create balanced nutritious meals for good health. Students refer to the *Australian Guide to Healthy Eating* to develop understanding of Healthy Food Choices. This study also includes: safety in the kitchen, food groups and healthy eating, baking and design work.

**Year 7 and 8 Integrated Materials**

Students manipulate various materials: timber, metals, plastics and composite materials to produce practical products. Consideration is given to the technical, social, ecological and environmental aspects of the material’s application. A wide range of equipment and techniques are used to manipulate and transform the chosen material in producing a product.

Working with materials enables students to:

- Assess material form, function, potential and suitability
- Select and use materials to achieve the desired effect
- Use various types and combinations of materials
- Understand and use tools and pieces of equipment that are suited to the manipulation of the selected material
- Create specific products and effects using materials
- Process, preserve, and recycle resources.

Year 8 Integrated Materials extends the skills developed in Year 7 and consolidates the principles of problem solving through the design process. Students manipulate various materials: timber, metals, plastics and composite materials to produce practical products. Students have to think carefully about technical, social, ecological and environmental aspects of the materials application. Students extend their skills further by using a wider range of equipment and techniques to manipulate and transform the chosen material in producing their product.

**Year 7 Textiles**

Students will be taught how to use the sewing machines, and will use fabric to produce products. They will investigate the design process to create a range of items.

Areas of key knowledge and skills covered include:

- Fabric Colouration
- Fabric Construction
- Hand Sewing.

**Year 8 Systems Technology**

Systems Technology allows students to develop skills using electronic components to build projects and explore mechanical concepts using a range of teaching resources. A system may be electrical, electronic or mechanical in its operation.

Working with systems enables students to:

- Observe, dismantle, assemble, construct and modify electronic and mechanical devices.
- Examine how systems form, function and perform. Understand how energy is used, transferred and converted in a system.
- Evaluate the economic, social and environmental implications of using various systems in different applications.

**THE ARTS**

**Year 7 Art**

The Year 7 Art course is designed to give students an introduction to Art and a grounding in fundamental Art skills. Students will build on their current skills in painting, drawing and 3D art-making, and learn to use the Design Process and the Elements of Art to develop their artworks. They will be introduced to various historical art movements and use this knowledge to inform their art production and theory work. The theory component will also include research skills and written analysis of artworks using appropriate art terminology to analyse artworks using the elements of art.

**Year 8 Visual Communication**

Students learn and build foundation skills and knowledge in Visual Communication. They learn manual freehand drawing skills, printmaking skills, technical drawing systems and their application in the design fields. Students engage with design thinking to create imaginative solutions to design problems in response to a brief. Students learn to analyse and interpret visual communications.

**Year 7 Classroom Music**

The Year 7 Music Course is designed to give students an introduction to the World of Music. The semester long subject comprises three units: Instruments of the Orchestra, Music Styles & Composition and World Music. The course has elements of performance, composition, musical analysis, research and self-reflection. Students will explore classical, popular and non-western forms of music.

Students are assessed in a range of ways including group performance, theory and aural test and through class
Year 7 and 8 Curriculum Enhancement and Support

Instrumental Music (additional)

Every student at Wantirna College has the opportunity to participate in the Instrumental Music Program. This involves a weekly lesson on a chosen instrument and a weekly Ensemble rehearsal. Students are placed in an Ensemble based on their proficiency and technical ability not by their age or year level. Ensembles deliver a number of performances throughout the year at many school and community events. They also participate in a variety of festivals and competitions and attend Music Camp.

Many students find that their music study leads to a lifelong rewarding pastime whilst others find it becomes their career. All students who take up instrumental music add something special to their time at the College and they will carry the benefits of an education in music with them for life. This is a user-pays program.

Outdoor Education

Students in Year 7 and Year 8 will take part in bike riding, canoeing and kayaking through a series of one day excursions in Term 2 & 4. These experiences focus on teamwork and cooperation and also aim to enhance the personal skills of resilience, perseverance and determination. The activities develop skills that students will need for the College camping programs in Year 7, 9 and 11, in addition to developing lifelong recreational skills and an appreciation of the outdoor environment.

The curriculum at Year 9 allows our students to develop their understanding of, and connection to their community and the world around them. Students begin to focus on areas of particular interest related to both their future schooling and intended pathways beyond school.

Skepsi

The Skepsi program is offered to Year 7 students who have demonstrated high level skill in both English and Mathematics. Skepsi students undertake the same core subjects as the rest of the year level with a greater emphasis on enrichment. The program has been developed in line with current educational research, indicating when talented students work together they challenge each other to further develop their knowledge and skills. There is a greater emphasis on problem solving skills as well as inquiry. The Skepsi class remains as a single class from Years 7 to 9. Skepsi students are offered further enrichment opportunities as they proceed through Later Years.

QuickSmart Numeracy

Students who have been identified as needing additional support in reading or numeracy are referred to the QuickSmart program for further diagnostic assessment. At Wantirna College we are extremely fortunate to have in place the QuickSmart Reading and Numeracy Intervention Programs. The program was designed by the University of New England in Armidale, New South Wales and is proven to dramatically improve the skills of students. It is based on our growing understanding of neuroscience and how our brains work when learning, aiming to improve automaticity. Students participate in three, 30 minute sessions per week with a highly trained tutor and two students. The program operates from a dedicated space in Byrne House for Reading and in Rees House for Numeracy.

QuickSmart Literacy

QuickSmart Reading intervention sessions are structured to include a number of short and focused activities aimed at improving students’ speed of word recognition, reading fluency and comprehension skills. Each week, the three reading intervention sessions include:

- Timed flashcard activities based on a set of focus words;
- Vocabulary activities;
- Repeated readings of text to improve reading fluency;
- Scaffolded use of comprehension strategies;
- Reading games designed to consolidate students’ word recognition and word meaning knowledge.

QuickSmart Numeracy

QuickSmart Numeracy intervention sessions are also structured to include a number of short and focused activities aimed to improve accuracy and recall of numerical data by moving mental processing to automatic recall. As students complete the 30 week...
program they develop strategies to solve number problems and confidently articulate their thinking process to solve number problems. The numeracy intervention sessions include the following strategies:

- Flashcard fluency
- Speed sheets
- Graded independent worksheets
- Games promoting automatic recall

### Year 9 Curriculum Overview

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<th>Semester</th>
<th>English</th>
<th>Mathematics</th>
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### Year 9 Subject Selection at a Glance

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**Core Studies**

Students are required to study English, Maths and Humanities for the entire year. Core Science and Health are studied for one semester.
**Overview of Subject Choice**

**Core Subjects - Semester 1 &/or 2:**
- English
- Maths
- Science (1)
- Humanities
- Health (1)

**Students may select the following Semester 1 & 2 courses:**
- Language
- Spanish or Chinese

**Select one elective from the following learning areas:**
- Science
- Technology
- The Arts

**Select any 2 or more from any electives.**

**Elective Studies**
Elective studies are semester based. A total of six electives (3 per semester) are undertaken by Year 9 students. They must study at least one elective unit from Health and Physical Education, Science, Technology and The Arts. Students may choose from the full range of elective subjects for the remaining choices.

**Language Studies**
A full year of Year 9 Language is required to continue with a study of Language in year 10 and beyond due to the sequential nature of the study of Language. Students who do not choose two semesters of Language will not be able to continue their study of Language in year 9 and beyond.

**Year 9 Course Selection**
Should a subject that a student selects NOT run, their reserve subjects will be utilised. Please note that for final studies to run, they are subject to: sufficient student demand for units, availability of staff to teach units & timetabling arrangements which minimise unit clashes.

**NB Reading a Course Code:**
Year 9 Art Ceramics: A9CE
First character: Initial of the first letter of the Learning Area e.g. A9CE = The Arts
Second character: Year level 9 = Year 9
0 = Year 10
Third & fourth character: Identifying initials of the elective name e.g. A9CE CE = Ceramics
**Year 9 Curriculum Overview**

**English**

**Core English**

**E9EN**
*Course Description:*
The course at Year 9 builds on the skills acquired in Years 7 and 8. Students continue with the Independent Reading program, choosing from a wide range of recently acquired texts, chosen with the involvement of Home Groups. They are encouraged to apply the strategies of Independent Reading during regular reading times and workshops and during the study of class texts. The Spelling Program supports vocabulary development and spelling accuracy. A number of innovative units of study are undertaken including Shakespeare’s sonnets, a challenging class novel, the study of science-fiction and a media unit focusing on how reality television works to manipulate its audience. Written and oral tasks are integrated into the units to develop students’ abilities to write for a range of purposes and audiences and speak in groups and formal presentations including debates. Easy access to laptops allows for seamless integration of digital tools and multimodal texts.

**English Elective Curriculum**

**E9EA – English as an Additional Language (EAL)**
*Course Description:*
Students choosing this course will be predominantly EAL learners who have been in Australia less than 7 years. This unit aims to solidify and extend students’ skills in writing, reading, speaking and listening in English. It consists of three areas of study:

- Comprehension across the curriculum focusing on the study of written, visual and oral texts from across the curriculum. Students will be guided in understanding, analysing and evaluating texts by using various communicative and thinking skills, and they will also be taught linguistic structures and features through the study of texts.
- Research skills, using books and print and electronic media that are transferable across the curriculum.
- Literature awareness focusing on exploring a range of text types, including film, short stories and poetry.

**E9FH – Literature: Fantasy and Horror**
*Course Description:*
Students choosing this unit will be encouraged to read widely and enjoy and explore a variety of contemporary, classic and popular texts. Students will investigate the genres of fantasy, science fiction and horror through examination of characters, analysis of themes, plot, issues, setting and cultural contexts. Students will complete a variety of oral and written tasks, including writing their own fantasy and/or horror story. The areas of study in horror will be Gothic short stories from Edgar Allan Poe and Roald Dahl, in addition to a variety of poetry. Students will also read and examine Shakespeare’s “A Midsummer Night’s Dream”, present a self selected text and contribute to a poetry anthology.

**E9JO – Journalism**
*Course Description:*
Students choosing this course will have the opportunity to analyse print and online news media, considering the different purposes they fulfil in our society. Students will be expected to maintain a journal of all activities and complete analysis exercises. Students will consider the role of the modern journalist in today’s increasingly digital world. The journalism class will also create news stories, with students taking on the authentic roles required to produce news publications.

**9QS – Quicker and Smarter In English**
*Course Description:*
The emphasis of this elective is on assisting students who need practical ways to build their literacy skills. The course will help students improve their ability to speak, read and write independently. Specific literacy strategies using games and interactive activities will be taught to students. A range of texts will be employed including film, multi-modal and literary texts. This course is highly recommended for any student who has completed Quicksmart Literacy in Year 7 or 8.

Please note: Students who are wishing to extend their English skills and want to read and explore challenging texts and topics should consider the other English electives offered in Year 9.

**Health and Physical Education**

**Core Health**

**P9HR**
*Course Description:*
Students will undertake the study of positive psychology, mental health and harm minimisation. Students’ are provided with the knowledge and skills on how to promote positive mental health. They develop an understanding of coping mechanisms and warning signals, and explore various services, products and places that young people can access for support when they or others are dealing with mental health problems. Students will also develop awareness of how to live their lives more positively. Students are provided with knowledge and skills on how to prevent injury and harm, as well as analyse the influences on decision-making and strategies to promote safe behaviour.
**Health and Physical Education Elective Curriculum**

**P9CB – Court Team Sports – Boys**
**P9CG – Court Team Sports – Girls**

*Course Description:*
Students choosing this course will be expected to participate in, and complete, topics ranging from Basketball, Netball, European handball, Volleyball, Futsal, Tchoukball and any other similar sports which are played on enclosed court areas. Students will develop knowledge, skills and strategies in these sports during the practical sessions. Strategies will then be incorporated into competitions in each of the sports. Some classroom based sessions will concentrate on theoretical aspects of sport coaching with the aim for students to partake in peer coaching in the practical lessons. A complete set of College Physical Education uniform (including College cap) will be required, as well as a water bottle.

**P9FB – Field Team Sports – Boys**
**P9FG – Field Team Sports – Girls**

*Course Description:*
Students choosing this course will be expected to participate in, and complete, a number of topics to be selected from Soccer, Australian Football, Gaelic Football, Hockey, Touch Rugby, Touch Gridiron, Lacrosse or other games played on large grassed fields. Students will develop knowledge, skills and strategies in these sports during the practical sessions, while some classroom based sessions concentrate on theoretical aspects. A complete set of College Physical Education uniform (including cap) will be required.

**P9LB – Lifestyle Fitness for Boys**
**P9LG – Lifestyle Fitness for Girls**

*Course Description:*
Lifestyle Fitness for Girls / Boys will develop the knowledge and skills students’ need to lead an active and healthy lifestyle. Students will work towards completing a fitness based event that will challenge their physical, mental and social capabilities. Students will design and implement their own personal training plan, participate in teacher-led sessions, as well as training sessions run by professional fitness instructors. Students will explore a range of activities, such as circuit and weight training, group fitness, yoga, Pilates and recreational pursuits, that they can then adapt to their own interests and lifestyle, in order to develop and maintain one’s own health and fitness. Guest instructors and excursions will contribute to the range of experiences offered. Students will evaluate a range of healthy eating programs and consider mental health issues, such as body image and personal identity, with a focus on empowering females. An exploration of the concept of mindfulness will occur through the teaching of relaxation and meditation strategies. Students will develop self-confidence and a positive attitude to health, fitness and well-being in this flexible course, which will adapt to the needs of the group. Students choosing this elective are expected to participate in, in appropriate attire, in all practical classes and to satisfactorily complete all theoretical and practical assessments.

**P9RS – Racquet Sports**

*Course Description:*
Students choosing this unit will participate in the sports of Tennis, Table Tennis, Badminton, and Squash. Students will develop knowledge, skills and strategies in these sports during the practical sessions, while some classroom based sessions concentrate on theoretical aspects. Most activities will take place at the College; however both tennis and squash will involve students using external facilities. The total cost for the semester will be no more than $30 for use of these facilities and bus charges. A complete set of College Physical Education uniform (including College cap) will be required.

**Humanities**

**Core Humanities**

**H9HU**

*Course Description:*
Students will study four key areas; Geography, History, Economics and Civics and Citizenship. Students develop vital skills across all areas including mapping, research, analysis, drawing conclusions from data and decision making skills.

Topics across the year will include the making of the modern world through revolutions such as the French Revolution and the Industrial Revolution, and the significance of Australia’s involvement in World War I. In Geography, students will study biomes and food security, and the interconnectedness of people and places throughout the world. The final area of study will include role of parliaments and the courts of our legal system.

City Experience is embedded in the Humanities core program. Prior to City Experience, students, in small groups, develop a hypothesis that is researched during their time in Melbourne. Students travel to the CBD of Melbourne each day for a week. City Experience provides the opportunity for students to orientate themselves and to explore a range of locations that broaden their understanding of the social, cultural, political and legal features of a major city. Students will also be given time to actively investigate their hypothesis.
Year 9 Curriculum

Humanities Elective Curriculum

H9SB – Shopville: Business in the 21st Century
Course Description:
Through developing their own business students will engage with all areas of business of the 21st century. The core goal of this subject will be for the students to gain the understanding, skills and knowledge to design their own business. Students will learn about a variety of topics including supply and demand, product development, online business, budgeting, marketing and publicity. Students will learn the basic of opening and running a business including procedures for taxation and bank loans. Students will, throughout the entire semester, build a portfolio of design looking at their own business.

Languages Elective Curriculum

L9CH – Chinese – Mandarin (2 semesters)
Course Description:
Students choosing this course will practise and enhance their language skills and cultural awareness in the following topics: City and Environment, School Life, Health and Media. They will learn the basic facts, values and traditions in relation to these topics. They will visit Box Hill Shopping Centre and practise communicating with merchants and shop owners of Chinese background. They will compare school life in China and Australia to increase their awareness of life in other countries. Students will also be given chances to have a look into the traditional Chinese medicine including Chinese massage, acupuncture, herbal medicine and Qi Gong. They will study health related issues in China and compare this to trends in Australia. Students will also discuss the issues in relation to the media operation in China. Students will have the opportunity to utilise information technology and multimedia to enhance their learning outcomes.

L9SP – Spanish (2 semesters)
Course Description: Spanish Latin Lounge
Students will learn and develop an understanding of Spanish cultural traditions, customs and way of life by engaging in practical activities such as Spanish CINEMA and Spanish COOKING. These activities will aim not only to enhance students’ knowledge and communicative abilities in the language but to enhance their understanding of the cultural norms and issues in Spanish-speaking countries. The activities will focus on the use of grammar in writing such as following instructions when using a recipe. Students will also develop knowledge of vocabulary, verbs and improve sentence structure by watching, describing and analysing Spanish film. They will learn the language to express ideas and their views about Spanish culture. This course includes a visit to the Spanish precinct in Melbourne as well as the International Film Festival.

Mathematics

Core Mathematics

M9MA
Course Description:
Students will study mathematical topics from the Victorian Curriculum: Number and Algebra, Measurement and Geometry and Statistics and Probability.

In the Middle Years, Mathematics equips students with important concepts and skills to develop as successful learners. They develop an understanding of the role of mathematics in life, society and work. Through problem solving and enquiry students demonstrate how to apply mathematical processes across the disciplines.

We aim for students to be confident in their knowledge and application of mathematical concepts in order to attain new knowledge and skills when needed and to be successful numerate citizens.

As far as possible, Mathematics at Year 9 is taught in Rees House, the numeracy building. Rees House contains the Maths staffroom, QuickSmart Numeracy and eight additional classrooms, of which five are located around a large central learning area, housing a class set of desktop computers.

The Year 9 course builds on the skills acquired in Year 8. Classes are taught in home groups with opportunities for team teaching, and group work in the central learning area. This encourages students to become more independent and flexible learners, extending the strategies they have developed in Years 7 and 8.

The CAS calculator is introduced at Year 9 so that students may become confident and proficient in its use. Students will predominantly use the calculator to engage in algebraic, statistical and geometric investigations and to simplify routine processes.

Regular, if not daily, practice of mathematical skills is necessary to consolidate skills learnt in the classroom, so if students have not been set any specific homework they should be practising their tables, revisiting questions from class, developing their logbooks, completing tasks on mymathsonline.

All students have access to the college account for www.mymathsonline.com.au a website that provides simple step-by-step lessons and short online assessments.
Students use this site for homework, assessment, revision, and catch-up when away or for prolonged absence. Students and teachers can monitor progress and students are encouraged to attempt tasks again to reach 100% accuracy.

Maths Boost is run by Maths teachers one night per week. All students are welcome to attend to complete homework, use computers or ask for specific help. Chess club is also run one lunchtime a week by mathematics teachers.

**Mathematics Elective Curriculum**

**M9AE – Algebra Elective**

*Course Description:*
This course is designed for the capable Mathematics student who wishes to increase the breadth and depth of learning outcomes in the study of Algebra. The course aims to enrich and extend the algebra skills studied in Core Mathematics. Topics studied will depend on the level and needs of the individual students and be supported from an array of sources.

This elective will provide the opportunity for students to undertake more challenging algebraic problem solving activities and to experience algebra that they would not experience in Core Mathematics. Throughout the unit students will be given the opportunity to develop skills using a CAS calculator.

This unit provides a foundation for Mathematics-Advanced Core in Year 10.

**M9NE – Numeracy Elective**

*Course Description:*
This course is designed to consolidate the mathematical skills and knowledge of students. It also aims to improve the basic number of skills of students so that they may progress more quickly and smoothly through their mathematical studies. It complements the Year 9 core course. Reinforcement and practice in areas such as directed number manipulation, fractions, decimals, percentages and algebra will enable students to develop greater mathematical understanding and gain confidence in their mathematical skills. In each case, the emphasis will be on strengthening the understanding of core concepts needed for future use in Mathematics.

This course is highly recommended for any student that has completed QuickSmart Numeracy in Year 7 or 8.

**Science**

**Core Science**

**C9SC**

*Course Description:*
In Core Science, students will undertake units of study in Biology, Chemistry and Physics. Throughout these units students will explore concepts such as: how organisms control and respond to changes using internal systems (including the nervous and endocrine systems), the behaviour of light as a form of energy transfer and that chemical reactions involve changes in bonding between particles that can be accurately described, measured and predicted. They will investigate these concepts through a range of activities that includes experimental laboratory investigations and extended research tasks.

**Elective Science Curriculum**

**S9CS – Science of Cells and Systems**

*Course Description:*
Students choosing this unit will examine challenges to survival and the biological mechanisms which enhance the survival of humans. In particular, they will investigate various body systems to learn about their structure and function in a healthy person. This knowledge will then be used to research the effects of diseases that affect different body systems. Students will investigate issues dealing with health and medical aspects of the body.

This unit provides a foundation for VCE Biology.

**S9EL – Science of the Environment**

*Course Description:*
Students choosing this unit will be introduced to the environment and the organisms within it. Students will have the opportunity to observe and work with brine shrimp (sea monkeys) and understand living components including classification. The unit also teaches students about climate change through experiments, and allows them to understand the effects that humans have on the environment. From this, students conduct an environmental issue case study. Students then investigate sustainability, through practical activities and, identify the need to move from fossil fuels to renewable energy.

This unit provides a foundation for VCE Environmental Science.

**S9ES – Science of Earth and Space**

*Course Description:*
Students choosing this unit will explore the science involved with earth and space. There will be investigations on: the solar system, astronomy, the design and use of
Year 9 Curriculum

rockets, space exploration and travel, astronauts and the effects of space on the human body, the chemistry of energy and fuel usage, the issues involved with future planned space travel and exploration, the changing Earth, and the geological aspects of mining.

Through experimental design to investigate the physical phenomenon involved with space travel, students will build upon the skills acquired in their core science unit. Students will be encouraged to work in groups for the investigation and the content will provide an integrated approach to finding out more about Earth and Space science.

S9PP – Science of Plastics and Polymers

Course Description:
This subject will begin with students learning about the sources and production of the raw products required to make plastics and polymers. This knowledge will then lead into the production of countless different polymers such as nylon, bakelite, rayon, slime, synthetic rubber, alcohols and many more. The properties of polymers and their historical development will also be investigated. No study of plastics would be complete without looking at the environmental issues surrounding their production and disposal.

Technology

Technology Elective Curriculum

T9TA – A Taste of Asia

Course description:
Does Pad Thai or Indian Samosas, Chinese Pork Dumplings, Vietnamese Spring Rolls, Japanese Teriyaki Steak or Lime Cheesecake, Meringue Nests with Asian fruit and Ginger Creams interest you? Then this course is for you! Learn how to cook these and other tantalising dishes when you join the culinary tour throughout Asia, using the ingredients and fresh herbs and spices of Pacific Rim Cuisine. Students learn how to produce the authentic flavours such as you would enjoy in any Asian restaurant. Students also acquire the skills and techniques of constructing different foods using Asian cooking implements such as the Wok, Bamboo Steamer, Deep Fryer and the Char-Grill.

Following the Design Process, students also research the food and culture of an Asian country of their own choice and then, with a cooking partner, design and produce an Asian Banquet for two for a unique ‘in house’ dining experience at school.

T9BC – Bakery Cafe

Course description:
Learn to make your own bread, pastries and other sweet and savoury delicacies that you would find in a bakery cafe. Quick casual meals will be produced and presented in cafe style dining. Using the design process students will explore key nutrients, ingredients and cooking process for casual dining. Students will develop, plan produce and evaluate their own individual bakery and cafe delights.

T9IT – Information Technology

Course description:
Students choosing this course will explore the world of animation and game development through the use of a range of software tools. During the Animation unit, students will develop skills in using Adobe Animate, which is used by industry professionals to develop a range of applications from animations, games, websites and more. Students will undertake design skills in storyboarding to help plan their final animation piece where they will produce an animation of their choice.

During the Game Development unit, students will be introduced to the fundamentals of game design and game development through the use of the Game Maker platform. Students will be introduced to a range of game development techniques, including basic programming, culminating in the development of a 2D game of their choice.

Finally, students will explore the impact of technologies on present day society. Students will undertake a research task and participate in a class debate on the influence of video games. Students will work collaboratively in small teams and formulate an argument based on research that they have collected.

T9MD – Materials and Design Technology

Course description:
Students choosing this course will be building on the skills developed in Year 7 and 8. Students are actively encouraged to explore their own ideas. They may design freely through the use of small individually selected material design choices to produce a product or products for their own needs or requirements. Alternatively they may choose a large construction utilising either individual or combined materials including wood, metal and or acrylic. As part of learning essentials for life, students complete practical investigation requirements. Students will design, produce and evaluate their own products. This is a good lead into Year 10 where power tools are more actively utilised in manufacture.
YEAR 9 CURRICULUM

T9SE – Integrated Systems Engineering

Course Description:
This subject is designed to introduce students to the practices of design and construction using electronics and mechanisms in an engineering context. This unit is primarily focused on developing skills in constructing and understanding concepts in applications in a number of areas. Practical sessions involve building electronics using a variety of kits and circuits. Overall, the emphasis is that students will build practical and thinking skills to develop solutions to engineering tasks and problems. A design brief is utilized to satisfy the needs and requirements of any specific issue.

A subject charge of $50 applies to this unit.

T9RO – Robotics

Course Description:
Students choosing this unit will explore the technology involved with the understanding of Robotics. They will include in their studies: Types of robots, design, construction, control and materials together with robotics in society and their evolution will be researched.

Students will focus on utilizing skills that are applicable to practical problem solving. They will have the opportunity to use Lego Mindstorm kits to build their robots. In addition there will be practical robot based electronic and mechanical construction project.

A subject charge of $50 applies to this unit.

T9PQ – Textiles – Personalised Quilt

Course Description:
If you enjoy using the sewing machine but are not interested in making clothes, if you would like to improve your machine stitching, then this is the course for you. The emphasis in this unit is on fabric manipulation. Working with colour and crazy patchwork techniques and gaining skills in using the sewing machine for more than making garments is the aim of this unit. You will make patches to stitch fabric in different ways to achieve a variety of looks. These patches are then joined together to create your own personal quilt.

Students will need to provide fabric and notions for the practical component of study and a visual diary for documentation.

T9YD – Textiles – Young Designer

Course Description:
Do you wonder why some people always look good in what they wear? Ever tried on a piece of clothing and it doesn’t suit you? This unit of study will assist you in discovering why. The course is designed to deepen your understanding and knowledge of the design elements and principles of fashion. It involves students investigating body shapes and fashion designs to achieve aesthetics in their clothing choices. Students will explore fashion illustrations and the design process for production of garments. They will produce garments using commercial patterns to construct knitted and woven garments.

Students will need to provide fabric and notions for the practical component of study and a visual diary for documentation.

THE ARTS

The Arts Elective Curriculum

A9AR – Art

Course Description:
This subject builds on the knowledge and skills taught in Year 7 Art. Students will continue to develop skills in drawing and using the Design Process. They will learn new skills and refine existing skills in a range of Art media, which may include acrylic paint, pencils, charcoal, pastels, printmaking and sculpture mediums. Students will study three historical Art movements and use this knowledge to inform their own Art practice, and for the purpose of analysis. Students will build on their knowledge of the Elements of Art and go on to also learn about the Principles of Art. They will trial and develop creative responses to tasks in their visual diary to produce finished artworks. Students will also build on their analytical knowledge to produce written analysis about other artists’ work.

A subject charge of $20 applies to this unit.

A9CE – Ceramics

Course Description:
Students will explore art production using clay. They will produce a visual diary of experimentation and planning which will lead to a folio of finished ceramic works. Students will be introduced to the three basic construction methods of pinch pot, coil and slab construction. They will cover a range of decorative techniques such as intaglio and glazing. Students will also develop skills in analytical writing, using the Elements and Principles of Art to analyse and discuss a range of ceramic artworks.

A subject charge of $30 applies to this unit.

A9AD – Digital Art

Course Description:
This subject builds on the knowledge and skills taught in Year 7 Art. Students will continue to develop skills in using the Design Process and conceptual thinking. They will learn to use a variety of software to produce digital art. Students will explore different types of digital
tools to develop a range of digital artforms, such as digital painting, collage and image manipulation and sculptural forms using 3D printing. Students will study three historical art movements and use this knowledge to inform their own art practice, and for the purpose of analysis. Students will build on their knowledge of the Elements of Art and go on to also learn about the Principles of Art. They will trial and develop creative responses to tasks in their visual diary to produce finished artworks. Students will also build on their analytical knowledge to produce written analysis about other artists’ work.

A9DP – Digital Photography

Course Description:
Students will use digital cameras to learn about the art of taking aesthetically pleasing photographs. They will explore topics such as depth of field, the effects of light and shutter speed on an image and composition using the Elements and Principle of Art. Students will have the opportunity to use both automatic digital and DSLR cameras (having your own digital camera is an advantage). Students learn to edit and manipulate photographs using Photoshop. Students will keep records of their progress in their visual diaries and explore the visual imagery of significant photographers and artists. Students will present their final images as a folio of finished works. They will develop skills in analytical writing, using the Elements and Principles of Art to analyse and discuss photographic artwork.

A9DA – Dance

Course Description:
Students choosing this unit do not need any previous dance experience. In class, students develop coordination, balance, flexibility, strength and endurance in a safe and enjoyable environment. Through structured warm-ups, they learn about injury prevention, body alignment, focus, rhythm and different dance techniques. Students work both by themselves and in groups to choreograph and present pieces based on the elements of dance – shape, space, time and dynamics. While experimenting with movement, students develop an awareness and control of their own movements, and learn to use their own experiences in their approaches to creating dances. In addition, students will rehearse, memorise and reproduce pre-made patterns and sequences in a range of dance styles. Students will utilise technology and digital mediums to extend their understanding and appreciation of dance as an art form.

A9DR – Drama

Course Description:
Students choosing this course will work extensively on the development of scripted duologues (script for two actors) and a class production. They will look at current techniques used by actors to create role and character. They will gain skills in script analysis to create an effective performance. This will include enriching their understanding and skill in developing dramatic tension, focus, comic timing, direction and blocking and the use of stagecraft elements.

A9TS – Theatre Studies

Course Description:
Students choosing this course will explore elements of stagecraft including acting, lighting, costume, set and sound. They will have hands-on experience with the technology available including the lighting board and computer programs. Students will then specialise in one area of stagecraft design and acting and work in small groups to enable them to use their skills. Finally the class will work on a production for performance.

A9ME – Media

Course Description:
Students choosing this unit will discuss how the media works. They will complete research where they will study production values and the relationship between production and narrative, which exists in professional media presentations. Students will examine the techniques and protocols used in media narrative involving the following areas: genre, pre-production scripts and story-boards, marketing, and media production (camera, lighting, editing, acting, framing, direction, sets, locations and casting).

A9MA – Music Theory and Performance

Course Description:
This course is designed to accommodate students of different levels of skill in music. Areas of study include practical aspects of solo and group performance, music theory, aural training analysis and evaluation activities. The curriculum aims to develop musical literacy, aural and analytical skills and confidence with both solo and group performance.

As this is a performance based subject it is recommended that students will have some experience in playing a musical instrument. Students who are in the Instrumental music program are strongly encouraged to select this subject.

Students are expected to attend an excursion to view a Melbourne Symphony Orchestra rehearsal in Melbourne.

A9MB – Music: Industry and Technology

Course Description:
This course is designed to accommodate students of different levels of skill in music. Areas of study include; music industry, technology (recording, notating & aural training software), composition, theory, aural training, solo and group performance. The curriculum aims
to develop an understanding of the popular music industry in Australia, musical literacy, aural skills and compositional skills. It is also designed to give students hands-on experience with the current technology and software used to create, notate and record music, such as Sibelius, Cubase, Auralia and Garageband.

As this subject has an element of performance, students will be expected to perform on a musical instrument. Students are also expected to attend an excursion to Box Hill Institute. Students who are in the Instrumental music program are strongly encouraged to select this subject.

**A9VC – Visual Communication and Design**

A subject charge of $20 applies to this unit.

**Course Description:**

Students choosing this course will participate in activities aimed at further developing their knowledge and skills taught in Year 8 Visual Communication Design. The course aims to develop an understanding of environmental, industrial and communication design areas. Students complete creative and conventional drawing projects and learn design thinking strategies. They use free hand, instrumental and computer aided...
Year 10 is the final year of the Victorian Curriculum. Students continue to undertake subjects across a broad range of subject areas and begin to identify their future learning/career pathway. In order to allow a breadth of experience many subjects are still offered for a single semester. There are clear guidelines in place at Year 10 to ensure students still take studies across a broad range of learning areas.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>English</th>
<th>Mathematics Advanced Core or Core or Modified Core</th>
<th>Geography, History or Economy and Society</th>
<th>Elective One</th>
<th>Elective Three</th>
<th>Elective Five or VCE early start</th>
<th>VCE Bootcamp or VET</th>
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<tr>
<th>Semester 2</th>
<th>English</th>
<th>Mathematics Advanced Core or Core or Modified Core</th>
<th>Science</th>
<th>Elective Two</th>
<th>Elective Four</th>
<th>Elective Six or VCE early start</th>
<th>Private Study or VET</th>
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**Overview of Subject Choice**

**Core Subjects- Semester 1 & 2:**
- English
- Science (one semester)

Students must select their mathematics course (based on recommendation):
- Advanced Core
- Core
- Modified Core

Students must select one of the following Humanities courses:
- Economy and Society
- Geography
- History

Select any 6 or more from any electives.
Year 10 Curriculum Overview

Early Start VCE

High achieving students in year 10 are invited to apply to undertake an early start VCE or VET subject. There is a great advantage to this as it allows students to get a feel for what to expect in VCE as well as allowing them to undertake one additional subject which can add to their ATAR score at the end of year 12. Early start VCE is offered in the following subjects:

- Literature
- Health and Human Development
- Physical Education
- Accounting
- Business Management
- Geography
- History-20th Century
- Legal Studies
- Chinese 2nd Language &
  Advanced
- Chinese 1st Language
- Mathematical Methods
- Biology
- Psychology
- Environmental Science
- Food Studies
- Computing
- Art
- Dance
- Media
- Studio Arts
- Theatre Studies
- Visual Communication and
  Design

Year 10 Course Selection

Students who wish to undertake an Early Start VCE subject are required to complete an application process. This process includes referring to previous academic performance and an interview.

Should a subject that a student selects NOT run, their reserve subjects will be utilised.

Please note that for final studies to run, they are subject to sufficient student demand for units, availability of staff to teach units & timetabling arrangements which minimise unit clashes.
# Year 10 Curriculum

## Year 10 Curriculum at a Glance

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<th>LEARNING AREA</th>
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<th>Integrated Electives</th>
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<td>Core English</td>
<td>E0EN E0EA E0BB E0LL E0LI</td>
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<td>English as an Additional Language Elective</td>
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<td>Literature: Is the Book Better?</td>
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<td>Linguistics: How our language works</td>
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<td><strong>Health and Physical Education</strong></td>
<td>Major Team Games: Boys</td>
<td>0MB P0MG P0PT P0PS P0RP P0SL P0SS P0SL</td>
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<td>Major Team Games: Girls</td>
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<td>Personal Training</td>
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<td>Recreational Pursuits</td>
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<td>Your Health</td>
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<td><strong>Humanities</strong></td>
<td>Big History</td>
<td>H0BH H0ES H0GG H0HI H0GI H0HF H0MF</td>
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<td>Core Economy and Society</td>
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<td>Core Geography</td>
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<td>Core History: Australia’s role in the Modern World</td>
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<td>Global Issues</td>
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<td>History Through Film</td>
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<td>Managing your Finances</td>
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<td><strong>Languages</strong></td>
<td>Chinese - Mandarin (Semester 1 and 2)</td>
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<td>Spanish (Semester 1 and 2)</td>
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<td>Numeracy Elective</td>
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<td>Year 10 Mathematics (Core)</td>
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<td>Year 10 Mathematics (Modified Core)</td>
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<td>Numeracy Elective</td>
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<td><strong>Science</strong></td>
<td>Psychology, Self and Others</td>
<td>S0PS S0SC S0SB S0SR S0SF S0SM S0AB</td>
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<td>Science of Crime</td>
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<td>Science Above &amp; Beyond</td>
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<td><strong>Technology</strong></td>
<td>Taste of Europe</td>
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<td>Textiles: Fashion Making &amp; Illustrating</td>
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<td>Textiles: Textile Pieces</td>
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<td>Integrated Systems Engineering 2</td>
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<td>Art: Drawing, Painting and Printmaking</td>
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<td>Art: Photography</td>
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<td>Dance</td>
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<td>Theatre Studies Production</td>
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<td>Theatre Studies Acting</td>
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<td>Music Theory and Performance</td>
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<td>Visual Communication and Design: Architectural Design and Drawing</td>
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<td><strong>Integrated Electives</strong></td>
<td>Police Cadets</td>
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Year 10 Curriculum

English

English Core Curriculum

E0EN
Course Description:
The Year 10 course is designed to meet the requirements of the Victorian Curriculum and prepare students for VCE study. Units of work therefore include the study of class texts, exploration of persuasive language and an in depth reading of Shakespeare’s Macbeth. A visiting theatre company presents a condensed stage version of this classic play to further assist in students’ understanding. Oral and written tasks which develop students’ abilities to speak and write for different audiences and purposes are seamlessly integrated into these units. Much emphasis is placed on further enhancing students’ skills in thinking independently, writing analytically and employing a rich vocabulary. Easy access to students’ own laptops allows for the use of digital tools and multimodal texts.

English as an Additional Language

E0EA
Course Description:
Students choosing this English course will be EAL learners i.e. Students who qualify for EAL at VCE because they have been studying in Australia for 5 or less than 5 years. The unit consists of 3 areas of study related to preparing students for VCE/EAL.

English Elective Curriculum

E0BB – ‘Is the Book Better?’
Course Description:
Students choosing this unit will undertake an in-depth study of how written text is interpreted into a modern context in films and television. Students will analyse written texts and then consider and evaluate them in relation to their modern film adaptations to determine which medium is the most effective and thus answer the question ‘Is the book better?’

E0LL – Literature: Love and Hate
Course Description:
Students choosing this unit will undertake an in-depth study of literary texts based on the central theme of love through time and in various cultures. The areas of study include defining and exploring the various kinds of love such as filial, spiritual and romantic and a study of famous love stories and couples such as Romeo and Juliet. The course will also focus on the study of gender perceptions of love and other issues related to love.

This theme will be explored through novels, poetry, film, drama and other texts.

E0LI – Linguistics – How our language works
Course Description:
Students choosing this unit will be introduced to the fascinating study of Linguistics- how language works. They will study the “building blocks” of language- the sound system (phonology), how words are made (morphology), how we build sentences (syntax), how texts are created (discourse) and the meaning of it all (semantics). Students will also examine how we first learn language and the ways in which we use it. They will learn the International Phonetic Alphabet (I.P.A.) and discover how the English language has changed over time, with a focus on Australian English. This unit is particularly useful for students considering studying English Language in VCE or for those who have a strong interest in English or in language generally.

Health & Physical Education

Health & Physical Education Electives

P0MB – Major Team Games – Boys
AND
P0MG – Major Team Games – Girls
Course Description:
Students choosing this unit will participate in a range of major team sports with a focus on the common elements of strategy that lead to success. Examples of the types of activities are football, soccer, cricket, basketball, netball, tennis, softball, and hockey. A complete set of College Physical Education uniform (including College cap) will be required.

P0PT – Personal Training
Course Description:
Students choosing this unit will participate in a range of challenging practical activities designed to measure and enhance their fitness. Students will gain an understanding of energy systems, fitness components, principles of training and types of training. They will also learn processes involved in preparing a client for a training program and strategies used to monitor, care for and motivate the client during the implementation of the program. Practical activities include; fitness testing, interval running, aerobic conditioning and resistance training (both with and without free weights and machine weights). The subject aims to ultimately have students training for an end goal of their choice, which can have a sport or fitness focus. A complete set of College Physical Education uniform will be required.
**Year 10 Curriculum**

**P0PS – Peer Support**  
**Course Description:**  
Students choosing this unit will learn how to lead, communicate, accept responsibility and work others, especially as they become peer support leaders to our incoming Year 7 students during Semester 1. Skills learned and practised in Peer Support are particularly relevant to all careers, especially teaching, counselling, social work, psychology, nursing and managerial work. The units of work covered are leading groups, communication skills, how to develop positive self-esteem and lesson organising, planning and evaluating.

**P0RP – Recreational Pursuits**  
**Course Description:**  
Students choosing this unit will work on developing their skills in a range of recreational activities that are available in the local community. Examples of the types of activities are Ten Pin Bowling, Orienteering, Golf, Aquatic activities, Bocce, Indoor Rock Climbing and Tennis. Some activities will be held at venues outside the College and would involve cost. The cost for excursions throughout the semester would be approximately $80. This unit will provide a good base knowledge for some of the tasks undertaken within the VET Recreation Unit. A complete set of College Physical Education uniform (including College cap) will be required.

**P0SL – Sport Leadership**  
**Course Description:**  
This subject focuses on the development of practical coaching knowledge and skills. It will enhance students’ self-confidence, improve their communication and leadership skills and nurture responsibility and sporting behaviour. Students will learn the reasons for participation in physical activity, the role of the coach, training methods and principles, planning coaching lessons, skill teaching, ethics and codes of conduct, group management, discipline and sports safety. Depending on the group of students, there is potential to gain their Beginning Coaching General Principles accreditation online through the Australian Sports Commission. There is a theoretical and practical component to this subject. A complete set of College Physical Education uniform (including College cap) will be required.

**P0SS – Sport Science**  
**Course Description:**  
Students who are looking towards VCE Physical Education would be strongly encouraged to take up this elective. It is offered as a semester run subject designed to prepare students with the knowledge and skills required for VCE Physical Education. Emphasis will be on:  
- The Body Systems (skeletal, muscular, cardiovascular and respiratory) and energy for physical activity and the role of nutrition when physically active. Students will also learn how to measure acute responses such as heart rate. They will explore a range of biomechanical principles and apply them to a range of sports or activities to enhance athletes performance. There is also an opportunity for external excursions which may involve an additional cost of approximately $30. A complete set of College Physical Education uniform (including College cap) will be required.

**P0YH – Your Health**  
**Course Description:**  
Students who are looking towards VCE Health and Human Development would be strongly encouraged to take up this elective. It is offered as a semester run subject designed to prepare students with the knowledge and skills required for VCE Health and Human Development. Emphasis will be on:  
- The physical, social and mental aspects of health  
- The measurements of health status  
- Biological, behavioural and environmental influences on health  
- Factors which affect the nutritional status of Australians.

Students will also develop an understanding of health issues amongst teenagers and some of the Government strategies which aim to improve the health of Australians. Students will be given the opportunity to research using a variety of resources, interpret and analyse data as well as share in insightful group discussions.

**Humanities**

**Humanities Core Curriculum**  
In Year 10, students complete one of three Humanities subjects: Economy and Society, Geography or History.

**H0ES – Economy and Society**  
**Course Description:**  
We all need an understanding of the law, government, and the economy. These areas will affect us for the rest of our lives. This course covers each topic by going over the important areas and provides information that will help a person make decisions in the future. The first topic will cover the legal system and the courts and how they affect daily life. The second topic will be the Australian national government and the politics that run it. It will provide an overview of how the government is selected and managed. The third topic will be the Australian economy. The course reviews the basic elements of the economy, how companies affect the economy and how the economy impacts a person’s life.
Year 10 Curriculum

H0GG – Core Geography
Course Description:
There are two units of study to investigate. The Environmental Change and Management unit focuses on investigating environmental geography through an in-depth study of a specific environment, coasts. The unit begins with an overview of the environmental functions that support life, the major challenges to their sustainability, and the environmental worldviews that influence how people perceive and respond to these challenges. Students investigate the specific environment of coasts and examine environmental change to coasts in Australia and one other country.

Geographies of Human Wellbeing focuses on investigating global, national and local differences in human wellbeing between places. Students examine the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. They explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and the world as appropriate.

H0HI – History – Australia’s role in the Modern World
Course Description:
Year 10 History looks at the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. Areas to be studied include the inter war years between World War 1 and World War 2, including the Treaty of Versailles, The Roaring Twenties and the Great Depression. The course will review the efforts in post World War II to achieve a lasting peace and security in the world, including Australia’s role in UN peacekeeping. It will cover Australia’s involvement in Cold War and post Cold War conflict (Korea, Vietnam, the Gulf Wars, Afghanistan), including the rise in influence of Asian nations since the end of the Cold War. Other areas to be covered are developments in technology, public health, longevity and standard of living during the twentieth century and concern for the environment and sustainability.

Humanities Elective Curriculum

H0GI – Global Issues
Course Description:
The condition of our world is not due to random events and coincidences but is a result of the actions and inaction of humankind. Global Issues focuses on the causes of the current world condition and challenges students to seek alternatives and solutions. Students will explore key social, geographical, historical, political and economic issues from recent or current events in the world such as change, identity and diversity, rights and responsibilities, peace building and wealth, sustainability and global justice. The emphasis is on students participating in activities along with thinking about and discussing the key issues. They will develop skills of analysis, synthesis, evaluation and argument whilst learning about the world in which we live and the challenges that face our current and future generations.

H0HF – History through Film
Course Description
The story of the twentieth century can be told in film. Changes in people’s attitudes and beliefs have been communicated around the world through the medium of film and popular culture.

This elective unit will involve students in developing an understanding of the major historical changes that have occurred in the twentieth century and how the cinema has portrayed those events. This will lead into an analysis of how Australia has been influenced by the cultural and political changes shown in films made both overseas and in Australia.

Students will study four feature films and other short films and excerpts in this unit.

H0BH – Big History
Course Description:
Big History uses evidence and insights from many scientific and historical disciplines across a 13.7–billion-year historical narrative in order to gain insight into human civilizations past, present, and future. This subject covers many of the concepts found in the fastest growing unit in the world and is proudly supported worldwide by the Gates Foundation. Big History will explore how we are connected to everything around us and where we may be heading. It provides a foundation for thinking about the future and the changes that are reshaping our world. Big History will challenge students to think critically and broadly and tries to ignite a passion for inquiry. The course provides an overview of scientific concepts in an historic context, focusing on four major themes: Time thresholds, Scale, Claim testing, and Collective learning.

Students practise critical reading and writing skills through investigations, projects, and activities, and gain a strong interdisciplinary foundation, which provides a useful context for understanding world events in the past, present and future.
**Year 10 Curriculum**

**H0MF – Managing your Finances**  
Course Description:  
The unit provides students with skills in financial decision making, such as credit management, budgeting, banking and bank reconciliation. Managing our money is becoming increasingly complex. Students can benefit greatly from knowledge of accounting methods and techniques, particularly using computers. Careers in accounting could also begin with this course. A case study approach will be used to engage students in learning the accounting techniques needed to solve financial problems and manage money wisely. Students will use software packages to assist in managing their finances and to create solutions to financial problems. Students will gain a background in concepts and procedures, which will assist them in future studies in accounting.

**Languages**

**Languages Elective Curriculum**

**L0CH – Chinese: Mandarin**  
(Students wishing to study VCE Chinese must complete a two semester course)  
Course Description: The Market Life & Chinese Cuisine  
Students will study the skills to speak Chinese in market areas and restaurants. They will learn about Asian groceries by visiting Chinatown in Little Burke St and practise communicating with merchants and shop owners of Chinese background. Students will compare markets and city life in Australia and China to increase their global awareness about life in other countries. Students will also learn about Chinese food preparation and will conduct an instructional lesson of cooking a favourite dish. They will visit a Chinese restaurant where they will experience authentic cuisine cooked and served using traditional methods and rituals. Students will have the opportunity to utilise information technology and multimedia to enhance their learning.

**L0SP – Spanish**  
(Students wishing to study VCE Spanish must complete a two semester course)  
Course Description: Family life, Environment and Health  
Students will develop skills to familiarise themselves with the requirements for VCE study. They will develop language skills to express past experiences, as well as childhood routine and experiences. Students will write creative stories to share with students at other schools that offer Spanish. Students will develop opportunities to exchange information about their life, environment, country and social issues that affect their lives via email with their Spanish pen friends in Spain or Spanish America. There will be an opportunity to develop collaborative units with them by using multimedia and information technology with the aim of enhancing their language development. They will also develop a better understanding of issues affecting the people and the environment in Spanish speaking countries. Students will attend a number of excursions to restaurants, the CBD, and the cinema. Students will have to conduct interviews, write letters and speak publicly to enhance their linguistic and communicative skills.

**Studying a Language outside school.**  
The College supports students who wish to study a language outside school, (on the weekends), however under the following guidelines.

1. Students MUST select & inform the College of this on the Online Selection Program ‘Web Preferences’ during Term 3, 2016.

2. Failure to inform the College of this will result in the College NOT approving you studying at a Language School.

3. If the College runs the chosen VCE Language subject in 2017, students must complete that subject with Wantirna College, with the College operating as the assessing school.

4. Students are then welcome to undertake Language School, but only for tuition purposes only – they will not assessed at the Language School.

5. If you meet these criteria, the student MUST ensure that the correct VCAA paperwork is completed by the Language School and returned to the Later Years Administrator for processing.

**Mathematics**

**Mathematics Core Curriculum**

**M0MC – Core Mathematics**  
Course Description:  
This course provides entry into VCE General Mathematics and Mathematical Methods. However, only students with a very strong result in Core Mathematics should consider the study of Mathematical Methods. Year 10 Core Maths builds on the skills and concepts of arithmetic, algebra, trigonometry and statistics. Problem solving and modelling of real life problems is developed progressively through the course. CAS calculators are integrated into the course to aid the understanding of mathematical concepts.
Year 10 Curriculum

M0AC – Advanced Core Mathematics
Course Description:
This course has been developed to allow students several pathways through VCE Mathematics. It is the best preparation for students wishing to study Mathematical Methods or Specialist Mathematics in Year 11, as well as, support for those choosing Early Start Mathematical Methods in Year 10. Successful completion of the course offers a pathway to study Further Mathematics Units 3 and 4 in Year 11. The course extends the curriculum beyond the Year 10 Core Mathematics course. Students build on skills obtained from previous study in the areas of arithmetic, algebra, geometry, coordinate geometry and trigonometry, CAS calculators are used extensively and modelling of real life problems is developed throughout the course.

M0MM – Modified Core Mathematics
Course Description:
Modified Mathematics is designed for students who need consolidation of basic mathematical skills and who do not intend on studying Mathematics as part of their Year 12. There is strong emphasis on using Mathematics in practical contexts relating to everyday life, personal work, and study. Students are encouraged to use appropriate technology in all areas of study. Topics in this subject include, number arithmetic, space, handling data, measurement and design. Students will need career counselling before selecting Modified Mathematics.

Mathematics Elective Curriculum

M0NE – Numeracy Elective
Course Description
This elective is designed for students considering a VCE Mathematics pathway who need consolidation of the mathematical skills developed in the Core Mathematics courses. There will be an emphasis on basic number skills to help students progress more quickly and smoothly through their mathematical exercises. Revision of work covered in the Year 9 course will be undertaken as necessary. The consolidation of number skills would also benefit students in the Modified Core course. Numeracy Elective should be selected if Core Mathematics is chosen against the recommendation of the Year 9 teachers.

Science

Science Core Curriculum

S0SC
Course Description:
In core Science, students will undertake units of study in Biology, Physics and Chemistry. They will examine the genetic basis of inheritance and the molecular structure of DNA. They will use this as the basis to research an inherited genetic disorder. In Physics, students will study Newton’s Laws of Motion and undertake a range of experiments concerning movement, acceleration, inertia and forces. They will apply this understanding of motion to research road science and safety. Finally, in Chemistry students will investigate chemical reactions and applications of chemical bonding.

Science Elective Curriculum

S0PS – Psychology, Self and Others
Course Description:
Who am I? What is the relationship between my mind and my brain? Are there others like me? Why do I behave the way I do? These are some of the questions that have driven the development of Psychology since it evolved from philosophy into a science. Psychology is the scientific study of human behaviour and mental processes. In this unit students will learn to distinguish between behaviours and mental processes and will focus on the scientific nature of Psychology. They will undertake investigations that assist them in understanding the distinction between science and pseudoscience as they plan and conduct experiments that examine astrology as an indicator of personality. The course will examine both intelligence and personality as psychological concepts examining how these are assessed a measured in a scientific manner. The concept of normality will be explored in relation to mental health and mental illness.

S0SB – Science of Biotechnology
Course Description:
Students choosing this unit will examine biotechnology and how it makes an impact on our everyday lives. This unit will cover areas of study such as genetic engineering including; the basic concept of introducing genes from one organism into another; how genetically modified foods are made; what cloning is and how DNA fingerprinting is carried out and used by police. They will study microbiology including; what is involved with sterile techniques; growing micro-organisms and infection control. Students taking this elective will be investigating aspects of biotechnology that are current and impacting on our lives already. Links will be made to topics covered in the core science units. A set task will involve keeping up with current issues and discoveries. This elective is highly recommended to students that wish to undertake VCE biology.

S0SR – Science of Crime
Course Description:
The work of a forensic scientist involves an application of skill and knowledge from a range of scientific disciplines including Biology, Chemistry and Physics. The focus of this elective is to introduce students to a range of
investigative techniques used by forensic scientists in the laboratory and in the field at crime scenes. Students will act as both crime scene investigators and scientists to analyse crime scenes and develop an understanding of crime scene procedures including contamination and continuity of evidence. They will analyse physical evidence such as fingerprints, blood and make casts and impressions of tool or track marks. Students will also develop some understanding of the nature of crime and the impact on our community.

**S0SF – Science of Food**

**Course Description:**
The science of nutrition and food production impacts all people from developing countries to modern western communities. The health implications of poor nutrition and the use of food as medicine is well understood by health scientists and is of great general interest to individuals. To develop a true understanding of the science of food, this unit will explore the ways in which foods are grown to maximise yield and/or nutrient value. It will examine the major macronutrients of protein, fats and carbohydrate and the chemical processes involved in their digestion. It will investigate the role of additives and preservatives in foods and enable students to successfully identify and evaluate labelling of foodstuffs in Australia. Students will examine the environmental impact of food production and explore issues of sustainability, waste and pollution and current advances in food science including genetically modified foods.

**S0SM – Science of Medicines**

**Course Description:**
Students choosing this unit will investigate medicines through the history and development of a range of pharmaceutical products including vitamins, analgesics and natural medications. This study will encompass the effects each has on the mind and body. Students will investigate both short and long term physiological effects that some medicines have on a system. The chemical aspects of this course will enhance student's laboratory work to make sports rub, aspirin and to extract caffeine. There will be an applied focus with an emphasis on practical work and the development of skills associated with this. This elective is highly recommended to students who wish to undertake VCE Chemistry.

**S0AB – Above and Beyond**

**Course Description:**
This elective is designed to prepare students for three of the VCE Science subjects, namely Biology, Chemistry and Physics. The content will combine with the Year 10 core science to provide an experience that will prepare students for the rigors of VCE. Emphasis will be on the fundamental knowledge and skills that students will need for VCE Units 1 and 2 in the three subjects. They will undertake a variety of practical activities that are aimed to develop the necessary skills in experimental design, data collection and analysis, measurement, observation and experimental report writing. Students will complete a practical assessment task for physics, chemistry and biology as well as an exam at the end of the unit.

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**Technology Elective Curriculum**

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**T0FM – Fashion Making & Illustrating**

**Course Description:**
You enjoy sketching fashion garments but would like to do better! You wish to know how to achieve the fashion illustrations look. Once sketched you would like to make it but you’re not sure how? Fashion Making and Illustrations will assist you. You will be shown how to create fashion templates to draw from, and the techniques to communicate your design ideas onto paper. The other part of this unit of study, you will use commercial patterns to construct an item of clothing. With guidance you be lead through the maze of construction terminology to discover the techniques and procedures to make the specified piece of clothing.

Students will need to provide materials and notions for the practical component.

For any student considering VET Fashion this unit of study is highly recommend to help in presenting design work for their portfolio and obtaining essential knowledge for garment construction.

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**T0TP – Textiles Pieces**

**Course Description:**
Not interested in making clothes but love experimenting with textiles medium? Do you want to know how to get that printed image onto an item of clothing? Are you interested in making your own funky bag or jewellery? Would you like to know how to get the glitz or bling into your creations? How about learning to make your own hat / beanie using the different forms of fabric and procedures? Textile Pieces aim to give you an insight into some of the knowledge and skills to achieve that creative flair or the current look to your projects.

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**T0HO – Hospitality**

**Course Description:**
Are you interested in cooking restaurant or party foods? Do you want to learn about producing food for different menus with professional food styling
techniques like Masterchef? Then, this course is for you! This unit covers different sectors of the hospitality industry, exploring and designing food for different functions and clients, informal and formal dining, food safety, group and team work for food design work and working cooperatively with others in the kitchen setting. This unit also provides an introduction for students interested in future hospitality pathways.

**T0TE – Taste of Europe**

*Course Description:*

Do Italian pasta, French pastries, Greek Souvlaki or Spanish Tapas interest you? Come on a culinary journey to learn how to cook the signature dishes of these countries. In this unit of study, students will gain an understanding of the cultural aspects of European life through the study of the food and culture of Italy, France, Spain and Greece; European ingredients and food ethics; food safety; the science of food and design work. Throughout the practical sessions, students will develop the skills and knowledge of more complex processes such as pasta, bread and pastry making. Students will acquire, through their own research and investigation of a European country, the ability to apply the design process to create foods for their own unique European cultural occasion at school.

**T0IT – Information Technology**

*Course Description:*

Students will be introduced to the worlds of both website design and development and application development for mobile devices. Beginning with web development, students will be introduced to basic levels of programming using both HTML and CSS languages. Students will use up to date industry level software such as Adobe Dreamweaver and Adobe Photoshop to develop their final website for a mock or real life client. They will also be introduced to making games and software for mobile devices using the cloud based Microsoft Touch Develop platform. Students will develop knowledge and understanding of how applications are developed for mobile devices, including basic computer programming skills, to assist them in building their own game or application. No prior knowledge is required for this subject as students will be taught everything from the beginner level. This course is aimed at students who wish to explore the more technical side of computing.

**T0MD – Materials Design and Technology**

*Course Description:*

Students choosing this course are able to explore their designing freely through the use of individually selected materials, or alternatively, they may choose a larger construction utilising either individual or combined materials. There is a strong emphasis on the introduction and safe use of many power and portable power tools as students are actively encouraged to explore and produce a product to meet their own needs or requirements. As a very important part of learning for life, students complete their work through very practical uses of investigation design, manufacture and evaluation of the processes and final product... Students may be involved in router, plate joining and housing joint techniques. The introduction of machining techniques and processes techniques are possible.

**T0SI – Integrated Systems Engineering 1**

*Course Description:*

This subject is the first unit of a two unit program designed to introduce students to the practices of design and construction using electronics and mechanisms in an engineering context. This introductory unit is primarily focused on developing basic skills in constructing and applying different devices to a given situation. The emphasis is that students should develop practical skills and thinking skills to satisfy the needs of a design brief taking into account the requirements of the specific problem. Students will study the design process, mechanisms, levers, pulleys, gears and cranks using Lego Kit resources, pneumatics, electronic systems and the design and application of a circuit.

**T0S2 – Integrated Systems Engineering 2**

*Course Description:*

This second unit is heavily focused on developing essential skills in constructing and applying different devices to a given situation. The emphasis is that students should develop key skills and thinking skills to satisfy the needs of a design brief taking into account the requirements of the specific problem. Students will study application of electronics, integration of electronics and advanced control systems engineering. Students will use electromechanical kits and other technology resources.

**The Arts**

The Arts Elective Curriculum

**A0CE-Ceramics**

*Course Description:*

In Year 10 Ceramics students will explore art production using clay, producing functional and decorative pieces. They will produce a visual diary of experimentation and planning, which will lead on to a folio of finished ceramic
work. Students will cover the 3 basic construction methods of pinch pot, coil and slab construction, expanding on previous skills if they did Ceramics in Year 9. They will also have the opportunity to learn wheel thrown pottery and slip casting. They will cover a range of decorative techniques, such as Intaglio, Glazing, Slip and Sgraffito. Students will also develop skills in analytical writing using the Elements and Principles of Art to analyse and discuss a range of ceramic artworks. This subject can lead into VCE Art or VCE Studio Arts.

**A0AD – Digital Art**

_A subject charge of $30 applies to this unit._

**Course Description:**
This subject builds on the knowledge and skills taught in Year 9 Digital Arts (although this is not a prerequisite for selecting this subject), and Year 7 Art. Students will continue to develop skills in using the Design Process and conceptual thinking. They will learn to use a variety of software to produce digital art, which may include painting, collage, image manipulation and sculpture, using a 3D printer. Students will extend and refine their existing skills to produce thoughtful, well developed artworks. Students will study three historical art movements and use this knowledge to inform their own art practice and for the purpose of analysis. Students will build on their knowledge of the Elements and Principles of Art. They will trial and develop creative responses to tasks in their visual diary, to produce finished works. Students will also build on their analytical knowledge to produce written analysis of other artists’ work. This subject can lead into VCE Art or VCE Studio Arts.

**A0DA – Dance**

**Course Description:**
Students choosing this unit will not need any previous dance experience. In class, students develop coordination, balance, flexibility, strength and endurance. Through structured and sequential warm-ups, they learn about injury prevention, body alignment, focus, rhythm and different dance techniques in an enjoyable and safe environment. Students improvise and compose dances independently, as well as contributing to group dance making processes. They are encouraged to choreograph pieces based on real, imagined and abstract themes and learn to use their own experiences in their approaches to dance making. While experimenting with movement, students develop an awareness and control of their own body movements. In addition, students will rehearse, memorise and reproduce choreographed patterns and sequences in a range of dance styles. They will experiment with technology and digital mediums to extend their range of dance expression and will learn to describe, analyse, interpret and evaluate dance using appropriate dance terminology.

**A0TS – Theatre Studies Production**

**Course Description:**
Students choosing this unit will investigate all aspects of Theatre Studies, from rehearsal to production, using stagecraft and performance techniques. Students will explore text in depth, further developing their characterisation, vocal, and physical skills. They will develop expertise and leadership skills in one stagecraft area of their choice. Students will create a folio that reflects the growth of these skills. Students will be required to attend a professional performance and/or workshop with a theatre company. Students undertaking this course must be willing to attend extra rehearsals during lunch as well as one weekend rehearsal. Students wishing to pursue VCE Theatre Studies are strongly recommended to undertake either Theatre Studies Production and/or Theatre Studies Acting.

**A0DR – Theatre Studies Acting**

**Course Description:**
Students choosing this unit will explore a range of performance styles. They will look at how acting and stagecraft differs in each of these styles. As a class, they will focus on one style of presentation and develop a class production for performance. Students will be required to attend a professional performance and/or workshop with a theatre company. Students wishing to pursue VCE Theatre Studies are strongly recommended to undertake either Theatre Studies Production and/or Theatre Studies Acting.

**A0DP – Art: Drawing, Painting and Printmaking**

_A subject charge of $20 applies to this unit._

**Course Description:**
Students will develop their skills and learn techniques in Drawing, Painting and Printmaking. They will produce original, creative responses to tasks in various media using the Design Process to develop and refine their ideas in their visual diary. They will use the Elements and Principles of Art to communicate their ideas and intentions within their artworks. Students will study three Art movements, using this knowledge to inform their practical work and for the purpose of written Art Analysis. They will deepen their understanding and skill of Art Analysis through more thorough discussion and research. This subject will give students considering VCE Art or Studio Arts a good grounding in both the theory and practical skills required.

**A0MT – Music: Theory and Performance**

**Course Description:**
This course will include practical aspects of solo and group performance, music theory, aural training, analysis and evaluation activities. The curriculum aims to develop musical literacy, aural and analytical skills and confidence
Year 10 Curriculum

with both solo and group performance.

Although this course is designed to accommodate students of differing levels of music skills due to the performance component it is recommended that students have at least two years’ experience with a musical instrument.

A0MI – Music: Industry and Technology
Course Description:
This course aims to develop an understanding of the popular music industry in Australia, musical literacy, aural skills and compositional skills. It is also designed to give students hands on experience with the current technology and software used to create, notate and record music, such as Sibelius, Cubase and Auralia. Areas of study include: music industry, technology (recording, notating & aural training software), composition, theory, aural training, solo and group performance. Although this course is designed to accommodate students of differing levels of music skills, due to the performance component, it is recommended that students have at least two years’ experience with a musical instrument.

A0ME – Media
Course Description:
Students choosing this unit will study media texts from different cultures, develop production knowledge and skills and experiment with different approaches to presentation. This will involve the development of a media product from pre-production to post-production, and the final presentation of a product developed during the unit. This subject provides a sound basis for VCE Media and is particularly valuable for students interested in advertising, marketing and communication through technology.

A0PH – Art: Photography
Course Description:
Students choosing this unit will learn basic techniques of black and white film photography. They will use a pinhole camera based on the first traditional camera (camera obscuras), undertake darkroom experiments and small digital tasks. Using a 35mm SLR camera, students will go on a class photo shoot to take rolls of black and white film. Upon returning to school, students will process this film using chemicals. They will learn darkroom techniques to create and manipulate black and white photographs for their folio.

These photographs will be framed for presentation. All experiences will be recorded in a visual diary. Students will analyse their own and other’s photographs. They will also complete written work that explores photographic materials, techniques, styles and art elements and principles. Students are expected to attend the compulsory excursion to Melbourne. This subject can lead into VCE Art or VCE Studio Arts.

A0VA – Visual Communication: Architectural Design and Drawing

A subject charge of $20 applies to this unit.

Course Description:
Students choosing this unit will focus on environmental design, drawing and marketing. Students design and present a house plan, three-dimensional rendered drawings of structures and a marketing piece such as a corporate logo, a brochure or a poster for an architectural company. Students work through the design process and use a variety of mediums and techniques such as freehand, instrumental and computer aided design.

A0VM – Visual Communication and Design: Making and Marketing

A subject charge of $20 applies to this unit.

Course Description:
Students choosing this unit will focus on the industrial and communication design area. Students learn conceptual design thinking strategies and techniques. They work through the design process to find solution to design problems.

Students design an object, a product or package, producing two and three dimensional working drawings. Students create promotional material for their products. They develop skills using a variety of media utilising freehand, instrumental and digital methods.

INTEGRATED ELECTIVES

00PC – Police Cadets

Subject charges will include the cost of transport to excursion venues and the camp.

Course Description:
Police Cadets is a one year leadership program delivered by Wantirna College in partnership with Victoria Police. The Victorian Police are leaders in our community and as such are well placed to provide educational experiences that will assist students in understanding what it means to be a leader in the community. The program is designed to assist students in building character, working as a member of a team and understanding the service ethic. Students will learn about the range of occupations and tasks undertaken by members of the force such as the dog squad, rescue service and forensics. Their knowledge of civics will be developed as they learn about the law and the justice system. Students will undertake a major project focused on service to others which will assist developing their
organisational skill in addition to understanding the lives of others. A strong component of the program will be on developing skills in leading and working with teams, in doing this, students will be taking on physical and cognitive challenges. Excursions will include visits to police facilities, high ropes courses and at least one camp.

**VCE Boot Camp**

Year 10 students prepare for the rigours of VCE studies through an intensive weekly program that aims to develop student’s skills in understanding Study Scores & the ATAR, requirements of achieving a VCE, correct use of ICT, Plagiarism, Note Taking, Learning Techniques & Improving your working memory. Each of these skills is recognised as having a significant impact upon successful learning in the Later Years. Following each weekly workshop, students have the opportunity to apply their learning and practice their skills in each of their regular timetabled classes with the support of their subject and mentor group teachers.

On completion of the Semester One VCE Boot Camp program, students can apply to undertake weekly private study sessions from home throughout Semester Two to support the student’s transition into VCE studies at Year 11 the following year.
VCE Curriculum Overview

VCE is a four semester course undertaken over Year 11 (Unit 1 & 2) and Year 12 (Unit 3 & 4). Over the four semesters most students will undertake 22 units of study. Normally this involved 6 studies in Year 11 (12 units) and 5 studies in Year 12 (10 units). The College offers a wide range of subjects across all Learning Areas.

To be awarded the VCE students must satisfy the learning outcomes in at least 16 units of study including a minimum of 3 units of an English study and at least 3 pairs of unit 3/4 studies other than English.

English

Students must take at least 2 units per year in a study of English and must satisfy the Learning outcomes in at least 3 units across the two years. It is strongly recommended that all students study VCE English as their core English unless they are of high academic ability.

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VCE course selection

Should a subject that a student selects NOT run, their reserve subjects will be utilised.

Please note that for final studies to run, they are subject to sufficient student demand for units, availability of staff to teach units and timetabling arrangements which minimise unit clashes.

Studies undertaken elsewhere

If a subject is not running at Wantirna College, students may complete them through other providers (e.g. other Knox Network Secondary Schools, Dance schools or Distance Education). Students may undertake Vocational Education and Training (VET) programs at a local TAFE or school to contribute to the VCE and the attainment of a VET Certificate. You are referred to the section in this booklet ‘School to TAFE Pathways’ for more information.

Students are encouraged to undertake Language units that are not offered by Wantirna College, at the Victorian School of Languages (Saturday morning School) or other private providers.
### VCE Curriculum at a Glance

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<th>LEARNING AREA</th>
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VCE Curriculum

VCE Study Summaries
These are provided by the VCAA as a guide and at the time of printing were as on the VCAA website. This will be updated later this year and students should access the guides prior to starting the Study.

VCE Accounting
Rationale
Accounting is the process of recording, reporting, analysing and interpreting financial data and accounting information which is then communicated to internal and external users of this information. It plays an integral role in the successful operation and management of businesses.

Unit 1: Establishing and operating a service business
This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit.

Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

Unit 2: Accounting for a trading business
This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.

Unit 3: Recording and reporting for a trading business
This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used.

Unit 4: Control and analysis of business performance
This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system.

Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets from cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business.

Entry
There are no prerequisites for Units 1, 2 and 3. Students must undertake Unit 3 and 4 as a sequence. Students are strongly recommended to complete Units 1&2 and may need to complete preparatory work if they start at Unit 3.

VCE Art
A subject charge of $40 applies to both Units 1-2 and 3-4.

The stated materials charge covers commonly used Art mediums such as, Drawing, Painting and Printmaking. If students select to work in a more expensive or unusual Art mediums, such as Darkroom Photography, Ceramics, Textiles etc. an additional materials levy may be incurred early in 2017.

Rationale
VCE Art introduces the role of art, in all forms of media, in contemporary and historical cultures and societies. Students build an understanding of how artists, through their practice and the artworks they produce, communicate their experiences, ideas, values, beliefs and viewpoints. Students develop their own artistic practice, expression and communication of ideas using a range of processes, materials and techniques. In the process of making and examining art, students use and develop their imagination, creativity, flexibility, adaptability, innovation and risk-taking.

Unit 1: Artworks, experience and meaning
Students focus on artworks as objects and examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. They examine artists in different societies and cultures, and historical periods, and develop their own viewpoints about the meanings and messages of artworks. Students apply the Structural Framework and the Personal Framework...
to interpret the meanings and messages of artworks and to document the reflection of their own ideas and art making. In their practical work, students explore areas of personal interest and the characteristics of materials, techniques and the art process. Students develop an understanding of the use of visual language to document their exploration and development of ideas, techniques and processes in a visual diary.

**Unit 2: Artworks and contemporary culture**  
Students use the Cultural Framework and the Contemporary Framework to examine the different ways that artists interpret and present social and personal issues in their artistic practice. In students' own practice, they continue to use the art process and visual language to explore and experiment with materials and techniques and to develop personal and creative responses. They explore the way cultural contexts and contemporary ideas and approaches to art have influenced their artwork. Students investigate how artworks can be created as forms of expression for specific cultural and contemporary contexts. Students use the Contemporary Framework to examine artworks from different periods of time and cultures.

**Unit 3: Artworks, ideas and values**  
Students study selected artists who have produced works before 1990 and since 1990. Students use the Analytical Frameworks for analysing and interpreting the meaning of artworks. Their art making is supported through investigation, exploration and application of a variety of materials, techniques and processes. Students develop confidence in using the language and content of the Analytical Frameworks in their reflection of the structural, personal, cultural and contemporary aspects of their own developing artworks. Diverse ideas and approaches are explored in relation to societal changes, including postmodernism, post colonialism, globalisation and environmental issues.

**Unit 4: Artworks, ideas and viewpoints**  
Students study artworks and develop and expand upon personal points of view. They support their point of view and informed opinions about art ideas and issues with evidence. They build their learning and conceptual understanding around the discussion of broad themes, ideas and issues related to the role of art in society and consider how ideas and issues are communicated through artworks. From research, students choose an art idea and issue to explore. Students select the artwork/s of at least one artist and use this artwork/s and selected related commentaries and viewpoints to discuss the chosen art idea and related issues. Students continue to build upon the ideas and concepts begun in Unit 3 and further develop their own artistic practice. Students present a body or work and at least one finished artwork accompanied by documentation of artistic practice.

**Entry**  
There are no prerequisites for Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

**VCE Biology**

**Rationale**  
Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity.

**Unit 1: How do living things stay alive?**  
In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored.

**Unit 2: How is continuity of life maintained?**  
In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics and analyse patterns of inheritance.

They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

**Unit 3: How do cells maintain life?**  
In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of
such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signalling molecules. Students consider the types of signals, the transduction of information within the cell and cellular responses. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

**Unit 4: How does life change and respond to challenges over time?**
In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population’s gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

**Entry**
There are no prerequisites for entry to Units 1, 2 and 3. However, students who enter the study at Unit 3 may need to do preparatory work. Students must undertake Unit 3 and 4 as a sequence.

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**VCE Business Management**

**Rationale**
In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

**Unit 1: Planning a business**
Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation’s wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

**Unit 2: Establishing a business**
This unit focuses on the establishment phase of a business’s life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

**Unit 3: Managing a business**
In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

**Unit 4: Transforming a business**
Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.
Entry
There are no prerequisites for entry to Units 1 and 2. Students must undertake Unit 3 and 4 as a sequence.

VCE Chemistry

Rationale
Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water; the production of food, medicines and new materials, and the treatment of wastes.

Unit 1: The Big Ideas of Chemistry
VCE Chemistry enables students to explore key processes related to matter and its behaviour. Students consider the relationship between materials and energy through four themes: the design and composition of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of body tissues and materials used in society. Students examine classical and contemporary research, models and theories to understand how knowledge in chemistry has evolved and continues to evolve in response to new evidence and discoveries.

Unit 2: What makes water such a unique chemical?
Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants.

Unit 3: How can chemical processes be designed to optimise efficiency?
In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday’s laws to calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent.

Unit 4: How are organic compounds categorised, analysed and used?
In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students who enter the study at Unit 2 or 3 may need to undertake preparatory work. Students must undertake Unit 3 and 4 as a sequence and in view of the sequenced nature of the study it is strongly advised that students undertake Units 1 to 4.

VCE Chinese First Language

Rationale
The study of Chinese develops students’ ability to understand and use a language which is spoken by about a quarter of the world’s population. It is the major language of communication in China and Singapore, and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia.

From Year 10 onwards students must study their VCE Chinese subject in formally assessed mode at Wantirna College except for the following circumstances:

• They have never studied Chinese at Wantirna College in any year levels prior to taking a VCE Chinese, or
• There is not an appropriate VCE Chinese subject running at Wantirna College that year
• They are studying with a language school in tuition mode only
Chinese first Language will only run as a separate subject given there are the numbers to warrant a class. It will not be combined with Chinese as a Second Language Advanced or Chinese as a Second Language.

Units 1–4: Common areas of study
The areas of study for Chinese First Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar.

The common areas of study provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

There are three prescribed themes:
- Self and others
- Tradition and change in the Chinese-speaking communities
- Global issues

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

VCE Chinese (Second Language/Second Language Advanced)

Structure
The study is made up of four Rationale

This study develops students’ ability to understand and use a language which is spoken by about a quarter of the world’s population. Chinese is especially important in Australia because it is widely spoken in the community and the study of it by Australians will contribute to the positive features of a culturally diverse society. Studying a language other than English contributes to the overall education of students, particularly in the area of communication, but also in cross-cultural understanding, cognitive development, and literacy.

Unit 1
The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. This unit should allow student to establish and maintain a spoken or written exchange, listen to, read and obtain information from written and spoken texts and produce a personal response to a text focusing on real or imaginary experience.

Unit 2
The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. This unit will allow the student to participate in a spoken or written exchange, listen to, read and extract and use information and ideas from spoken and written texts and give expression to real or imaginary experience in written or spoken form.

Units 3 and 4
The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. In these units students undertake a detailed study of either Language or Culture through texts, or Language and Culture through VET. Students should be able to express ideas through the production of original texts, analyse and use information from spoken and written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Chinese speaking communities.

Entry
Chinese Second Language is designed for students who do not have a Chinese background, that is, students who have learnt all the Chinese they know in an Australian school or similar environment. These students will, typically, have studied Chinese for at least 400 hours at the completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Students must complete an application form from the VCAA giving details of their background in Chinese, if they wish to enrol in this study. These forms are available from the Later Years office and must be submitted by the end of Term 3, 2016.

Units 3 and 4 are to be studied as a sequence.

Studying a Language outside school:
The College supports students who wish to study a language outside school, (on the weekends), however under the following guidelines.

1. Students MUST select & inform the College of this on the Online Selection Program ‘Web Preferences’ during Term 3, 2016.
2. Failure to inform the College of this will result in the College NOT approving you studying at a Language School.
3. If the College runs the chosen VCE Language subject in 2017, students must complete that subject with Wantirna College, with the College operating as the assessing school.
4. Students are then welcome to undertake Language School, but only for tuition purposes only – they will not assessed at the Language School.
5. If you meet these criteria, the student MUST ensure that the correct VCAA paperwork is completed by the Language School and returned to the Later Years Administrator for processing.

VCE Computing

Rationale
VCE Computing provides students with opportunities to acquire and apply knowledge and skills to use digital
systems efficiently and effectively when creating digital solutions both individually and as part of a network.VCE Computing focuses on the application of a problem-solving methodology, and strategies and techniques for managing information systems in a range of contexts, to create digital solutions that meet specific needs. The study examines each component of an information system (data, people, processes and digital systems) and how their interrelationships affect the types and quality of digital solutions. Through a structured approach to problem solving, incorporating computational, design and systems thinking, students are equipped to orient themselves towards the future, with an awareness of the technical and societal implications of digital systems.

Unit 1: Computing
Students focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs. There are three areas of study: Data and graphic solutions; Networks, and Collaboration and communication and they draw on the four study concepts of Approaches to problem solving, Data and information, Digital systems and Interactions and impact.

Unit 2: Computing
Students focus on how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. There are three areas of study: Programming, Data analysis and visualisation, and Data management and they draw on the four study concepts of Approaches to problem solving, Data and information, Digital systems and Interactions and impact.

Unit 3: Informatics
Students focus on how the characteristics of data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. There are two areas of study: Organisations and data management, and Data analytics: drawing conclusions and they draw on the four concepts that underpin the study. Area of Study 1 forms the second part of the SAT. Students create a multimodal online solution that present the conclusions drawn from their hypothesis. This involves using software to create a web-based solution that contains multiple data types. Students also evaluate the quality of the solution and assess how well their project plan helped them monitor the progress of their project. In Area of Study 2 students focus on how organisations protect the integrity and security of data that they dispose and store. Students do not use software to demonstrate this outcome.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. However, it is assumed that students enrolling in VCE Informatics have sound design thinking skills. Students must undertake Unit 3 prior to undertaking Unit 4.

VCE Dance

Rationale
VCE Dance develops students’ physical skills, personal movement vocabulary, and application of choreographic and analytical principles. Students create and perform their own dance works as well as studying the dance works of others through performance and analysis. They consider influences on the expressive intention and movement vocabulary of their own dances and also on works created by choreographers working in a range of styles, genres and traditions. Influences on aspects of production in dance works are also studied.

Unit 1
In this unit students explore the potential of the body as an instrument of expression. They learn about and develop technical and physical skills. Students discover the diverse range of expressive movement by exploring body actions, and commence the process of developing a personal movement vocabulary.

Knowledge of physiology, including care and maintenance of the body, is applied to the execution of body actions through the safe use of technical and physical skills.

Unit 2
This unit focuses on expanding students’ personal movement vocabulary and choreographic skills through the exploration of the elements of movement; time, space (including shape) and energy and the study of form.

Students are also introduced to dance traditions, styles and works. Dance traditions, styles and works selected for study might encompass dance traditions of indigenous cultures or other culturally specific dance through to the works of ballet choreographers, modern dance, early musical theatre/ film choreography and the work of tap/jazz or street performers.
Unit 3
This unit focuses on choreography, rehearsal and performance of a unified solo dance work which has a beginning, development/s and resolution. When rehearsing and performing this work students focus on expressive and accurate execution of choreographic variations of spatial organisation and demonstration of performance skills. Students also document and analyse the dance-making and performance processes involved in the choreography, rehearsal and performance of the unified solo dance work.

Unit 4
This unit focuses on choreography, rehearsal and performance of a unified solo dance work which has a beginning, development/s and resolution. When rehearsing and performing this work students focus on expressive and accurate execution of choreographic variations of spatial organisation and demonstration of performance skills. Students also document and analyse the dance-making and performance processes involved in the choreography, rehearsal and performance of the unified solo dance work.

Entry
There are no prerequisites for Units 1, 2 and 3. It is recommended that students should have three to four years dance and/or movement experience prior to the commencement of VCE Dance.

VCE English Language

Rationale
The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students’ ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

Unit 1
In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Unit 2
In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Unit 3
In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. EAL students also listen and respond to texts.

Unit 4
In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and 4 as a sequence.

VCE English Language/English as an Additional Language

Rationale
The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students’ ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

Unit 1
In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Unit 2
In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Unit 3
In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. EAL students also listen and respond to texts.

Unit 4
In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and 4 as a sequence.
Students examine formal and informal language, how texts are influenced by different contexts and how language can be indicative of relationships, power structures and purposes.

**Unit 4: Language variation and identity**
The role of language in establishing and challenging different identities is examined in this unit. Many varieties of English exist in contemporary Australian society, including national, regional, cultural and social variations. Students explore how our sense of who we are is constantly evolving and responding to the situations in which we find ourselves and is determined not only by how we see ourselves, but by how others see us.

**Entry**
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and 4 as a sequence.

**VCE Environmental Science**

**Rationale**
Environmental science is an interdisciplinary science that explores the interactions and interconnectedness between humans and their environments and analyses the functions of both living and non-living elements that sustain Earth systems. In VCE Environmental Science, Earth is understood as a set of four interdependent systems: the atmosphere, biosphere, hydrosphere and lithosphere. The study explores how the relationships between these systems produce environmental change over a variety of time scales.

**Unit 1: How are Earth’s systems connected?**
In this unit students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured.

**Unit 2: How can pollution be managed?**
In this unit students explore the concept of pollution and associated impacts on Earth’s four systems through global, national and local perspectives. They distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management of pollution. They analyse the effects of pollutants on the health of humans and the environment over time. Students consider the rules for use, treatment and disposal of pollutants and evaluate the different perspectives of those who are affected by pollutants. They explore the significance of technology, government initiatives, communities and individuals in redressing the effects of pollutants, and consider how values, beliefs and evidence affect environmental decision making.

**Unit 3: How can biodiversity and development be sustained?**
In this unit students focus on environmental management through the examination and application of sustainability principles. They explore the value and management of the biosphere by examining the concept of biodiversity and the services provided to all living things. They analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species. Students use a selected environmental science case study with reference to the principles of sustainability and environmental management to explore management at an Earth systems scale, including impact on the atmosphere, biosphere, hydrosphere and lithosphere.

**Unit 4: How can the impacts of human energy use be reduced?**
In this unit students analyse the social and environmental impacts of energy production and use on society and the environment. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long-term consequences of energy production and use. Students examine scientific concepts and principles associated with energy, compare efficiencies of the use of renewable and non-renewable energy resources, and consider how science can be used to reduce the impacts of energy production and use. They distinguish between natural and enhanced greenhouse effects and discuss their impacts on living things and the environment, including climate change.

**VCE Food Studies**

A subject charge of $220 applies to both Units 1-2 and Units 3-4

**Rationale:**
This study examines the background to Australia’s abundant food supply and explores reasons for our food choices. VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns.

**Unit 1: Food Origins**
This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer
to rural-based agriculture, to today’s urban living and
global trade in food. Students consider the origins and
significance of food through inquiry into particular food-
producing regions of the world. They look at Australian
indigenous food prior to European settlement and
how food patterns have changed since, particularly
through the influence of food production, processing
and manufacturing industries and immigration. Students
investigate cuisines that are part of Australia’s culinary
identity today and reflect on the concept of an Australian
cuisine. They consider the influence of technology and
globalisation on food patterns. Throughout this unit
students complete topical and contemporary practical
tasks to enhance, demonstrate and share their learning
with others.

Unit 2: Food Makers
In this unit students investigate food systems in
contemporary Australia. Students gain insight into the
significance of food industries to the Australian economy
and investigate the capacity of industry to provide safe,
high-quality food that meets the needs of consumers.
Students use practical skills and knowledge to produce
foods and consider a range of evaluation measures to
compare their foods to commercial products. They
consider the effective provision and preparation of food
in the home, and analyse the benefits and challenges of
developing and using practical food skills in daily life.
In demonstrating their practical skills, students design
new food products and adapt recipes to suit particular
needs and circumstances. They consider the possible
extension of their role as small-scale food producers by
exploring potential entrepreneurial opportunities.

Unit 3: Food in daily life
Students explore the science of food: our physical need
for it and how it nourishes and sometimes harms our
bodies. Students investigate the physiology of eating and
appreciating food, and the microbiology of digestion.
They also investigate the functional properties of food
and the changes that occur during food preparation and
cooking. They analyse the scientific rationale behind the
Australian Dietary Guidelines and the Australian Guide to
Healthy Eating and develop their understanding of diverse
nutrient requirements. Students inquire into the role of
food in shaping and expressing identity and connectedness
and the ways in which food information can be filtered
and manipulated. They investigate behavioural principles
that assist in the establishment of lifelong, healthy dietary
patterns. The practical component of this unit enables
students to understand food science terminology and to
apply specific techniques to the production of everyday
food that facilitates the establishment of nutritious and
sustainable meal patterns.

Unit 4: Food issues, challenges and futures
Students examine debates about global and Australian
food systems. They will focus on issues about the
environment, ecology, ethics, farming practices, the
development and application of technologies, and the
challenges of food security, food safety, food wastage,
and the use and management of water and land. They
will explore individual responses to food information
and misinformation and the development of food
knowledge, skills and habits to empower consumers to
make discerning food choices. The practical component
of this unit provides students with opportunities to
apply their responses to environmental and ethical food
issues, and to extend their food production repertoire
reflecting the Australian Dietary Guidelines and the
Australian Guide to Healthy Eating.

Entry
There are no prerequisites for entry to Units 1 and 2.
Students must undertake Unit 3 as a sequence.

VCE Geography
Rationale
VCE Geography enables students to examine natural
and human phenomena, how and why they change,
their interconnections and the patterns they form
across the Earth’s surface. In doing so, they develop
a better understanding of their own place and its
spaces and those in other parts of the world. These
spatial perspectives, when integrated with historical,
economic, ecological and cultural perspectives, deepen
understanding of places, environments and human
interactions with these.

Interpretative and analytical skills enable students to
interpret information presented in a variety of formats
including maps, graphs, diagrams and images.

Students undertake fieldwork in Units 1, 2 and 3.

Unit 1: Hazards and disasters
In this unit students undertake an overview of hazards
before investigating two contrasting types of hazards
and the responses to them by people.

Hazards include a wide range of situations including
those within local areas, such as fast moving traffic
or the likelihood of coastal erosion, to regional and
global hazards such as drought and infectious disease.
Students examine the processes involved with hazards
and hazard events, including their causes and impacts,
human responses to hazard events and interconnections
between human activities and natural phenomena.
This unit investigates how people have responded to
specific types of hazards, including attempts to reduce
vulnerability to, and the impact of, hazard events.

Unit 2: Tourism
In this unit students investigate the characteristics
of tourism, with particular emphasis on where it has
developed, its various forms, how it has changed and
continues to change and its impacts on people, places
and environments.
The study of tourism at local, regional and global scales emphasises the interconnection within and between places. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism.

**Unit 3: Changing the land**

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Students investigate three major processes that are changing land cover in many regions of the world. Students investigate the distribution and causes of these three processes. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change.

**Unit 4: Human population – trends and issues**

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions.

**Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

**VCE History**

**Rationale**

The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

**Unit 1: Twentieth century history 1918 – 1939**

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars 1 and 2. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. Economic instability caused by the Great Depression also contributed to the development of political movements. The period after World War One was characterised by significant social and cultural change in the 1920s and 1930s. New fascist governments imposed controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people intensified. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929. In the end, the world would again be overtaken by war in 1939.

**Unit 2: Twentieth century history 1945 – 2000**

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

The establishment of the United Nations in 1945 was intended to avoid war, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. The second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War. The period also saw challenge and change to the established order in many countries. Old conflicts also continued and terrorism became increasingly global. The period also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

**Units 3 and 4: Revolutions**

In Units 3 and 4 Revolutions, students investigate the significant historical causes and consequences of political revolution. This investigation is conducted in the context of the French Revolution of 1789 in unit 3, and the Russian Revolution of October 1917 in unit 4.

Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society.

Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.
In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence.

VCE Health and Human Development

Rationale
The central focus of the Health and Human Development study is to examine the factors that promote wellbeing in individuals, families and communities. This study aims to develop an understanding of the relationship between health and human development.

Unit 1: The Health and Development of Australia's Youth
This unit provides an opportunity to explore physical, social and mental health. Students will identify issues that impact on the health and individual development of Australia's youth. Students will also investigate one health issue in detail and analyse strategies or programs that improve health and human development.

Unit 2: Individual Human Development and Health Issues
Students will explore the determinants of health with particular emphasis on the different population groups within Australia and their standards of health as well as other aspects such as nutrition and food intake and explaining the role of nutrition in public health. They will consider the changes in public health that have occurred as a result of changes in understanding about health and in health needs over time. Students will also examine the role of government and non government in promoting healthy eating.

Unit 4: Global Health and Human Development
This unit explores global health, human development and how to achieve sustainable improvement in health and human development. Students will analyse the impact of environmental factors that contribute to variations in health and development outcomes both between and within industrialised and developing countries.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and 4 as a sequence.

VCE Legal Studies

Rationale
This study is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates in Australia.

Unit 1: Criminal Law in Action
This unit explores the distinction between legal and non-legal rules, and the process of making laws through parliament. It focuses on the role of police, their powers of investigation, the procedures of a criminal trial and an examination of possible sanctions that are available to the criminal courts.

Unit 2: Issues in Civil Law
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 within our legal system available to enforce the civil rights of our citizens. As well as the judicial procedure to resolve civil disputes, the unit also investigates the alternative avenues of dispute resolution and their effectiveness. This unit provides students with the opportunity to explore specific areas of law and to analyse contemporary legal issues, as well as how Australians have been able to change the law through launching test cases.

Unit 3: Law Making
The purpose of this unit is to enable students to develop an understanding of the institutions that make 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, together with the Constitution's role in protecting human rights in Australia. Students undertake an evaluation of the strengths and weaknesses of the law-making bodies and the processes used to influence change and reform.

Unit 4: Resolution and Justice
This unit explores the function and jurisdiction of the courts and tribunals and the means of dispute resolution
with a view to comparing and evaluating how effectively they work. Students develop an understanding of criminal and civil pre-trial and trial processes and procedures which operate within the Victorian legal system. The current operation of the jury system in criminal and civil trials will be examined and students will also review the operation of the adversary system, giving consideration to its strengths and weaknesses. Students will compare features of the adversary and inquisitorial systems of dispute resolution. In this unit students evaluate the effective operation of the Victorian legal system and make recommendations for possible improvement and reform.

**Entry**
There are no prerequisites for entry to Unit 1, 2 and 3. Students must undertake Unit 3 and 4 as a sequence.

**VCE Literature**

**Rationale**

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts.

It is strongly recommended that students also study mainstream English. Students should be aware that well developed reading and writing skills are essential for this study.

**Unit 1: Approaches to Literature**

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

**Unit 2: Context and connections**

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them.

**Unit 3: Form and Transformation**

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformation to develop creative responses to texts.

**Unit 4: Interpreting Texts**

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterized by extended, informed and substantiated view on texts and may include reviews, peer-reviewed articles and transcripts of speeches.

**VCE Mathematics**

**Rationale**

Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and inter-relationships between these. Essential mathematical activities include: conjecturing, hypothesising and problem posing; estimating, calculating and computing; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.
All students in all the mathematical units offered will apply knowledge and skills, model, investigate and solve problems, and use technology to support learning Mathematics and its application in different contexts.

The study is made up of the following units:

- **Foundation Mathematics Units 1 and 2**
- **General Mathematics Units 1 and 2**
- **Mathematical Methods Units 1 and 2**
- **Specialist Mathematics Units 1 and 2**
- **Further Mathematics Units 3 and 4**
- **Mathematical Methods Units 3 and 4**
- **Specialist Mathematics Unit 3 and 4**

**Units 1 and 2: Foundation Mathematics**

Foundation Mathematics provides for the continuing mathematical development of students entering VCE who need mathematical skills to support their other VCE subjects including VET studies and who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year.

In Foundation Mathematics there is a strong emphasis on using Mathematics in practical contexts relating to everyday life, recreation and study. Students are encouraged to use appropriate technology in all areas of their study. The areas of study for these units are space, shape and design, patterns and number, handling data, financial Mathematics and measurement.

**Units 1 and 2: General Mathematics**

General Mathematics provides a range of courses of study involving non-calculus based topics for a diverse groups of students and may be implemented in a number of ways. The areas of study for General Mathematics are: ‘Algebra and structure’, ‘Arithmetic and number’, ‘Discrete mathematics’, ‘Geometry, measurement and trigonometry’, ‘Graphs of linear and non-linear relations’ and ‘Statistics’.

**Units 1 and 2: Mathematical Methods**

These units are designed in particular as preparation for Mathematical Methods Units 3 and 4. The areas of study are: ‘Functions and graphs’, ‘Algebra’, ‘Calculus’ and ‘Probability and statistics’.

**Units 1 and 2: Specialist Mathematics**

Specialist Mathematics provides a combination of prescribed and selected non-calculus based topics and provides courses of study for students interested in advanced study of mathematics, with a focus on mathematical structure and reasoning. The areas of study are: ‘Algebra and structure’, ‘Arithmetic and number’, ‘Discrete mathematics’, ‘Geometry, measurement and trigonometry’, ‘Graphs of linear and non-linear relations’ and ‘Statistics’.

**Units 3 and 4: Further Mathematics**

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises ‘Data analysis’ and ‘Recursion and financial modelling’. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: ‘Matrices’, ‘Networks and decision mathematics’, ‘Geometry and measurement’ and ‘Graphs and relations’.

**Units 3 and 4: Mathematical Methods**

Mathematical Methods consists of the areas of study ‘Functions and graphs’, ‘Calculus’, ‘Algebra’ and ‘Probability and statistics’, which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4.

**Units 3 and 4: Specialist Mathematics**

Specialist Mathematics consists of the following areas of study: ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, ‘Vectors’, ‘Mechanics’ and ‘Probability and statistics’. The development of course content should highlight mathematical structure, reasoning and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4.

**Entry**

Units 3 and 4 of a study are designed to be taken as a sequence. Students must undertake Unit 3 of a study before attempting Unit 4 of that study.

Students are able to select the following combinations of Mathematics subjects:

- General Mathematics 12 (and/or Mathematical Methods 12) = Further Mathematics 34
- Mathematical Methods 12 (and Specialist Mathematics 12) = Mathematical Methods 34 (and/or Further Mathematics 34)
- Mathematical Methods 12 (and General Mathematics 12 or Specialist Mathematics 12) = Mathematical Methods 34
- Mathematical Methods 12 and Specialist Mathematics 12 = Mathematical Methods 34 and Specialist Mathematics 34

Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Units 3 and 4.

**Note:** It is highly recommended that students study Advanced Core in Year 10 before studying Units 1 and 2 Mathematical Methods and Specialist Mathematics Units 1 and 2.
VCE Media

Rationale
The media have a significant impact on people’s lives. The media entertains, educates, informs and provides channels of communication. Media not only comments on culture, it reflects the society, which creates it. The study of media includes media forms such as the press, radio, film, TV, and photography, and media processes such as publishing, advertising, news production, and popular culture.

Unit 1: Representation and technology
The main 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. Students also develop practical and analytical skills in a study of the production of media products.

Unit 2: Media production and the Australian media industry
The main purpose of this unit is to enable students to develop an awareness of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills and analyse issues concerning the media production process.

Unit 3: Narrative and media production design
The main purpose of this unit is to enable students to develop an understanding of production and story elements and to recognise the role and significance of narrative organisation in fictional media texts. Students also develop practical skills through designing media productions.

Unit 4: Media process, social values & media influence
The main purpose of this unit is to enable students to further develop practical skills in the production of media products and to realise a production design. Students also develop an awareness of the role of social values in the construction of media texts and analyse issues raised about the role and influence of the media.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and 4 as a sequence.

VCE Music Performance

VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through music making: performing, composing, arranging and/or improvising; and musicianship: aural perception, analysis and music language. VCE Music offers students opportunities for personal development and to make an ongoing contribution to the culture of their community through participation in life-long music making.

Unit 1:
This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to the works they are preparing for performance and practise technical works to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 2:
In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to the works they are preparing for performance and practise related technical works. They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.

Unit 3:
This unit prepare students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis. The focus for the analysis is works and performances by Australian musicians.

Unit 4:
In this unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills...
in aural perception and comprehension, transcription, theory and analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters.

**Entry**
To undertake Units 1 and 2 students should first have completed:

- Music: Theory and Performance and Music: Industry and Technology in Year 9, OR
- Music: Theory and Performance and Music: Industry and Technology in Year 10, OR
- Minimum of AMEB Grade Three Theory (or equivalent).
- To undertake Units 3 and 4 study students must first have completed:
  - VCE Music: Performance Units 1 and 2
  - Minimum of AMEB Grade Four Theory (or equivalent)

Students must undertake Unit 3 and 4 as a sequence.

*Note - All students are required to speak with the Leader of Performing Arts BEFORE enrolling in this subject.*

**VCE Physical Education**

**Rationale**
VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise. Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.

**Unit 1: The human body in motion**
Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

**Unit 2: Physical activity, sport and society**
This unit develops students’ understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people’s lives. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

**Unit 3: Movement skills and energy for physical activity**
This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

**Unit 4: Training to improve performance**
Students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual
**VCE Curriculum**

and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

Year 12 students in 2017 will undertake units 3 and 4 of the VCE Physical Education study design that they began in 2016. Outlined below are units 3 and 4 of that study design.

**Unit 3: Physical activity participation and physiological performance (2017 only)**

Students develop an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. They 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 investigate the contribution of energy systems to performance in physical activity.

**Unit 4: Enhancing performance (2017 only)**

Students first undertake an analysis of a chosen sporting activity. 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. 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.

**Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and 4 as a sequence.

**VCE Physics**

**Rationale**

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

VCE Physics provides students with opportunities to explore questions related to the natural and constructed world. The study provides a contextual approach to exploring selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

**Unit 1: What ideas explain the physical world?**

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter. Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised.

**Unit 2: What do experiments reveal about the physical world?**

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations. In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary.

**Unit 3: How do fields explain motion and electricity?**

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton’s laws to investigate motion in one and two dimensions, and are introduced to Einstein’s theories to explain the motion of very fast objects.
Unit 4: How can two contradictory models explain both light and matter?
In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter.

Entry
There are no prerequisites for entry into Units 1, 2 and 3, although students are advised to take Unit 2 before Unit 3. Students who commence the study at Unit 3 should be willing to undertake some preparation as specified by the teacher. Students must undertake Unit 3 prior to Unit 4.

VCE Product Design and Technology – Wood

A subject charge of $70 applies to both Units 1-2 and Units 3-4

Rationale
Design plays an important part in our daily lives. Design determines the form and function of products. Students develop an understanding of the consequences of product design choices. They develop the necessary skills to analyse existing products and develop their own creative solutions with the assistance of production activities.

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. Students are to re-design a product using suitable materials with the intention of improving aspects of the product's aesthetics, functionality or quality, including consideration of sustainability.

Unit 2: Collaborative Design
Students will work both individually and as members of a team to design, plan a product and produce a product range in response to a design brief based on a common theme. They will justify, manage and use appropriate production processes to safely make a product to be part of the product range or group product.

Unit 3: Applying the product design process
This unit examines role of a designer and the stages of developing of a product that meets the needs of a client or end user. It involves study of different settings of producing a product and takes students through the Production design process as they design for others.

Unit 4: Product development and evaluation
Students continue to develop and manufacture the product design in unit 3. They evaluate the outcomes of the designing, planning and production activities.

Entry
There are no prerequisites for entry to unit 1, 2 or 3. Students must undertake Unit 3 and 4 as a sequence.

VCE Psychology

Rationale
Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life. VCE Psychology enables students to explore how people think, feel and behave through the use of a bio psychosocial approach.

As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health.

Unit 1: How are behaviour & mental processes shaped?
Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Unit 2: How do external factors influence behaviour and mental processes?
A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.
Unit 3: How does experience affect behaviour and mental processes?
In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person’s psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Unit 4: How is wellbeing developed and maintained?
Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobias to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual’s mental functioning and wellbeing.

Entry
There are no prerequisites for entry in Units 1, 2 and 3. Students must undertake Unit 3 and 4 as a sequence. However, students who enter the study at unit 3 may need to undertake preparatory work.

VCE Spanish
Rationale
This study develops students’ ability to understand and use a language, which is spoken by over 550 million people, and is one of the official Languages of the United Nations and the European Union. Studying a language other than English contributes to the overall education of students, particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development and literacy.

Unit 1
The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. This unit should allow the student to establish and maintain a spoken or written exchange, listen to, read and obtain information from written and spoken texts and produce a personal response to a text focusing on real or imaginary experience.

Unit 2
The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. This unit will allow the student to participate in a spoken or written exchange, listen to, read and extract and use information and ideas from spoken and written texts and give expression to real or imaginary experience in written or spoken form.

Units 3 and 4
The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. In these units students undertake a detailed study of either Language or Culture through texts. Students should be able to express ideas through the production of original texts, analyse and use information from spoken and written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts, which reflect aspects of the language and culture of Spanish-speaking communities.

Entry
Spanish is designed for students who will, typically, have studied Spanish for at least 400 hours at the completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Students must undertake Unit 3 and 4 as a sequence.

Studying a Language outside school.
The College supports students who wish to study a language outside school, (on the weekends), however under the following guidelines:

1. Students MUST select & inform the College of this on the Online Selection Program ‘Web Preferences’ during Term 3, 2014.
2. Failure to inform the College of this will result in the College NOT approving you studying at a Language School.
3. If the College runs the chosen VCE Language subject in 2015, students must complete that subject with Wantirna College, with the College operating as the assessing school.
4. Students are then welcome to undertake Language School, but only for tuition purposes only – they will not assessed at the Language School.
5. If you meet these criteria, the student MUST ensure that the correct VCAA paperwork is completed by the Language School and returned to the Later Years Administrator for processing.
VCE Curriculum

VCE Studio Arts

A subject charge of $50 applies to both Units 1-2 and 3-4.

The stated material charge covers commonly used Art mediums such as Drawing, Painting and Printmaking. If students select to work in more expensive or unusual mediums, such as Darkroom Photography, Ceramics, Textiles etc. an additional materials levy may be incurred early in 2017.

Rationale
VCE Studio Arts introduces students to the role and practices of artists in society. Students develop an understanding of the way artists work in a range of cultures and periods of time, the artists’ perceptions, beliefs and actions and their relationship with the viewer. Student research focuses on critical, reflective and creative thinking, the visual analysis of artworks and the investigation of how artists have interpreted sources of inspiration and influences in their art making. Students examine how artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks. Students use this knowledge to inform their own studio practice and to support art making. Students also consider the ways in which artists work to develop and resolve artworks, including their use of inspiration and their creative process. Students research aspects of the art industry including the presentation, conservation and marketing of artworks. The exhibition of artworks is integral to Studio Arts and students are encouraged to visit a variety of exhibition spaces. Students must visit at least two different exhibitions during the current year of study.

Unit 1: Studio inspiration and techniques
Students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

Unit 2: Studio exploration and concepts
Students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. Through the study of art movements and styles, students begin to understand the use of other artists’ work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art. Analysis is used to understand the artists’ ideas and how they have create aesthetic qualities.

Unit 3: Studio practices and processes
Students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4. The exploration proposal supports the student to identify a direction for their studio process. This process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. From this process students progressively develop and identify a range of potential directions. Students will select some of these potential directions from which to develop at least two artworks in Unit 4. The study of artists and their work practices and processes may provide inspiration for students’ own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques. They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms.

Unit 4: Studio practice and art industry contexts
Students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. The development of these artworks should reflect refinement and skillful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks. This unit also investigates aspects of artists’ involvement in the art industry, focusing on at least two different exhibitions, that the student has visited in the current year of study. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions. Students examine a range of environments for the presentation of artworks.
VCE Systems Engineering

A subject charge of $60 applies.

Rationale
VCE Systems Engineering involves the design, creation, operation and evaluation of integrated systems, which mediate and control many aspects of human experience. Integral to Systems Engineering is the identification and quantification of systems goals, the development of alternative system designs concepts, trial and error, design trade-offs, selection and implementation of the best design, testing and verifying that the system is well built and integrated, and evaluating how well the completed system meets the intended goals. This study can be applied to a diverse range of engineering fields such as manufacturing, land, water, air and space transportation, automation, control technologies, mechanisms and mechatronics, electrotechnology, robotics, pneumatics, hydraulics, and energy management. Systems Engineering considers the interactions of these systems with society and natural ecosystems. The rate and scale of human impact on the global ecology and environment demands that systems design and engineering take a holistic approach by considering the overall sustainability of the systems throughout their life cycle. Key engineering goals include using a project management approach to attain efficiency and optimisation of systems through innovation. Lean engineering and lean manufacturing concepts and systems thinking are integral to this study.

Unit 1: Introduction to mechanical systems (2017)
This unit focuses on engineering fundamentals as the basis of understanding underlying principles and the building blocks that operate in simple to more complex mechanical devices. While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the main focus is on the construction of a system. The construction process draws heavily upon design and innovation. Students apply their knowledge to design, construct, test and evaluate operational systems. The focus of the system should be mechanical; however, it may include some electronic components. The constructed operational systems demonstrate selected theoretical principles studied in this unit. Through research, students explore and quantify how systems use or convert the energy supplied to them. Students are introduced to the Systems Engineering Process.

Unit 2: Introduction to electrotechnology systems (2017)
In this unit students study fundamental electrotechnology engineering principles. Through the application of their knowledge and the Systems Engineering Process, students produce operational systems that may also include mechanical components. In addition, students conduct research and produce technical reports. Students will focus on the construction of electrotechnology systems drawing heavily upon design and innovation. Students study fundamental electrotechnology principles including applied electrical theory, representation of electronic components and devices, elementary applied physics in electrical circuits, and mathematical calculations that can be applied to define and explain electrical characteristics of circuits.

Unit 3: Integrated systems engineering and energy (2018)
In this unit students study the engineering principles that are used to explain the physical properties of integrated systems and how they work. Through the application of their knowledge, students design and plan an operational, mechanical-electrotechnology integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems. Students will work on the design, planning and construction of one substantial controlled integrated system. Students learn about sources and types of energy that enable engineered technological systems to function. Comparisons are made between the impacts of the use of renewable and non-renewable energy sources. Students learn about the technological systems developed to capture and store renewable energy and technological developments to improve the credentials of non-renewables.

Unit 4: Systems control and new and emerging technologies (2018)
In this unit students complete the production work and test and evaluate the integrated controlled system they designed in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts. Students use their investigations, design and planning to continue the fabrication of their mechanical-electrotechnology integrated and controlled system using the Systems Engineering Process. Students expand their knowledge of new and emerging developments and innovations through their investigation and analysis of a range of engineered systems. They analyse a specific new or emerging innovation, including its impacts.

VCE Theatre Studies

Rationale
This study involves students in the interpretation of play texts and the production of plays. Students study theatre through the ages and acquire knowledge of its tradition and history. They develop skills in the use of stagecraft and performance. They also apply skills of analysis and evaluation to performances. Due to the nature of the course students will often have to work in groups. This may require rehearsal time outside of class and occasional weekend rehearsals. Students will also be expected to present their performance work to audiences after school.
**Unit 1: Pre-modern theatre**
This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with play scripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play in performance.

**Unit 2: Modern Theatre**
In this unit students study theatrical styles and stagecraft through working with play scripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with play scripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance.

**Unit 3: Play Script Interpretation**
In this unit students develop an interpretation of a play script through the stages of the theatrical production process. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a play script. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen play script excerpts. Students also attend a performance and analyse and evaluate the interpretation of the play script in the performance.

**Unit 4: Performance Interpretation**
In this unit students study a scene and associated monologue and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation. Students’ work for Outcomes 1 and 2 is supported through analysis of a performance they attend.

**Entry**
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and 4 as a sequence.

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**VCE Visual Communication**

A subject charge of $80 applies to both Units 1-2 and Units 3-4

**Rationale**
Visual communication design can inform people’s decisions about where and how they live and what they buy and consume. The visual presentation of information influences people’s choices on what they think they need or want. The study provides students with the opportunity to develop an informed, a critical and a discriminating approach to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, processes and dispositions, supports skill development in areas beyond design, including science, business, marketing and management.

**Unit 1: Introduction to visual communication design**
This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible.

**Unit 2: Applications of visual communication design**
This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design.

**Unit 3: Design thinking and practice**
In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements can create effective visual communications for specific audiences and purposes.

**Unit 4: Design development and presentation**
The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief.

**Entry**
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and 4 as a sequence.
The Victorian Certificate of Applied Learning (VCAL) is an alternative to the VCE. It is designed for students who do not want direct entry into University. It can be a one or two year qualification. This course will suit students interested in vocationally orientated career options, further study at a TAFE institution or moving straight into employment. The VCAL runs parallel to the VCE and provides students with a wide range of educational and training pathways.

The College offers VCAL at the following levels:

- **Intermediate Level (Year 11)** develops skill levels in more specific vocational and employability contexts and is conducted under some teacher supervision.
- **Senior Level (Year 12)** develops high levels of skill in literacy and communication as well as the areas of employability and technical and specialised knowledge. Senior VCAL students are required to work with minimal teacher supervision.

### Literacy Numeracy Personal Work Related Skills Industry Specific Skills Work Placement

<table>
<thead>
<tr>
<th>VCAL Literacy</th>
<th>VCE Foundation or General Maths</th>
<th>School Based Course</th>
<th>School Based Course</th>
<th>VET Program</th>
<th>School based apprenticeship, traineeship, part time work or work experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 periods</td>
<td>9 periods</td>
<td>7 periods</td>
<td>3 periods</td>
<td>½-1 day depending on program</td>
<td></td>
</tr>
</tbody>
</table>

**Student Expectations:** The College has the same expectations of all of our Year 11 and 12 students.

#### Strand 1
At Wantirna College, students will complete the numeracy requirement through Foundation Maths 1 / 2 or General Maths 1 / 2 and the literacy requirement through VCAL Literacy.

#### Strand 2
A VCAL program must include industry specific units such as one of the VET programs offered through the Mullum Cluster.

#### Strand 3
In order to develop employability skills, VCAL provides students with the choice of undertaking a Structured Workplace Learning (SWL) placement or a School Based Apprenticeship or traineeship and/or part time work. Students also study units and modules that will help prepare them for work, for example occupational health and safety or job interview skills.

Students are required to complete a minimum of 100 hours of work placement in each semester (200 hours in Year 12). To ensure full legal protection for students it is essential that a Work Placement form is completed and in the possession of the College before a student begins a work placement. The students will be visited in the workplace by a member of staff who will record and report on the competencies being demonstrated by the student in the work setting.

#### Strand 4
As part of each VCAL learning program, students must complete the Personal Development strand. This requires students to participate in local community based projects and activities, voluntary work and/or structured activities that will help develop personal attributes such as self-confidence, teamwork, respect and other skills for work and later life.
VET CURRICULUM OVERVIEW

Vocational Education and Training (VET) combines general VCE/VCAL studies with vocational training and experience in the workplace. Successful completion of a VET in the VCE program may provide students with:

- Two qualifications: a Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL) issued by the Victorian Curriculum and Assessment Authority and a VET Certificate issued by a Registered Training Organisation (RTO)
- Two Statements of Results issued by the Victorian Curriculum and Assessment Authority giving details of units completed in the VCE and modules/units of competence completed in the VET qualification
- An enhanced Australian Tertiary Admissions Rank (ATAR) which can improve access to further education
- The ability to move into further vocational education and training courses
- Workplace experience including Structured Workplace Learning, offered in some courses.

How does a VET Course contribute to VCE?
VET Courses in the VCE contribute to the ATAR in one of two ways:

1. Courses with a Scored Assessment are allocated a scaled Study Score in exactly the same manner as other VCE Studies. VET courses with a Scored Assessment are: Business, Community Services, Dance, Engineering Studies, Equine Industry, Furnishing, Hospitality, Information Technology, Integrated Technology, Interactive Digital Media, Laboratory Skills, Music, and Sport and Recreation.

2. Courses without a Scored Assessment are awarded a 10% increment towards the ATAR as a 5th or 6th subject.

Timetable Arrangements – VET Programs
The majority of VET subjects occur on a Wednesday afternoon but some do run over the course of the whole day on Wednesday or on another day, particularly the KIOSC programs. Please note that students who undertake a VET Program will do one less VCE subject at school.

Arrangements for 2017
VET programs at Wantirna College have not been finalised and confirmation can only be given after negotiations with TAFE Institutes, RTOs and other schools in the area.

Students interested in applying for a VET course in 2017 are required to:

- Register their interest during the Subject Selection Interview by completing and submitting a 2017 VET Expression of Interest Form.
- List the VET program on the Course Selection Sheet and choose the appropriate VET course using Subject Selection Online (SSO) Program.

VET Programs Offered to Wantirna College Students
The range of VET Programs students at the College can choose from are listed on the following page. The College works in conjunction with the Mullum Cluster, and when the programs are finalised, the list will be distributed to students in time for 2017 subject selections. Each program is described in more detail in individual VET Program flyers available from the Later Years Office or online at www.mullumcluster.com. Please consult the 2017 Mullum Cluster Handbook.

Students and parents are welcome to contact Shane Kruger, Leader of Curriculum and Student Learning, if they require any further information.

Cost of VET/TAFE Courses
Based on last year’s charges, we expect most courses to cost between $250 and $1800 per year. This payment covers material costs.

Parents are required to pay Wantirna College directly and not the TAFE or school involved in the delivery. Final costing cannot be finalised until all charges and government subsidy levels are known. This is usually announced in Term 4.

A deposit for the materials fee will be due on Wednesday 24th August 2016 to secure a place in VET. When students register their interest by completing the 2017 VET Expression of Interest Form, they will receive a 2017 VET Enrolment Pack which will outline the deposit amount required for each VET course. The balance of fees must be finalised by Wednesday 7th December 2016. Students will be withdrawn from their VET selection if the balance of fees is not received by the end of the 2016 school year and allocated to another unit of study subject to availability. Unfortunately, there are no concession subsidies available for VET subjects.

Some courses also charge extra for books over and above the materials fees. Parents will be notified if this is the case before enrolment is confirmed.
### VET Offerings at a Glance

Courses are delivered by schools in the Mullum VET Cluster. Indicative list of offerings for 2017:

<table>
<thead>
<tr>
<th>Name of Course</th>
<th>UNITS</th>
<th>Location</th>
<th>Day Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting (Screen)</td>
<td>1-2</td>
<td>Aust. College of Dramatic Arts at MBCTA Youth Theatre, Boronia</td>
<td>Monday 5-8 pm, Wednesday pm</td>
</tr>
<tr>
<td>Allied Health</td>
<td>1-2</td>
<td>Box Hill Institute</td>
<td>Wednesday pm</td>
</tr>
<tr>
<td>Applied Fashion</td>
<td>1-2</td>
<td>Emmaus College, Donvale Christian College</td>
<td>Wednesday pm, Thursday pm</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>1-2</td>
<td>Ringwood Trade Training</td>
<td>Thursday am or pm</td>
</tr>
<tr>
<td>Beauty Services</td>
<td>1-2</td>
<td>Headmasters, Melbourne</td>
<td>Wednesday pm</td>
</tr>
<tr>
<td>Building and Construction (Carpentry)</td>
<td>1-2</td>
<td>Wantirna College</td>
<td>Wednesday am or pm</td>
</tr>
<tr>
<td>Children’s Services</td>
<td>1-2</td>
<td>Fairhills High School, Box Hill Institute</td>
<td>Wednesday pm</td>
</tr>
<tr>
<td>Christian Ministry &amp; Theology</td>
<td>1-2</td>
<td>Waverley Christian College</td>
<td>Wednesday pm</td>
</tr>
<tr>
<td>Community Services Work</td>
<td>1-2</td>
<td>Box Hill Institute</td>
<td>Wednesday pm</td>
</tr>
<tr>
<td>Dance</td>
<td>1-2</td>
<td>Fairhills High School</td>
<td>Wednesday am, Wednesday pm</td>
</tr>
<tr>
<td>Design Fundamentals</td>
<td>1-2</td>
<td>KIOSC</td>
<td>Wednesday pm</td>
</tr>
<tr>
<td>Electrotechnology</td>
<td>1-2</td>
<td>KIOSC: Swinburne</td>
<td>Tues or Thurs all day, Weds or Thurs all day</td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>1-2</td>
<td>KIOSC: Swinburne, Ringwood Trade Training</td>
<td>Thurs all day KIOSC, Weds am RTTF, Weds all day KIOSC, Weds pm RTFF</td>
</tr>
<tr>
<td>Equine Industry</td>
<td>1-2</td>
<td>Box Hill Institute</td>
<td>Wednesday pm</td>
</tr>
<tr>
<td>Hairdressing</td>
<td>1-2</td>
<td>Headmasters Melbourne</td>
<td>Wednesday all day</td>
</tr>
<tr>
<td>Hairdressing and Retail Makeup &amp; Skin Care (Dual Certificate)</td>
<td>1-2 (only)</td>
<td>One to One (Boronia)</td>
<td>Wednesday pm</td>
</tr>
<tr>
<td>Horticulture (Landscape)</td>
<td>1-2</td>
<td>KIOSC</td>
<td>Wednesday all day</td>
</tr>
<tr>
<td>Hospitality (Kitchen Operations)</td>
<td>1-2</td>
<td>The Knox School, Aquinas College, Mater Christi, Aquinas College, Mater Christi</td>
<td>Wednesday pm or Tuesday pm, Wednesday pm</td>
</tr>
<tr>
<td>Hospitality (Food and Beverage)</td>
<td>1-2</td>
<td>The Knox School, Aquinas College, Mater Christi, Aquinas College, Mater Christi</td>
<td>Wednesday pm or Tuesday pm, Wednesday pm</td>
</tr>
<tr>
<td>Integrated Technologies</td>
<td>1-2</td>
<td>RTTF</td>
<td>Wednesday all day</td>
</tr>
<tr>
<td>Interactive Digital Media</td>
<td>1-2</td>
<td>Upwey High School Boronia K-12</td>
<td>Wednesday pm</td>
</tr>
<tr>
<td>Information Technology</td>
<td>1-2</td>
<td>Fairhills High, East Doncaster SC, East Doncaster SC</td>
<td>Wednesday pm</td>
</tr>
<tr>
<td>Laboratory Skills</td>
<td>1-2</td>
<td>KIOSC: Swinburne</td>
<td>Wednesday all day</td>
</tr>
<tr>
<td>Live Production</td>
<td>1-2</td>
<td>Boronia K-12</td>
<td>Wednesday am, Wednesday pm</td>
</tr>
<tr>
<td>Music</td>
<td>1-2</td>
<td>Scoresby Secondary College</td>
<td>Wednesday 12 – 4 pm</td>
</tr>
<tr>
<td>Music (Technical Production)</td>
<td>1-2</td>
<td>Aquinas College, Upwey High School</td>
<td>Wednesday pm</td>
</tr>
<tr>
<td>Printing and Graphic Arts</td>
<td>1-2</td>
<td>KIOSC: Swinburne</td>
<td>Monday all day</td>
</tr>
<tr>
<td>Sport &amp; Recreation (Basketball)</td>
<td>1-2</td>
<td>Fairhills High School</td>
<td>Wednesday pm</td>
</tr>
<tr>
<td>Sport &amp; Recreation (Fitness)</td>
<td>1-2</td>
<td>Scoresby Secondary College</td>
<td>Wednesday 12 – 4 pm</td>
</tr>
</tbody>
</table>

VET courses, locations and times are based on 2016 offerings and are subject to change.
ENGLISH PATHWAYS YEAR 7-12

Year 7 → Year 8 → Year 9 → Year 10 → Year 11 → Year 12

Core English → Core English → Core English → Core English

Elective choice optional

Core English

Linguistics

English Unit 1&2 → English Language Unit 1&2 → English Language Unit 3&4

Literature Unit 1&2 → Love and Hate → Literature Unit 1&2

Literature Unit 3&4 → Literature Unit 3&4

Skepsi → Skepsi → Literature Unit 1&2

Fantasy and Horror

Journalism

Is the Book Better?

Quickier and Smarter

EAL → EAL → EAL Unit 1&2 → EAL Unit 3&4

HEALTH AND PE PATHWAYS YEAR 7-12

Year 7 → Year 8 → Year 9 → Year 10 → Year 11 → Year 12

Core Physical Education → Core Physical Education

One compulsory elective choice

Lifestyle Fitness for Boys/Girls → Field Team Sports → Court Team Sports → Racquet Sports

Sports Science → Major Team Games → Personal Training

Recreational Pursuits → Sports Leadership → Health and Human Development Unit 1&2

Physical Education Unit 1&2 → Physical Education Unit 3&4

Peer Support → Core Health → Core Health

Health and Human Development Unit 1&2 → Health and Human Development Unit 3&4

Your Health → Peer Support

Health and Human Development Unit 3&4
Humanities Pathways Year 7-12

Year 7
- Elective choice optional

Year 9
- One compulsory core choice, elective optional

Year 10
- History
  - 20th Century Unit 1 & 2
- Big History
- History through Film
- Global Issues
- Geography Unit 1 & 2
- Core Geography
  - Economy and Society
  - Legal Studies Unit 1 & 2
  - Managing your Finances
  - Accounting Unit 1 & 2
  - Shopville Business Management Unit 1 & 2

Year 11
- History
  - Revolutions Unit 3 & 4
- Geography Unit 1 & 2
- Core Geography
  - Legal Studies Unit 1 & 2
  - Accounting Unit 1 & 2
  - Business Management Unit 1 & 2

Year 12
- History
  - Revolutions Unit 3 & 4
- Geography Unit 1 & 2
- Core Geography
  - Legal Studies Unit 3 & 4
  - Accounting Unit 3 & 4
  - Business Management Unit 3 & 4
**Pathways Year 7-12**

### Languages Pathways Year 7-12

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Spanish</td>
<td>Core Spanish</td>
<td>Spanish Semester 1 &amp; 2</td>
<td>Spanish Semester 1 &amp; 2</td>
<td>Spanish Unit 1 &amp; 2</td>
<td>Spanish Unit 3 &amp; 4</td>
</tr>
</tbody>
</table>

**LANGUAGES optional after Year 9**

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Chinese</td>
<td>Core Chinese</td>
</tr>
<tr>
<td>Chinese Semester 1 &amp; 2</td>
<td>Chinese Semester 1 &amp; 2</td>
</tr>
<tr>
<td>Chinese Unit 1 &amp; 2</td>
<td>Chinese Unit 1 &amp; 2</td>
</tr>
</tbody>
</table>

### Maths Pathways Year 7-12

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skepsi</td>
<td>Skepsi</td>
<td>Algebra Elective</td>
<td>Maths Methods Unit 1 &amp; 2</td>
<td>Specialist Maths Unit 1 &amp; 2</td>
<td>Maths Methods Unit 3 &amp; 4</td>
</tr>
<tr>
<td>Maths Core</td>
<td>Maths Core</td>
<td>Maths Core Advanced (4 options)</td>
<td>Further Mathematics Unit 3 &amp; 4</td>
<td>Maths Methods Unit 1 &amp; 2</td>
<td>Further Maths Unit 3 &amp; 4</td>
</tr>
<tr>
<td>Maths Core</td>
<td>Maths Core</td>
<td>Maths Core (2 options)</td>
<td>General Maths Further Unit 1 &amp; 2</td>
<td>Foundation Maths Unit 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>Numeracy Elective</td>
<td>Numeracy Elective</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Maths Pathways Year 7-12**

- **Year 7:** Core Chinese
- **Year 8:** Core Chinese
- **Year 9:** Chinese Semester 1 & 2
- **Year 10:** Chinese Unit 1 & 2
- **Year 11:** Chinese SL & SLA Unit 1 & 2
- **Year 12:** Chinese Unit 3 & 4

**Maths Core**

- **Year 7:** Core Spanish
- **Year 8:** Core Spanish
- **Year 9:** Spanish Semester 1 & 2
- **Year 10:** Spanish Unit 1 & 2
- **Year 11:** Spanish Unit 3 & 4
- **Year 12:** Spanish Unit 3 & 4

**Maths Methods Unit 3 & 4**

- **Year 11:** University Enhancement
- **Year 12:** Specialist Maths Unit 3 & 4
- **Year 12:** Maths Methods CAS Unit 3 & 4
- **Year 12:** Further Maths Unit 3 & 4
**Science Pathways Year 7-12**

**Year 7**  
- Core Science
  - Science of Environment and Living Things
  - Science of Cells and Systems
  - Science of Earth and Space
  - Plastics and Polymers

**Year 8**  
- Core Science
  - Environmental Science Unit 1&2
  - Psychology Unit 1&2
  - Psychology Self and Others
  - Science of Crime
  - Science of Food

**Year 9**  
- Compulsory elective choice, others optional
  - Science of Environment and Living Things
  - Environmental Science Unit 1&2
  - Psychology Unit 1&2
  - Psychology Self and Others
  - Science of Crime
  - Science of Food

**Year 10**  
- Compulsory elective choice, others optional
  - Science of Environment and Living Things
  - Environmental Science Unit 1&2
  - Psychology Unit 1&2
  - Psychology Self and Others
  - Science of Crime
  - Science of Food

**Year 11**  
- Environmental Science Unit 1&2
  - Psychology Unit 1&2
  - Psychology Self and Others
  - Science of Crime
  - Science of Food

**Year 12**  
- Environmental Science Unit 3&4
  - Psychology Unit 1&2
  - Psychology Self and Others
  - Science of Crime
  - Science of Food

Additional Pathways:

- **Science of Environment and Living Things**
- **Environmental Science Unit 1&2**
- **Psychology Unit 1&2**
- **Psychology Self and Others**
- **Science of Crime**
- **Science of Food**
- **Science of Cells and Systems**
- **Science of Biotechnology**
- **Biology Unit 1&2**
- **Science of Medicines**
- **Science of Medicine Unit 1&2**
- **Science of Food**
- **Science of Environment and Living Things**
TECHNOLOGY PATHWAYS YEAR 7-12

Year 7
Home Economics

Year 8
Taste of Asia
Bakery Cafe

Year 9
Compulsory elective choice, others optional
Integrated Systems Engineering
Robotics

Year 10
Compulsory elective choice, others optional
Integrated Systems Engineering 1
Integrated Systems Engineering 2

Year 11

Year 12

Home Economics

Taste of Asia
Tastes of Europe
Hospitality
Food Studies Unit 1&2

Food Studies Unit 3&4
Food Studies Unit 1&2

Systems Technology

Integrated Systems Engineering
Computing Unit 1&2

Informatics Unit 1&2
Informatics Unit 3&4

Integrated Materials

Materials Design Technology Wood
Product Design and Technology Wood Unit 1&2
Product Design and Technology Wood Unit 3&4

Integrated Materials

Materials Design Technology Wood

Textiles

Fashion Making and Illustrating

Textiles: Personalised Quilt

Textiles: Young Designer

Textile Pieces

Textiles

Taste of Asia
Tastes of Europe

Home Economics

Wantirna College Curriculum Information 2017