



WANTIRNA  
COLLEGE



*Discover Possibilities*

CURRICULUM DIRECTIONS 2019



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# WANTIRNA COLLEGE CURRICULUM INFORMATION 2019

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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.

Our Year 7 and 8 curriculum is developed to 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.

The four capabilities in the Victorian Curriculum F–10 are:

- 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.

Learning Area	Year 7 Subject	Semesters	Periods per Cycle	Year 8 Subject	Semesters	Periods per Cycle
	Learning Mentor Program	2	2	Learning Mentor Program	2	2
<b>English</b>	English	2	9	English	2	9
<b>Mathematics</b>	Mathematics	2	9	Mathematics	2	9
<b>Science</b>	Science	2	6	Science	2	6
<b>Humanities</b>	Humanities	2	8	Humanities	2	8
<b>Languages</b>	Chinese or Spanish	2	6	Chinese or Spanish	2	6
<b>Health and PE</b>	Physical Education	2	6 / 4	Physical Education	2	4
	Peer Support	1	2	Health	1	4
<b>The Arts</b>	Art	1	6	Visual Communication	1	6
	Music	1	6	Drama	1	6
<b>Technology</b>	Home Economics	1	4	Food Technology	1	4
	Digital Technology	2	4	Product Design	1	6
				Systems Technology (Robotics)	1	6



# YEAR 7 AND 8 CURRICULUM

## 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 allows 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 students to introduce themselves to their home groups and teachers. Easy access to students' own laptops allows for seamless integration of digital tools and multimodal texts.

### Year 8

As far as possible, English at Year 8 is taught in the specialist literacy building known as Byrne House. The Centre houses 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 gained in Year 7. Students continue with the Independent Reading program, choosing from a wide range of up to date texts,

acquired 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 are 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 consequence 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 from studying 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, China and Rome. 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.

In Year 8, students will continue developing skills such as cause and consequence, chronology and change and continuity that allow them to study source material to draw conclusions, research, analyse and evaluate effectively. In particular, they will study how civilisations developed across Europe and Asia by learning about Medieval Europe and Japan under the Shoguns, building on the concepts begun in Year 7 where students focused on ancient civilisations. They will also compare and contrast how these civilisations evolved politically, socially, culturally and economically and research how diseases such as the Black Death had an impact on their continued evolution. To lead students towards a better understanding of how this world bridged the gap between feudal societies and our own, they will study the Renaissance period and look at the shift the world began to take towards Enlightenment principles and corresponding advances in the areas of science, medicine, philosophy and art.

### Year 7 and 8 Geography

Geography is the study of the Earth's landscapes, people, 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.

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 their local neighbourhood and analyse how these support and enhance their lives. Areas of focus include safety and health, local environmental 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 Asian 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

# YEAR 7 AND 8 CURRICULUM

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 Asian region to show how urbanisation changes the economies and societies of low and middle-income countries.

## 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 express basic personal information about themselves 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
- Spanish cultural events and celebrations
- School life
- Cultural cooking

### 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:
- Daily routines
- Hobbies and interests
- Likes/dislikes
- Family descriptions
- Cultural cooking

### Year 7 Chinese – Mandarin

The curriculum focus is on developing students' understanding of the Chinese language through listening, speaking, reading and writing about everyday life, and exploring aspects of Chinese culture and customs. 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 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.

# YEAR 7 AND 8 CURRICULUM

## MATHEMATICS

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 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 Mathspace. All students are required to have access to Mathspace as this provides an interactive learning and assessment program. Mathspace is the world's first maths program that allows students to show every step of their maths reasoning, writing naturally into mobile devices. With Mathspace, all written steps are made digital, captured in the cloud, and are available for students and teachers to review. Each line of work is marked as students complete it, giving them real-time, formative feedback at each step of a question, and supports them at every step with hints, videos and next steps. This data also drives the adaptive learning engine, which personalises a student's path through a curriculum. This means students have a more adaptive and personalised learning path.

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.

### 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. During 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 in Year 7 rotate through a range of science topics which help them understand and explain everyday phenomena. They are introduced to the science laboratory and instructed in the safe and effective use of a range of scientific equipment used to conduct scientific investigations. They explore major theoretical ideas in Chemistry related to properties of matter, the difference between elements, compounds and mixtures. They apply their understanding in an extended student-designed experiment related to separating mixtures. Students will also study Biology focussing on the classification of organisms and the biodiversity of species in ecosystems. The physics related to forces and simple machines sees students further developing practical skills, and the Earth Space Science unit looks at how the force of gravity and the relative position of bodies within the solar system affect natural phenomena, like tides and seasons, on Earth.

### Year 8

In Year 8, students start the year with a unit that is aimed at specifically building their skills in scientific writing. They 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



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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 Digital Technology

In Year 7 Digital Technology, students will develop their 21st Century computational thinking and digital literacy skills. Students are introduced to how technological devices operate behind the traditional user interface. This includes the introduction of binary, data and file types and hardware and software. In addition to this, students will investigate search engines and appropriate data validation as well as online privacy and safety issues. Moving into the second semester, students will complete project work based around programming, game design, application design, website design and databases. This is introduced at this level to prepare students to enter a technologically advanced job market and world.

### Year 7 and 8 Home Economics

In Year 7, students develop an understanding of kitchen operations, stove and oven use, kitchen safety including personal hygiene practices. Theoretical knowledge is linked to the practical lessons to increase student understanding. Students learn how to safely cook a range of nutritious food products using basic ingredients and processes. This study also includes: the role of breakfast, ethical food choices, food for energy, cultural aspects and preventing food wastage.

In Year 8, students build on the knowledge and skills learnt in Year 7 to create balanced nutritious meals for good health. Food sustainability including indigenous and Asian flavour influences are studied. Students refer to the Australian Guide to Healthy Eating to develop understanding of better food choices. This study also includes: safety in the kitchen, new technologies, food groups for healthy eating, baking and design work.

### Year 8 Product Design

Students build one or more small and complex wood/metal products; they will be encouraged to investigate, incorporate and use a range of material including wood, metal and plastic to create designed products. Students may be asked to design and create a product such as a mobile phone holder or a piece of jewellery. They are required to select a client and design their project to suit the client's specific needs, using various drawing techniques. Students are able to develop design and making skills, with woodwork/metalwork tools and processes in building their products. Upon

completion, students evaluate their projects using criteria they have developed.

### Year 8 Systems Technology

Systems Technology allows students to develop skills using electronic components to build projects and explore mechanical concepts. A system may be electrical, electronic or mechanical in its operation. Components may be discrete transistors to micro-processors.

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 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 & Musicianship. The course has elements of performance, composition, musical analysis,

# YEAR 7 AND 8 CURRICULUM

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 presentations. All students will have an opportunity to play and trial a range of orchestral instruments and if successful, commence enrolment in the College Instrumental Music Program.

## Year 8 Drama

Students will participate in creating, making and presenting dramatic work. Students will work towards developing vocal, physical, stagecraft and performance skills whilst exploring the following topics:

- Storytelling through sound and movement
- Performance using a variety of styles and stimulus
- Comedy from past to present.

## 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

### Year 7 and Year 8

Students in Year 7 and Year 8 will take part in bike riding, canoeing and kayaking through a series of one day excursions in Terms 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 Years 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

Students who have been identified as needing additional support in reading or numeracy are referred to the QuickSmart program for further diagnostic assessment, using a computer-based program to test automaticity (speed and accuracy of reading/interpreting words and manipulating numbers). At Wantirna College we are extremely fortunate to have in place the QuickSmart Literacy and Numeracy Intervention Programs. The programs were designed by the University of New England in Armidale, New South Wales and are proven to dramatically improve the skills of students. They are based on our growing understanding of neuroscience and how our brains work when learning. The programs aim to improve automaticity, in so doing, freeing up working memory to learn new skills. 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 Literacy 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;

# YEAR 7 AND 8 CURRICULUM

- Scaffolded use of comprehension strategies;
- Reading games designed to consolidate students' word recognition and word meaning knowledge.

## **QuickSmart Numeracy**

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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

	ENGLISH	MATHEMATICS	HUMANITIES	SCIENCE	HEALTH/PE	THE ARTS	FREE ELECTIVE CHOICE
<b>Semester</b>	English	Mathematics	Humanities	Science (core)	Health/PE <i>Elective</i>	The Arts <i>Elective</i>	Language <i>Elective</i> or other <i>Elective</i>
	9 periods	9 periods	8 periods	8 periods	8 periods	8 periods	8 periods
	ENGLISH	MATHEMATICS	HUMANITIES	HEALTH/PE	SCIENCE	TECHNOLOGY	FREE ELECTIVE CHOICE
<b>Semester</b>	English	Mathematics	Humanities	Health (core)	Science <i>Elective</i>	Technology <i>Elective</i>	Language <i>Elective</i> or other <i>Elective</i>
	9 periods	9 periods	8 periods	8 periods	8 periods	8 periods	8 periods

## YEAR 9 SUBJECT SELECTION AT A GLANCE

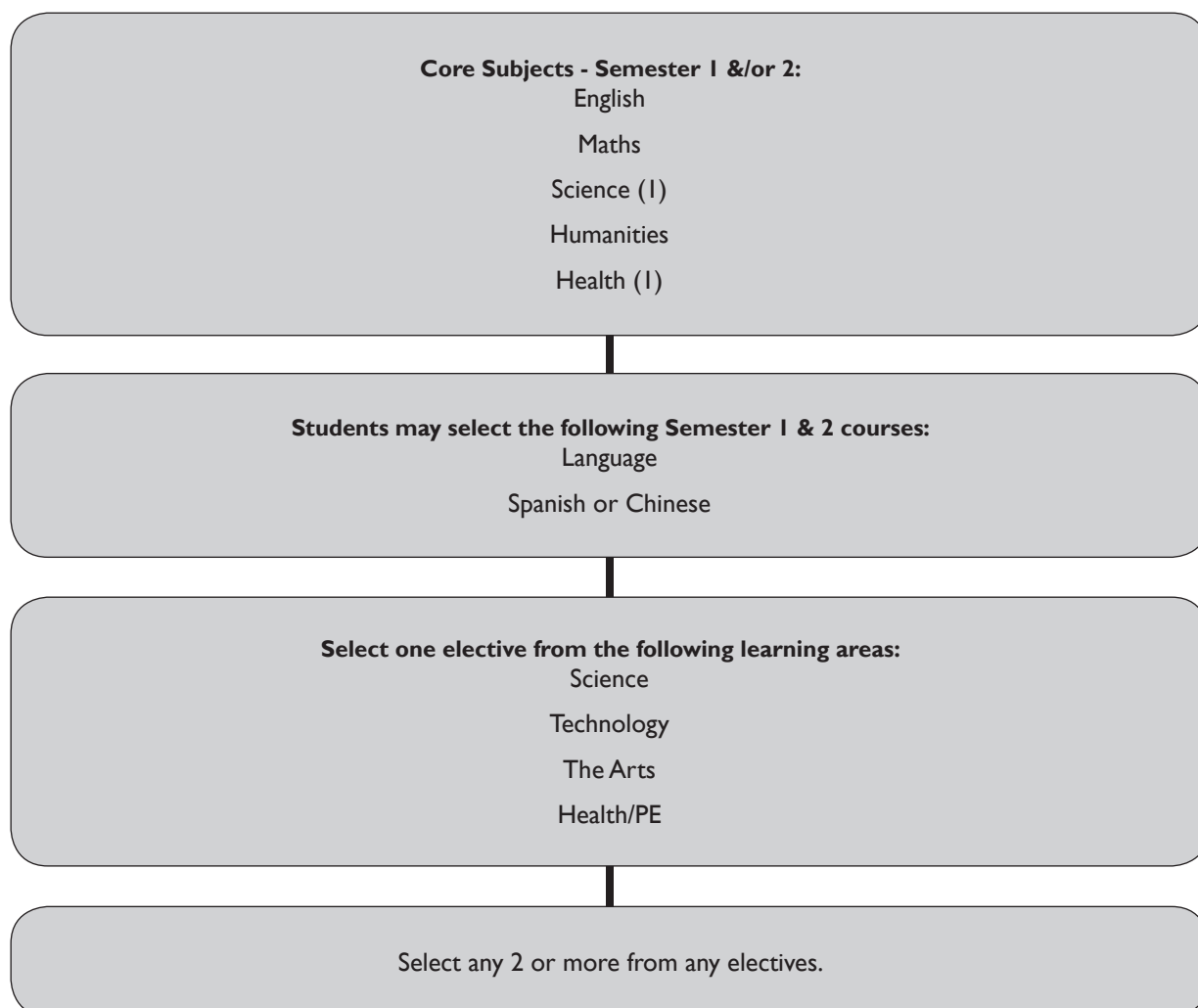
LEARNING AREA	SUBJECT	CODE	LEARNING AREA	SUBJECT	CODE
<b>English</b>	English (Core) Electives Literature- Fantasy and Horror Journalism Quicker and Smarter in English English as an Additional Language	E9EN E9FH E9JO E9QS E9EA	<b>Humanities</b>	Humanities (Core) Shopville: Business in the 21st Century Heroes and Villains	H9HU H9SB H9HV
<b>Health and Physical Education</b>  <b>Students must choose at least one</b>	Health (Core) Electives Court Team Sports- Boys Court Team Sports- Girls Field Team Sports- Boys Field Team Sports- Girls Lifestyle fitness for boys Lifestyle fitness for girls Racquet Sports	P9HR P9CB P9CG P9FB P9FG P9LB P9LG P9RS	<b>Technology</b>  <b>Students must choose at least one</b>	Electives Taste of Asia Bakery Cafe Information Technology Product Design Technology Integrated Systems Engineering Robotics Textiles- Creative Toys Textiles- Young Designers	T9TA T9BC T9IT T9PD T9SE T9RO T9CT T9YD
<b>Languages</b>	<b>Chinese- Mandarin</b> Semester 1 Semester 2  <b>Spanish</b> Semester 1 Semester 2	L9CH  L9SP	<b>The Arts</b>  <b>Students must choose at least one</b>	Electives Art Ceramics Digital Art Digital Photography Dance Drama Media Music: Theory and Performance Music: Industry and Technology Theatre Studies Visual Communication & Design	A9AR A9CE A9AD A9DP A9DA A9DR A9ME A9MA A9MB A9TS A9VC
<b>Science</b>  <b>Students must choose at least one</b>	Science (Core) Electives Science of Cells and Systems Science of the Environment and Living Things Science of Earth and Space Science of Plastics and Polymers	S9SC S9CS S9EL S9ES S9PP	<b>Mathematics</b>	Mathematics (Core) Electives Algebra Elective Numeracy Elective	M9MA M9AE M9NE

### Core Studies

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



# YEAR 9 CURRICULUM



## 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*

## ENGLISH

### Core English

#### E9EN

##### Course Description:

The course at Year 9 builds on the skills gained in Years 7 and 8. Students continue with the Independent Reading program, choosing from a wide range of up to date texts, acquired with the involvement of Home Groups. They are encouraged to apply the strategies

# YEAR 9 CURRICULUM

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 students' own 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.

### E9QS – 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.

# YEAR 9 CURRICULUM

## Health and Physical Education Elective Curriculum

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### **P9CB – Court Team Sports – Boys AND**

### **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 will be required.

### **P9FB – Field Team Sports – Boys AND**

### **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, Touch Rugby, Touch Gridiron 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 will be required.

### **P9LB – Lifestyle Fitness for Boys AND**

### **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 ran 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 appropriate attire, in all practical classes and to satisfactorily complete all theoretical and practical assessments. There is also an opportunity for external excursions which may involve an additional cost of approximately \$70.

### **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. There is also an opportunity for external excursions which may involve an additional cost of approximately \$60. A complete set of College Physical Education uniform will be required.

## HUMANITIES

### Core Humanities

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#### **H9HU**

#### **Course Description:**

Students will study four key areas: geography, history, economics and civics and citizenship. Over the year, students develop vital skills across all areas, including mapping, research, analysis, evaluation, drawing conclusions based on data, and decision making.

For history, topics across the year include the making of the modern world through studying the evolution and spread of the Industrial Revolution, the rise of imperialism and subsequent colonisation of Australia, and the significance of Australia's involvement in World War I as a result of imperialism and nationalist sentiment. For Geography, students study the different biomes of the world and their distribution, food security and insecurity and factors that relate to these occurring in different nations, as well as the interconnectedness of people and places throughout the world.

Students study economics and civics and citizenship in a combined unit that asks the question of whether or not Melbourne is in fact a well-functioning city, with a focus on understanding the meaning of civic responsibility and how economic enterprise plays a role in providing for the needs of all Melbournians. For example, does our legal system in its current form best serve all Melbournians? As part of this unit, students undertake

# YEAR 9 CURRICULUM

a week-long excursion called City Experience that is intrinsically embedded into the program. As part of the excursion, students are expected to put their classroom learning into practice to develop their own inquiry questions, work effectively in teams and research and communicate with different stakeholders around the CBD to collect research that best supports their inquiry questions. This will culminate in their findings being compiled into a research task once back in the classroom.

## 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 development in the 21st Century. The core goal of this subject is for students to gain the understanding, skills and knowledge to design their own business. Students learn about a variety of topics including supply and demand, product development, online business set up, budgeting, marketing and publicity. Students will learn the basics of opening and running a business including procedures for taxation and organising and obtaining a bank loan. Throughout the entire semester, students will build towards creating a portfolio of design looking at their own business.

### H9HV – Heroes and Villains

#### Course Description:

The superhero genre and popular culture have never acted as more relevant yardsticks to help understand cultural change and continuity, and promote historical understanding of how societies have evolved over time. In this subject, students will study and compare a range of heroes and villains drawn from a diverse collection of categories. With a focus ranging from comic book and film superheroes and supervillains such as Wonder Woman and Magneto, to real life heroic and divisive characters such as Donald Bradman, Ned Kelly and Malcolm X, students will explore pivotal moments in the twentieth and twenty first century. They will examine events and attitudes of the time that prompted their creation or elevation as public figures, and how they came to be perceived in either a positive or negative light within the public consciousness. Through this subject, students will develop their knowledge and application of historical thinking skills related to: understanding cause and consequence, recognising and evaluating change and continuity, analysing source material and evaluating it for accuracy, usefulness and reliability, analysing different perspectives of the past and evaluating historical significance.

## LANGUAGES

### 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, House and Furniture. They will learn basic facts, values and traditions in relation to these topics and build on their knowledge of buying and selling, and giving locations and directions learnt during the Year 8 Chinese course.

Students 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 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. They will also discuss the issues in relation to 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:

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 and familiar personal topics, such as, school life and daily routines and activities. This course includes a visit to the Spanish precinct in Melbourne as well as the International Film Festival. The students will also be using online Spanish language programs to reinforce topics and their learning. Also, the organisation and delivery of the popular Friday Fiesta Club.



# YEAR 9 CURRICULUM

## MATHEMATICS

### Core Mathematics

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#### 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 (handheld or computer software) 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 Mathspace.

All students are required to have access to Mathspace as this provides an interactive learning and assessment program. Mathspace is the world's first maths program that allows students to show every step of their maths reasoning, writing naturally into mobile devices. With Mathspace, all written steps are made digital, captured in the cloud, and are available for students and teachers to review. Each line of work is marked as students

complete it, giving them real-time, formative feedback at each step of a question, and supports them at every step with hints, videos and next steps. This data also drives the adaptive learning engine, which personalises a student's path through a curriculum. This means students have a more adaptive and personalised learning path.

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.

### Mathematics Elective Curriculum

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#### 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.

# YEAR 9 CURRICULUM

## SCIENCE

### Core Science

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#### S9SC

##### **Course Description:**

In Core Science, students will undertake units of study in Biology, Chemistry and Physics. Students will explore the nervous and endocrine systems, including how organisms control and respond to changes. They will also investigate chemical reactions and the changes in bonding between particles, as well as the nature and behaviour of light as form of energy. Students will investigate these concepts using a range of activities including experiments and extended research tasks.

### Elective Science Curriculum

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#### 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 and Living

##### **Course Description:**

Students choosing this unit will be introduced to the components and interactions within the environment. The unit also covers concepts surrounding food webs, classification and conservation through experiments, simulations and case studies. At the end of the unit, students have an opportunity to demonstrate their knowledge and apply it to fighting extinction in line with Zoos Victoria's goals. They will investigate a species in decline and choose an action to help fight its extinction.

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 rockets, space exploration and travel, spectroscopy, the life cycle of stars and galaxies, the interactions between astronomical bodies and the like.

Through experimental design to investigate the physical phenomenon involved with gravity, 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

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#### T9TA – A Taste of Asia

*A subject charge of \$110 applies to this unit.*

##### **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 South East 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 design and produce a unique 'in house' dining experience at school.

#### T9BC – Bakery Cafe

*A subject charge of \$110 applies to this unit.*

##### **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,

# YEAR 10 CURRICULUM

## **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 with the opportunity to make products like sports rub, aspirin and to extract caffeine. There will an emphasis on understanding the chemical structure of a number of pharmaceutical products. This elective is highly recommended to students who wish to undertake VCE Chemistry.

## **S0BB Science – Big Bang Science**

### **Course Description:**

This elective is designed to prepare students for VCE Science subjects. The content will extend on the Year 10 core science to provide an experience that will prepare students for the rigours of VCE. Emphasis will be on the fundamental knowledge and skills that students will need for VCE Units 1 and 2. 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. The three units studied are a student-directed research task, the chemistry of redox reactions and the nature of nuclear radiation.

## TECHNOLOGY

### **Technology Elective Curriculum**

#### **T0FM – Fashion Making & Illustrating**

*A subject charge of \$20 applies to this unit.*

### **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. In the other part of this unit of study, you will use commercial patterns to construct an item of clothing. With guidance you will 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.

#### **T0ET – Experimental Textiles**

### **Course Description:**

*A subject charge of \$20 applies to this unit.*

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 construction? Experimental Textiles aims to give you an insight into some of the knowledge and skills to achieve that creative flair or the current look to your projects.

#### **T0HO – Hospitality**

*A subject charge of \$110 applies to this unit.*

### **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**

*A subject charge of \$110 applies to this unit.*

### **Course Description:**

Does the idea of making Italian pasta, Greek souvlaki and Spanish tapas interest you? Come on a culinary journey and learn how to cook signature dishes of many European countries. In this unit of study, students will gain an understanding of cultural and family aspects of European life through the study of the food and culture; European ingredients; recipes for health with a high nutritional value; sustainability and design work. Throughout the practical sessions, students will develop advanced cooking skills by producing products such as pasta, bread and pastry. 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.

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plan produce and evaluate their own individual bakery and cafe delights.

## **T9IT – Information Technology**

### **Course description:**

In Year 9, students will explore the world of Animation and Game Development through using a range of software tools. During the animation unit, students will develop skills in using Adobe Animate, which is used in industry by 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 programming unit, students will be introduced to the fundamentals of program design through an object-oriented programming environment, GameMaker Studio 2. GameMaker Studio allows for the design and development of computer games, allowing students to learn vital programming skills, preparing them to become active and engaged digital citizens.

Finally, students will finish the course by looking at the topic of technologies impact on present day society, with a focus on video games, in particular whether or not they have had a positive impact on modern day life. Students will undertake a research task and participate in a class debate surrounding the influence of video games. Students will work collaboratively in small teams and formulate an argument based on research they have collected.

## **T9PD – Product Design Technology**

*A subject charge of \$45 applies to this unit.*

### **Course description:**

Students choosing this unit will respond to design briefs and investigate and select a range of materials, components, tools and equipment to develop design ideas. Students will design and create a range of products such as clocks, guitars and/or games. By reviewing the design of new products, students identify how well designed ideas respond to sustainability issues. Students apply design thinking and creativity skills to develop, modify and communicate design ideas within their folio. Students produce drawings, models and prototypes to explore design ideas.

## **T9SE – Integrated Systems Engineering**

*A subject charge of \$50 applies to this unit.*

### **Course Description:**

This subject is designed to introduce students to the practices of design and construction using electronic circuits and mechanisms in an engineering context. This unit is primarily focussed on developing skills in

constructing and understanding concepts in applications in a number of areas. Overall, the emphasis is that students will build practical and thinking skills to develop solutions to engineering tasks and problems. A design brief is utilised to satisfy the needs and requirements of any specific issue.

## **T9RO – Robotics**

*A subject charge of \$50 applies to this unit.*

### **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 and control, together with robotics in society and their evolution.

Students will focus on utilising 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.

## **T9CT – Textiles – Creative Toys**

*A subject charge of \$20 applies to this unit.*

### **Course Description:**

Creative toys offers students the opportunity to design and create their own toys using fabrics. Both hand stitched and machine made toys will be designed and created by students who enjoy working with fabrics, notions and construction of seams. Units of work include the safe use of a sewing machine, the social and emotional role of toys, using patterns and markings, design and construction skills using the design process. Students will learn about durability of different fabric types including considerations such as naps and textural effects and evaluate their products recommending modifications.

Students will be provided with all the necessary patterns and limited selection of fabrics and filling from school. Students will need to bring any specialty items not available at school.

## **T9YD – Textiles – Young Designers**

### **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 learning safe use of a sewing machine, 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



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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

*A subject charge of \$20 applies to this unit.*

##### 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.

#### A9CE – Ceramics

*A subject charge of \$30 applies to this unit.*

##### 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.

#### A9AD – Digital Art

*A subject charge of \$30 applies to this unit.*

##### 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 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

*A subject charge of \$20 applies to this unit.*

##### 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 Principles 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

# YEAR 9 CURRICULUM

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 manipulating the dramatic elements of space, focus, tension and mood. They will also learn about direction and blocking and the use of stagecraft elements. There will be a cost involved for students to attend a professional performance in order to complete a performance analysis.

## **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. There will be a cost involved for students to attend a professional performance in order to complete a performance analysis.

## **A9ME – Media**

### **Course Description:**

Students choosing this unit will explore Media in a variety of contexts. They will examine Media Institutions and how they operate to communicate to various audiences, how advertising works, the operation of targeted media campaigns, and the nature of communication and bias in news reporting. Students will examine the techniques and protocols used in media production including genre, pre-production scripts, storyboards and media production (camera, lighting, editing, acting, framing, direction, sets, locations and casting). Students also have the opportunity to use production tools to prepare and create media narratives.

## **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; electronic music production, event management, live audio mixing and audio recording. The curriculum aims to develop an understanding of the popular music industry in Australia. It is designed to give students hands on experience with technology and software used to create and record music.

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 methods.

# YEAR 9 OUTDOOR EDUCATION

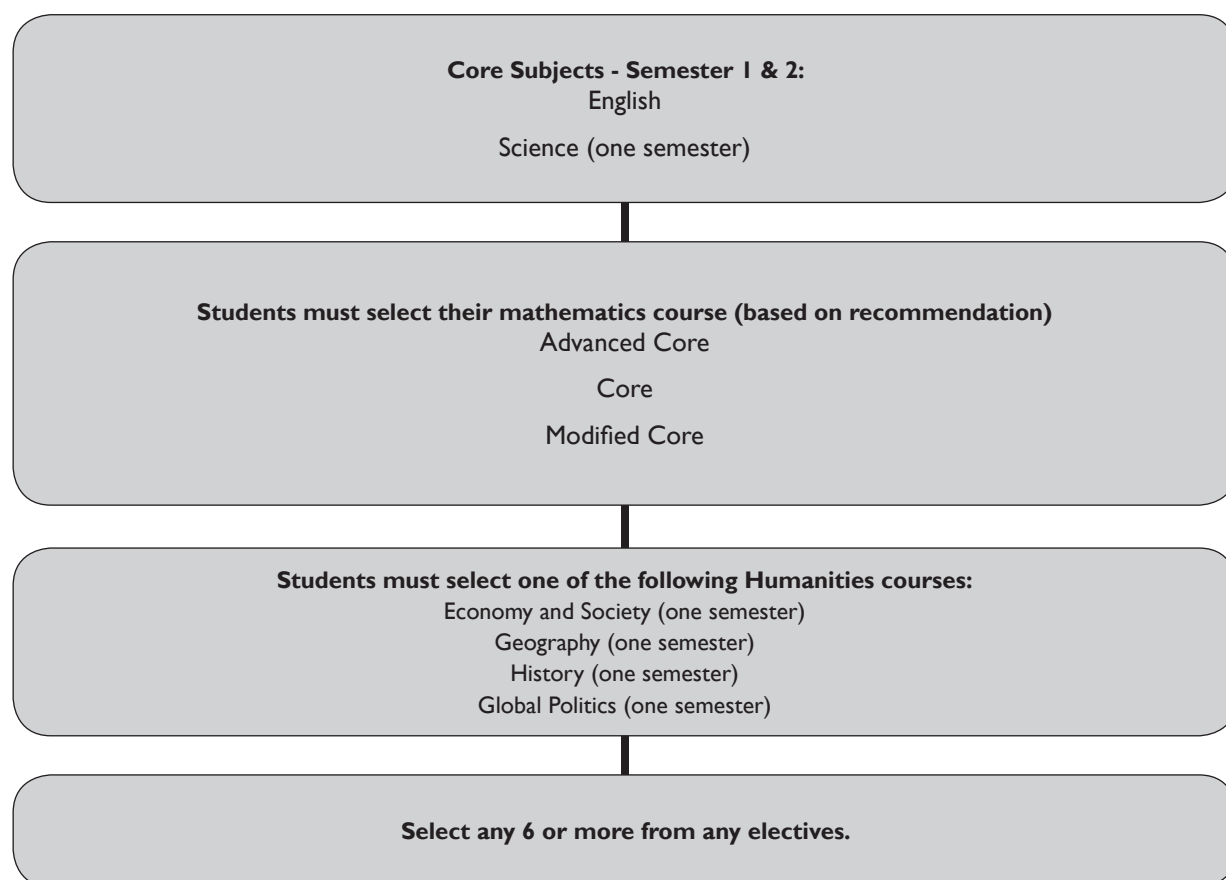
All students in Year 9 undertake a Challenge camp experience in term 4. These programs are designed to challenge students to move beyond their comfort zone and to challenge themselves physically, intellectually and emotionally. Camps are varied in the level of physical challenge students are expected to undertake. Parents and students will be invited to an information evening during 2019.

# YEAR 10 CURRICULUM OVERVIEW

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.

Semester 1	English	Mathematics Advanced Core Or Core Or Modified Core	Geography, History or Economy and Society	Elective One	Elective Three	Elective Five or VCE early start	VCE Bootcamp or VET
	9 periods	9 periods	9 periods	9 periods	9 periods	9 periods	4 periods
Semester 2	English	Mathematics Advanced Core Or Core Or Modified Core	Science	Elective Two	Elective Four	Elective Six or VCE early start	Private Study or VET
	9 periods	9 periods	9 periods	9 periods	9 periods	9 periods	4 periods

## OVERVIEW OF SUBJECT CHOICE



# YEAR 10 CURRICULUM

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

## 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 AT A GLANCE

LEARNING AREA	YEAR 10		Early Start VCE	
<b>English</b>	Core English English as an Additional Language Elective Literature: Is the Book Better? Literature: Love and Hate Love the Language	E0EN E0EA E0BB E0LL E0LA	Literature	ILIT
<b>Health and Physical Education</b>	Major Team Games: Boys Major Team Games: Girls Personal Training Peer Support Sports Coaching Sports Excellence Sports Science Your Health	P0MB P0MG P0PT P0PS P0SC P0SE P0SS P0YH	Health and Human Development Physical Education	IHHD IPED
<b>Humanities</b>	Big History Core Economy and Society Core Geography Core History Core Global Politics History Through Film Managing your Finances	H0BH H0ES H0GG H0HI H0GP H0HF H0MF	Accounting Business Management Geography History-20th Century Legal Studies	IACC IBMN IGEO IHIS ILGS
<b>Languages</b>	Chinese-Mandarin (Semester 1 and 2) Spanish (Semester 1 and 2)	L0CH L0SP	Chinese 2nd Language & Advanced Chinese 1st Language	ICHI ICHF
<b>Mathematics</b>	Year 10 Mathematics (Advanced Core) Year 10 Mathematics (Core) Year 10 Mathematics (Modified Core) Numeracy Elective	M0AC M0MC M0MM M0NE	Mathematical Methods	IMMM
<b>Science</b>	Psychology, Self and Others Science (Core) Science of Biotechnology Science of Crime Science of Food Science of Medicines Science: Big Bang Science	S0PS S0SC S0SB S0SR S0SF S0SM S0BB	Biology Psychology Environmental Science	IBIO IPSY IENV
<b>Technology</b>	Taste of Europe Textiles: Fashion Making & Illustrating Textiles: Experimental Textiles Hospitality Information Technology Product Design and Technology Integrated Systems Engineering 1 Integrated Systems Engineering 2	T0TE T0FM T0ET T0HO T0IT T0PD T0S1 T0S2	Food Studies Computing	IFTE IITC
<b>The Arts</b>	Art: Ceramics Art: Digital Art Art: Drawing, Painting and Printmaking Art: Photography Dance Theatre Studies Production Theatre Studies Acting Music: Industry and Technology Music Theory and Performance Media Visual Communication and Design: Architectural Design and Drawing Visual Communication and Design: Making and Marketing	A0CE A0AD A0DP A0PH A0DA A0TP A0TA A0MI A0MT A0ME A0VA A0VM	Art Dance Media Studio Arts Theatre Studies Visual Communication and Design	IART IDAN IMEA ISAR ITHS IVCD

# YEAR 10 CURRICULUM

## ENGLISH

### English Core Curriculum

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#### 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, comparison of a film text and memoir, 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

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#### 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 five or less than five years. The course consists of three areas of study related to preparing students for VCE EAL and involving development of oral and written skills.

### English Elective Curriculum

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#### 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.

#### E0LA – Love the Language

##### *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

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#### P0MB – Major Team Games – Boys

#### AND

#### P0MG – Major Team Games – Girls

##### *Course Description:*

Students choosing this subject will participate in a range of major team sports, including field invasion games, field striking games and court games. In the first unit of work, the focus is on the development of ethical behaviour within sports play. Students then explore a range of principles of coaching with a focus on developing skill acquisition in other students. The relationship between principles of biomechanics and the execution of skills in a range of sports is also explored, as are the common elements of strategy that lead to success. In the final unit, students will perform a games analysis, identifying components of fitness and energy systems that are essential to successful performance in a specific sport. A complete set of College Physical Education uniform will be required, as per College policy.

#### 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

# YEAR 10 CURRICULUM

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). 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, as per College policy.

## **P0PS – Peer Support**

### **Course Description:**

The peer support program aims to educate students on the value of peer-to-peer support. It provides students with leadership skills and opportunities for self-development and self-reflection. Students learn how to become an effective leader and develop 21st century skills such as communication, creativity, collaboration, problem solving and critical thinking. Students take responsibility for a number of incoming Year 7 students and provide younger students a supportive environment during Semester 1, in which to develop their self-confidence, individuality, resilience and personal strength. The cost for excursions throughout the semester would be approximately \$50.

### **Application process:**

Students must complete a written application form, which must be collected from, and submitted to, the Middle Years office by the due date.

As part of the application, the following must be included:

- Recommendation from two of your teachers

## **P0SC - Sports Coaching**

### **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 will be required.

## **P0SE – Sports Excellence**

### **Course Description:**

The aim of this year long elective is to engage and support high-level sports students in reaching their full sporting potential and who have ambitions to compete at a higher level. This exclusive elective is aimed at students who are currently competing in competitive sport and want to improve their sports performance as part of their school program. Students will focus on one specific sport they currently compete in outside of school, and develop advanced skills, knowledge and understanding to enhance their performance. While the students will focus on a preferred sport, the program will have a holistic athletic development approach allowing students to transfer skills and knowledge into any sport.

The Sports Excellence elective will focus on a number of different sport science components, combining lectures, tutorials, labs and practical work. Some of the focus areas will be:

- Tactics and Strategies
- Training Programs
- Strength and conditioning
- Sports Psychology
- Injury Prevention and Recovery / Rehabilitation
- Sport – Technique and Skill Development
- Sport Nutrition and Hydration
- Promote leadership opportunities through goal setting

All the above topics will be undertaken by each student, and will be specific to the individual's sport. Students will be exposed to several programs throughout the year and undertake various incursions and excursions throughout the semester at a cost of approximately \$125, inclusive of receiving a sports excellence training singlet.

### **Application process:**

- Students must be competing in competitive sport on a regular basis and have ambitions to play at a higher level.
- Students must complete a written application form, which must be collected from and submitted to the Middle Years office by the due date.

As part of the application, the following must be included:

- o A reference from your coach and /or trainer
- o Recommendation from two of your teachers
- Top candidates based on submission of their written application will be required to sit an interview.

# YEAR 10 CURRICULUM

## **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 athlete's 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 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, mental, emotional and spiritual aspects of health and wellbeing
- The measurements of health status
- 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 four Humanities subjects: Economy and Society, Geography, History or Global Politics.

## **H0ES – Core 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.

## **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 – Core History**

### **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 I and World War II, including the Treaty of Versailles, The Roaring Twenties and the Great Depression. The course reviews 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 covers Australia's involvement in the 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 covered are developments in technology, public health, longevity and standard of living during the twentieth century and concern for the environment and sustainability.

# YEAR 10 CURRICULUM

## H0GP – Core Global Politics

### **Course Description:**

Local and international politics increasingly influence our lives in diverse and complex ways. Our world is now globalised and hence as an international community, we are highly interconnected through various communication mediums, such as: television, radio, print and social media. Global Politics focuses on an understanding of politics through learning about key political concepts such as democracy, citizenship, global citizenship and the rights and responsibilities that co-exist with these. It goes on to build an understanding of how these concepts are being influenced by a markedly increased visibility of current global political events, political trends and political social movements. The course will investigate how forms of global conflict and cooperation emerge and what the consequences of these are. By studying this course, students will develop skills in critical analysis and evaluation, as well as research and the formation of persuasive arguments. Completion of this course should aid in deepening student understanding of cultural diversity and difference.

## Humanities Elective Curriculum

### H0HF – History through Film

#### **Course Description:**

The story of the twentieth century can be told in film. Changes in people's attitudes and beliefs over the course of the century have been communicated around the world through the medium of film and popular culture.

This elective unit involves students developing an understanding of the major historical changes that have occurred in the twentieth century and how the cinema has portrayed these 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, whilst further developing their skills in analysis, synthesis and evaluation.

### 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 civilisations 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. They also gain a strong interdisciplinary foundation which provides a useful context for understanding world events in the past, present and future.

### H0MF – Managing your Finances

#### **Course Description:**

The course 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 practise their Chinese language by ordering food and engaging in conversation about food. Students will also investigate changes that



# YEAR 10 CURRICULUM

have occurred in China since fast food became available in China. They will study health related issues in China and compare this to trends in Australia. 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, 2018.
2. Failure to inform the College of this will result in the College **NOT** approving the student to study at a Language School.
3. If the College runs the chosen VCE Language subject in 2019, 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 be assessed at the Language School.
5. If the above criteria are met, 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. Please note that only students with a very strong result in Core Mathematics should consider the study of Mathematical Methods. It is highly recommended that students who wish to study Mathematical Methods also undertake VCE General Mathematics. 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.

#### **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 with teacher approval and if no other Early Start subject is being studied. 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.

# YEAR 10 CURRICULUM

## 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. Understanding the laws of inheritability allows students to become familiar with how genetic disorders are inherited and the contribution of their genetic make-up to their own characteristics. 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. In Chemistry, students will investigate chemical reactions, identify the products of chemical reactions, balance chemical equations and understand the applications of chemical bonding.

### Science Elective Curriculum

#### S0PS – Psychology, Self and Others

#### Course Description:

Psychology is the scientific study of human behaviour and mental processes. Students choosing this unit will explore how Psychology can be applied to personal and social situations around us. Students will investigate the methods that psychologists use to determine the links between psychological processes and behaviour. Students will examine social behaviour, forensic psychology, memory and the basic scientific skills of psychological investigation.

#### 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, scientists who 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 production and use of chemicals used to enhance food production. 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.

# YEAR 10 CURRICULUM

## T0IT – Information Technology

### Course Description:

Students will be introduced to the worlds of both website & game design and development. Beginning with web development, students will be introduced to basic levels of programming using both HTML & CSS. Students will use up to date industry level software such as Adobe Photoshop, Illustrator and Dreamweaver to design and deliver a final website for a real or mock client.

During the game programming unit, students will be introduced to the fundamentals of program design through an object-oriented programming environment, GameMaker Studio 2 using GML (GameMaker Language). GameMaker Studio allows for the design and development of computer games, allowing students to learn vital programming skills, preparing them to become active and engaged digital citizens.

No prior knowledge is required for this subject as students will be taught everything from a beginner level. This course is aimed at students who wish to explore the more technical side of computing.

## T0PD – Product Design and Technology

*A subject charge of \$50 applies to this unit.*

### Course Description:

Students choosing this unit will build on their skills from previous years. They will design and produce a range of products such as storage products, furniture and or games. Students establish detailed criteria for success; use these to evaluate their ideas. Students communicate and document projects, including marketing for a range of audiences in their folio. They independently and collaboratively apply production and management plans when making products. They select and use appropriate technologies to build their product.

## T0S1 – Integrated Systems Engineering I

*A subject charge of \$55 applies to this unit.*

### Course Description:

Students who are looking towards VCE Systems Engineering would be strongly encouraged to take up this elective. It is offered as the first 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 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, cranks,

electronic systems and the design and application of a circuit.

## T0S2 – Integrated Systems Engineering 2

*A subject charge of \$55 applies to this unit.*

### Course Description:

Students who are looking towards VCE Systems Engineering would be strongly encouraged to take up this elective as the second part of the systems engineering course. This unit is focussed on developing essential skills in constructing and applying different devices to a given situation. The emphasis is that students should develop key 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 to complete their projects.

## THE ARTS

### The Arts Elective Curriculum

#### A0CE – Ceramics

*A subject charge of \$40 applies to this unit.*

### 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 works. 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,

# YEAR 10 CURRICULUM

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:**

Drawing on key knowledge and skills developed in Year 9 Dance, students continue to extend their dance terminology and personal movement vocabulary. Through structured and sequential warm-ups, dancers will undertake regular dance training to build their understanding of physical skills and develop their ability to safely execute a range of body actions to communicate an expressive intention.

Dancers study the movement creation process and will learn to work with others to improvise, select, arrange, refine and evaluate their own and others work.

They are encouraged to choreograph dance phrases by responding to a range of stimulus such as a poem, story, song lyrics or an overall theme. This will then assist the dancers to create a unified composition, which delivers the concept of a story through movement and expression to a live audience at their end of semester dance showcase.

Leading up to this, dancers will experiment with production technologies to extend their range of artistry and will learn the importance of pre-performance practices and how they assist to better prepare the dancer for performance.

## **A0TP – Theatre Studies Production**

### **Course Description:**

Students choosing this unit will investigate all aspects of Theatre, 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 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. There will be a cost involved for students to attend a professional performance and/or workshop with a theatre company.

## **A0TA – Theatre Studies Acting**

### **Course Description:**

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

## **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 with both solo and group performance.

This course is designed to accommodate students of differing levels of music skills and allow students to experience a taste of the requirements for VCE Music Performance.

## **A0MI – Music: Industry and Technology**

### **Course Description:**

This course aims to develop an understanding of the popular music industry in Australia. It is 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 and technology (recording, notating & aural training software).



# YEAR 10 CURRICULUM

## **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**

*A subject charge of \$85 applies to this unit.*

### **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. Students are expected to attend the compulsory excursion to Melbourne. 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 mounted 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. 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 problem solving. Students design and present a house plan, three-dimensional rendered drawings of structures and computer aided drawings and rendered structures of the built environment. 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 SUBJECTS

### **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, including a unit 3 & 4 sequence. It is strongly recommended that all students study VCE English as their core English unless they are of high academic ability.

Year 11	Semester 1	At least 1 of: English Literature English Language EAL	Subject Choice (e.g. Biology)	Subject Choice (e.g. Psychology)	Subject Choice (e.g. Health)	Subject Choice (e.g. Maths Methods)	Subject Choice or VET course (Lab Skills Yr 1)
Year 11	Semester 2	At least 1 of: English, Literature English Language EAL	Subject Choice (e.g. Biology)	Subject Choice (e.g. Psychology)	Subject Choice (e.g. Health)	Subject Choice (e.g. Maths Methods)	Subject Choice or VET course (Lab Skills Yr 1)
Year 12	Semester 3	At least 1 of: English, Literature English Language EAL	Subject Choice (e.g. Biology)	Subject Choice (e.g. Psychology)	Subject Choice (e.g. Maths Methods)	Subject Choice or VET course (Lab Skills Yr 2)	
Year 12	Semester 4	At least 1 of: English, Literature English Language EAL	Subject Choice (e.g. Biology)	Subject Choice (e.g. Psychology)	Subject Choice (e.g. Maths Methods)	Subject Choice or VET course (Lab Skills Yr 2)	

## 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.

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

LEARNING AREA	YEAR 11 (UNIT 1 AND 2)		YEAR 12 (UNIT 3 AND 4)	
<b>English</b>	English English as an Additional Language Literature English Language Bridging English as an Additional Language	IENG IEAL ILIT IENL IBEL	English English as an Additional Language Literature English Language	3ENG 3EAL 3LIT 3ENL
<b>Health and Physical Education</b>	Health and Human Development Physical Education	IHHD IPED	Health and Human Development Physical Education	3HHD 3PED
<b>Humanities</b>	Accounting Business Management Geography History – Twentieth Century History Legal Studies	IACC IBMN IGEO IHIS ILGS	Accounting Business Management Geography History – Revolutions Legal Studies	3ACC 3BMN 3GEO 3REV 3LGS
<b>Languages</b>	Spanish Chinese 2nd Language & Advanced Chinese 1st Language Chinese Language, Culture and Society	ISPA ICHI ICHF ICHL	Spanish Chinese 2nd Language & Advanced Chinese 1st Language Chinese Language, Culture and Society	3SPA 3CHI 3CHF 3CHL
<b>Mathematics</b>	Foundation Mathematics General Mathematics Specialist Mathematics Mathematical Methods	IMFN IMGM IMSM IMMM	Further Mathematics (Year 11 students may apply for Early Start VCE*) Specialist Mathematics Mathematical Methods	3MFM 3MSM 3MMM
<b>Science</b>	Biology Chemistry Environmental Science Physics Psychology	IBIO ICHE IENV IPHY IPSY	Biology Chemistry Environmental Science Physics Psychology	3BIO 3CHE 3ENV 3PHY 3PSY
<b>Technology</b>	Computing Product Design and Technology – Wood Food Studies Systems Engineering	IITC IPDW IFST ISYS	Informatics Product Design and Technology – Wood Food Studies Systems Engineering	3ITI 3PDW 3FST 3SYS
<b>The Arts</b>	Art Dance Media Music Performance Studio Arts Theatre Studies Visual Communication and Design	IART IDAN IMEA IMUP ISAR ITHS IVCD	Art Dance Media Music Performance Studio Arts Theatre Studies Visual Communication and Design	3ART 3DAN 3MEA 3MUP 3SAR 3THS 3VCD

\* Subject to conditions.

## VCE STUDY SUMMARIES

These are provided by the VCAA as a guide and at the time of printing were as on the VCAA web site. This will be updated later this year and students should access it 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 positions. 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 and 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 2019.

#### 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 explore the practices of artists who have been inspired by ideas relating to personal and cultural identity. 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 of 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 Bridging English as an Additional Language**

### **Rationale**

VCE Bridging EAL is designed for a range of EAL students from diverse language and educational backgrounds and experiences. The study design draws on and strengthens the language skills and knowledge students have acquired, recognising their diverse educational backgrounds and English experiences. The nature and flexibility of this course provides teachers with the opportunity to focus on the needs and interests of their students. Oral and aural skills are emphasised, along with explicit, close study of linguistic features, structures and meaning in Standard Australian English, and in literary and non-literary texts. By engaging reflectively and critically with a range of increasingly complex spoken, written and multimodal texts, students work individually and collaboratively to create their own texts for different audiences, purposes and contexts. Through this process, students develop their confidence, fluency and ability to make accurate and appropriate choices in English language when engaging with a variety of issues and perspectives. This is a Unit 1 and 2 course only. It is recommended that students who require extra assistance with English study this in addition to Year 10 EAL or Year 11 VCE EAL.

### **Unit 1**

In this unit, students build their understanding of how spoken and written Standard Australian English (SAE) is used to communicate effectively in a variety of contexts and for a range of purposes. Students develop the ability to listen, speak, read and write for everyday and academic purposes. They explore how language features, structures and conventions can be used to express ideas and opinions, and to create their own spoken and written texts.

### **Unit 2**

In this unit the elective areas of study enable students to extend their understanding of how English is constructed and used to communicate in a variety of contexts and for a range of purposes. Unit 2 is made up of two electives selected from 1 - English for academic purposes, 2 - English literature, 3 - English in the media 4 - English for the workplace. It is likely that electives 1 and 4 will be studied.

## VCE Biology

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### 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.

## VCE Business Management

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### 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 fields such as small business owner, project manager, human resource



manager, operations manager and 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, 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 key 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: How can the diversity of materials be explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

### 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

# VCE CURRICULUM

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.

*Note: It is highly recommended that students study Units 1 and 2 Mathematical Methods in conjunction with Units 1 and 2 Chemistry.*

## 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)

### Rationale

The study of Chinese contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It also encourages students to be open to different ways of thinking, acting and interacting in the world. Students are able to engage with Chinese-speaking communities in Australia and internationally in a variety of endeavours, including tourism, technology, finance, services and business.

### Unit 1

In this unit students develop an understanding of the language and culture/s of Chinese-speaking communities through the study of three or more topics from the prescribed themes. Each area of study in the unit will focus on a different subtopic. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Chinese culture and language to new contexts.

Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

### Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes. Each area of study will focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Chinese and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

### Unit 3

In this unit students investigate the way Chinese speakers interpret and express ideas, and negotiate and persuade in Chinese through the study of three or more

subtopics from the prescribed themes and topics. Each area of study will cover a different subtopic. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Chinese, and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Chinese-speaking communities. They reflect on how knowledge of Chinese and Chinese-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

### Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Students build on their knowledge of Chinese-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Chinese. Students identify and reflect on cultural products or practices that provide insights into Chinese-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

### Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. VCE Chinese Second Language is designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1.

Entry to VCE Chinese Second Language and Second Language Advanced is governed by eligibility criteria which are determined by the VCAA.

### Eligibility criteria

#### Chinese Second Language

A student is NOT eligible for Chinese Second Language if they have had either:

- 12 months or more education in a school where Chinese is the medium of instruction, or
- 3 years (36 months) or more residence in any of the VCAA nominated countries or regions.

The nominated countries and regions are China, Taiwan, Hong Kong or Macau.

## Chinese Second Language Advanced

A student is eligible for Chinese Second Language Advanced if:

- they have had no more than 7 years of education in a school where Chinese is the medium of instruction
- the highest level of education attained in a school where Chinese is the medium of instruction is no greater than the equivalent of Year 7 in a Victorian school.

The time periods referred to in these criteria will be counted cumulatively since the time of the student's birth.

As the formal education commencement age for a Victorian student is 5 years of age, then all applicants will be deemed to have commenced formal education by the end of their 5th year of age, regardless of the setting."

Source: <http://www.vcaa.vic.edu.au/Pages/vce/studies/lote/chinese2nd/chin2ndindex.aspx>

Students who wish to enrol in these two studies must complete a VCAA application form. This form is available from the Later Years Office and must be completed and submitted to the Later Years Administrator by the end of Term 3 this year.

## 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, 2018.
2. Failure to inform the College of this will result in the College NOT approving you to study at a Language School.
3. If the College runs the chosen VCE Language subject in 2019, 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 be 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 Chinese Language, Culture and Society

### Rationale

The Chinese language is spoken by about a quarter of the world's population. It is the major language of communication in China, Taiwan and Singapore, and is widely used by Chinese communities throughout the Asia Pacific region, including Australia. This study enables students to strengthen their communication skills in Modern Standard Chinese and to learn about aspects of the culture, history and social structures of Chinese-speaking communities through the medium of English. It also prepares students for further study and employment in areas such as tourism, technology, finance, services and business.

### Unit 1

In this unit students focus on important aspects of life in modern China. They explore the tradition of filial piety and examine and explore the impact of generational change in families. Students analyse the schooling system to consider and reflect on cultural values in China. They participate in discussions and analyse research about family and education in China. Students interact with other learners of the language and share information related to aspects of their personal world and life in Chinese-speaking communities. Students develop their reading and comprehension skills in Chinese and produce texts. They also exchange information using appropriate vocabulary and expressions.

### Unit 2

This unit focuses on the importance of myths, legends and Chinese art. Aspects of Chinese culture are explored through Chinese mythology as reflected through contemporary culture. Students undertake research related to, for example, mythology, legends and art. This unit also focuses on developing the students' capacity to interact in spoken Chinese. Students develop their language skills by initiating, maintaining and closing an exchange. Tourism, geographical features and regional differences in China are considered. Students are given opportunities to write appropriately for context and situation.

### Unit 3

In this unit students investigate and examine significant and influential schools of thought throughout Chinese history and their impact on contemporary culture in China. Students explore and discuss in English the significance of Chinese philosophy and concepts related to contemporary Chinese culture and Chinese-speaking communities. Students present information on leisure in China using appropriate intonation, tones and stress with the appropriate vocabulary and expressions. Students produce simple texts using their knowledge to



infer meaning from linguistic and contextual features of various sources.

## Unit 4

This unit focuses on an exploration of contemporary Chinese social values through aspects of change in China as well as through China's role in the global economy. Students investigate technological, social and political change in China. They reflect upon their own and others' cultural values and further develop the capacity to interact with other speakers of the language. Information is also accessed through a range of spoken texts on the world of work and there is an emphasis on conveying meaning accurately in spoken Chinese. Students also further develop their writing skills in the area of future employment.

## Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. VCE Chinese Language, Culture and Society is designed for students who have already studied Chinese as part of their secondary education. Students will have typically studied the language for at least 100 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Eligibility criteria for VCE Chinese Language, Culture and Society

Students are not eligible for this study if they have had either:

- six months or more education in a school where Chinese is the medium of instruction, or
- two years (24 months) or more residence in any of the VCAA nominated countries or regions.

The nominated countries and regions are China, Taiwan, Hong Kong and Macau. Students cannot receive credit for both this study and any other Chinese study. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Students who wish to enrol in VCE Chinese Language, Culture and Society must complete a VCAA application form. This form is available from the Later Years Office and must be completed and submitted to the Later Years Administrator by the end of Term 3 this year.

## 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 data and 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. In Area of Study 1, students use relational database management system software to create a database solution and a graphics tool to represent how data flows on a website when users undertake online transactions. Area of Study 2 forms part of a School-assessed Task (SAT), and is the first part of a practical project. Students frame a hypothesis, and gather, manipulate and interpret data to draw conclusions that support or refute the hypothesis. Students use software tools to document a project plan and capture, store, prepare and manipulate data.

### Unit 4: Informatics

Students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. There are two areas of study:



Data analytics: presenting the findings, and Information management 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

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### 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 solo dance work and involves the physical execution of a diverse range of body actions and use of technical and performance skills. Students also learn a group dance work created by another choreographer. The dance-making and performance processes involved in choreographing, rehearsing and performing the solo dance work, and learning, rehearsing and performing the learnt group dance work are analysed.

### 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/English as an Additional Language

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### 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

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### Rationale

Knowledge of how language functions provides a useful basis for further study or employment in numerous fields such as arts, sciences, law, politics, trades and education. Students will learn about personal and public discourses in workplaces, fields of study, trades or social groups.

### Unit 1: Language and communication

This unit covers the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as a highly elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language, and the stages of language acquisition across a range of subsystems.

### Unit 2: Language change

Languages are dynamic and change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. Attitudes to language change vary considerably and these are also considered. They consider how the global spread of English has led to a diversification of the language, and to English now being used by more people as an additional or a foreign language than as

a first language. Students also consider the cultural repercussions of the spread of English.

### Unit 3: Language variation and social purpose

In this unit students investigate English language in the Australian social setting. They consider language as a means of societal interaction, understanding that through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

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

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### 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 and 4 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 responses to them by people.

Hazards involve 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 these 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.



# VCE CURRICULUM

## 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. It also develops a range of transferable skills including analytical, evaluative, communicative and the ability to develop precise written arguments using evidence.

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

In Unit 1 students explore the nature of political, social and cultural change in the period between World Wars I and II. 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 I 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 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 bring 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 profound effects on the political, social and economic structures of 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 and secondary 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

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens



of social equity and justice. VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges. VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

## **Unit 1: Understanding health and wellbeing**

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

## **Unit 2: Managing health and development**

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider

issues surrounding the use of health data and access to quality health care.

## **Unit 3: Australia's health in a globalised world**

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

## **Unit 4: Health and human development in a global context**

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

## **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 characterised 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

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms. VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products. VCE

Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

## Unit 1: Media forms, representations and Australian stories

The relationship between audiences and the media is dynamic and changing. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product. In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

## Unit 2: Narrative across media forms

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, and using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and



reception. In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

### **Unit 3: Media narratives and pre-production**

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language. Narratives are defined as the depiction of a chain of events in a cause and effect relationship occurring in physical and/or virtual space and time in non-fictional and fictional media products. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

### **Unit 4: Media production and issues in the media**

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider

the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating 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 must choose an instrument (discipline) for performance and must be approved by the Leader of Performing Arts.

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

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study

also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

### Unit 1: The human body in motion

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

### 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 in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied. 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**

In this unit 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 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.

## **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. Students will be able to explore from a selection of topics which may include: 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**

Designers play an important part in our daily lives. They determine the form and function of the products we use and transform ideas into drawings and plans for the creation of products that fulfil human needs and wants. Students also consider sustainability issues. Students consider the consequences of product design choices, and develop skills to critically analyse existing products and develop their own creative solutions. VCE Product Design and Technology offers students a range of career pathways in design in fields such as industrial, transport, service, interior and exhibition, engineering, fashion, furniture, jewellery, textile and ceramics, at both professional and vocational levels. Moreover, VCE Product Design and Technology informs sustainable behaviours and develops technical skills enabling students to present multiple solutions to everyday life situations. It contributes to developing creative problem

solvers and project managers well-equipped to deal with the multidisciplinary nature of modern workplaces.

### **Unit 1: Sustainable product redevelopment**

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.

### **Unit 2: Collaborative design**

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

### **Unit 3: Applying the Design Process**

In this unit, students are engaged in the design and development of a product that addresses a personal, local, or global problem, or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

### **Unit 4: Product development and evaluation**

In this unit, students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

### **Entry Level**

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 phobia 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, 2018.
2. Failure to inform the College of this will result in the College NOT approving you to study at a Language School.
3. If the College runs the chosen VCE Language subject in 2019, 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 be 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 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 2019.

## 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 created 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 a 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 to both Units 1-2 and 3-4.*

### **Rationale**

VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the application of the systems engineering process. The study is based on integrated mechanical and electrotechnological engineered systems. The study provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. Students gain knowledge and understanding about technological systems and their applications. VCE Systems Engineering integrates aspects of designing, planning, producing, testing and evaluating in a project management process. It prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships. The study provides a rigorous academic foundation and a practical working knowledge of design strategies, production processes and evaluation practices. People with these skills, and the ability to apply systems engineering processes, are in increasing demand as participants in teams that are engaged with complex and multidisciplinary projects.

### **Unit 1: Mechanical systems**

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term 'mechanical systems' includes systems that utilise all forms of mechanical components and their linkages. While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the focus is on the creation of a system. The creation process draws heavily upon design and innovation processes. Students create an operational system using the systems engineering process. The focus is on a mechanical system; however, it may include some electrotechnological components. All systems require some form of energy to function. Students research and quantify how systems use or convert the energy supplied to them. Students are introduced to mechanical engineering principles including mechanical subsystems and devices, their motions, elementary

applied physics, and related mathematical calculations that can be applied to define and explain the physical characteristics of these systems.

## **Unit 2: Electrotechnological systems**

In this unit students study fundamental electrotechnological engineering principles. The term 'electrotechnological' encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electrotechnological systems, which may also include mechanical components or electro-mechanical subsystems. While this unit contains fundamental physics and theoretical understanding of electrotechnological systems and how they work, the focus is on the creation of electrotechnological systems, drawing heavily upon design and innovation processes. Electrotechnology is a creative field that responds to, and drives rapid developments and change brought about through technological innovation. Contemporary design and manufacture of electronic equipment involves increased levels of automation and inbuilt control through the inclusion of microcontrollers and other logic devices. In this unit students explore some of these emerging technologies. Students study fundamental electrotechnological principles including applied electrical theory, standard representation of electronic components and devices, elementary applied physics in electrical circuits and mathematical processes that can be applied to define and explain the electrical characteristics of circuits.

## **Unit 3: Integrated and controlled systems**

In this unit students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems. Students commence work on the creation of an integrated and controlled system using the systems engineering process. This production work has a strong emphasis on innovation, designing, producing, testing and evaluating. Students manage the project, taking into consideration the factors that will influence the creation and use of their integrated and controlled system. Students' understanding of fundamental physics and applied mathematics underpins the systems engineering process, providing a comprehensive understanding of mechanical and electrotechnological systems and how they function. Students learn about sources and types of energy that enable engineered technological systems to function. Comparisons are made between the use of renewable and non-renewable energy sources and their impacts. Students develop their understanding of technological

systems developed to capture and store renewable energy and technological developments to improve the credentials of non-renewables.

## **Unit 4: Systems control**

In this unit students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts. Students continue producing their mechanical and electrotechnological integrated and controlled system using the systems engineering process. Students develop their understanding of the open-source model in the development of integrated and controlled systems, and document its use fairly. They effectively document the use of project and risk management methods throughout the creation of the system. They use a range of materials, tools, equipment and components. Students test, diagnose and analyse the performance of the system. They evaluate their process and the system. Students expand their knowledge of emerging developments and innovations through their investigation and analysis of a range of engineered systems. They analyse a specific emerging innovation, including its impacts.

## **VCE Theatre Studies**

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### **Rationale**

Theatre as a form of cultural expression has been made and performed for audiences from the earliest times and is an integral part of all cultures. Theatre is ever evolving and exists as entertainment, education, ritual, an agent for change, a representation of values and a window on society. Theatre practice has developed and has influenced cultures over many centuries through a wide variety of productions in diverse spaces and venues for a range of audiences. Theatre makers work as playwrights, actors, directors and designers, producing theatre for diverse purposes. Through the study of VCE Theatre Studies students develop, refine and enhance their analytical, evaluative and critical thinking skills as well as their expression, problem-solving, collaborative and communication skills. They work both individually and in collaboration with others to interpret scripts. Through study and practice, students develop their aesthetic sensibility, including an appreciation for the art form of theatre, interpretive skills, interpersonal skills and theatre production skills. The study of theatre, in all its various forms, prepares students for further study in theatre production, theatre history, communication, writing, acting, direction and design at tertiary level. VCE Theatre Studies also prepares students for further learning in vocational educational training settings or for industry or community-related pathways.

## Unit 1: Pre-modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

## Unit 2: Modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance.

## Unit 3: Producing theatre

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre. Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance.

## Unit 4: Presenting an interpretation

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across

the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer. Students' work for Areas of Study 1 and 2 is supported through analysis of a performance they attend. Students analyse acting, direction and design and the use of theatre technologies, as appropriate to the production. In conducting their work in Areas of Study 1 and 2, students develop knowledge in and apply safe and ethical theatre practices.

## Entry

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

## VCE Visual Communication Design

*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 about what they think, what they need or want. The study provides students with the opportunity to develop informed, critical and discriminating approaches 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, supports skill development in areas beyond design, including science, business, marketing and management. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including communication, industrial and fashion design, architecture and media.

## 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 create messages, ideas and concepts, both visible and tangible. Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived. Students look at the multiple influences that shape design styles. Students are introduced to the importance of copyright

and intellectual property and the conventions for acknowledging sources of inspiration.

## **Unit 2: Applications of Visual Communication within design fields**

This unit focuses on the application of visual communication design knowledge, design thinking 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 also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field.

## **Unit 3: Visual Communication Design practices**

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 and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

## **Unit 4: Visual Communication Design development, evaluation and presentation**

In this unit students focus on 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 communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience. As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.



# VCAL CURRICULUM OVERVIEW

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.

## Rationale

At Wantirna College, we strive to provide students with a challenging, contemporary and relevant curriculum that is tailored to meet the needs of each individual student. To achieve this, we have designed a program that acknowledges the strengths, skills, learning preferences and abilities of each individual student. Broadly, VCAL advocates project based applied learning which empowers and motivates students, while assisting them to develop key skills and knowledge required for employment, further education and active participation in their communities that focuses on life-long learning.

## Intermediate VCAL (Year 11)

- 3 days a week at school participating in Personal Development Skills, Work Related Skills, Literacy, Applied Business Management and Mathematics (VCE Foundation OR General Maths)
- 1 day a week: Structured Workplace Learning – Thursday
- 1 day a week: Vocational Education and Training (VET) - Wednesday

## Senior VCAL (Year 12)

- 3 days a week at school participating in Personal Development Skills, Work Related Skills, Literacy and Skills for Further Study
- 1 day a week: Structured Workplace Learning – Thursday
- 1 day a week: Vocational Education and Training (VET) - Wednesday

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

## Industry Specific Skills

*A subject charge applies to VET at both Intermediate and Senior levels. Based on last year's charges, we expect most courses to cost between \$120 and \$1800 per year. This payment covers material costs.*

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

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. To ensure full legal protection for students it is essential that a Structured Workplace Learning Agreement 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.

## Work Related Skills – Year 11 & Year 12

*A subject charge of \$50 applies to Work Related Skills at both Intermediate and Senior levels*

The purpose of the Work Related Skills units is to develop employability skills, knowledge and attitudes valued within community and work environments as a preparation for employment. All VCAL students are expected to work - either once a week or as part time employment – to improve on the theory covered in the WRS class.

The subject charge will include additional high cost materials and excursions.

## Personal Development – Year 11 & 12

*A subject charge of \$100 applies to Personal Development at both Intermediate and Senior levels*

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.

The subject charge includes enrolment in the Scope Young Ambassadors program.



# VCAL CURRICULUM OVERVIEW

## **Literacy and Numeracy –Year 11 & 12**

At Wantirna College, students will complete the numeracy requirements through Foundation Maths 1 and 2 or General maths 1 and 2 and the Literacy requirement through VCAL Literacy

## **Applied Business Management –Year 11**

*A subject charge of \$100 applies to this subject*

This subject allows students to develop the skills to establish a small business. It follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business.

The subject charge will include additional high cost materials and excursions.

## **Skills for Further Study –Year 12**

*A subject charge of \$100 applies to this subject*

The purpose of this unit is to enable students to develop knowledge and skills for further study that will prepare and assist them to pursue diverse and higher level education and training pathways in a range of settings. The unit focuses on developing: time management skills, strategies for learning, research skills, a pathway plan and portfolios and applications.

The subject charge will include additional high cost materials and excursions.

# 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, Creative and Digital Media, Dance, Engineering, Equine Studies, Furnishing, Health, Hospitality, Information, Digital Media and Technology, Integrated Technologies, Laboratory Skills, Music Industry, 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. Please note that students who undertake a VET Program will do one less VCE subject at school.

## Arrangements for 2019

**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 2019 are required to:

- Register their interest during the Subject Selection Interview by completing and submitting a 2019 VET Expression of Interest Form.

- List the VET program on the Course Selection Sheet and choose the appropriate VET course using Web Preferences.

## 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 VET Cluster, and when the programs are finalised, the list will be distributed to students in time for 2019 subject selections. Each program is described in more detail in individual VET Program flyers available from the VET Administrator or online at [www.mullumvetcluster.com.au](http://www.mullumvetcluster.com.au) Please consult the 2019 Mullum VET Cluster Handbook available online at [www.mullumvetcluster.com.au](http://www.mullumvetcluster.com.au).

Students and parents are welcome to contact Shane Kruger, Assistant Principal, if they require any further information.

## Cost of VET/TAFE Courses

Based on last year's charges, we expect most courses to cost between \$120 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.

Materials fees 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 **Monday 3rd September 2018** to secure a place in VET. When students register their interest by completing the 2019 VET Expression of Interest Form, they will receive a 2019 VET Enrolment Pack which will outline the deposit amount required for each VET course. The balance of fees must be finalised by Friday **7th December 2018**.

**Students will be withdrawn from their VET selection if the balance of fees is not received by the end of the 2018 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

NAME OF COURSE	UNITS	LOCATION	DAY/TIME
Acting (Screen)	1-2 3-4	Aust. College of Dramatic Arts, Boronia	Wed, 5.30-8.30pm Wed, 3.30-6.30pm
Allied Health	1-2, 3-4	Box Hill Institute, Elgar & Lilydale	Wed, 1.30-5pm
Animal Studies	1-2 3-4 3-4	Box Hill Institute, Elgar & Lilydale Box Hill Institute, Elgar Box Hill Institute, Lilydale	Wed, 1.30-5pm Wed, 2-5.30pm Wed, 1.30-5pm
Applied Fashion	1-2, 3-4 1-2, 3-4	Donvale Christian College Emmaus College	Wed, 1-5pm Wed, 1.30-5.30pm
Applied Language (Spanish)	1-2, 3-4	Wantirna College	Wed, 1-4pm
Automotive Studies	1-4	Ringwood Training	Wed, 8am-12.30pm Wed, 1-5.30pm
Beauty Services	1-2, 3-4 1-2, 3-4 3-4 (only)	Box Hill Institute, Elgar & Lilydale Headmasters Inspiring Beauty (Retail Cosmetics prerequisite)	Wed, 1.30-6pm Wed, 9am-4pm Wed, 9am-4pm
Building and Construction (Carpentry)	1-2 3-4	Wantirna College Wantirna College	Wed, 1-5.30pm Wed, 8am-12.30pm
Business	1-2, 3-4	Fairhills High School	Wed, 1-5pm
Children's Services Early Childhood Ed & Care	1-4	Box Hill Institute, Elgar & Lilydale	Wed, 1.30-5.30pm
Christian Ministry & Theology	1-4	Waverley Christian College	Wed, 1.30-3.30pm (1 yr course)
Community Services	1-2, 3-4	Box Hill Institute, Elgar & Lilydale Swinburne, Wantirna	Wed, 1.30-4.30pm Wed, 1-4pm
Creative Industries (Media)	1-4 1 yr course	Swinburne Wantirna	Wed, 9am-3pm (1 yr course)
Design Fundamentals	1-2, 3-4	Swinburne, Wantirna	Wed, 9.30am-3.30pm
Electrotechnology (Pre-vocational)	1-2, 3-4	Box Hill Institute, Elgar & Lilydale Swinburne, Wantirna Swinburne, Wantirna	Wed, 1.30-5pm Wed, 8am-4pm OR Wed, 1-6pm plus one week
Electrotechnology – Refrigeration	1-2, 3-4	Box Hill Institute, Elgar	Wed, 1.30-5.30pm
Engineering Studies	1-2, 3-4 1-2 3-4	Swinburne, Wantirna Ringwood Training Ringwood Training	Wed, 12.30-5.30pm Wed, 12-4.30pm Wed, 2.30-7pm
Equine Studies	1-2 1-2 3-4 3-4	Box Hill Institute, Elgar Box Hill Institute, Lilydale Box Hill Institute, Elgar Box Hill Institute, Lilydale	Mon, 4-7.30pm; Wed, 2-5.30pm Wed, 1.30-5pm Mon, 4-7.30pm; Wed, 2-5.30pm Wed, 1.30-5pm
Health Services Assistance	1-2, 3-4	Box Hill Institute, Elgar & Lilydale	Wed, 1.30-5pm
Horticulture	1-2, 3-4	Swinburne, Wantirna	Wed, 8.30am-3.30pm
Hospitality (Food & Beverage)	1-2, 3-4 1-2, 3-4	Aquinas College Mater Christi	Wed, 1.30-5.30pm Wed, 1.50-6pm
Information, Digital Media & Technology	1-2, 3-4	East Doncaster Secondary College Ringwood Training	Wed, 1.30-5.30pm Wed, 1-4.30pm
Information, Digital Media & Technology (Games Focus)	1-2, 3-4	Swinburne, Wantirna	Wed, 9.30am-3.30pm
Information, Digital Media & Technology (Virtual Reality)	1-2, 3-4	Ringwood Training	Wed, 1-4.30pm
Information, Digital Media & Technology (CISCO)	1-2, 3-4	Ringwood Training	Wed, 1-4.30pm
Kitchen Operations	1-2, 3-4 1-2, 3-4	Aquinas College Belgrave Heights Christian School	Wed, 1.30-5.30pm Wed, 9am-1pm
Laboratory Skills	1-2, 3-4	Swinburne, Wantirna	Wed, 12.30-5.30pm
Landscaping	1-2, 3-4	Swinburne, Wantirna	Wed, 8.30am-3.30pm
Music Industry (Performance)	1-2, 3-4	Scoresby Secondary College Sherbrooke Community School	Wed, 1.30-5pm Wed, 9am-1.50pm

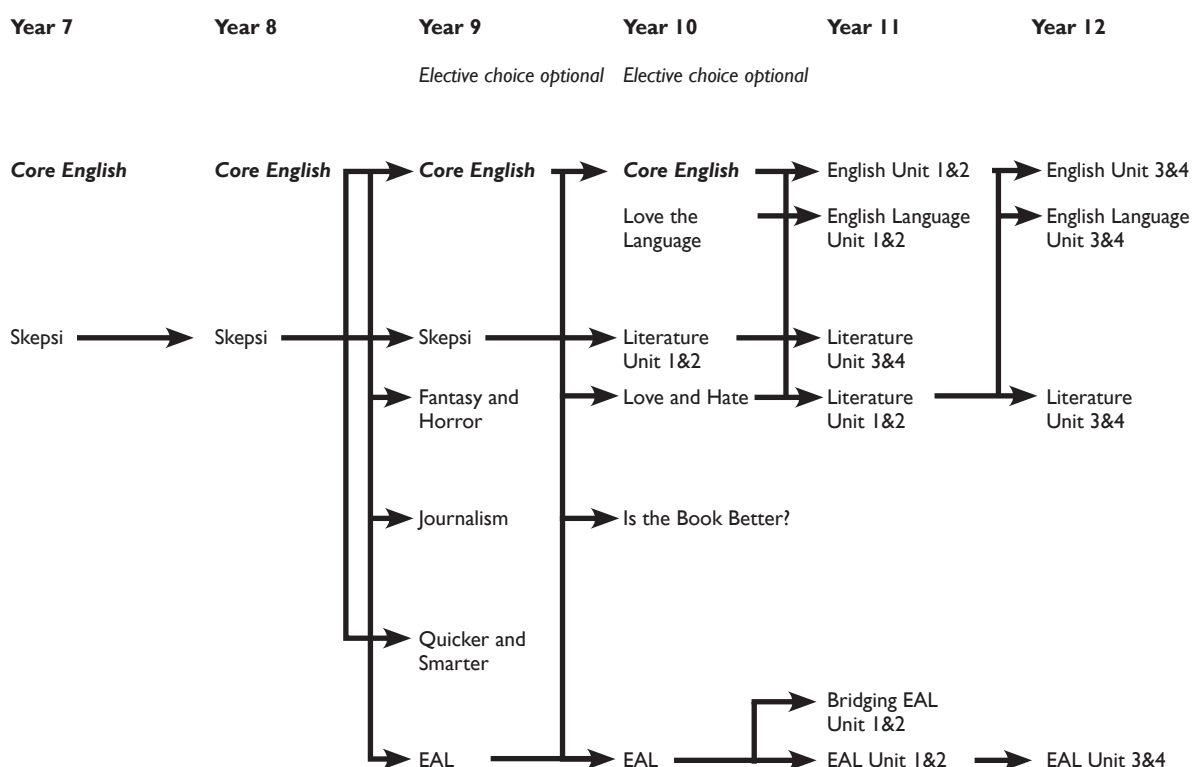
# VET OFFERINGS AT A GLANCE

<b>Music Industry (Sound Production)</b>	1-2, 3-4	Aquinas College	Wed, 1.30-5.30pm
<b>Plumbing (Pre-apprenticeship)</b>	1-2, 3-4	Swinburne, Wantirna Swinburne, Croydon Swinburne, Croydon	Wed, 8am-4pm Wed, 8am-4pm OR Wed 1-6pm plus one week
<b>Retail Cosmetics</b>	1-2, 3-4 1-4 1 yr course	Box Hill Institute, Elgar & Lilydale Inspiring Beauty (pre-req for Beauty Services)	Wed, 1.30-6pm Wed, 1.30-4.30pm
<b>Retail Services</b>	1-2, 3-4	Swinburne, Croydon	Wed, 9am-3pm
<b>Salon Assistant</b>	1-2, 3-4	Box Hill Institute, Elgar & Lilydale	Wed, 1.30-6pm
<b>Screen &amp; Media</b>	1-2, 3-4	Boronia K-12 College	Wed, 1-5pm
<b>Sport &amp; Recreation</b>	1-2, 3-4	Aquinas College Fairhills High School Scoresby Secondary College	Wed, 1.30-5.30pm Wed, 8.45am-2pm Wed, 1.30-5pm
<b>Tourism</b>	1-2, 3-4	Holmesglen, Waverley	Wed, 1.30-5pm

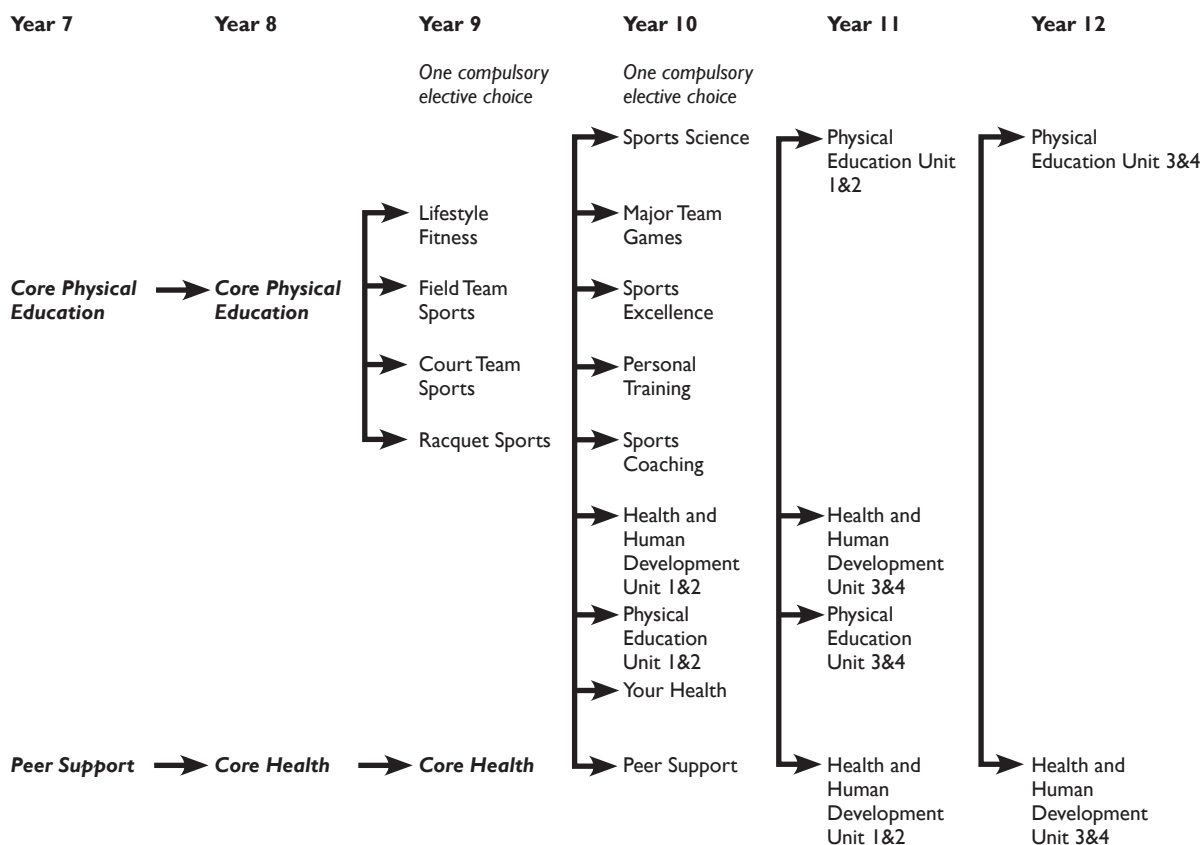
**VET Courses, locations and times are based on 2018 offerings and are subject to change.**

# PATHWAYS YEAR 7-12

## ENGLISH PATHWAYS YEAR 7-12



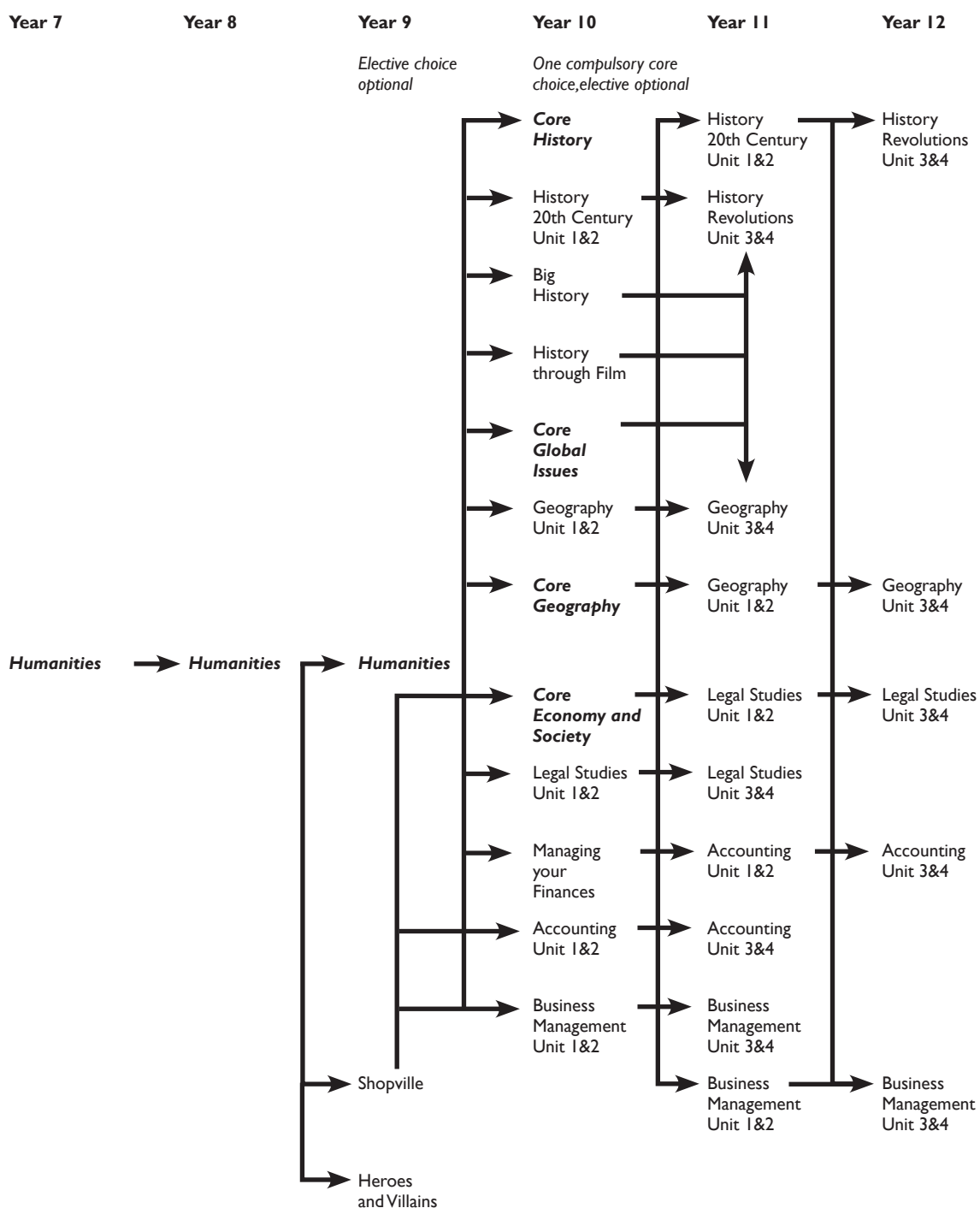
## HEALTH AND PE PATHWAYS YEAR 7-12





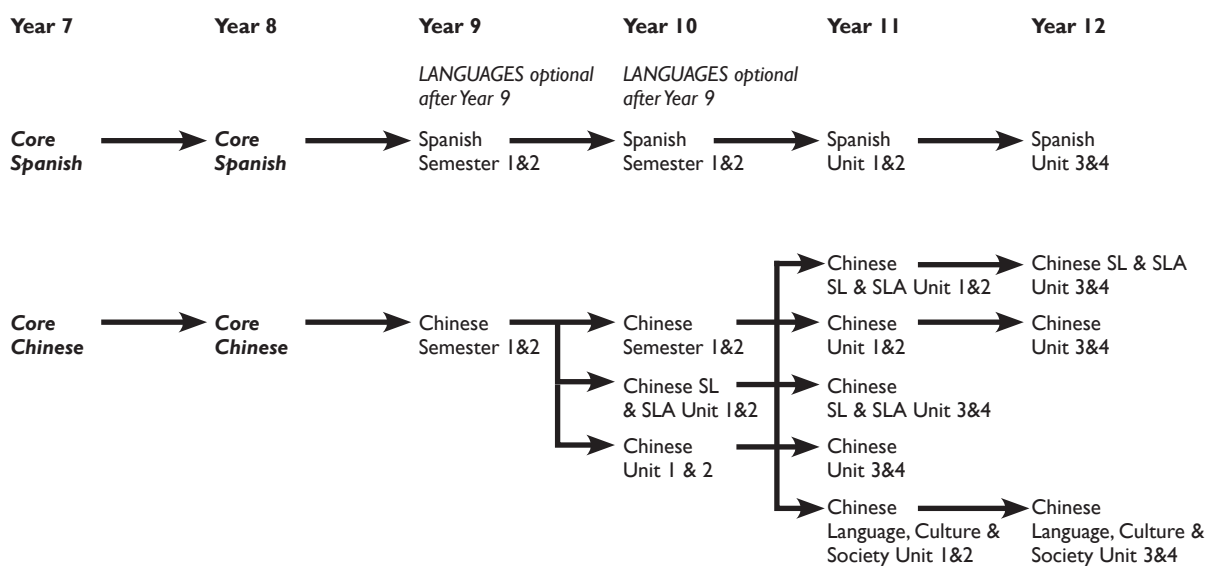
# PATHWAYS YEAR 7-12

## HUMANITIES PATHWAYS YEAR 7-12

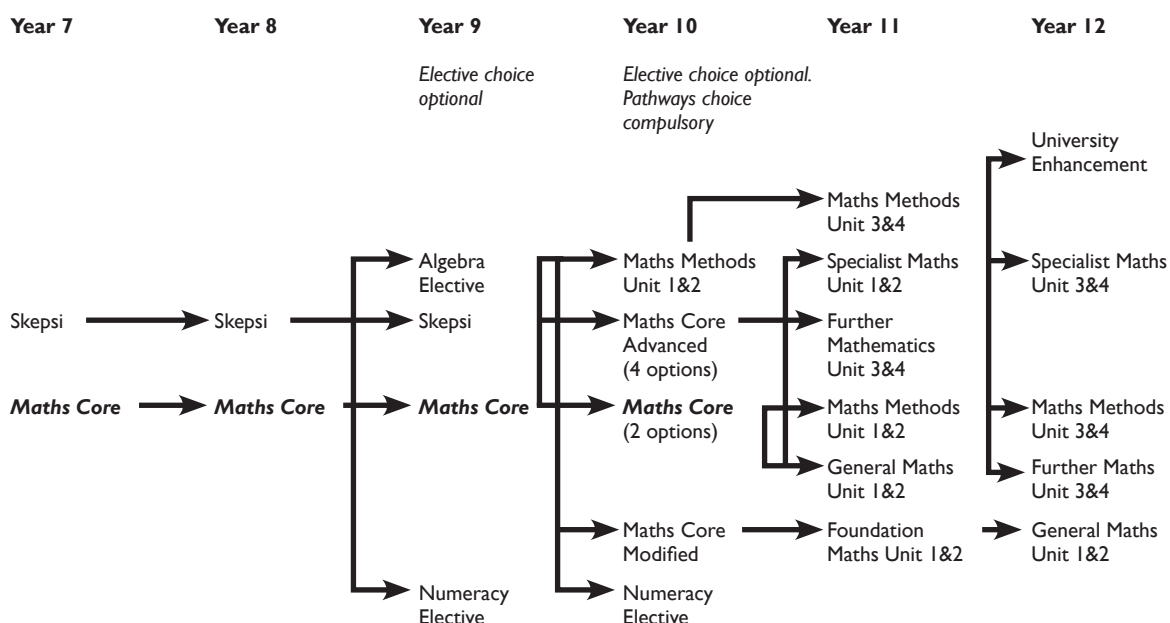


# PATHWAYS YEAR 7-12

## LANGUAGES PATHWAYS YEAR 7-12

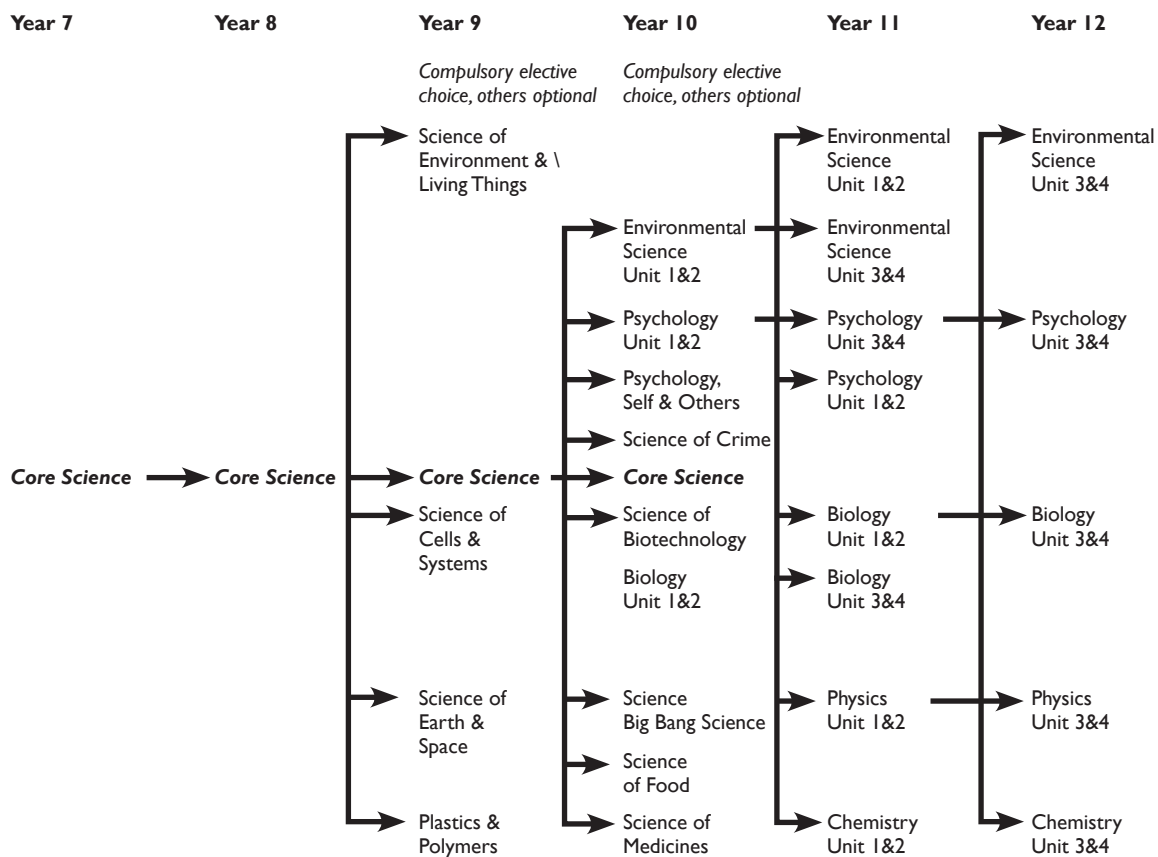


## MATHS PATHWAYS YEAR 7-12



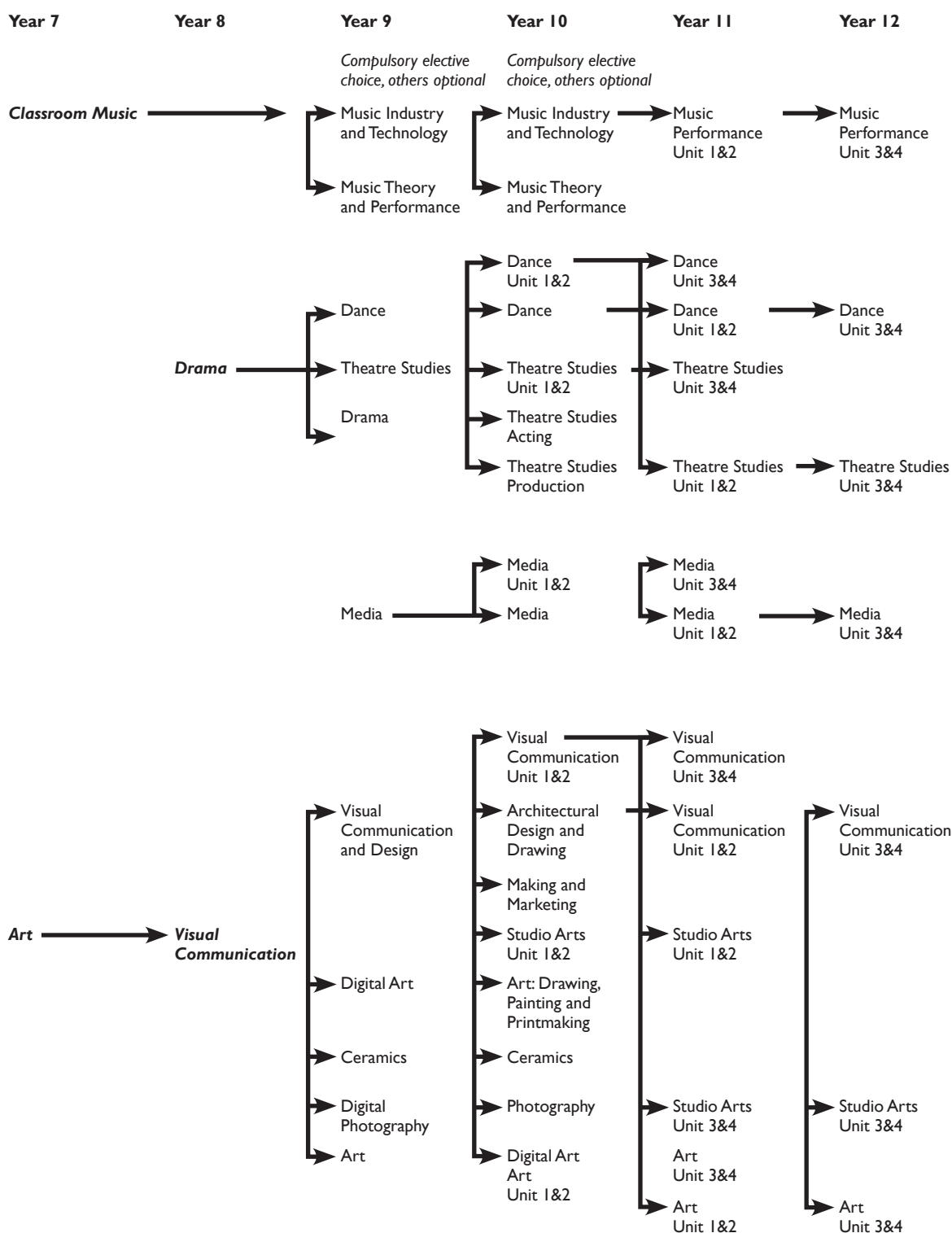
# PATHWAYS YEAR 7-12

## SCIENCE PATHWAYS YEAR 7-12



# PATHWAYS YEAR 7-12

## THE ARTS PATHWAYS YEAR 7-12



# PATHWAYS YEAR 7-12

## TECHNOLOGY PATHWAYS YEAR 7-12

