

Hampton Park

SECONDARY
COLLEGE



SUBJECT HANDBOOK

ENHANCE CURRICULUM PROGRAM



2023

Essential School Information

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PRINCIPAL'S INTRODUCTION



“At Hampton Park Secondary College, we are rich in diversity, and through empowering and engaging students, we remain wholehearted in our pursuit of excellence.”

Hampton Park Secondary College is committed to providing an educational model that is both student-centered and focused upon personalised learning-experiences. We understand that students become passionately *engaged* in their education when the pedagogical approach is *placed, purposeful, passion-led, and pervasive*.¹ At Hampton Park Secondary College, we have re-designed our learning programme to enable students to excel through this research-based future-focused model, ensuring *all* of our students benefit from deepened learning and improved educational outcomes. In line with this approach is our recognition that all students are unique, and that each student brings their own distinct and individual passions, interests, skills, and knowledge into our learning ecosystem. Thus, at Hampton Park Secondary College, we enable a tailor-made educational programme that empowers students to take control of their learning.

*We are all born with fathomless capacities, but what we make of them has everything to do with education. One role of education is to help people develop their natural talents and abilities; the other is to help them make their way in the world around them. Too often, education falls short on both counts. As we face an increasingly febrile future, it's vital to do better. For that to happen, education has to be urgently transformed. We have the resources and the expertise, but now we need the vision and commitment.*²

Sir Ken Robinson

We recognise that our young people are entering into a world that is changing at a faster rate than ever before and is posing new environmental, political, societal, economical, and technological challenges and complexities that were never before imaginable. At Hampton Park Secondary College, we believe that there has never been a more befitting time at which to make sure every one of our students is empowered to explore, enhance, and excel in, their “fathomless capacities”. We believe that it *is* time for a transformation in education, and we have the “vision and commitment” to demand that the learning in which our students engage both prepares them for the world in which they live and supports them to develop innate and new talents and abilities. Thus, creating a culture of learning which, at its foundation, believes learning should be done *with* students, rather than *to* students, is at the heart of the College. Our innovative approach to learning accords each student with a tailor-made educational programme, ensuring that no student is held back from reaching their full potential, and that no student is left behind. Through the creation of optimal conditions for learning, where learning becomes organic as students are empowered to take control of their pathways and explore and develop their passions, students truly thrive.

Principal Wayne Haworth

¹ Valerie Hannon, ‘Learning Futures’ (Innovation Unit UK, A contribution to the Innovative Learning Environments project of OECD/CERI)

² Sir Ken Robertson, ‘Standardisation Broke Education, Here’s how we Can Fix our Schools’, *Wired Magazine* (May/June 2019).

LEARNING AT HAMPTON PARK SECONDARY COLLEGE

As educators, in collaboration with parents and carers, it is our responsibility to create an inclusive and welcoming environment where the development of the whole individual is paramount. In 2019, through extensive research and collaboration with like-minded schools, in continuous consultation with students and staff, and with an exhaustive focus on improving student educational outcomes, Hampton Park Secondary College moved to begin a rigorous shift in the way it understands the roles of education and school in student learning. Our aspirations are ambitious and long-term, but our commitment to empowering *all* students to unleash their infinite capabilities is unflinching. The very nature of this enterprise is experiential, and we are excited to, in collaboration with our students, continue to build exceptional learning opportunities and results.

Learning at Hampton Park Secondary College is categorised into three stages or ‘programmes’: Explore, Enhance, and Excel. These programmes recognise the unique needs of each student as they engage in their secondary education and allow learning to be transformative, dynamic, and focused upon growth. Our programmes allow students to ‘move through’ their secondary schooling experience in a way that better reflects their passions and abilities rather than their nominal ‘year level’. Hence, whilst many students merely *survive* their time at high-school, students at Hampton Park Secondary College instead *thrive* in an exceptional learning environment where they are empowered and supported to create an educational pathway that is as individual and unique as they are.

EXPLORE & ENHANCE CREDITS MAP

The following Credits Map outlines the HPSC Curriculum Plan which shows how the 8 Key Learning Areas of the Victorian Curriculum are substantially addressed and how the curriculum plan is organised and implemented. The Map indicates the minimum number of Units of Study or Credits every student will acquire across Years 7 – 10.

CORE	GUIDED CHOICE ELECTIVES <small>(It is compulsory for students to select an elective from these learning areas)</small>				FREE CHOICE ELECTIVES
Learning Areas	Explore (Year 7)	Enhance (Year 8)	Enhance (Year 9)	Enhance (Year 10)	Total
Mentoring	2 Credits	2 Credits	2 Credits	2 Credits	8 Mentoring Credits
English / EAL	2 Credits	2 Credits	2 Credits	2 Credits	8 English Credits
Mathematics	2 Credits	2 Credits	2 Credits	2 Credits	8 Maths Credits
Health & Physical Education	2 Credits	2 Credits (1 Core & 1 Elective)	2 Credits (1 Core & 1 Elective)	2 Credits	8 HPE Credits
Humanities <u>or</u> Humanities with Literacy Support	2 Credits	1 Credit	1 Credit	1 Credit	5 Humanities Credits OR 8 Hums with Literacy Credits
	2 Credits	2 Credits	2 Credits	2 Credits	
Science	1 Credit	1 Credit	1 Credit	1 Credit	4 Science Credits
The Arts	1 Credit	1 Credit	1 Credit	1 Credit	4 Arts Credits
STEAM	1 Credit	1 Credit	1 Credit	1 Credit	4 STEAM Credits
Free Choice Credits from any Learning Area including Languages	4 (Taster) Credits	2 Credits or 1 Credit for students studying Humanities with Literacy Support	2 Credits or 1 Credit for students studying Humanities with Literacy Support	2 Credits or 1 Credit for students studying Humanities with Literacy Support	10 Free Choice Credits or 8 Free Choice Credits for students studying Humanities with Literacy Support
Sub Total	17 Credits	14 Credits	14 Credits	14 Credits	60 Credits

LEARNING DISPOSITIONS

Our Learning Dispositions are based on Professor Guy Claxton's Building Learning Power, 21st Century Competencies and Michael Fullan's 6Cs of Deep Learning. It is intended that students are provided with everyday learning opportunities to develop these dispositions and are assessed against them within their subjects. These dispositions underpin the learning that takes place at our College to meet the aspirations of our Graduate Profile. Our Learning Dispositions are:

- Critical and creative thinking
- Collaboration
- Resilience
- Resourcefulness

COLLEGE VALUES

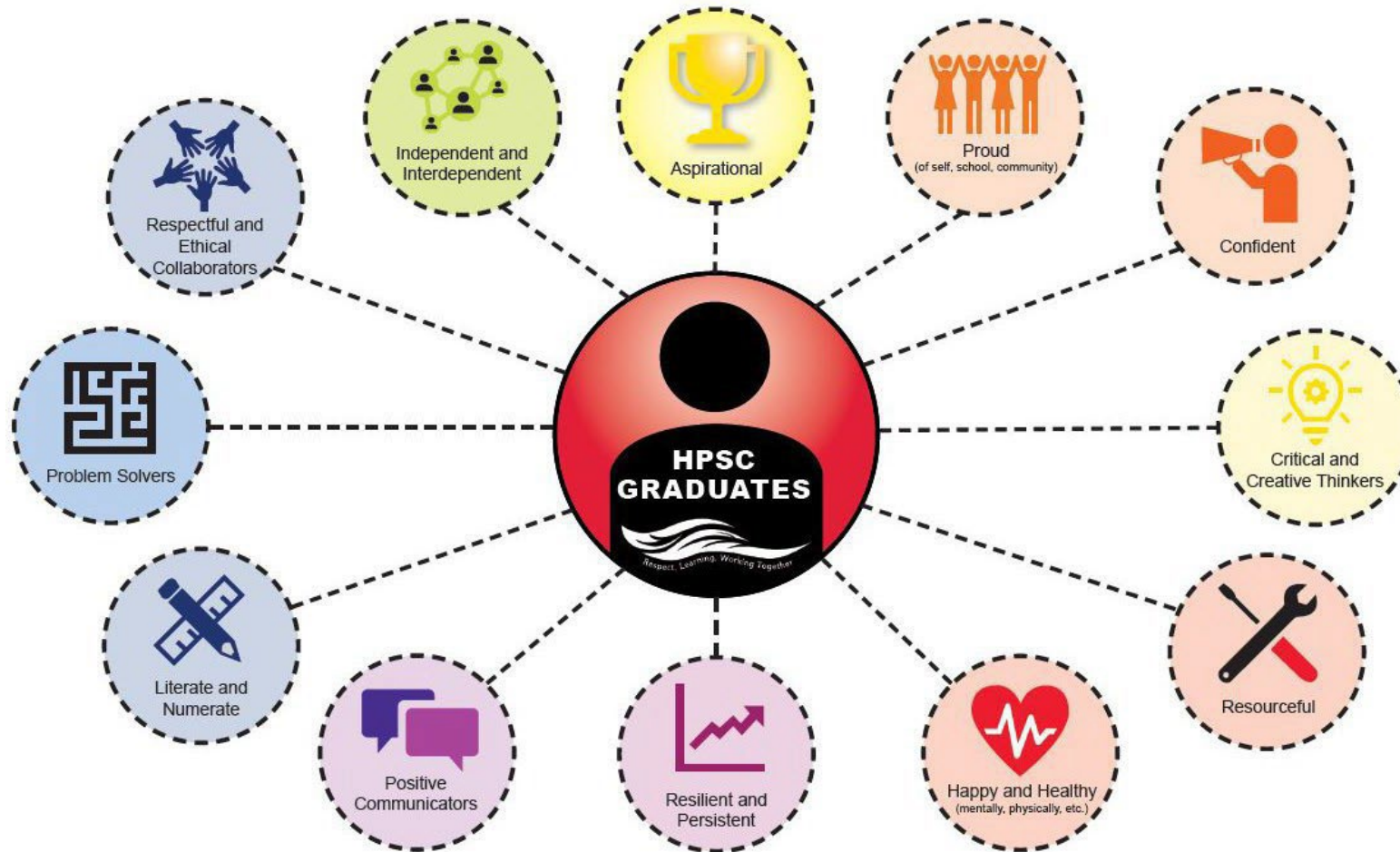
Our vision of learning excellence is underpinned by the Hampton Park Secondary College values of Respect, Learning, and Working Together. Informing our daily interactions and decisions, these values are embedded in our whole school practice, and they are supported by our School-wide Positive Behaviour Support Program. Our values embody the educational centrality of building critical, informed, and reflective citizens in a democratic, equitable, and just environment that is characterised by cultural, economic, and social diversity. Through living our values, we hope that our students manifest the qualities of understanding the world with a global view, engaging in life-long learning and re-learning, having high levels of empathy, and *always* being critical and creative problem solvers.

Our values of **Respect, Learning, and Working Together** guide our educational programs within the community in the following ways:

- I respect myself and other people
- I actively listen to others with an open mind
- I respect other people's different perspectives
- I am inclusive
- I respect school property and the property of others
- I wear my school uniform with pride
- I set personal goals and have high expectations of myself and others to continually improve
- I have a positive attitude and enthusiasm for learning
- I strive to achieve my personal best
- I take pride in the achievements of myself and others
- I am willing to share ideas, resources, and skills
- I am helpful and approachable
- I contribute positively to class, group activities, and the school community

OUR HPSC GRADUATE PROFILE

At HPSC, we are committed to embedding an educational model that is student-centred and focused on personalised learning pathways. It is our mission to ensure that all students are passionately engaged in their education and graduate with the below outlined cognitive, personal, and interpersonal competencies that will equip them for their future education and employment.



2023 SUBJECT SELECTION KEY CONTACTS

Position	Staff Member	Contact Email
Principal	Mr Wayne Haworth	
Assistant Principal (Freeman House)	Ms Kelly Krieg	kelly.krieg@education.vic.gov.au
Assistant Principal (Hollows House)	Mr Maxwell Eldridge	maxwell.eldridge@education.vic.gov.au
Assistant Principal (Mabo House)	Ms Andrea Bellgrove	andrea.bellgrove@education.vic.gov.au
Assistant Principal (Walton House)	Mr Paul Broecker	paul.broecker@education.vic.gov.au
Head of House (Freeman)	Ms Georgianne Kios	kios.georgianne@education.vic.gov.au
Head of House (Hollows)	Mr Brad Andrews	bradley.andrews@education.vic.gov.au
Head of House (Mabo)	Ms Erin Louden	erin.louden@education.vic.gov.au
Head of House (Walton)	Ms Gabi Phelan	gabrielle.phelan@education.vic.gov.au
Freeman House Student Learning Leaders	Ms Catherine Glenn (Year 11 & 12) Mr Matt Cram (Year 9 & 10) Mr Ben Wilson (Year 7 & 8)	catherine.glenn@education.vic.gov.au matthew.cram@education.vic.gov.au ben.wilson2@education.vic.gov.au
Hollows House Student Learning Leaders	Ms Annie Lingard (Year 11 & 12) Mr Chris Knowles (Year 9 & 10) Mr Aaron Hare (Year 7 & 8)	annie.lingard@education.vic.gov.au christopher.knowles@education.vic.gov.au aaron.hare@education.vic.gov.au
Mabo House Student Learning Leaders	Mr Chris Marriott (Year 11 & 12) Ms Christelle Jean-Pierre (Year 9 & 10) Mr Jamie Marks (Year 7 & 8)	christopher.marriott@education.vic.gov.au christelle.jean-pierre@education.vic.gov.au jamie.marks@education.vic.gov.au
Walton House Student Learning Leaders	Mr Cameron Christiansen (Year 11 & 12) Ms Georgia Riley (Year 9 & 10) Mr Billy Jessop (Year 7 & 8)	cameron.christiansen@education.vic.gov.au georgia.riley@education.vic.gov.au william.jessop@education.vic.gov.au
Curriculum and Pedagogy Leader	Ms Melanie Larcombe	melanie.larcombe@education.vic.gov.au
VCE Vocational Leader	Ms Lizl Tregidga	lizl.tregidga@education.vic.gov.au
Domain Leaders Arts English/EAL Languages Health & Physical Education Humanities Maths Science STEAM	Ms Miriam Fee Ms Hemani Kiran Ms Brienna Allen Ms Ellen Newton Ms Angela Goile Ms Catherine Murdoch/Ms Sue Fernando Ms Naomi Dawson Ms Amy Mraz	miriam.fee@education.vic.gov.au hemani.kiran@education.vic.gov.au brienna.allen@education.vic.gov.au ellen.newton@education.vic.gov.au angela.goile@education.vic.gov.au catherine.murdoch@education.vic.gov.au sue.fernando@education.vic.gov.au naomi.dawson@education.vic.gov.au amy.mraz@education.vic.gov.au
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Wellbeing Team	Ms Jacqueline Binns Ms Harlin Gandhok Ms Jana Mesic Ms Annalisa Picone Ms Andii Dunuwille	jacqueline.binns@education.vic.gov.au harlin.gandhok@education.vic.gov.au jana.mesic@education.vic.gov.au annalisa.picone@education.vic.gov.au andrea.dunuwille@education.vic.gov.au
Inclusion Team	Ms Natalie Rule Ms Sally Carruthers	natalie.rule@education.vic.gov.au sally.carruthers@education.vic.gov.au
Multicultural Education Aides (MEAs)	HPSC is a multicultural school with many students from non-English speaking backgrounds. EAL (English as an Additional Language) students in the collage are supported by a team of passionate MEAs speaking 13 different languages in classroom under the direction of the teacher. The team leader is Rehana Ziyad, fathima.ziyad@education.vic.gov.au	

CURRICULUM PATHWAYS

Visual and Performing Arts

Explore Year 7	Enhance Years 8-10			Excel Years 11-12	
Drama Term Elective	Page to Stage Semester Elective	Acting Out Semester Elective	Pre-VCE Drama Semester Elective	Units 1&2 Drama VCE	Units 3&4 Drama VCE
Dance Term Elective	Hip Hop and Street Style Semester Elective	Enhance Dance Semester Elective	Pre-VCE Dance Semester Elective	Units 1&2 Dance VCE	Units 3&4 Dance VCE
Try an Instrument Term Elective	Evolution of Music Semester Elective	Music Band Performance 1 Semester Elective	Pre-VCE Music Performance Semester Elective	Units 1&2 Music Performance VCE	Units 3&4 Music Performance VCE
		Music Band Performance 2 Semester Elective			
Art Term Elective	Drawing and Painting Semester Elective	Making Comics & Telling Stories Semester Elective	Pre-VCE Studio Art Semester Elective	Units 1&2 Art Making & Exhibiting VCE	Units 3&4 Art Making & Exhibiting VCE
	Street Art Semester Elective	Sculpting with Multi Materials Semester Elective			
Film Making 101 Term Elective	Film Making Semester Elective	#GOING VIRAL - Twitch & YouTube Semester Elective	Pre-VCE Media Semester Elective	Units 1&2 Media VCE	Units 3&4 Media VCE
	Animation Semester Elective	Is it Cake? Semester Elective			
Logo Making Term Elective	Photography Semester Elective	Architecture Semester Elective	Pre-VCE Visual Communication Semester Elective	Units 1&2 Visual Communication VCE	Units 3&4 Visual Communication VCE
	Graphic Design Semester Elective	3D Drawing Semester Elective			

CURRICULUM PATHWAYS

English and EAL

Explore Year 7	Enhance Years 8-10			Excel Years 11-12		
<p>Year 7 Core English/EAL</p>	<p>Year 8 Core English/EAL</p>	<p>Year 9 Core English/EAL</p>	<p>Year 10 Core English/EAL</p>	<p>Units 1&2 English/EAL VCE</p>	<p>Units 3&4 English/EAL VCE</p>	
	<p>Rap Cypher Semester Elective</p>				<p>Units 1&2 Bridging EAL VCE</p>	
	<p>Plot Twists: Creative Writing & Getting Published Semester Elective</p>			<p>VCAL Foundation Literacy</p>	<p>Or Units 1&2 Foundation English VCE</p>	
	<p>Gothic Literature: Madmen and Murderers Semester Elective</p>				<p>VCAL Intermediate Literacy</p>	<p>VCAL Senior Literacy</p>
<p>Literacy Support Semester Based - In Addition to Core English/EAL Literacy Support for Years 7, 8, 9, & 10 if Recommended</p>						
				<p>Units 1&2 Literature VCE</p>	<p>Units 3&4 Literature VCE</p>	

CURRICULUM PATHWAYS

Health and Physical Education

Explore Year 7	Enhance Years 8-10			Excel Years 11-12	
<p>Year 7 Core Health and Physical Education</p>	<p>Year 8 Health and PE Semester Elective</p>	<p>Year 9 Health Semester Elective</p>	<p>Pre-VCE Health and Human Development Semester Elective</p>	<p>Units 1&2 Health and Human Development VCE</p>	<p>Units 3&4 Health and Human Development VCE</p>
	<p>Healthy Body, Healthy Mind Semester Elective</p>	<p>Team Sports Semester Elective</p>		<p>Units 1&2 Physical Education VCE</p>	<p>Units 3&4 Physical Education VCE</p>
	<p>Basketball Semester Elective</p>	<p>Soccer Semester Elective</p>	<p>Pre-VCE Physical Education Semester Elective</p>		
	<p>Personal Training Semester Elective</p>	<p>Rugby Academy Year-long Elective Application Process Involved</p>		<p>Year 1 Rugby Academy VET Sport and Recreation</p>	<p>Year 2 Rugby Academy VET Sport and Recreation</p>
	<p>General PE Semester Elective</p>	<p>Leadership Skills Semester Elective</p>		<p>Year 1 VET Sport and Recreation</p>	<p>Year 2 VET Sport and Recreation</p>
	<p>Outdoor Adventure Education Semester Elective</p>			<p>Units 1&2 Outdoor Environmental Studies VCE</p>	<p>Units 3&4 Outdoor Environmental Studies VCE</p>

CURRICULUM PATHWAYS

Humanities

Explore Year 7	Enhance Years 8-10			Excel Years 11-12	
<p>Year 7 Core Humanities</p>	<p>Crime and Justice Semester Elective</p>	<p>World of Work Semester Elective</p>	<p>Industry and Enterprise Semester Elective</p>	<p>Units 1&2 Legal Studies VCE</p>	<p>Units 3&4 Legal Studies VCE</p>
<p>Or</p> <p>Literacy Support</p>	<p>Myths & Legends Semester Elective</p>	<p>Fight for your Rights Semester Elective</p>	<p>Pre-VCE Legal Studies Semester Elective</p>	<p>Units 1&2 History VCE</p>	<p>Units 3&4 History VCE</p>
<p>Great Rulers of the Ancient World Term Elective</p>	<p>Cities 3000 Semester Elective</p>	<p>World Wars Semester Elective</p>	<p>Pre-VCE History Semester Elective</p>	<p>Units 1&2 Geography VCE</p>	<p>Units 3&4 Geography VCE</p>
<p>National Identity: Australian History and Politics Term Elective</p>	<p>Disasters & Geology Semester Elective</p>	<p>Sustainability & Community Involvement Semester Elective</p>	<p>Pre-VCE Geography Semester Elective</p>	<p>Units 1&2 Accounting VCE</p>	<p>Units 3&4 Accounting VCE</p>
<p>Travel the World Term Elective</p>	<p>My Money Semester Elective</p>	<p>Like a Boss: Running a Business Semester Elective</p>	<p>Pre-VCE Accounting Semester Elective</p>	<p>Units 1&2 Business Management VCE</p>	<p>Units 3&4 Business Management VCE</p>
			<p>Pre-VCE Business Management Semester Elective</p>	<p>Units 1&2 Philosophy (Offered 2023)</p>	
			<p>Pre-VCE Philosophy Semester Elective</p>		

CURRICULUM PATHWAYS

Languages

Explore Year 7	Enhance Years 8-10	Excel Years 11-12								
<p>French Taster Semester Elective 75 Hours</p> <p>Or</p> <p>French Taster Whole Year Elective 150 Hours</p>	<table border="0"> <tr> <td data-bbox="539 408 779 544"> <p>Elementary French 1 Semester Elective 75 Hours</p> </td> <td data-bbox="831 408 1070 544"> <p>Intermediate French 1 Semester Elective 75 Hours</p> </td> <td data-bbox="1122 408 1361 544"> <p>Advanced French 1 Semester Elective 75 Hours</p> </td> </tr> <tr> <td data-bbox="539 587 779 722"> <p>Elementary French 2 Semester Elective 75 Hours</p> </td> <td data-bbox="831 587 1070 722"> <p>Intermediate French 2 Semester Elective 75 Hours</p> </td> <td data-bbox="1122 587 1361 722"> <p>Advanced French 2 Semester Elective 75 Hours</p> </td> </tr> </table>	<p>Elementary French 1 Semester Elective 75 Hours</p>	<p>Intermediate French 1 Semester Elective 75 Hours</p>	<p>Advanced French 1 Semester Elective 75 Hours</p>	<p>Elementary French 2 Semester Elective 75 Hours</p>	<p>Intermediate French 2 Semester Elective 75 Hours</p>	<p>Advanced French 2 Semester Elective 75 Hours</p>	<table border="0"> <tr> <td data-bbox="1426 408 1666 544"> <p>Units 1&2 French VCE</p> </td> <td data-bbox="1695 408 1935 544"> <p>Units 3&4 French VCE</p> </td> </tr> </table>	<p>Units 1&2 French VCE</p>	<p>Units 3&4 French VCE</p>
<p>Elementary French 1 Semester Elective 75 Hours</p>	<p>Intermediate French 1 Semester Elective 75 Hours</p>	<p>Advanced French 1 Semester Elective 75 Hours</p>								
<p>Elementary French 2 Semester Elective 75 Hours</p>	<p>Intermediate French 2 Semester Elective 75 Hours</p>	<p>Advanced French 2 Semester Elective 75 Hours</p>								
<p>Units 1&2 French VCE</p>	<p>Units 3&4 French VCE</p>									
<p>Students planning to undertake VCE French need to have undertaken at least 200 Hours of French - preferably consecutively</p>										
<p>Language Taster: Arabic Semester Elective</p>		<p>Arabic via Distance Education Through Victorian School of Languages</p>								
<p>Language Taster: Spanish Semester Elective</p>		<p>Spanish via Distance Education Through Victorian School of Languages</p>								
		<p>Arabic Units 1-4 VCE via Distance Education Through Victorian School of Languages</p>								
		<p>Spanish Units 1-4 VCE via Distance Education Through Victorian School of Languages</p>								

CURRICULUM PATHWAYS

Mathematics

Explore Year 7	Enhance Years 8-10			VCE (UNITS 1-4)	
<p>Year 7 Core Maths</p>	<p>Year 8 Core Maths</p>	<p>Year 9 Core Maths</p>	<p>Year 10 Core Maths</p>	<p>Units 1&2 General Maths VCE</p>	<p>Units 3&4 General Maths VCE</p>
	<p>Maths in Sport (Elective) Semester Based</p>	<p>Year 9 Advanced Maths</p>	<p>Year 10 Advanced Maths (Recommended for studying Maths Methods & Specialist Maths)</p>	<p>Units 1&2 Maths Methods VCE</p>	<p>Units 3&4 Maths Methods VCE</p>
	<p>Algebra 101 (Elective) Semester Based</p>	<p>Algebra 102 (Elective) Semester Based</p>		<p>Units 1&2 Specialist Maths VCE</p>	<p>Units 3&4 Specialist Maths VCE</p>
	<p>Invest Like the Best (Elective) Semester Based</p>	<p>Geometry (Elective) Semester Based</p>	<p>Elite Algebra (Elective) Semester Based</p>	<p>Units 1&2 Foundation Maths VCE</p>	<p>Units 3&4 Foundation Maths VCE</p>
	<p>Maths for Life (Year-Long - Year 8 and/or 9)</p>		<p>Maths For Life Year 10</p>	<p>VCE Vocational Major Numeracy 1 & 2</p>	<p>VCE Vocational Major Numeracy 3 & 4</p>
	<p>Numeracy Support Maths Intervention Semester Based</p>			<p>Victorian Pathways Certificate Numeracy</p>	

CURRICULUM PATHWAYS

Science

Explore Year 7	Enhance Years 8-10			Excel Years 11-12	
Year 7 Core Science Semester Core	Year 8 Science Inquiry Semester Core	Medicine & Disease Semester Elective			
Let's Experiment Term Elective	Yr 9&10 Science Inquiry Semester Elective	Fantastic Beasts Semester Elective	Pre-VCE Biology Semester Elective	Units 1&2 Biology VCE	Units 3&4 Biology VCE
	Forensic Science Semester Elective	Neuroscience Semester Elective	Pre-VCE Psychology Semester Elective	Units 1&2 Psychology VCE	Units 3&4 Psychology VCE
	Disasters & Geology Semester Elective	Chemical Curiosity Semester Elective	Pre-VCE Chemistry Semester Elective	Units 1&2 Chemistry VCE	Units 3&4 Chemistry VCE
Motion and Movement Term Elective	Out of This World: Space Science Semester Elective	Bright Sparks Semester Elective	Pre-VCE Physics Semester Elective	Units 1&2 Physics VCE	Units 3&4 Physics VCE
Planet Earth Term Elective	Environmental Science Semester Elective		Pre-VCE Environmental Science Semester Elective	Units 1&2 Environmental Science VCE	Units 3&4 Environmental Science VCE From 2024

CURRICULUM PATHWAYS

STEAM

Explore Year 7	Enhance Years 8-10			Excel Years 11-12	
<p>Let's Cook! Term Elective</p>	<p>Creative Cooking Semester Elective</p>	<p>Global Bites Semester Elective</p>	<p>Food Studies Semester Elective</p>	<p>Units 1&2 Food Studies VCE</p>	<p>Units 3&4 Food Studies VCE</p>
	<p>Grow, Cook, Eat Semester Elective</p>	<p>Is it Cake? Semester Elective</p>	<p>Pre-VCE Product Design and Technology Semester Elective</p>	<p>Units 1&2 Product Design: Mixed Materials VCE</p>	<p>Units 3&4 Product Design: Mixed Materials VCE</p>
<p>Innovate Term Elective</p>	<p>Design To Innovate Semester Elective</p>	<p>Design Technology: Textiles/Fashion Semester Elective</p>	<p>Design Technology: Jewellery Semester Elective</p>	<p>Units 1&2 Product Design: Textiles/Fashion VCE</p>	<p>Units 3&4 Product Design: Textiles/Fashion VCE</p>
<p>Introduction to Robotics Term Elective</p>	<p>Robotics Semester Elective</p>	<p>Mechatronics Semester Elective</p>	<p>Pre-VCE Systems Engineering Semester Elective</p>	<p>Units 1&2 Systems Engineering VCE</p>	<p>Units 3&4 Systems Engineering VCE</p>
	<p>Esports Semester Elective</p>	<p>Computer Game Design Semester Elective</p>	<p>Computer Programming Semester Elective</p>	<p>Units 1&2 Computing VCE</p>	<p>Units 3&4 Computing VCE</p>
	<p>Web Design and Development Semester Elective</p>				

COLLEGE ACCELERATION POLICY

STATEMENT

Hampton Park Secondary College endeavours to provide all students with the opportunity to maximise their learning potential whilst at school. All students, *as appropriate*, are encouraged to improve their educational outcomes through accelerating their learning by studying a pre-VCE, VCE, or VET subject whilst undertaking the Enhance program. Students who have accelerated their learning in Years 10 and 11 may also include a University Enhancement Study in their Year 12 program.

PURPOSE

- To provide students with the opportunity to further extend their learning opportunities
- To enable students to study a sixth subject as part of their scored VCE program, or alternatively, to provide opportunity for students to create a balanced VCE/VET program over three years
- To create opportunities for students to engage in tertiary education through studying a university subject in Year 12
- To familiarise students with the work requirements and expectations associated with the Excel program by providing the experience of studying a VCE or VET in Year 10 and a Pre-VCE subject in Year 9

IMPLEMENTATION GUIDELINES

The table outlined below provides specific acceleration guidelines for each year level transition:

Year 6 into 7	<p>All Year 7 students will undertake the Explore curriculum program.</p> <p>In exceptional circumstances, a Year 7 student may be granted permission to study an Enhance subject, if the following eligibility criteria are met:</p> <ul style="list-style-type: none">• The student submits an Enhance Subject Recommendation Form to the Junior Sub School by the due date. This form must include a recommendation from the Grade 6 teacher and parent/carer consent• The student demonstrates a strong interest in or passion for the subject area• The student is deemed suitable for acceleration based on data including, but not limited to, the ACER Testing that will occur in Term 3 or 4 of Grade <p>The student may be required to attend an interview with the Sub School Leader and nominated panel members. All requests must be approved by, and are at the discretion of, the Sub School Leader or nominated delegate.</p>
Year 7 into 8	<p>All Year 8 students will undertake the Enhance curriculum program.</p> <p><i>All</i> of our nominal year 8 students, in their first year of the Enhance programme, are highly encouraged to accelerate their learning ‘outside of the classroom’. Hampton Park Secondary College enables students to organise, lead, and participate in a variety of co-curricular activities, programmes, learning activities, and leadership opportunities that will complement their academic pathway. We believe that this is an opportune time for students to really begin to extend themselves as they contribute to the life of the College and to the local and global community.</p>

Year 8 into 9

All Year 9 students will undertake the Enhance curriculum program.

However, Year 9 students who are categorised as High Ability, through meeting the following eligibility criteria, **are expected to select and undertake at least one Pre-VCE subject**:

- The student is deemed suitable based on data including, but not limited to, GPA reports, ACER Stanine of 6 and above, and relevant teacher recommendations

Students who have been identified as High Ability and do not wish to undertake a Pre-VCE subject must submit an **Acceleration Exemption Application Form**. The student may be required to attend an interview with the Sub School Leader and nominated panel members. All opt-out requests must be approved by, and are at the discretion of, the relevant Sub School Leader or nominated delegate.

Massive Open Online Courses (MOOCs):

All Enhance students have the opportunity to undertake MOOCs instead of one school based Enhance elective. Interested students MUST submit a **MOOCs Application Form** that can be collected from the Middle Sub School office and submitted prior to the course counselling appointment. **ONLY** the Curriculum & Pedagogy Leader can approve this selection.

Year 9 into 10

All Year 10 students will undertake the Enhance curriculum program.

All Year 10 students are **expected** to select and undertake a program that consists of numerous (minimum of two) Pre-VCE subjects. It is **strongly recommended** that all Year 10 students select and study one accelerated VCE or VET subject as part of their Year 10 course. Accelerated VCE subjects must be approved by the overseeing course counsellor and Senior Sub School Leader, who must deem each student suitable based on teacher recommendation and data sets. Accelerated VET subjects must be approved by the Senior Pathways Coordinator. Students who are approved to undertake a VCE or VET subject are not expected to undertake Pre-VCE subjects, however, are encouraged to do so.

Note: Students must be at least 15 years of age at the commencement of a VET course.

Exemptions:

Some students may be identified as not being suitable by the Curriculum & Pedagogy Leader. They will be exempt from undertaking a Pre-VCE, VCE, or VET subject. Students deemed not suitable may include, but are not limited to, students who fall within these categories:

- Students under the Program for Students with a Disability
- Students with additional needs
- Students with extremely low literacy skills (stanine 3 or below)

Year 10 students who are categorised as High Ability, through meeting the following eligibility criteria, are **expected** to select and undertake at least one VCE or VET subject as part of their Year 10 program:

- The student is deemed suitable based on data, including but not limited to, GPA reports, ACER Stanine of 6 and above, and relevant teacher recommendations

Students who have been identified as High Ability and do not wish to undertake a VCE or VET subject must submit an **Acceleration Exemption Application Form**. The student may be required to attend an interview with the relevant Sub School Leader and nominated panel members. All opt-out requests must be approved by, and are at the discretion of, the relevant Sub School Leader or nominated delegate.

Massive Open Online Courses (MOOCs):

All enhance students have the opportunity to undertake MOOCs instead of one school based Enhance elective. Interested students MUST collect a **MOOCs Application Form** from the Middle Sub School office and submit the form prior to their course counselling appointment. **ONLY** the Curriculum & Pedagogy Leader can approve this selection.

**Year 9
into 10**

ACCELERATION REQUIREMENTS FOR ENGLISH

Students are not permitted to accelerate into English.

ACCELERATION REQUIREMENTS FOR MATHEMATICS

Specific guidelines exist for approval to accelerate into General Mathematics and Mathematical Methods. Students are not permitted to accelerate into Specialist Mathematics.

The following information is used to determine suitability for accelerating into these Maths subjects:

Mathematical Methods Units 1 & 2:

- Completion of the Year 10 Pre-VCE Advanced Maths course in Year 9, including a B grade average on all summative assessments and the end of year exam.
- Without completing Year 10 Pre-VCE Advanced Maths, students must have achieved an A grade average for all in Year 10 Core Maths summative assessment tasks including for the Algebra Unit.
- Achievement of a minimum of 75% on the entry exam
- Achievement of Band 9 or 10 on NAPLAN testing for numeracy
- Achievement of Stanine 8-9 on ACER testing for numeracy

General Mathematics Units 1 & 2:

- Achievement of an average of B or above on all summative assessments
- Achievement of a minimum of 70% on the entry exam
- Achievement of Stanine 6-7 on ACER testing for numeracy

**Year 10
into 11**

All Year 11 students will undertake the Excel curriculum program.

This will consist of completing either the Victorian Certificate of Education (VCE), Victorian Certificate of Education with a Vocational Major (VCE VM), the Victorian Pathways Certificate (VPC) or a different pathway such as a School Based Apprenticeship or Traineeship (SBAT) or Head Start.

Year 11 students who studied a VCE or VET subject in Year 10 are **expected** to continue with this accelerated subject.

**Year 11
into 12**

All Year 12 students will undertake the Excel curriculum program.

This will consist of completing either the Victorian Certificate of Education (VCE), a School Based Apprenticeship or Traineeship (SBAT) or a course with an external provider or full-time employment.

Students who completed an accelerated VCE (Units 3 & 4) subject in Year 11 can either:

1. Study five subjects in Year 12 in order to finish their scored VCE program with the additional sixth subject that contributes to their ATAR

OR

2. Elect to undertake four subjects in Year 12 to reduce their study load. This must be done in consultation with the Senior Sub School Leader and is dependent on individual circumstances

OR

3. Choose to continue acceleration in Year 12 through undertaking opportunities to study a first-year university subject, where available and suitable

APPROVAL PROCESS:

Sub School Leaders make the decision as to approval for acceleration in consultation with Student Learning Leaders, Domain Leaders, and Literacy and Numeracy Leaders. Students may appeal this decision with the Assistant Principal in charge of Curriculum and Pedagogy.

Sub School Leaders will continue to monitor student progress in accelerated subjects throughout the year to ensure that all students are performing at the expected standard. If students are deemed to be not performing at the expected standard, a conference involving parents/carers and the student will occur, and students may be withdrawn from the subject if deemed necessary.

Acceleration in more than one VCE or VET subject is only granted in exceptional circumstances. This will be negotiated on an individual basis and must be approved by the relevant Sub School Leader.

Disclaimer:

Where places are limited, priority placement in subjects will be given to students of that notional year level. Therefore, acceleration may not always be possible due to availability or other factors such as timetabling and staffing.

LITERACY & NUMERACY SUPPORT

Having adequate skills and knowledge in the areas of literacy and numeracy is a vital requisite to acquiring deep learning in any subject area. Hampton Park Secondary College is committed to supporting all students in their learning. Our teachers have an expert understanding of the literacy and numeracy demands of their subject area and of how to ensure that all students are able to access the learning within their classroom. However, often students are identified as having literacy or numeracy 'gaps' in their learning that require that the student receives additional support to ensure that they are able to get the most out of their learning experiences.

A major priority of the College is to make sure that all students attain the literacy and numeracy skills and knowledge needed to successfully navigate the world in which they live. At a micro level, each teacher continuously uses formative assessment strategies within their classroom to monitor student understanding and to adjust learning as required. At a macro level, the College collects and monitors comprehensive information about the literacy and numeracy growth and achievement of each student. This includes regular feedback from teachers, collection of detailed information through the use of ACER Assessment for Reading, Maths, and Grammar and Punctuation, and comprehensive analysis of information collected through NAPLAN. This information assists the College in ensuring that all students are engaged in learning that meets their needs, whether it be that a student is identified as needing to be further extended in their learning, needing to receive additional support in a specific skill area, or needing to receive additional support in a broader range of skills through our intervention programmes.

Hampton Park Secondary College offers intervention programmes for students needing additional support in literacy and numeracy. These programmes feature smaller class sizes with greater opportunity for one-to-one and small-group support from area experts and customised programmes that target the needs of each student. Students in the Explore and Enhance programmes, identified as needing additional support in literacy, will be enrolled in the Literacy Intervention programme. Students in the Explore and Enhance programmes, identified as needing additional support in numeracy, will be enrolled in the Numeracy Booster programme.

What is Literacy?

Students become literate as they develop the knowledge, skills, and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy encompasses the knowledge and skills students need to access, understand, analyse, and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school. Success in any learning area depends on being able to use the significant, identifiable, and distinctive literacy that is important for learning and representative of the content of that learning area.

Becoming literate is not simply about knowledge and skills. Certain behaviours and dispositions assist students to become effective learners who are confident and motivated to use their literacy skills broadly. They include students managing their own learning to be self-sufficient; working harmoniously with others; being open to ideas, opinions, and texts from and about diverse cultures; returning to tasks to improve and enhance their work; and being prepared to question the meanings and assumptions in texts.

What is Numeracy?

Students become numerate as they develop the knowledge and skills to use mathematics confidently across other learning areas at school and in their lives more broadly. Numeracy encompasses the knowledge, skills, behaviours, and dispositions that students need to use mathematics in a wide range of situations. It involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

MENTORING

Mentoring is a weekly program where students meet and collaborate to discuss personal development, careers and pathways, and health and wellbeing. During these sessions, the focus is upon developing positive relationships, individual student growth, and fostering school pride. Our College values guide the program with the aim of strengthening social connections, building house spirit, and providing opportunities for students to be supported both in and out of the classroom.

Through Mentoring, Mentor Teachers will help students develop personal skills (teamwork, organisation, and expressing opinions respectfully), as well as transferable skills for success beyond their time at the College (positive communication, time management, and critical thinking).

Each week has a different focus, which includes fun and engaging activities and building positive connections with peers and the community.

The Mentor teacher plays a significant role in helping students to remain connected to school, attend every school day, and to thrive academically, socially, and emotionally. It is well documented that students learn best when teachers and parents/carers work together. The Mentor Teacher is the primary point of contact for the student at school, and it is vital for the Mentor Teacher to build a relationship with the student, their family, and the Student Learning Leaders. Regular monitoring of students by the Mentor Teacher, using effective communication (between both the students and parents/carers), will support each student in remaining 'on track' and enhance student wellbeing and academic success. Student wellbeing provides the foundation upon which academic achievement can be built. Student engagement and connectedness are substantial measures of student wellbeing.

Mentor Teachers play a significant role in:

- Building relationships with students and their parents/carers through calling and/or emailing parents/carers at the beginning of the year to introduce themselves and to let parents/carers know that Mentor Teachers are the first port of call should they have any queries or concerns. This helps with communication and provides a personal approach to the wellbeing of our students
- Monitoring attendance and punctuality (using Compass Attendance features)
- Monitoring uniform to ensure that a student's uniform is consistent with the HPSC Uniform Policy.
- Monitoring academic performance through viewing student reports to get a broad oversight of each student's progress. If there are any concerns, sharing these with the relevant staff members and contacting parents/carers, where appropriate
- Participating in and attending year level camps and other co-curricular activities, where possible
- Initiating and conducting parent-student conferences to discuss matters of concern such as school connectedness, attendance, lateness, and social matters

Mentor Teachers play an essential role in a school-wide wellbeing network as we ensure that each and every student at Hampton Park Secondary College is known, valued, and recognised as an integral part of our community. Mentor Teachers work closely with Sub School Leaders, Student Learning Leaders, the Wellbeing Team, and the Careers Team with the aim of fostering compassion, confidence, self-esteem, resilience, and self-determination in each of our young people. Hampton Park Secondary College's Mentoring program is a core element in ensuring our students experience a personalised, supportive, and engaging environment where each student is empowered to achieve their full academic potential.

MASSIVE OPEN ONLINE COURSES (MOOCs)

Our school philosophy aims to maximise learning opportunities for self-directed learners that extend beyond our classrooms and our teachers' expertise. Studying MOOCs enables students to be part of a global community of online learners and to discover fascinating learning programs. For example, students could explore The Einstein Revolution at Harvard University or marvel at Thermodynamics at The University of Michigan. There are literally thousands of MOOCs available.

What are MOOCs?

MOOCs are courses delivered online and are accessible to all for free. MOOC stands for massive open online course:

Massive – because enrolments are unlimited and can run into hundreds of thousands.

Open – because anyone can enrol, that is, there is no admission process.

Online – because they are delivered via the internet.

Course – because their goal is to teach a specific subject.

MOOCs typically range from 1 to 16 weeks in length and include video lessons, readings, quiz and peer feedback assessments, and discussion forums. For example, here's the information page of a [MOOC that teaches programming in Python](#). Upon completion of a MOOC, students will earn a certificate, which sometimes has a fee. Students will not be required to purchase certificates; however, they are expected to complete all course content and show the supervising teacher the online certificate.

Who makes MOOCs?

Most MOOCs are made by universities. Some of the first, and most active, MOOC makers are [Stanford](#), [MIT](#), and [Harvard](#) (To see the full list, [click here](#)). Some MOOCs are made by companies, such as [Microsoft](#) or [Google](#), or by various organisations, such as [IEEE](#) or the [Linux Foundation](#) (To see the full list, [click here](#)).

Where can I take MOOCs?

Although MOOCs are created by universities, universities rarely distribute MOOCs themselves. Instead, they rely on course providers such as:

- [Coursera](#)
- [edX](#)
- [FutureLearn](#)
- [Udacity](#)

So, it is on those platforms that HPSC students would complete MOOCs.

How to I study MOOCs at HPSC?

MOOCs are available to all Enhance students. Students who are interested in studying MOOCs instead of one school-based elective must complete a '**MOOCs Application Form**' that can be collected from the Middle Sub School Office or alternatively found as an appendix at the end of this handbook. To be granted permission to include MOOCs as an elective choice, students must have their application approved by their course counsellor and the Curriculum & Pedagogy Leader.

The following link will take you to hundreds of online courses that are available from the leading universities across the world.

<https://www.classcentral.com/universities>

LANGUAGE SCHOOL TRANSITION PROGRAM

The Language School Transition Program is being offered at Hampton Pak Secondary College to facilitate the transition of students from language schools to mainstream classes. All students joining HPSC from Years 8-10 join this program for approximately 6 months to 1 year. This course consists of small classes which are run by EAL trained teachers and offers students the opportunity to adjust to the mainstream set up at their own pace.

The program consists of three subjects:

1. English as an Additional Language:

Building vocabulary and background knowledge to understand instructions in the mainstream EAL and English classes.

2. STEAM:

Science based project work which builds basic knowledge and skills in the field of Science, Technology, Engineering, Art and Mathematics

3. Work Ready Skills:

Getting students job ready by developing confidence through teaching resume writing and interview skills.

ENHANCE PROGRAM (YEARS 8 TO 10)

The second stage of learning at Hampton Park Secondary College is called Enhance. The Enhance Program has been designed to enable students across years 8, 9, and 10 to select from a wide range of subject choices best suited to each individual student's interests, passions, future aspirations, and desired pathway. We recognise that all students are unique and different, with individual interests, and as such, we want to empower students with the opportunity to individualise their educational program.

Students will study six subjects each semester, and subjects are categorised as Core (compulsory) and Elective (student choice).

Core Subjects and Intervention Programs

All students must undertake Core English and one Core Mathematics for the entire year. Year 10 students must undertake either Core Maths, Advanced Maths, or VPC Foundation Numeracy. Note that choosing VPC Foundation Numeracy indicates a VPC/VCE VM pathway.

Students needing **significant** additional support with their Literacy must undertake Literacy Support (all year), whilst other students who require some additional support can choose to undertake this subject.

Students needing **significant** additional support with their Numeracy must undertake Numeracy Support (one semester or all year), whilst other students who require some additional support can choose to undertake this subject.

Students who find Mathematics particularly difficult can elect to undertake Maths for Life in lieu of Core Maths. Maths for Life is an *alternative* option for students who would benefit from focusing on developing their Numeracy skills. This subject can only be chosen if the student's data suggests significant difficulty in Mathematics and in consultation with the relevant Sub School Leader and the student's Maths Teachers. Maths for Life precludes further study of Core and VCE Mathematics.

Elective Subjects

All Enhance students will choose three Elective Subjects to undertake each semester, with a total of six Elective subjects for the year. Students who are required to undertake Literacy Intervention or Numeracy Booster will choose two Elective Subjects each semester.

Year 8 Enhance Course Outline

CORE (compulsory for all students)		GUIDED CHOICE ELECTIVES (students need to select an elective from these learning areas)		FREE CHOICE ELECTIVES	
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Subject	Semester One	Semester Two
Mentoring	MENTORING CREDIT	MENTORING CREDIT
English OR EAL	ENGLISH / EAL CREDIT	ENGLISH / EAL CREDIT
Mathematics	MATHS CREDIT	MATHS CREDIT
Science Inquiry (One Semester) alternating with Health & Physical Education (One Semester)	SCIENCE CREDIT	HPE CREDIT
<u>Six electives across the year</u>	PE CREDIT	ARTS CREDIT
<p>All nominal Year 8 students would be required to select at least ONE Elective subject (1 credit) from each of the following learning areas:</p> <ul style="list-style-type: none"> The Arts (either Visual or Performing) <p><i>Note:</i> Students who participate in a Visual Arts taster elective in Year 8 must have undertaken a Performing Arts Taster elective in Year 7 and vice versa)</p> <ul style="list-style-type: none"> Humanities <p><i>Note:</i> All students have already participated in all four Humanities disciplines for a full year in Year 7. Notional Year 8 students are required to select one Humanities electives however those year 8s enrolled in Humanities with Literacy Support participate in all disciplines all year and therefore are not <u>required to</u> but can select Humanities elective as a free choice elective.</p> <ul style="list-style-type: none"> STEAM <p><i>Note:</i> All STEAM Taster electives ensure students participate in the Technology disciplines:</p> <ul style="list-style-type: none"> Design and Technologies Digital Technologies <ul style="list-style-type: none"> Physical Education <p><i>Note:</i> In the alternative semester to Core Health & PE, all students must participate in a Physical Education elective.</p>	STEAM CREDIT	HUMANITIES CREDIT
	FREE CHOICE or HUMANITIES WITH LITERACY SUPPORT CREDIT	FREE CHOICE CREDIT

Note:

- An exemption has been sought, endorsed by the Department Southern Region Office. Languages is not a required elective throughout the Enhance curriculum programmes.
- French Language would be a yearlong elective. Spanish 1 and Spanish 2, Arabic 1 and Arabic 2.

The information in the table above reflects the requirements in the [VCAA Victorian Curriculum F-10 Guidelines](#).

Year 9 Enhance Course Outline

CORE (compulsory for all students)		GUIDED CHOICE ELECTIVES (students need to select an elective from these learning areas)		FREE CHOICE ELECTIVES	
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Subject	Semester One	Semester Two
Mentoring	MENTORING CREDIT	MENTORING CREDIT
English OR EAL	ENGLISH / EAL CREDIT	ENGLISH / EAL CREDIT
Mathematics	MATHS CREDIT	MATHS CREDIT
Health & Physical Education (One Semester) Students will participate in the Respectful Relationships curriculum which includes sexual consent education.	HPE CREDIT	SCIENCE CREDIT
<u>Seven electives across the year</u>	PE CREDIT	ARTS CREDIT
<p>All nominal Year 9 students would be required to select at least ONE Elective subject (1 credit) from each of the following learning areas:</p> <ul style="list-style-type: none"> The Arts (either Visual or Performing) <p><i>Note:</i> Students who participate in a Visual Arts elective in Year 9 must undertake a Performing Arts elective in Year 10 and vice versa)</p> <ul style="list-style-type: none"> Humanities <p><i>Note:</i> All notional Year 9 students are required to select one Humanities elective. Across Year 9 and 10 students must participate in all 4 Humanities disciplines through the selection of electives that address History, Geography, Civics & Citizenship and Economics and Business. Those Year 9 students enrolled in Humanities with Literacy Support participate in all disciplines all year and therefore are not <u>required to</u> but can select Humanities elective as a free choice elective.</p> <ul style="list-style-type: none"> Science <p>All Enhance Science electives ensure students participate in both strands:</p> <ul style="list-style-type: none"> Science Understanding Science Inquiry Skill <ul style="list-style-type: none"> STEAM <p><i>Note:</i> All STEAM Taster electives ensure students participate in the Technology disciplines:</p> <ul style="list-style-type: none"> Design and Technologies Digital Technologies <ul style="list-style-type: none"> Physical Education <p><i>Note:</i> In the alternative semester to Core Health & PE, all students must participate in a Physical Education elective.</p>	STEAM CREDIT	HUMANITIES CREDIT
	FREE CHOICE or HUMANITIES WITH LITERACY SUPPORT CREDIT	FREE CHOICE CREDIT

Note:

Year 9 Enhance Course Outline

Note:

- An exemption has been sought, endorsed by the Department Southern Region Office. Languages is not a required elective throughout the Enhance curriculum programmes.
- French Language would be a yearlong elective. Spanish 1 and Spanish 2, Arabic 1 and Arabic 2.

The information in the table above reflects the requirements in the [VCAA Victorian Curriculum F-10 Guidelines](#).

Year 10 Enhance Course Outline

CORE (compulsory for all students)		GUIDED CHOICE ELECTIVES (students need to select an elective from these learning areas)		FREE CHOICE ELECTIVES	
Subject		Semester One	Semester Two		
Mentoring		MENTORING CREDIT	MENTORING CREDIT		
English OR EAL		ENGLISH / EAL CREDIT	ENGLISH / EAL CREDIT		
Mathematics		MATHS CREDIT	MATHS CREDIT		
<p>Eight electives across the year</p> <p>All nominal Year 10 students would be required to select at least ONE Elective subject (1 credit) from each of the following learning areas, with the exception of TWO for Physical Education:</p> <ul style="list-style-type: none"> The Arts (either Visual or Performing) <p><i>Note:</i> Students who participate in a Visual Arts elective in Year 10 must have undertaken a Performing Arts elective in Year 9 and vice versa)</p> <ul style="list-style-type: none"> Humanities <p><i>Note:</i> All notional Year 10 students are required to select one Humanities elective. Across Year 9 and 10 students must participate in all 4 Humanities disciplines through the selection of electives that address History, Geography, Civics & Citizenship and Economics and Business. Those Year 10 students enrolled in Humanities with Literacy Support participate in all disciplines all year and therefore are not <u>required to</u> but can select Humanities elective as a free choice elective.</p> <ul style="list-style-type: none"> Science <p>All Enhance Science electives ensure students participate in both strands:</p> <ul style="list-style-type: none"> Science Understanding Science Inquiry Skill <ul style="list-style-type: none"> STEAM <p><i>Note:</i> All STEAM Taster electives ensure students participate in the Technology disciplines:</p> <ul style="list-style-type: none"> Design and Technologies Digital Technologies 		PE CREDIT	PE CREDIT		
		SCIENCE CREDIT	ARTS CREDIT		
		STEAM CREDIT	HUMANITIES CREDIT		
		FREE CHOICE or HUMANITIES WITH LITERACY SUPPORT CREDIT	FREE CHOICE CREDIT		
<ul style="list-style-type: none"> Physical Education <p><i>Note:</i> All students must participate in two Physical Education electives, one per semester.</p>					

Note:

- An exemption has been sought, endorsed by the Department Southern Region Office. Languages is not a required elective throughout the Enhance curriculum programmes.
- French Language would be a yearlong elective. Spanish 1 and Spanish 2, Arabic 1 and Arabic 2.

The information in the table above reflects the requirements in the [VCAA Victorian Curriculum F-10 Guidelines](#).

ACCELERATION POLICY & YEAR LEVEL TRANSITIONS

Transition from Year 7 to Year 8

All Year 8 students will undertake the Enhance curriculum program.

All of our nominal year 8 students, in their first year of the Enhance programme, are highly encouraged to accelerate their learning 'outside of the classroom'. Hampton Park Secondary College enables students to organise, lead, and participate in a variety of co-curricular activities, programmes, learning activities, and leadership opportunities that will complement their academic pathway. We believe that this is an opportune time for students to really begin to extend themselves as they contribute to the life of the College, and to the local and global community.

Transition from Year 8 to Year 9

All Year 9 students will undertake the Enhance curriculum program.

However, Year 9 students who are categorised as High Ability, through meeting the following eligibility criteria, **are expected to select and undertake at least one Pre-VCE subject**:

- The student is deemed suitable based on data including, but not limited to, GPA reports, ACER Stanine of 6 and above, and relevant teacher recommendations

Students who have been identified as High Ability and do not wish to undertake a Pre-VCE subject must submit an **Acceleration Exemption Application Form**. The student may be required to attend an interview with the Sub School Leader and nominated panel members. All opt-out requests must be approved by, and are at the discretion of, the relevant Sub School Leader or nominated delegate.

Transition from Year 9 to Year 10

All Year 10 students will undertake the Enhance curriculum program.

All Year 10 students are **expected** to select and undertake a program that consists of numerous (minimum of two) Pre-VCE subjects. It is **strongly recommended** that all Year 10 students select and study one accelerated VCE or VET subject as part of their Year 10 course. Accelerated VCE subjects must be approved by the overseeing course counsellor and Senior Sub School Leader, who must deem each student suitable based on teacher recommendation and data sets. Accelerated VET subjects must be approved by the Senior Pathways Coordinator. Students who are approved to undertake a VCE or VET subject are not expected to undertake Pre-VCE subjects however are encouraged to do so.

Note: Students must be at least 15 years of age at the commencement of a VET course.

Exemptions:

Some students may be exempt from undertaking a Pre-VCE, VCE or VET subject if they are identified as not being suitable by the Curriculum & Pedagogy Leader. Students deemed not suitable may include, but are not limited to, students who fall within these categories:

- Students under the Program for Students with a Disability
- Students with additional needs
- Students with extremely low literacy skills (stanine 3 or below)

Year 10 students who are categorised as High Ability, through meeting the following eligibility criteria, are **expected** to select and undertake at least one VCE or VET subject as part of their Year 10 program:

- The student is deemed suitable based on data, including but not limited to, GPA reports, ACER Stanine of 6 and above, and relevant teacher recommendations

Students who have been identified as High Ability and do not wish to undertake a VCE or VET subject must submit an **Acceleration Exemption Application Form**. The student may be required to attend an interview with the relevant Sub School Leader and nominated panel members. All opt-out requests must be approved by, and are at the discretion of, the relevant Sub School Leader or nominated delegate.

MASSIVE OPEN ONLINE COURSES (MOOCs)

All enhance students have the opportunity to undertake MOOCs instead of one school based Enhance elective. Interested students MUST collect a **MOOCs Application Form** from the Middle Sub School office and submit the form prior to their course counselling appointment. **ONLY** the Curriculum & Pedagogy Leader can approve this selection.

ACCELERATION REQUIREMENTS FOR ENGLISH

Students are not permitted to accelerate into English.

ACCELERATION REQUIREMENTS FOR MATHEMATICS

Specific guidelines exist for approval to accelerate into General Mathematics and Mathematical Methods. Students are not permitted to accelerate into Specialist Mathematics.

The following information is used to determine suitability for accelerating into these Maths subjects:

Mathematical Methods Units 1 & 2:

- Completion of the Year 10 Pre-VCE Advanced Maths course in Year 9, including a B grade average on all summative assessments and the end of year exam.
- Without complete Year 10 Pre-VCE Advanced Maths, students must have achieved an A grade average for all in Year 9 Core Maths summative assessment tasks including for the Algebra Unit.
- Achievement of a minimum of 75% on the entry exam
- Achievement of Band 9 or 10 on NAPLAN testing for numeracy
- Achievement of Stanine 8-9 on ACER testing for numeracy

General Mathematics Units 1 & 2:

- Achievement of an average of B or above on all summative assessments
- Achievement of a minimum of 70% on the entry exam
- Achievement of Stanine 6-7 on ACER testing for numeracy

ENHANCE SUBJECTS

ARTS (PERFORMING & VISUAL)
3D Drawing (Visual Communication Design)
Acting Out (Drama)
Animation (Media)
Animation (Media) Architecture (Visual Communication Design)
Architecture (Visual Communication Design)
#Going Viral – Twitch and YouTube (Media)
Drawing & Painting (Art Making and Exhibiting)
Enhance Dance (Dance)
Evolution of Music (Music)
Film Making (Media)
Graphic Design (Visual Communication Design)
Hip Hop & Street Style (Dance)
Is it Cake?! (Food Studies/Media)
Making Comics & Telling Stories (Art Making and Exhibiting /Media)
Music Band Performance 1 (Music)
Music Band Performance 2 (Music)
Page to Stage (Drama)
Photography (Art Making and Exhibiting /Media)
Sculpting with Multi Materials (Art Making and Exhibiting)
Street Art (Art Making and Exhibiting)
Pre-VCE Dance
Pre-VCE Drama
Pre-VCE Media
Pre-VCE Music
Pre-VCE Art Making and Exhibiting
Pre-VCE Visual Communication Design
ENGLISH
Core English 8 OR Core EAL 8
Core English 9 OR Core EAL 9
Core English 10 OR Core EAL 10 OR VPC Foundation Literacy

Gothic Literature: Madmen & Murderers
Plot Twists: Creative Writing and Getting Published
Rap Cypher
HEALTH & PHYSICAL EDUCATION
Core Year 8 Health & Physical Education
Core Year 9 Health
Basketball
General PE
Healthy Body, Healthy Mind
Leadership Skills (Health & Physical Education/Humanities/English)
Outdoor Adventure Education
Personal Training
Rugby Academy
Soccer
Team Sports
Pre-VCE Health & Human Development
Pre-VCE Physical Education
HUMANITIES
Crime & Justice (Legal Studies)
Disasters & Geology (Chemistry/Environmental Science/Geography)
Fight for Your Rights! (Australian & Global Politics/Legal Studies)
Like a Boss: Running Your Own Business (Business & Economics)
My Money (Business & Economics)
Myths & Legends (History)
Sustainability & Community Involvement (Biology/Geography)
World of Work (Business & Economics)
World Wars (History)
Pre-VCE Accounting
Pre-VCE Business Management
Pre-VCE Geography
Pre-VCE History
Pre-VCE Industry and Enterprise
Pre-VCE Legal Studies
Pre-VCE Philosophy

LANGUAGES

Arabic – Enhance

French (Elementary/Intermediate/Advanced)

Spanish – Enhance

MATHEMATICS

Core Maths 8

Core Maths 9 **OR** Advanced Maths 9

Core Maths 10 **OR** Advanced Maths 10

Maths for Life 8 / 9 / 10 (Years 8, 9 & 10 Core Maths Alternative)

Algebra 101

Algebra 102

Elite Algebra

Geometry

Invest Like the Best (Business & Economics/Mathematics)

Maths in Sport (Health & Physical Education/Mathematics)

SCIENCE

Bright Sparks (Physics)

Chemical Curiosity (Chemistry)

Disasters & Geology (Chemistry/Environmental Science/Geography)

Environmental Science (Environmental Science/Geography)

Fantastic Beasts (Biology)

Forensic Science

Year 8 Core Inquiry Science

Year 9 & 10 Inquiry Science

Medicine & Disease (Biology)

Neuroscience (Psychology)

Out of this World: Space Science (Physics)

Sustainability & Community Involvement (Biology/Geography)

Pre-VCE Biology

Pre-VCE Chemistry

Pre-VCE Environmental Science

Pre-VCE Physics

Pre-VCE Psychology

STEAM

Computer Game Design

Computer Programming

Design to Innovate

Design Technology: Textiles/Fashion

Design Technology: Jewellery

Esports

Creative Cooking

Food Studies

Global Bites

Grow, Cook, Eat (Food Studies/ Humanities)

Is it Cake?! (Food Studies/Media)

Mechatronics

Pre-VCE Product Design and Technology

Pre-VCE Systems Engineering

Robotics

Web Design and Development

VET SUBJECTS OFFERED AT SCHOOL

Cert II Business

Cert II Community Services

Cert II Information, Digital Media and Technology

Paddock to Product (P2P)

Cert II Kitchen Operations

Cert II Outdoor Recreation

Cert III Sport and Recreation - Mixed Sports

Cert III Sport and Recreation - Senior Rugby Academy

School Based Apprenticeship or Traineeship (SBAT) Parks and Gardens – subject to interview

VISUAL & PERFORMING ARTS

The Arts include Dance, Drama, Media Arts, Music, Visual Arts, and Visual Communication Design.

The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines, and traditions that have shaped the expression of culture locally, nationally, and globally. Students are both artist and audience in the Arts. They make and respond and learn to appreciate the specific ways this occurs in different disciplines.

The Arts present ideas that are dynamic and rich in tradition. Through engaging in The Arts students are entertained, challenged, and provoked to respond to questions and assumptions about individual and community identity, taking into account different histories and cultures. The Arts contributes to the development of confident and creative individuals and enriches Australian society. Students express, represent, and communicate ideas in contemporary, traditional, and emerging arts forms. In Dance, Drama, and Music students explore the performing arts whilst in Media Arts, Visual Arts, and Visual Communication Design students explore the world of visual representation and expression.

The significant contributions of Aboriginal and Torres Strait Islander peoples to Australia's arts heritage and contemporary arts practices are explored across the Arts, and students are encouraged to respect and value these unique and evolving traditions.

VISUAL & PERFORMING ARTS

3D DRAWING (VISUAL COMMUNICATION DESIGN)

Subject Description:

In this subject, students learn the fundamental skills required for three-dimensional drawing. They will learn perspective drawing (one point and two point) as well as paraline drawing (isometric and planometric). Students will learn these skills, and then apply them by working through a design process and producing appropriate presentations. Students will have the opportunity to use CAD software such as Google Sketch-up to aid with the design solutions.

Assessment:

- Portfolio of final presentations
- Visual communication analysis
- CAD final presentation
- Pitch presentation and evaluation

Advice to Students:

This subject is recommended to students who want to develop their three-dimensional drawing skills. It challenges students to be creative while following a structure, which is why this is recommended to any students who want to improve in either of these areas. This subject also provides a foundation in skills for those students who are planning to continue with Visual Communication Design in future years, and as such is highly recommended for those students.

Recommendation: It is highly recommended that students undertake this subject to study VCE Visual Communication Design in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Logo Making</i>	3D Drawing	<i>Architecture OR Graphic Design</i>	<i>Pre-VCE Visual Communication Design</i>	<i>VCE Visual Communication Design Units 1 & 2</i>	<i>VCE Visual Communication Design Units 3 & 4</i>
Option Two	<i>Logo Making</i>	<i>Graphic Design</i>	3D Drawing	<i>Architecture</i>	<i>VCE Visual Communication Design Units 1 & 2</i>	<i>VCE Visual Communication Design Units 3 & 4</i>
Acceleration Option			<i>Pre-VCE Visual Communication Design</i>	<i>VCE Visual Communication Design Units 1 & 2</i>	<i>VCE Visual Communication Design Units 3 & 4</i>	

**These are sample options. Please consider all Performing & Visual Arts Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Coombes

VISUAL & PERFORMING ARTS

ACTING OUT (DRAMA)

Subject Description:

In this subject, students will either begin their drama journey or further develop their acting skills and scriptwriting ability. Through an array of practical activities and exercises they will learn how to use improvisation to create roles and characters, discover the steps to creating and writing plays, and discover how to incorporate different styles and conventions of acting along the way. Students will become more familiar with the language of drama as they use and write about skills, techniques, and elements in every activity.

Assessment:

- Practical drama activities and exercises
- Peer feedback and self-reflection
- Research assignment and scriptwriting

Advice to Students:

There are no prerequisites for undertaking any Drama subject, however you must be willing to participate in all activities, work with others, and bring positive energy!

Recommendation: It is recommended that students undertake this subject to study VCE Drama in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Stand & Deliver</i>	Acting Out	<i>Page to Stage</i>	<i>Pre-VCE Drama</i>	<i>VCE Drama Units 1 & 2</i>	<i>VCE Drama Units 3 & 4</i>
Option Two	<i>Stand & Deliver</i>	<i>Page to Stage</i>	Acting Out	Acting Out OR <i>Page to Stage</i>	<i>VCE Drama Units 1 & 2</i>	<i>VCE Drama Units 3 & 4</i>
Acceleration Option			<i>Pre-VCE Drama</i>	<i>VCE Drama Units 1 & 2</i>	<i>VCE Drama Units 3 & 4</i>	

*These are sample options. Please consider all Visual & Performing Arts Enhance subjects across Years 8-10

Teachers to see for advice regarding this subject: Ms Lingard

VISUAL & PERFORMING ARTS

ANIMATION (MEDIA)

Subject Description:

In this subject, students learn how to create awesome animations using a variety of different software. Students will watch and learn from the best before attempting stop-motion, web animation, and 3D rendered animations. Assessment has a practical basis and students will also learn how to self-publish their work and share it with the world.

Assessment:

- Practical production tasks: Planning, making, and editing animations
- Written analysis of practical tasks, including short evaluations of animated texts

Advice to Students:

There is no pre-requisite for this subject, however students should be aware that the subject involves a process to arrive at a successful animation. Students should be willing to research, analyse, plan, structure, develop, and refine their work as they create their animations.

Recommendation: It is recommended that students undertake this subject to study VCE Media in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Filmmaking 101</i>	Animation	<i>Film Making</i>	<i>Pre-VCE Media</i>	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>
Option Two	<i>Filmmaking 101</i>	<i>Esports</i>	Animation	<i>#Going Viral</i>	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>
Option Three	<i>Filmmaking 101</i>	<i>Lights, Camera, Cook!</i>	<i>Making Comics & Telling Stories</i>	Animation	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>
Acceleration Option			<i>Pre-VCE Media</i>	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>	

*These are sample options. Please consider all Visual & Performing Arts/Digital & Design Technologies Enhance subjects across Years 8-10

Teachers to see for advice regarding this subject: Mr Marriott

VISUAL & PERFORMING ARTS

ARCHITECTURE (VISUAL COMMUNICATION DESIGN)

Subject Description:

In this subject, students develop skills needed in order to design buildings, structures, and environments. Students will generate, develop, and refine buildings and structures in response to a design brief. They will use manual and digital drawing methods to create these structures and environments and learn the technical skills necessary for their production. They will learn how to accurately draw floor plans and transfer these to three-dimensional design. Students will also analyse and evaluate the factors that influence design decisions in a range of visual communications from different historical, social, and cultural contexts.

Assessment:

- Portfolio of manual and digital presentations
- Environmental design analysis
- Design process work
- Pitch presentation

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Logo Making</i>	Architecture	<i>3D Drawing OR Graphic Design</i>	<i>Pre-VCE Visual Communication Design</i>	<i>VCE Visual Communication Design Units 1 & 2</i>	<i>VCE Visual Communication Design Units 3 & 4</i>
Option Two	<i>Logo Making</i>	<i>Graphic Design</i>	Architecture	<i>3D Drawing</i>	<i>VCE Visual Communication Design Units 1 & 2</i>	<i>VCE Visual Communication Design Units 3 & 4</i>
Acceleration Option			<i>Pre-VCE Visual Communication Design</i>	<i>VCE Visual Communication Design Units 1 & 2</i>	<i>VCE Visual Communication Design Units 3 & 4</i>	

**These are sample options. Please consider all Performing & Visual Arts Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Coombes

VISUAL & PERFORMING ARTS

#GOING VIRAL – TWITCH & YOUTUBE (MEDIA)

Subject Description:

In this subject, students learn how to create and maintain their own YouTube channel, they learn professional skills in the production of content and next-level marketing to get their hits right up. Students will learn about visual language and narrative structure; they will also develop the skills needed to create high-quality content to entertain their viewers and maybe even make money from their channel. We are not saying you will be the next PewDiePie, Yuya, or Ryan’s World, but...somebody will.

Assessment:

- Ongoing portfolio of short media products
- Short and medium length analysis tasks
- Research assignment

Advice to Students:

This subject is a must for all those aspiring social media entrepreneurs out there! We strongly recommend that students choose this subject immediately as it introduces students to one of the most rapidly growing industries in the world.

The knowledge contained within this subject will be useful for any student interested in social media presence, whether they want to promote a budding business or become the next Twitch sensation.

Many students are already making money from online platforms, and this might be your chance to earn a few dollars whilst you complete your high school studies!

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Filmmaking 101</i>	#Going Viral	<i>Animation</i>	<i>Pre-VCE Media</i>	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>
Option Two	<i>Filmmaking 101</i>	<i>Animation</i>	#Going Viral	<i>Film Making</i>	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>
Option Three	<i>Filmmaking 101</i>	<i>Is it Cake?!</i>	<i>Esports</i>	#Going Viral	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>
Acceleration Option			<i>Pre-VCE Media</i>	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>	

**These are sample options. Please consider all Visual & Performing Arts Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Coombes & Mr Marriott

VISUAL & PERFORMING ARTS

DRAWING & PAINTING (ART MAKING AND EXHIBITING)

Subject Description:

Drawing and painting skills are the foundation for so many areas of creative industry. To be able to capture a face, a place, an event, a memory or feeling in pencil or paint is a common wish. Drawing and painting are ancient traditions that continually reinvent themselves as society and technology move forward into the future. In this subject, students will learn important skills and histories in drawing and painting as well as explore their own personal ideas, interests, and sources of inspiration to express their life and times as the artists of HPSC.

Assessment:

- Student led inquiry
- Planning and management individually and within teams
- A folio of work created throughout the semester
- Reflection documents

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking the unit should be confident, independent, and self-managed learners who are passionate about the creative process of artmaking.

Recommendation: It is highly recommended that students undertake this subject to study VCE Art Making and Exhibiting in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Art</i>	<i>Drawing & Painting</i>	<i>Street Art</i>	<i>Pre-VCE Art Making and Exhibiting</i>	<i>VCE Art Making and Exhibiting Units 1 & 2</i>	<i>VCE Art Making and Exhibiting Units 3 & 4</i>
Option Two	<i>Art</i>	<i>Photography</i>	<i>Drawing & Painting</i>	<i>Sculpting with Multi Materials</i>	<i>VCE Art Making and Exhibiting Units 1 & 2</i>	<i>VCE Art Making and Exhibiting Units 3 & 4</i>
Option Three	<i>Art</i>	<i>Street Art</i>	<i>Making Comics & Telling Stories</i>	<i>Drawing & Painting</i>	<i>VCE Art Making and Exhibiting OR Media Units 1 & 2</i>	<i>VCE Art Making and Exhibiting OR Media Units 3 & 4</i>
Acceleration Option			<i>Pre-VCE Art Making and Exhibiting</i>	<i>VCE Art Making and Exhibiting Units 1 & 2</i>	<i>VCE Art Making and Exhibiting Units 3 & 4</i>	

*These are sample options. Please consider all Visual & Performing Arts Enhance subjects across Years 8-10
Teachers to see for advice regarding this subject: Ms Fee, Mr Horsfall, & Ms Long

VISUAL & PERFORMING ARTS

ENHANCE DANCE (DANCE)

Subject Description:

Students in Advance Dance will further develop and build upon their dance skills, performance skills, and technique.

They will continue to increase their understanding of dance terminology as they learn and practise skills and techniques throughout their classes. This will also assist in their ability to analyse their own dance movement as well as that of others.

Students gain a deeper understanding of the technical and expressive skills required to perform different styles of dance as they continue to develop and strengthen their movement vocabulary and performance skills.

This subject is designed to be taken more than once over the Enhance stage of learning. The curriculum allows variation in content and degree of difficulty in choreography, which will be determined by the needs of the student group and current directions in dance music.

Assessment:

- Practical dance activities and exercises
- The ability to learn and memorize choreography
- The ability to choreograph a dance sequence in a group
- Performance in front of an audience
- Analyse the history and culture of dance styles and consider how they influence culture today
- Self-reflection and analysis questions/responses

Advice to Students:

There are no prerequisites for undertaking any Dance subject, however you must be willing to participate in all activities, work with others, and perform to an audience!

Recommendation: It is recommended that students undertake this subject to study VCE Dance in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option 1	<i>Dance</i>	Enhance Dance	Hip Hop & Street Style	<i>Pre-VCE Dance</i>	<i>VCE Dance Units 1 & 2</i>	<i>VCE Dance Units 3 & 4</i>
Option 2	<i>Dance</i>	Hip Hop & Street Style	Enhance Dance	<i>Pre-VCE Dance</i>	<i>VCE Dance Units 1 & 2</i>	<i>VCE Dance Units 3 & 4</i>
Acceleration Option			<i>Pre-VCE Dance</i>	<i>VCE Dance Units 1 & 2</i>	<i>VCE Dance Units 3 & 4</i>	

**These are sample options. Please consider all Visual & Performing Arts Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Krieg

VISUAL & PERFORMING ARTS

EVOLUTION OF MUSIC (MUSIC)

Subject Description:

In term 1, students will explore songs that have had an impact in the world, learning about various genres of music including Hip Hop, Blues, Folk, R&B, and Rock 'n' Roll music. They work towards performing one of these songs as a band.

In term 2, students investigate performance practices relevant to a music style, tradition or genre. They create an investigation topic that interests them and prepare a solo and/or group performance demonstrating knowledge and understanding of their topic, incorporating music technology and/or live performance.

Assessment:

- Performances and/or recordings
- Research task
- Analysis of chosen works

Advice to Students:

There are no prerequisites for undertaking this subject, however, experience playing a musical instrument is an advantage.

This subject is recommended for students who have a passion for Music and an interest in composition.

It is highly recommended that students undertake at least one Enhance Music subject and/or Instrumental Music lessons to study VCE Music Performance in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Try an Instrument</i>	<i>Music Band Performance 1 or 2</i>	Evolution of Music	<i>Pre-VCE Music</i>	<i>VCE Music Performance Units 1 & 2</i>	<i>VCE Music Performance Units 3 & 4</i>
Option Two	<i>Try and Instrument</i>	Evolution of Music	<i>Music Band Performance 1</i>	<i>Music Band Performance 2</i>	<i>VCE Music Performance Units 1 & 2</i>	<i>VCE Music Performance Units 3 & 4</i>
Acceleration Option			<i>Pre-VCE Music</i>	<i>VCE Music Performance Units 1 & 2</i>	<i>VCE Music Performance Units 3 & 4</i>	

**These are sample options. Please consider all Visual & Performing Arts Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Guerra Marin (Ms G) & Mr Andrews

VISUAL & PERFORMING ARTS

FILM MAKING (MEDIA)

Subject Description:

In this subject, students create short films with sophisticated visual and audio effects. Students learn about the production process and apply this to their own practical work. Students will watch and learn from the best before attempting to create their own short films. They will also use editing software to add high level audio and visual effects to their work. Assessment has a practical basis and students will learn how to self-publish their work and share it with the world.

Assessment:

- A digital portfolio of short film Products
- Analysis assignment
- Ongoing coursework, including practical work

Advice to Students:

If you want to enter into any of the many media industries, this is the subject for you! People have been making, watching, and writing about movies for just over a century. In a culture that increasingly relies on visual information, an understanding of the moving image is essential to understanding society. The Big Screen is a vibrant program that develops this critical visual literacy. It equips you with a range of skills for understanding and analysing cinema as a vital and yet everyday part of modern life. Through close familiarity with a range of case studies, you will come to understand the social, cultural, aesthetic, and political dimensions of cinema in different contexts and at different times.

Recommendation: It is recommended that students undertake this subject to study VCE Media in the future

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Filmmaking 101</i>	Film Making	<i>#Going Viral</i>	<i>Pre-VCE Media</i>	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>
Option Two	<i>Filmmaking 101</i>	<i>Esports</i>	Film Making	<i>Animation</i>	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>
Option Three	<i>Filmmaking 101</i>	<i>Is it Cake?!</i>	<i>Making Comics & Telling Stories</i>	Film Making	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>
Acceleration Option			<i>Pre-VCE Media</i>	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>	

**These are sample options. Please consider all Visual & Performing Arts/Digital & Design Technologies Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Marriott

VISUAL & PERFORMING ARTS

GRAPHIC DESIGN (VISUAL COMMUNICATION DESIGN)

Subject Description:

In this subject, students will learn about digital drawing methods using programs such as Adobe Illustrator, Photoshop, and InDesign to edit photos, design logos, magazines, and other publications. They will follow the design process, learning how to create visual communications for specific purposes and clients. Students will also learn about printing hardcopy designs and managing digital artworks, all the skills a Graphic Designer needs.

Assessment:

- Portfolio of digital presentations
- Printed presentations
- Visual Communication analysis
- Pitch presentation

Advice to Students:

This subject is designed to appeal to creative students who want to improve their digital skills (with Photoshop and Illustrator in particular) but who also have an interest in design.

This is a great subject to choose if students are planning on doing Visual Communication Design, Media, or Art Making and Exhibiting as the digital skills are useful in each of these moving into VCE. Students are also able to develop drawing skills as they work through the design process before producing their digital design solution. Multimedia is a growing industry and having a foundation in industry standard software is useful if this is a career direction.

Recommendation: It is highly recommended that students undertake this subject to study VCE Visual Communication Design in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Logo Design</i>	Graphic Design	<i>Architecture OR 3D Drawing</i>	<i>Pre-VCE Visual Communication Design</i>	<i>VCE Visual Communication Design Units 1 & 2</i>	<i>VCE Visual Communication Design Units 3 & 4</i>
Option Two	<i>Logo Design</i>	<i>3D Drawing</i>	Graphic Design	<i>Architecture: Let's Get Technical</i>	<i>VCE Visual Communication Design Units 1 & 2</i>	<i>VCE Visual Communication Design Units 3 & 4</i>
Acceleration Option			<i>Pre-VCE Visual Communication Design</i>	<i>VCE Visual Communication Design Units 1 & 2</i>	<i>VCE Visual Communication Design Units 3 & 4</i>	

**These are sample options. Please consider all Visual & Performing Arts Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Coombes

VISUAL & PERFORMING ARTS

HIP HOP & STREET STYLE (DANCE)

Subject Description:

This subject is designed to be a depth study of hip hop and street style technique, history and culture. Students will be able to refine and develop their skills as a hip hop dancer, crew member and freestyler.

Students will learn the true technique of hip hop and refine their skills over the course of the semester to build a deep awareness of their skills and areas for improvement as hip hop and street dancer. They learn how to choreograph hip hop routines for different purposes (competitions/street performances/films) and analyse their own choreography and the choreography of others. Students will develop their skills as freestyle dancers by learning to improvise and draw on a wide range of concepts to develop their individual style. They learn about the history and culture of hip hop, considering its cultural relevance today. Students also consider the ethical implications of drawing of minority cultures to influence their dance and how to engage authentically in the dance world.

Assessment:

- **Research & Analysis** - Student research the history and culture of hip hop and other street styles and consider its cultural relevance today. This task includes an analysis of a routine.
- **Crew Performance (First Term)** - Students choreograph and perform a hip hop dance routine. They complete a written evaluation of their performance as a crew and individuals.
- **Crew Performance (Second Term)** - Students choreograph and perform a hip hop dance routine. They complete a written evaluation of their performance as a crew and individuals.
- **Dance Journal (Ongoing)** - Students complete a series of tasks throughout the term where they reflect on their development as a dancer and the styles that are beginning to influence their personal style. Students reflect on their routines and the way they work in teams to develop their skills as a performer, dancer and team member.

Advice to Students:

There are no prerequisites for undertaking this subject, Hip Hop and Street Style. Students considering undertaking the unit should be interested in the world of street dance and be willing to challenge themselves to try new styles and perform in class and in front of a range of audiences.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Dance</i>	<i>Enhance Dance</i>	Hip Hop & Street Style	<i>Pre-VCE Dance</i>	<i>VCE Dance Units 1 & 2</i>	<i>VCE Dance Units 3 & 4</i>
Option Two	<i>Dance</i>	Hip Hop & Street Style	<i>Enhance Dance</i>	<i>Pre-VCE Dance</i>	<i>VCE Dance Units 1 & 2</i>	<i>VCE Dance Units 3 & 4</i>
Acceleration Option		Hip Hop & Street Style	<i>Pre-VCE Dance</i>	<i>VCE Dance Units 1 & 2</i>	<i>VCE Dance Units 3 & 4</i>	

**These are sample options. Please consider all Visual & Performing Arts Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms McRae

VISUAL & PERFORMING ARTS

IS IT CAKE?! (FOOD STUDIES/MEDIA)

Subject Description:

This class will combine cooking and filming to create your very own reality show. You will be challenged to cook the tastiest and most beautiful food whilst competing against your classmates. All the while, you will film your culinary challenges and edit the footage to make an entertaining television show.

This will require a keen eye for detail and an ability to keep on trialing and being prepared to make mistakes. Students will work in teams to bounce ideas and support and challenge each other. Students will create a television program showing all of the different ideas that they have been working on during the design process, learning new tricks and tips along the way as classmates or the teacher demonstrate masterclass ideas to help with the evolution of development. These television episodes will be uploaded to a dedicated YouTube channel. The best part of this is you get to eat your mistake and keep on trying!

Assessment:

- Design process documentation: This can be written, v-log, podcast (anyway), or video record
- Presentation of final product from Media and Food.

Advice to Students:

This subject combines your love of food and television into one awesome class! In this class, you will combine the practical skills you learn in the kitchen with camera techniques to bring your cooking to life. If you are interested in learning how to create television programs and cook fantastic food at the same time, then this class is for you. This subject serves as an introduction to other Food Studies classes and to other Media classes, so it is win-win!

There are no prerequisites for this subject, and it is a great pathway to branch out into other Media subjects or Food Studies subjects.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Film Making 101</i>	<i>Is it Cake?!</i>	<i>Film Making</i>	<i>Pre-VCE Media</i>	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>
Option Two	<i>Snack Attack</i>	<i>Global Bites</i>	<i>Food Science</i>	<i>Is it Cake?!</i>	<i>VCE Food Studies Units 1 & 2</i>	<i>VCE Food Studies Units 3 & 4</i>
Option Three	<i>Snack Attack</i>	<i>Let's Cook</i>	<i>Is it Cake?!</i>	<i>Film Making</i>	<i>VCE Food Studies Units 1 & 2</i>	<i>VCE Food Studies Units 3 & 4</i>
Acceleration Option			<i>Pre-VCE Media</i>	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>	

**These are sample options. Please consider all Visual & Performing Arts/Digital & Design Technologies Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Marriott

VISUAL & PERFORMING ARTS

MAKING COMICS & TELLING STORIES (MEDIA/ART MAKING AND EXHIBITING)

Subject Description:

This subject caters for students who have a love and passion for comic books and graphic novels, art, and storytelling. The traditional ways of making comic books are always being replaced but storytelling principles will always remain. No matter the drawing style, students will be shown better ways to put one picture after another to tell a story.

Students will be taught how to:

- Choose the correct image, frame, and panel
- Create stories: Development of characters, environment, and stories
- The use of text: Using the correct combination of words and pictures
- Choice of media: Hand-drawn or digital.

Assessment:

- A folio will be generated to demonstrate student development
- Students will write text specifically for their graphic novel as well as an evaluation
- Production of a final graphic novel

Advice to Students:

There is no pre-requisite for this subject, however students are expected to follow a design/studio process to arrive at their graphic novel. This involves exploring materials, techniques, and technologies, developing a personal style, and exploring and expressing ideas, concepts, and themes in a graphic novel format. This entails visual and written text. Recommendation: It is recommended that students undertake this subject to study VCE Media and/or VCE Art Making and Exhibiting in the future

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Filmmaking 101</i>	<i>Making Comics & Telling Stories</i>	<i>Film Making</i>	<i>Pre-VCE Media</i>	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>
Option Two	<i>Art</i>	<i>Drawing & Painting</i>	<i>Making Comics & Telling Stories</i>	<i>Pre-VCE Art Making and Exhibiting</i>	<i>VCE Art Making and Exhibiting Units 1 & 2</i>	<i>VCE Art Making and Exhibiting Units 3 & 4</i>
Option Three	<i>Art OR Filmmaking 101</i>	<i>Animation</i>	<i>Street Art</i>	<i>Making Comics & Telling Stories</i>	<i>VCE Media OR Art Making and Exhibiting Units 1 & 2</i>	<i>VCE Media OR Art Making and Exhibiting Units 3 & 4</i>
Acceleration Option			<i>Pre-VCE Media OR Art Making and Exhibiting</i>	<i>VCE Media OR Art Making and Exhibiting Units 1 & 2</i>	<i>VCE Media OR Art Making and Exhibiting Units 3 & 4</i>	

**These are sample options. Please consider all Visual & Performing Arts Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Horsfall & Mr Marriott

VISUAL & PERFORMING ARTS

MUSIC BAND PERFORMANCE 53

Subject Description:

In this subject, students learn the fundamentals of how to play band instruments, including chords, as well as ensemble skills. During the semester, they form a small ensemble/band and listen to songs from different music genres to help inform their own performances.

Skills taught in this subject:

- Playing an instrument
- Performing inside and outside of the classroom
- Reading music
- Playing in a small ensemble
- Listening to and learning from other musicians

Assessment:

- Small group performances
- Listening tasks
- Written reflection tasks
- Demonstrate music literacy at a fundamental level

Advice to Students:

This subject is only for beginner students who have had little/no experience playing an instrument.

Students considering undertaking this subject should be confident, independent, and self-managed learners who are comfortable performing in front of the teacher and the class.

This subject is recommended for students who have a passion for Music and are interested in learning how to play in small ensembles/bands.

Students considering undertaking the subject are advised to undertake instrumental lessons at Hampton Park Secondary College for further support.

Recommendation: It is recommended that students undertake this subject to study Pre-VCE Music in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Try an Instrument</i>	Music Band Performance 1	<i>Evolution of Music</i>	<i>Pre-VCE Music</i>	<i>VCE Music Performance Units 1 & 2</i>	<i>VCE Music Performance Units 3 & 4</i>
Option Two	<i>Try an Instrument</i>	<i>Evolution of Music</i>	Music Band Performance1	<i>Music Band Performance 2</i>	<i>VCE Music Performance Units 1 & 2</i>	<i>VCE Music Performance Units 3 & 4</i>
Acceleration Option			<i>Pre-VCE Music</i>	<i>VCE Music Performance Units 1 & 2</i>	<i>VCE Music Performance Units 3 & 4</i>	

**These are sample options. Please consider all Visual & Performing Arts Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Guerra Marin & Mr. Andrews

VISUAL & PERFORMING ARTS

MUSIC BAND PERFORMANCE 2 (MUSIC)

Subject Description:

Students will further develop the fundamentals of how to play band instruments, including chords, as well as ensemble skills. During the semester, they form a small ensemble/band and listen to songs from different music genres to help inform, develop, and further refine their own performances.

Skills further developed in this subject:

- Playing an instrument and reading music
- Performing inside and outside of the classroom
- Playing in a small ensemble and rehearsing with increasing independence and self-critique
- Listening to and learning from other musicians

Assessment:

- Small group performances and listening tasks
- Written reflection and evaluation tasks
- Ability to rehearse, self-critique, and collaborate
- Demonstrate music literacy at a proficient level

Advice to Students:

This subject is only for intermediate students who have had **at least 1 or more years' experience learning an instrument!** Students considering undertaking the subject should be confident, independent, and self-managed learners who are comfortable performing in front of the teacher and the class.

This subject is recommended for students who have a passion for Music and are interested in learning how to play in small ensembles/bands. Students considering undertaking this subject are advised to undertake instrumental lessons at Hampton Park Secondary College for further support.

Recommendation: It is recommended that students undertake this subject to study Pre-VCE Music and VCE Music Performance in the future.

Entry test: Students need to demonstrate their experience by playing a piece/singing a song/playing and singing a song to do this subject.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Try an Instrument</i>	School of Rock 1 or 2	<i>Music that Changed the World</i>	<i>Pre-VCE Music</i>	<i>VCE Music Performance Units 1 & 2</i>	<i>VCE Music Performance Units 3 & 4</i>
Option Two	<i>Try and Instrument</i>	<i>Music that Changed the World</i>	<i>School of Rock 1</i>	School of Rock 2	<i>VCE Music Performance Units 1 & 2</i>	<i>VCE Music Performance Units 3 & 4</i>
Acceleration Option			<i>Pre-VCE Music</i>	<i>VCE Music Performance Units 1 & 2</i>	<i>VCE Music Performance Units 3 & 4</i>	

**These are sample options. Please consider all Visual & Performing Arts Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Andrews & Ms Guerra Marin

VISUAL & PERFORMING ARTS

PAGE TO STAGE (DRAMA)

Subject Description:

Page to Stage is for those students who wish to discover all aspects of theatre, form a production company, and put on a production! Students will get hands-on experience and learn about many of the areas that combine to create a theatre production. This will include experiencing such elements as acting, directing, scriptwriting, lighting and sound design and operation, costume and props, set building, artwork, and stage management. The group will work as a production team, negotiating their roles (jobs) within the theatre company and following a timeline to the end product of a performance evening!

Assessment:

- Commitment to the production company
- Research assignments
- Practical and written assessment tasks

Advice to Students:

There are no prerequisites for undertaking any Drama subject, however, you must be willing to participate in all activities, work with others, and bring positive energy!

Recommendation: It is recommended that students undertake this subject to study VCE Drama in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Stand & Deliver</i>	<i>Acting Out</i>	Page to Stage	<i>Pre-VCE Drama</i>	<i>VCE Drama Units 1 & 2</i>	<i>VCE Drama Units 3 & 4</i>
Option Two	<i>Stand & Deliver</i>	Page to Stage	<i>Acting Out</i>	<i>Acting Out</i> OR <i>Page to Stage</i>	<i>VCE Drama Units 1 & 2</i>	<i>VCE Drama Units 3 & 4</i>
Acceleration Option			<i>Pre-VCE Drama</i>	<i>VCE Drama Units 1 & 2</i>	<i>VCE Drama Units 3 & 4</i>	

**These are sample options. Please consider all Visual & Performing Arts Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Lingard

VISUAL & PERFORMING ARTS

PHOTOGRAPHY (ART MAKING AND EXHIBITING/MEDIA)

Subject Description:

In this subject, students will learn the skill set required for effective high standard photography. Students will develop an understanding of the DSLR including techniques and camera settings. Students will also learn artistic skills in the areas of framing and composition, post-production with Adobe Photoshop and Lightroom.

Assessment:

Students will be assessed once per term and the assessment will be based upon class projects, participation, and the collation of folios of photographs that demonstrate their learning. These assessment tasks are cumulative and happen over an extended period of time. Students participate in formal photo shoots and have time to develop their best works.

Advice to Students:

This subject is designed for students who are passionate about photography and filmmaking. The course content is built around the art of Digital Photography and will inform students about the latest technologies and techniques available to the photographer. These technologies are constantly evolving and improving, and students will be encouraged to learn about them in a practical way.

If you want to become an excellent photographer, this subject will teach you all the skills you need to know.

There are no pre-requisites for this subject.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Filmmaking 101</i>	Photography	<i>Film Making</i>	<i>Pre-VCE Media</i>	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>
Option Two	<i>Art</i>	<i>Drawing & Painting</i>	Photography	<i>Pre-VCE Art Making and Exhibiting</i>	<i>VCE Art Making and Exhibiting Units 1 & 2</i>	<i>VCE Art Making and Exhibiting Units 3 & 4</i>
Option Three	<i>Filmmaking 101</i>	<i>Is it Cake?!</i>	<i>#Going Viral</i>	Photography	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>
Acceleration Option			<i>Pre-VCE Media OR Art Making and Exhibiting</i>	<i>VCE Media OR Art Making and Exhibiting Units 1 & 2</i>	<i>VCE Media OR Art Making and Exhibiting Units 3 & 4</i>	

*These are sample options. Please consider all Visual & Performing Arts Enhance subjects across Years 8-10

Teachers to see for advice regarding this subject: Mr Horsfall & Ms Fee

VISUAL & PERFORMING ARTS

SCULPTING WITH MULTI MATERIALS (ART MAKING AND EXHIBITING)

Subject Description:

In this subject, students will use clay, wire, wood, Modroc, papier mâché and/or existing objects to create three-dimensional artforms including sculpture, functional art objects, and/or installation.

Students will investigate, practice, develop, and evaluate the practical skills and knowledge needed to create these three-dimensional artworks. This involves investigating the practice of renowned artists from a range of cultures and eras.

Assessment:

- Folio/visual diary showing planning and development of 3D artwork
- Series of final 3D artworks
- Written reflective pieces on the practice/process of art making

Advice to Students:

There is no prerequisite for this subject, but it is recommended for students who have a passion for hands-on artmaking and who are willing to try new methods. Students must be aware that they will work with a range of modelling and construction materials and techniques which can involve both fine and gross motor skills.

Recommendation: This subject is highly recommended for students who wish to take VCE Art Making and Exhibiting in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Art	Sculpting with Multi Materials	Drawing & Painting	Pre-VCE Art Making and Exhibiting	VCE Art Making and Exhibiting Units 1 & 2	VCE Art Making and Exhibiting Units 3 & 4
Option Two	Art	Street Art	Sculpting with Multi Materials	Making Comics & Telling Stories	VCE Art Making and Exhibiting Units 1 & 2	VCE Art Making and Exhibiting Units 3 & 4
Option Three	Art	Drawing & Painting	Photography	Sculpting with Multi Materials	VCE Art Making and Exhibiting Units 1 & 2	VCE Art Making and Exhibiting Units 3 & 4
Acceleration Option			Pre-VCE Art Making and Exhibiting	VCE Art Making and Exhibiting Units 1 & 2	VCE Art Making and Exhibiting Units 3 & 4	

*These are sample options. Please consider all Visual & Performing Arts Enhance subjects across Years 8-10

Teachers to see for advice regarding this subject: Mr Horsfall, Ms Fee, & Ms Long

VISUAL & PERFORMING ARTS

STREET ART (ART MAKING AND EXHIBITING)

Subject Description:

Street art is the type of art that inspires our day-to-day experiences in public and community spaces. This subject investigates how street art and similar types of art practice can inform, challenge, delight, and provide a sense of belonging through both the creative process and the experience of the viewer. Students will engage in an artmaking practice that aims to enrich and inspire the community of HPSC.

Indoor and outdoor projects will be proposed and developed by students and could include murals, mosaics, aerosol stenciling, 2D and 3D installations, 'woodblocking', textiles, sticker art, zine production, digital projections, and 'land' art. Students will develop artmaking ideas from their own experience of popular culture, humour, nostalgia, nature, human experience, and identity. Sustainable practices will be a consideration in their practice,

Assessment:

- Folio based assessment: An ongoing studio process involving brainstorming, art trials and development, individual student projects, and collaborative projects in a range of street art forms
- Written worksheets and research tasks
- Written reflection and evaluation of their own art

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking the unit should be confident, independent, and self-managed learners who are passionate about the creative process of artmaking.

Recommendation: It is recommended that students undertake this subject to study VCE Art Making and Exhibiting in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Art	Street Art	<i>Drawing & Painting</i>	<i>Pre-VCE Art Making and Exhibiting</i>	<i>VCE Art Making and Exhibiting Units 1 & 2</i>	<i>VCE Art Making and Exhibiting Units 3 & 4</i>
Option Two	Art	<i>Sculpting with Multi Materials</i>	Street Art	<i>Making Comics & Telling Stories</i>	<i>VCE Art Making and Exhibiting Units 1 & 2</i>	<i>VCE Art Making and Exhibiting Units 3 & 4</i>
Option Three	Art	<i>Drawing & Painting</i>	<i>Photography</i>	Street Art	<i>VCE Art Making and Exhibiting Units 1 & 2</i>	<i>VCE Art Making and Exhibiting Units 3 & 4</i>
Acceleration Option			<i>Pre-VCE Art Making and Exhibiting</i>	<i>VCE Art Making and Exhibiting Units 1 & 2</i>	<i>VCE Art Making and Exhibiting Units 3 & 4</i>	

*These are sample options. Please consider all Visual & Performing Arts Enhance subjects across Years 8-10

Teachers to see for advice regarding this subject: Ms Fee, Ms Long, & Mr Horsfall

VISUAL & PERFORMING ARTS

PRE-VCE DANCE

Subject Description:

This subject will prepare students for the Units 1 & 2 in Dance, by further building upon their understanding of dance terminology, as well as developing their dancing skills, performance skills, and technique.

Students gain a deeper understanding of the expectations that VCE Dance requires. As students continue to strengthen their movement vocabulary and performance skills, they will also develop their ability to analyse the work of other choreographers as well as their own.

Assessment:

- Practical dance activities and exercises
- The ability to learn and memorize choreography
- The ability to choreograph a dance sequence in a group
- Performance in front of an audience
- Self-reflection and analysis questions/responses
- Dance Journal

Advice to Students:

There are no prerequisites for undertaking any Dance subject, however, you must be willing to participate in all activities, work with others and perform to an audience!

Recommendation: It is highly recommended that you take Pre-VCE Dance if you wish to take VCE Dance in the following year.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Dance</i>	<i>Enhance Dance</i>	<i>Hip Hop & Street Style</i>	Pre-VCE Dance	<i>VCE Dance Units 1 & 2</i>	<i>VCE Dance Units 3 & 4</i>
	<i>Dance</i>	<i>Hip Hop & Street Style</i>	<i>Enhance Dance</i>	Pre-VCE Dance	<i>VCE Dance Units 1 & 2</i>	<i>VCE Dance Units 3 & 4</i>
Acceleration Option			Pre-VCE Dance	<i>VCE Dance Units 1 & 2</i>	<i>VCE Dance Units 3 & 4</i>	

**These are sample options. Please consider all Visual & Performing Arts Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms McRae

VISUAL & PERFORMING ARTS

PRE-VCE DRAMA

Subject Description:

Pre-VCE Drama will take students on a journey that will prepare them for all that VCE Drama has to offer. They will explore a range of styles, scenes, and characters, use lighting and sound to enhance performance, prepare to entertain audiences, and take a trip to the theatre. Students will be encouraged to participate in school and/or house productions to further their experience.

Assessment:

- Practical drama activities, exercises, and presentations
- Creating and developing a devised ensemble performance
- Presenting a devised performance
- Analysis and evaluation of own and others' work

Advice to Students:

There are no prerequisites for undertaking any Drama subject, however you must be willing to participate in all activities, work with others, and bring positive energy!

Recommendation: It is highly recommended that you take Pre-VCE Drama if you wish to take VCE Drama in the following year.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Stand & Deliver</i>	<i>Acting Out</i>	<i>Page to Stage</i>	Pre-VCE Drama	VCE Drama Units 1 & 2	VCE Drama Units 3 & 4
Option Two	<i>Stand & Deliver</i>	<i>Page to Stage</i>	<i>Acting Out</i>	Pre-VCE Drama	VCE Drama Units 1 & 2	VCE Drama Units 3 & 4
Acceleration Option			Pre-VCE Drama	VCE Drama Units 1 & 2	VCE Drama Units 3 & 4	

**These are sample options. Please consider all Visual & Performing Arts Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Lingard

VISUAL & PERFORMING ARTS

PRE-VCE MEDIA

Subject Description:

This subject introduces students to the practical and theoretical skills that they will use in VCE Media. In this subject, students study the basics of film analysis, cinematic formal elements, genre, and narrative structure. They develop the skills to recognise, analyse, describe, and enjoy film as an art and entertainment form. Students learn to understand how films are constructed to make meaning and engage audiences. They will be introduced to the basic 'building blocks' and formal elements (narrative, mise-en-scène, cinematography, sound, and editing) that make up a film, as well as some fundamental principles of analysis, genre, style, performance, and storytelling.

Assessment:

- Ongoing portfolio of short media products
- Short and medium length analysis tasks
- Research assignment

Advice to Students:

Students will learn the knowledge and skills that will help them to undertake VCE Media. Students will analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts.

Students will develop and refine media production skills to integrate and shape the technical and symbolic elements in image, sound, and text to represent a story, purpose, meaning, and style.

It is recommended that students have studied (or study concurrently) 'Film-Making 101' OR 'The Big Screen: Film Making' OR 'Is it Cake?!' to support their understanding of this class.

Recommendation: It is highly recommended that you take Pre-VCE Media if you wish to take VCE Media in the following year.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Filmmaking 101</i>	<i>Animation</i>	<i>Film Making</i>	Pre-VCE Media	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>
Option Two	<i>Filmmaking 101</i>	<i>Esports</i>	<i>#Going Viral</i>	Pre-VCE Media	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>
Option Three	<i>Filmmaking 101</i>	<i>Is it Cake?!</i>	<i>Making Comics & Telling Stories</i>	Pre-VCE Media	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>
Acceleration Option			Pre-VCE Media	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>	

*These are sample options. Please consider all Visual & Performing Arts & Digital & Design Technologies Enhance subjects across Years 8-10

Teachers to see for advice regarding this subject: Mr Marriott

VISUAL & PERFORMING ARTS

PRE-VCE MUSIC

Subject Description:

In this subject, students acclimatize to the three learning areas of VCE Music. They develop solo and group performance and rehearsal skills on one or more instruments. Students will also build their ability to overcome technical and expressive challenges relevant to their performances. Students will study vital listening, aural, theoretical, and analytical skills required for studying Music at a VCE level.

Assessment:

- Performances
- Listening tasks
- Composition

Advice to Students:

There are no prerequisites for undertaking this subject, however, it is recommended that students have at least two years' experience playing an instrument.

Recommendation: It is highly recommended that students have undertaken at least one Enhance Music subject and/or Instrumental Music lessons (or do so concurrently) to support their understanding of this class.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Try an Instrument</i>	<i>Music Band Performance 1 or 2</i>	<i>Evolution of Music</i>	Pre-VCE Music	<i>VCE Music Performance Units 1 & 2</i>	<i>VCE Music Performance Units 3 & 4</i>
Option Two	<i>Try and Instrument</i>	<i>Evolution of Music</i>	<i>Music Band Performance¹</i>	<i>Music Band Performance 2 OR Pre-VCE Music</i>	<i>VCE Music Performance Units 1 & 2</i>	<i>VCE Music Performance Units 3 & 4</i>
Acceleration Option			Pre-VCE Music	<i>VCE Music Performance Units 1 & 2</i>	<i>VCE Music Performance Units 3 & 4</i>	

**These are sample options. Please consider all Visual & Performing Arts Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Andrews & Ms Marin (also known as Ms G)

VISUAL & PERFORMING ARTS

PRE-VCE ART MAKING AND EXHIBITING (Formerly known as PRE-VCE STUDIO ARTS)

Subject Description:

Pre-VCE Art Making and Exhibiting is for students who are passionate about making artwork and are interested in the way the art world operates. In this subject, students will experience what it is like to be an artist in the studio and in other contexts. By examining the roles and practices of artists in society, students develop an understanding of the way artists work in a range of cultures and periods of time. Students gain insight into artistic perception, the role of beliefs and intention in artistic process, and the artist's relationship with the viewer. This elective will focus on a range of artforms that may include drawing, painting, printmaking, mixed media, digital art, and three-dimensional artforms.

Assessment:

- A folio of developmental and finished artworks
- Presentation of own artworks
- Written and/or aural tasks about the studio practice of renowned artists from different times and places
- Peer review and self-assessment
- Assessment processes will involve rubrics adapted from the Art Making and Exhibiting study design

Advice to Students:

There are no pre-requisites for this subject, however students considering undertaking the subject should be confident, independent, and self-managed learners who are passionate about the creative process of artmaking. Students should be aware that this subject is designed to develop the necessary skills required to undertake VCE Art Making and Exhibiting.

Recommendation: It is highly recommended that you take Pre-VCE Art Making and Exhibiting if you wish to take VCE Art Making and Exhibiting in the following year.

VISUAL & PERFORMING ARTS

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Art</i>	<i>Drawing & Painting</i>	<i>Making Comics & Telling Stories</i>	Pre-VCE <i>Art Making and Exhibiting</i>	<i>VCE Art Making and Exhibiting</i> Units 1 & 2	<i>VCE Art Making and Exhibiting</i> Units 3 & 4
Option Two	<i>Art</i>	<i>Street Art</i>	<i>Sculpting with Multi Materials</i>	Pre-VCE <i>Art Making and Exhibiting</i>	<i>VCE Art Making and Exhibiting</i> Units 1 & 2	<i>VCE Art Making and Exhibiting</i> Units 3 & 4
Option Three	<i>Art</i>	<i>Photography</i>	<i>Drawing & Painting</i>	Pre-VCE <i>Art Making and Exhibiting</i> OR <i>Pre-VCE Media</i>	<i>VCE Art Making and Exhibiting</i> OR <i>Media</i> Units 1 & 2	<i>VCE Art Making and Exhibiting</i> OR <i>Media</i> Units 3 & 4
Acceleration Option			Pre-VCE <i>Art Making and Exhibiting</i>	<i>VCE Art Making and Exhibiting</i> Units 1 & 2	<i>VCE Art Making and Exhibiting</i> Units 3 & 4	

**These are sample options. Please consider all Visual & Performing Arts Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Fee & Mr Horsfall

VISUAL & PERFORMING ARTS

PRE-VCE VISUAL COMMUNICATION DESIGN

Subject Description:

Pre-VCE Visual Communication Design is designed to develop the necessary skills required to undertake VCE Visual Communication Design. Students will develop knowledge on the elements and principles of design while developing both manual and digital drawing methods. Students are exposed to a series of practical folio-based tasks which will develop the student's understanding of the three design fields: Communication Design, Industrial Design, and Environmental Design.

Assessment:

- Portfolio of final presentations
- Visual communication analysis
- Design process development work
- Pitch presentation and evaluation

Advice to Students:

This subject will provide students with a foundation in key concepts that will be covered throughout VCE Visual Communication Design and give those students opportunities to improve the relevant technical drawing skills. It is recommended that students have already completed a combination of Graphic Design, 3D Drawing, or Architecture.

Recommendation: This subject is highly recommended to those who are planning on studying VCE Visual Communication Design in the following year.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Logo Making</i>	<i>3D Drawing</i>	<i>Architecture</i>	<i>Pre-VCE Visual Communication Design</i>	<i>VCE Visual Communication Design Units 1 & 2</i>	<i>VCE Visual Communication Design Units 3 & 4</i>
Option Two	<i>Logo Making</i>	<i>Graphic Design</i>	<i>3D Drawing</i>	<i>Pre-VCE Visual Communication Design</i>	<i>VCE Visual Communication Design Units 1 & 2</i>	<i>VCE Visual Communication Design Units 3 & 4</i>
Option Three	<i>Logo Making</i>	<i>Architecture</i>	<i>Graphic Design</i>	<i>Pre-VCE Visual Communication Design</i>	<i>VCE Visual Communication Design Units 1 & 2</i>	<i>VCE Visual Communication Design Units 3 & 4</i>
Acceleration Option			<i>Pre-VCE Visual Communication Design</i>	<i>VCE Visual Communication Design Units 1 & 2</i>	<i>VCE Visual Communication Design Units 3 & 4</i>	

**These are sample options. Please consider all Visual & Performing Arts Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Coombes

ENGLISH & EAL

The study of English/EAL is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers, and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate, and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training, and the workplace. It helps them become ethical, thoughtful, informed, and active members of society and plays an important part in developing the understanding, attitudes, and capabilities of those who will take responsibility for Australia's future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The English curriculum contributes both to nation-building and to internationalisation, including Australia's links to Asia.

English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and literary heritage through their distinctive ways of representing and communicating knowledge, traditions, and experience.

The English curriculum aims to ensure that students:

- Learn to listen to, read, view, speak, write, create, and reflect on increasingly complex and sophisticated spoken, written, and multimodal texts across a growing range of contexts with accuracy, fluency, and purpose
- Appreciate, enjoy, and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade, and argue
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- Develop interest and skills in inquiring into the aesthetic aspects of texts and develop an informed appreciation of literature.

ENGLISH & EAL

YEAR 8 CORE ENGLISH / EAL

Subject Description:

English/EAL is a core subject from Years 7 to 12. The big idea for English/EAL is communication.

- Students learn in four key areas: **Speaking, listening, reading, and writing**
- Students engage with a reading framework
- Students learn public speaking skills
- Students learn to write in three key genres: Narrative, persuasive, and analytical

In year 8 English and EAL students engage with the development of a creative piece of writing. Through this unit, students will investigate and build their knowledge of genre, themes, character, and narrative arc. Over the course of term two, students will continue to develop their writing skills though the focus of persuasive writing. In this unit students investigate persuasive techniques and their influence on the reader and develop their oral skills by presenting their point of view. In semester two, students will develop and build upon their analytical skills through the study of a novel and a multimodal text, focusing on the structure and elements of an analytical response. Students will demonstrate their knowledge through an essay explaining the meaning and messages behind the texts.

Texts studied in Year 8 English and EAL:

- Analytical Response to Percy Jackson
- Hunt for the Wilderpeople by Taika Waititi
- Rowan of Rin by Emily Rodda
- The Whale Rider by Witi Ihimaera, directed by Niki Caro

Assessment:

In order to ensure that students are demonstrating developmental growth in their learning, teachers utilise both formative and summative assessment strategies in the key areas of reading, writing, listening, and speaking.

Advice to Students:

Pre-requisite: Students must undertake this subject in order to study VCE English, VPC Literacy.

In order to gain entry into a University course, mainstream English students must achieve a minimum study score of 25 and EAL students must achieve a minimum study score of 30.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Core English/EAL	Core English/EAL	Core English/EAL	Core English/EAL	VCE English/EAL Units 1 & 2 <i>*Foundation English OR Bridging EAL</i>	VCE English/EAL Units 3 & 4
Option Two	Core English/EAL	Core English/EAL	Core English/EAL	VPC Foundation Literacy	VCE VM Intermediate Literacy	VCE VM Senior Literacy

Teachers to see for advice regarding this subject: Ms Kiran & Ms Larcombe

ENGLISH & EAL

YEAR 9 CORE ENGLISH / EAL

Subject Description:

English/EAL is a core subject from Years 7 to 12. The big idea for English/EAL is communication.

- Students learn in four key areas: **Speaking, listening, reading, and writing**
- Students engage with a reading framework
- Students learn public speaking skills
- Students learn to write in three key genres: Narrative, persuasive, and analytical

In year 9 English and EAL, students develop their persuasive writing skills through an exploration of structure, word choice and persuasive devices. This enables students to create a strong speech to convince an audience of their point of view. Students also develop their creative writing skills by examining classic fairy tales and learning how to modernise fairy tales by creating a twist and fracturing certain elements. Students develop their skills in creating an engaging narrative arc, using literary elements, and organising their story. In semester two, students develop their analytical skills through the study of a novel, which includes understanding the historical context of the novel and its characters. Students will then demonstrate their analytical skills by writing an essay. Students will then begin to explore how authors use specific argument and language choices to persuade their audiences with their viewpoints. This includes analysing arguments through advertisements, speeches, and newspaper articles. Students are also introduced to the structure of an analysing argument essay, which requires students to evaluate the ideas, argument and language choices presented by an author.

Texts studied:

- English: Of Mice and Men by John Steinbeck
- EAL: Trash by Andy Mulligan

Assessment:

In order to ensure that students are demonstrating developmental growth in their learning, teachers utilise both formative and summative assessment strategies in the key areas of reading, writing, listening, and speaking.

Advice to Students:

Pre-requisite: Students must undertake this subject in order to study VCE English or VCE VM Literacy.

In order to gain entry into a University course, mainstream English students must achieve a minimum study score of 25 and EAL students must achieve a minimum study score of 30.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Core English/EAL	Core English/EAL	Core English/EAL	Core English/EAL	VCE English/EAL Units 1 & 2 <i>*Foundation English OR Bridging EAL</i>	VCE English/EAL Units 3 & 4
Option Two	Core English/EAL	Core English/EAL	Core English/EAL	VPC Foundation Literacy	VCE VM Intermediate Literacy	VCE VM Senior Literacy

Teachers to see for advice regarding this subject: Ms Kiran & Ms Larcombe

ENGLISH & EAL

YEAR 10 CORE ENGLISH / EAL

Subject Description:

English/EAL is a core subject from Years 7 to 12. The big idea for English/EAL is communication.

- Students learn in four key areas: **Speaking, listening, reading, and writing**
- Students engage with a reading framework
- Students learn public speaking skills
- Students learn to write in three key genres: Narrative, persuasive, and analytical

Year 10 English/EAL aims to mirror the skills and demands students will experience in VCE English and VPC Literacy. Students will further develop their creative writing skills through applying these skills as a means to demonstrate their understanding and analysis of a text. They will extend their skills in analysis and argument through analysing and presenting a range of persuasive texts. Students will build their ability to respond analytically to texts through a depth study of a single text whilst learning how to analyse the author's intention through an analytical response. Finally, students will continue to extend their analytical skills by completing a comparative study of two short texts and responding to these texts with a comparative essay. In addition, EAL students will be introduced to the 'Listening Task' as required in the EAL VCE course.

Texts studied:

- English: Romeo and Juliet by William Shakespeare and Animal Farm by George Orwell
- EAL: The graphic version of Romeo and Juliet by William Shakespeare, illustrated by Matt Wiegler

Assessment:

In order to ensure that students are demonstrating developmental growth in their learning, teachers utilise both formative and summative assessment strategies in the key areas of reading, writing, listening, and speaking.

Advice to Students:

Pre-requisite: Students must undertake this subject in order to study VCE English, VCE VM Literacy.

In order to gain entry into a University course, mainstream English students must achieve a minimum study score of 25 and EAL students must achieve a minimum study score of 30.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Core English/EAL	Core English/EAL	Core English/EAL	Core English/EAL	VCE English/EAL Units 1 & 2 <i>*Foundation English OR Bridging EAL</i>	VCE English/EAL Units 3 & 4
Option Two	Core English/EAL	Core English/EAL	Core English/EAL	VPC Foundation Literacy	VCE VM Intermediate Literacy	VCE VM Senior Literacy

Teachers to see for advice regarding this subject: Ms Kiran & Ms Larcombe

ENGLISH & EAL

VPC FOUNDATION LITERACY

Subject Description:

The curriculum for Literacy skills reading, writing, and oral communication units is designed to develop student knowledge, skills, and attributes relevant to reading, writing, and speaking and their practical application in the contexts of everyday life, family, employment, further learning and community. Literacy skills corresponding with these social contexts include reading, writing and oral communication for: Self-Expression, Knowledge, Practical Purposes, and Public Debate.

In writing at this level students, often with support, use the writing process with an awareness of the purpose and audience of the text.

In reading, students are able to identify the main point of the text, some key details and express an opinion about the text as a whole as well as some of the details.

In oral communication, the subject matter will be 'everyday' and may include some unfamiliar aspects. Contexts may be familiar and/or predictable. Vocabulary may include some that is unknown or unfamiliar.

At the end of the Foundation Reading and Writing unit, students will be able to read and comprehend a range of simple short texts and write a range of short texts in a number of contexts which may be interrelated.

At the end of the oral communication unit, students will be able to use and respond to spoken language about everyday subject matter that may include some unfamiliar aspects, for a range of purposes and in a number of contexts, which may be interrelated. Students must demonstrate achievement in all learning outcomes.

Assessment:

- To be credited with this unit, students must demonstrate achievement in all twelve learning outcomes
- All elements in a learning outcome must be met in the one task for students to demonstrate achievement in that outcome
- Students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair, and equitable

Advice to Students:

The Victorian Pathways Certificate (VPC) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF).

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core English/EAL</i>	<i>Core English/EAL</i>	<i>Core English/EAL</i>	VPC Foundation Literacy	<i>VCE VM Intermediate Literacy Plus *Foundation English OR Bridging EAL</i>	<i>VCE VM Senior Literacy</i>

Teachers to see for advice regarding this subject: Ms Kiran & Ms Larcombe

ENGLISH & EAL

GOTHIC LITERATURE: MADMEN AND MURDERERS

Subject Description:

Gothic Literature introduces the study of Literature by focusing on Gothic text-types such as the novel Wuthering Heights by Emily Bronte, as well as short stories, and poetry by American Gothic writer Edgar Allan Poe. The course will conclude with the modern master of Gothic Horror, Steven King, and some of his scary tales.

Completion of this course will help prepare students for the study of VCE English and Literature. This subject introduces the study of Literature and aims to prepare students for VCE Literature by focusing on some of the areas of study and methods of critical analysis, using a range of Gothic texts. It will also assist in preparing students for the Responding to Texts and Comparative elements of VCE English.

Skills developed through subject:

- Developing personal preferences for literature
- Reflecting on interpretations of literature
- Discussing stylistic features of literature

Assessment:

This subject will feature:

- An analytical task
- A creative task (e.g., writing a Gothic Horror Poem or Gothic Short Story)
- A comparative task (e.g., comparing two short stories or poems or novel and film version)

Advice to Students:

There are no prerequisites for undertaking Gothic Literature. Students considering undertaking the unit should be confident, independent, and self-managed learners.

This subject could lead to the further study of journalism and literature.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Core English	Core English AND Gothic Literature	Core English AND Gothic Literature	Core English AND Gothic Literature	VCE English Units 1 & 2	VCE English Units 3 & 4

Teachers to see for advice regarding this subject: Mr Shinkfield & Ms Soo

ENGLISH & EAL

PLOT TWISTS: CREATIVE WRITING AND GETTING PUBLISHED

Subject Description:

This subject is dedicated to improving students' writing skills. Using knowledge gained from the best professional authors, students will develop the skills and confidence needed to be an active member of the writing community. Through a series of written works, students will learn and practice effective language features and devices.

In this subject, students will push their creative boundaries, learn to write in a strong and unique voice and transform the worlds of their imagination into published works. They will also sharpen their reading skills by studying the world's most successful authors and use what they have learned to improve their own writing.

The skills learned in this subject are transferable and will improve students' written work in all subject areas.

Assessment:

This subject will feature:

- Portfolio of short written works
- Short and Medium analysis tasks
- One published fictional work

Advice to Students:

This elective should be chosen for either of two reasons.

Firstly, students should choose this elective if they **love** creative writing, storytelling and/or poetry.

Secondly, students should choose this subject if they wish to learn how to express themselves more effectively in other subject areas.

There are no prerequisites for this subject.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core English</i>	<i>Core English AND Plot Twists</i>	<i>Core English AND Plot Twists</i>	<i>Core English AND Plot Twists</i>	<i>VCE English Units 1 & 2</i>	<i>VCE English Units 3 & 4</i>

Teachers to see for advice regarding this subject: Ms Kiran & Mr Marriot

ENGLISH DOMAIN

RAP CYPHER

Subject Description:

Did you know RAP is short for 'Rhythm and Poetry?'

Rap is a performance/written art form designed to construct meaningful lyrics along with a beat. On a topical level, rappers have been known to draw from contemporary issues to inform their lyrics. On a technical level, a combination of language skills craft lyrics to impact listeners in a manner that draws them into the world of the writer. A combination of knowledge and technical skills bring rap content to life.

Throughout this elective, students will be given an opportunity to explore issues that affect the world they are living in. Students will explore a variety of language devices used to enhance some of the best rap lyrics over the last 30 years. This will enable students to construct their own lyrics and choose the manner in which they will perform these – through slam poetry, rap cyphers or performing their rap.

Assessment:

- Portfolio: Students will develop the skill to craft poetry and rap through the extension and refinement of their writing ability. Throughout the semester, students will develop a portfolio showcasing the developments and progress of their understanding of language.
- Performance of a rap poem to class and/or larger group.

Advice to Students:

Rap Cypher is recommended for students who have a passion for Words and Music.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option 1		Core English or EAL	Option 1		Core English or EAL	Option 1

Teachers to see for advice regarding this subject: Ms. Eid & Mr. Shinkfield

HEALTH & PHYSICAL EDUCATION

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing, and physical activity participation in varied and changing contexts. Research in fields such as sociology, physiology, nutrition, biomechanics, and psychology inform what we understand about healthy, safe, and active choices. Health and Physical Education offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable, and physically active.

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety, and physical activity participation.

Integral to Health and Physical Education is the acquisition of movement skills, concepts, and strategies to enable students to confidently, competently, and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities, and movement concepts and acquire an understanding of the science behind how the body moves.

HEALTH & PHYSICAL EDUCATION

CORE YEAR 7 HEALTH & PHYSICAL EDUCATION

Subject Description:

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing, and physical activity participation in varied and changing contexts. This unit involves one practical session in the gym and two health theory lessons in the classroom per week. The Physical Education sessions focus on the acquisition of movement skills, concepts, and strategies to enable students to participate in a range of physical activities confidently, competently, and creatively. With a particular focus on the importance of being physically active during youth.

Throughout the health sessions students explore consent, respectful relationships, and sexual health in line with the Victorian Government's Respectful Relationships Curriculum. Additionally, they examine the barriers to seeking support and how to overcome them. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety, and physical activity participation.

Assessment:

- Invasion Field Skill Demonstration
- SEPEP
- Community Booklet

Advice to Students:

All Health and Physical Education subjects lead to a VCE PE Pathway, VCE Health Pathway and VET/VPC/VCE VM Pathway.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option 1	<i>Core Year 7 Health & Physical Education</i>	<i>Core Year 8 Health & Physical Education</i>	<i>Team Sports OR General PE</i>	<i>Pre-VCE Physical Education</i>	<i>VCE Physical Education Units 1 & 2</i>	<i>VCE Physical Education Units 3 & 4</i>
Option 2	<i>Core Year 7 Health & Physical Education</i>	<i>Core Year 8 Health & Physical Education</i>	<i>Healthy Body, Healthy Mind</i>	<i>Pre-VCE Health</i>	<i>VCE Health and Human Development Units 1 & 2</i>	<i>VCE Health and Human Development Units 3 & 4</i>
Option 3	<i>Core Year 7 Health & Physical Education</i>	<i>Core Year 8 Health & Physical Education</i>	<i>Personal Training</i>	<i>Outdoor Adventure Education</i>	<i>VET Sport and Recreation Certificate</i>	<i>VCE VM Senior Certificate</i>

Teachers to see for advice regarding this subject: Ms Porter & Ms Jean-Pierre

HEALTH & PHYSICAL EDUCATION

CORE YEAR 9 HEALTH & PHYSICAL EDUCATION

Subject Description:

Through this unit, students participate in physical activities that develop health-related and skill-related fitness components and create and monitor personal fitness plans. They focus on physical activity for fitness and lifelong movement rather than competitive sport. Students investigate many ways to be active and promote their physical health. Students also modify rules to promote fair play, inclusivity, and safety in PE. Students incorporate these concepts within their sport mash up unit whereby they combine two sports to create a new game and lead this session for their class.

In health sessions, students study the notion of gender and gender norms/identities, the sexualisation of genders within the media and the impact this has on individuals and their relationships which is part of the Victorian Government's Respectful Relationship curriculum. This core subject runs for 1 semester and is comprised of 2 practical sessions and 1 theory lesson per week.

Assessment:

- Student led PE sessions
- Case Study Questions

Advice to Students:

All Health and Physical Education subjects lead to a VCE PE Pathway, VCE Health Pathway and VET/VPV/VCE VM Pathway.

Possible Pathways:

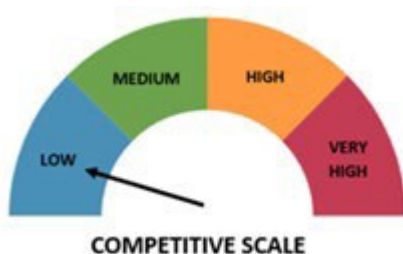
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option 1	<i>Core Year 7 Health & Physical Education</i>	<i>Team Sports OR General PE</i>	Core Year 9 Health	<i>Pre-VCE Physical Education</i>	<i>VCE Physical Education Units 1 & 2</i>	<i>VCE Physical Education Units 3 & 4</i>
Option 2	<i>Core Year 7 Health & Physical Education</i>	<i>Healthy Body, Healthy Mind</i>	Core Year 9 Health	<i>Pre-VCE Health</i>	<i>VCE Health and Human Development Units 1 & 2</i>	<i>VCE Health and Human Development Units 3 & 4</i>
Option 3	<i>Core Year 7 Health & Physical Education</i>	<i>Personal Training</i>	Core Year 9 Health	<i>Outdoor Adventure Education</i>	<i>VET Sport and Recreation Certificate</i>	<i>VCE VM Senior Certificate</i>

Teachers to see for advice regarding this subject: Ms Louden & Ms Raynes

HEALTH & PHYSICAL EDUCATION

HEALTHY BODY, HEALTHY MIND

Subject Description:



Healthy Body, Healthy Mind is a mixed Health and Physical Education subject that gives students the opportunity to explore dimensions of health through both practical activities and theory discussion. Students have one active session a week in the gym that is focused on non-competitive ways to be physically active. Students reflect on the physical benefits the session has as well as track their personal and social progress across the semester in these active sessions. The theory sessions focus on evaluating the school environment's ability to promote health, while exploring a range of health priorities such as diversity, inclusion, safety, sun protection, mental and physical health. Then students choose a mental health topic they are passionate about to investigate and present their own data analysis through their own survey questions.

Assessment:

- Active Portfolio
- Health Map
- Personal and Social Capability Reflection Booklet
- Mental Health Data Project

Advice to Students:

Students interested in pursuing VCE Health, or Physical Education gain a basic introduction to some key concepts that can be carried into the VCE subjects or transferred into the real world.

All Health and Physical Education subjects lead to a VCE PE pathway, VCE Health pathway, and VET/VPC/VCE VM pathway.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Core Year 7 Health & Physical Education	Core Year 8 Health & Physical Education	Healthy Body, Healthy Mind	Pre-VCE Health & Human Development	VCE Health & Human Development Units 1 & 2	VCE Health & Human Development Units 3 & 4
Option Two	Core Year 7 Health & Physical Education AND Snack Attack	Healthy Body, Healthy Mind OR Creative Cooking	Personal Training	Pre-VCE Physical Education	VCE Physical Education Units 1 & 2	VCE Physical Education Units 1 & 2
Acceleration Option			Pre-VCE Physical Education OR Pre-VCE Health & Human Development	VCE Physical Education OR Health & Human Development Units 1 & 2	VCE Physical Education OR Health & Human Development Units 3 & 4	

*These are sample options. Please consider all Health & Physical Education/Digital & Design Technologies Enhance subjects across Years 8-10

Teachers to see for advice regarding this subject: Ms Newton & Ms Raynes

HEALTH & PHYSICAL EDUCATION

BASKETBALL (BOYS)

Subject Description:



The role of the Basketball Program is to develop the leadership, athletic, and academic potential of our players at HPSC. At its core, the Basketball Program is aimed at providing an integrated academic pathway driven by young students' sporting aspirations. This elective allows student athletes to enhance and develop their sporting talent while concurrently receiving their secondary education. It is crucial to the program that students' academic pursuits are of the highest priority and that each student's interest and aspiration in sport assists them in achieving high results both academically and athletically.

Assessment:

- Work in pairs to create, plan, and lead training sessions. You will be required to write up a full lesson plan with timing, teacher activity, student activity, and resources required to complete the session
- You will be assessed on your skill development, leadership, sportspersonship, and teamwork

Advice to Students:

Basketball is recommended for students who have a passion for basketball. Students who wish to develop their game, leadership, and sportspersonship skills are encouraged to select this subject.

We offer both a boys and girls basketball program. Students are encouraged to choose the program that they identify best with.

All Health and Physical Education subjects lead to a VCE PE Pathway, VCE Health Pathway, and VET/VPC/VCE VM Pathway.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Core Year 7 Health & Physical Education	Basketball	Personal Training	Pre-VCE Physical Education	VCE Physical Education Units 1 & 2	VCE Physical Education Units 3 & 4
Option Two	Core Year 7 Health & Physical Education	Core Year 8 Health and Physical Education	Team Sports	Basketball	VET Cert III Sport & Recreation	VET Cert III Sport & Recreation

**These are sample options. Please consider all Health & Physical Education Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Illangakoon & Mr Cram

HEALTH & PHYSICAL EDUCATION

BASKETBALL (GIRLS)

Subject Description:



The role of the Basketball Program is to develop the leadership, athletic, and academic potential of our players at HPSC. At its core, the Basketball Program is aimed at providing an integrated academic pathway driven by young students' sporting aspirations. This elective allows student athletes to enhance and develop their sporting talent while concurrently receiving their secondary education. It is crucial to the program that students' academic pursuits are of the highest priority and that each student's interest and aspiration in sport assists them in achieving high results both academically and athletically.

Assessment:

- Work in pairs to create, plan, and lead training sessions. You will be required to write up a full lesson plan with timing, teacher activity, student activity, and resources required to complete the session
- You will be assessed on your skill development, leadership, sportspersonship, and teamwork

Advice to Students:

Basketball is recommended for students who have a passion for basketball. Students who wish to develop their game, leadership, and sportspersonship skills are encouraged to select this subject. This subject would be a great choice for students wanting to improve their basketball skills and become a better team player.

We offer both a boys and girls basketball program. Students are encouraged to choose the program that they identify best with.

All Health and Physical Education subjects lead to a VCE PE Pathway, VCE Health Pathway, and VET/VPC/VCE VM Pathway.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Core Year 7 Health & Physical Education	Basketball	Personal Training	Pre-VCE Physical Education	VCE Physical Education Units 1 & 2	VCE Physical Education Units 3 & 4
Option Two	Core Year 7 Health & Physical Education	Core Year 8 Health and Physical Education	Team Sports	Basketball	VET Cert III Sport & Recreation	VET Cert III Sport & Recreation

**These are sample options. Please consider all Health & Physical Education Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Illangakoon & Mr Cram

HEALTH & PHYSICAL EDUCATION

GENERAL PE

Subject Description:



General PE gives you the chance to participate in recreational and teamwork activities that are not part of the normal sports program. This unit provides students with practical experience of minor games for physical activity participation. This unit has a focus on small-sided and modified games from different game categories, including team building and cooperation games; reaction and chasing games and warm-up games. By choosing General PE, you are acknowledging the importance of physical activity in everyday life. The emphasis in this unit will be on fun and participation, with student led

opportunities throughout.

Assessment:

- Collaborative Tabloid Sport Challenge
- Student Led Skill Sessions

Advice to Students:

General PE is recommended for students looking for a less competitive outlet for physical activity. The focus is on providing opportunities for physical activity in a fun and supportive environment. Students looking to maintain their fitness and reduce their stress with regular physical activity are encouraged to choose General PE. All Health and Physical Education subjects lead to a VCE PE Pathway, VCE Health Pathway and VET/VPC/VCE VM Pathway.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Core Year 7 Health & Physical Education	General PE	Personal Training	Pre-VCE Physical Education	VCE Physical Education Units 1 & 2	VCE Physical Education Units 3 & 4
Option Two	Core Year 7 Health & Physical Education	Team Sports	General PE	Outdoor Adventure Education	VET Cert II Outdoor Recreation	VCE VM Senior Certificate

**These are sample options. Please consider all Health & Physical Education Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Prosser & Ms Sloane

HEALTH & PHYSICAL EDUCATION

LEADERSHIP SKILLS (HEALTH & PHYSICAL EDUCATION/HUMANITIES/ENGLISH)

Subject Description:

The question of what makes a good leader, in other words, 'what are leadership skills?', is widely debated. It is clear that the ability to lead effectively relies on a number of key skills, but also that different leaders have very different characteristics and styles. Leadership Skills provides you with experience in public speaking, time management, people management, developing and leading activities for your peers, and engaging in research and practical activities that build your knowledge and confidence in collaborating, voicing opinions respectfully, and strategic problem-solving. This subject is an opportunity for aspiring and current leaders who want to build their skills in a supportive and hands-on environment.

Assessment:

- Peer teaching and public speaking
- Participation in class activities and discussions
- Research and opinion project
- Planning and running an event

Advice to Students:

Students who are interested in developing their collaboration, confidence, and leadership skills both inside and outside the classroom are encouraged to select Leadership Skills. This subject would be a great addition to your application for future leadership roles at the school. Leadership skills is a cross-curricular subject meaning it helps develop skills that can be applied to all learning areas. Additionally, this subject can lead to VCE, VPC, VCE VM, and VET pathways.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Year 7 Health & Physical Education</i>	Leadership Skills	<i>General PE</i>	<i>Pre-VCE Physical Education</i>	<i>VCE Physical Education Units 1 & 2</i>	<i>VCE Physical Education Units 3 & 4</i>
Option Two	<i>Core Year 7 Health & Physical Education</i>	<i>Team Sports</i>	<i>Outdoor Education</i>	Leadership Skills	<i>VCE VM Intermediate PDS</i>	<i>VCE VM Senior PDS</i>
Option Three	<i>Great Rulers of the Ancient World</i>	<i>Fight for Your Rights!</i>	Leadership Skills	<i>Sustainability & Community Involvement</i>	<i>VET Cert II Community Services</i>	

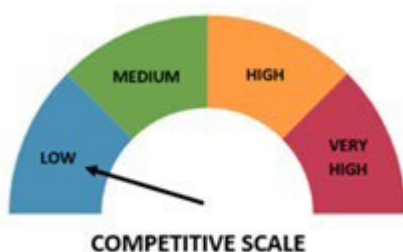
**These are sample options. Please consider all Health & Physical Education/Humanities Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Louden

HEALTH & PHYSICAL EDUCATION

OUTDOOR ADVENTURE EDUCATION

Subject Description:



Students will be provided with authentic learning opportunities that will enable them to develop appropriate skills to work effectively as an individual and as a member of a team to solve problems and make decisions that recognise consequences and predict outcomes for the way humans interact with the environment. Students will be given the opportunity to acquire and apply knowledge relevant to the conduct of outdoor activities, including an understanding and use of safety processes and procedures, and minimal environmental impact practices. Students will be encouraged to develop initiative and self-esteem through the forum of mental and physical challenge in a range of natural environments.

Assessment:

- Digital reflective journal
- Camp planning project
- Participation at camps and excursions

Advice to Students:

The course provides students with valuable skills for life as well as entry level skills for a possible vocational path in adventure guiding and recreation. This subject involves camping as well as extended excursions for half or full days. The camps are integral to the course, and it is vital that students selecting the subject commit to this important form of learning and assessment in Outdoor Adventure Education.

All Health and Physical Education subjects lead to a VCE PE Pathway, VCE Health Pathway, and VET/VPC/VCE VM Pathway.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Core Year 7 Health & Physical Education	Sustainability & Community Involvement	Personal Training	Outdoor Adventure Education	VET Cert II Outdoor Recreation AND VCE VM Intermediate PDS	VCE VM Senior PDS
Option Two	Core Year 7 Health & Physical Education	Outdoor Adventure Education	Team Sports	Pre-VCE Physical Education	VCE Physical Education Units 1 & 2	VCE Physical Education Units 3 & 4
Option Three	Core Year 7 Health & Physical Education	General PE AND Environmental Science	Outdoor Adventure Education	Disasters & Geology	VCE Geography Units 1 & 2	VCE Geography Units 3 & 4

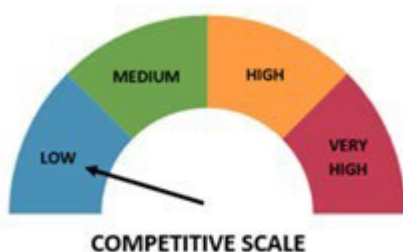
*These are sample options. Please consider all *Health & Physical Education/Humanities/Science Enhance* subjects across Years 8-10

Teachers to see for advice regarding this subject: Ms Loudon

HEALTH & PHYSICAL EDUCATION

PERSONAL TRAINING

Subject Description:



This subject provides the opportunity for students to set goals and learn how they can make improvements to their own health and fitness. They will learn about the anatomy of the body and develop an understanding of how the muscles and joints of the body work together to perform movement. They will develop an understanding of fitness training principles and fitness components to build their skills so that they can write a safe, effective, and specific training program for their needs, which they will follow and modify over the semester.

Assessment:

- Fitness training program development and modification
- Participation in training sessions

Advice to Students:

Students do not need to have high levels of fitness to choose this subject but will need to be committed to making improvements to their fitness levels in practical sessions throughout the semester. This subject consists of both theory and practical work. Students who enjoy this subject may wish to continue this pathway into VCE Physical Education, which explores similar concepts in greater detail.

All Health and Physical Education subjects lead to a VCE PE Pathway, VCE Health Pathway, and VET/VPC/VCE VM Pathway.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Core Year 7 Health & Physical Education	Healthy Body, Healthy Mind	Personal Training	Pre-VCE Physical Education	VCE Physical Education Units 1 & 2	VCE Physical Education Units 3 & 4
Option Two	Core Year 7 Health & Physical Education	Team Sports	Rugby Academy	Personal Training	VET Cert III Sport & Recreation	VET Cert III Sport & Recreation
Option Three	Core Year 7 Health & Physical Education	Personal Training	General PE	Outdoor Adventure Education	VCE VM Intermediate PDS	VCE VM Senior PDS

*These are sample options. Please consider all Health & Physical Education Enhance subjects across Years 8-10

Teachers to see for advice regarding this subject: Mr Marks

HEALTH & PHYSICAL EDUCATION

RUGBY ACADEMY (Full Year)

Subject Description:



The Elite Rugby Program aims to provide an opportunity for students who are passionate about rugby to develop their skills, fitness, and game play in a variety of Rugby codes (i.e., Touch Football, Rugby League, Rugby Union). One session per week is dedicated to developing sport specific fitness and conditioning. The remaining two sessions are devoted to improving skills, extending strategic understanding, and participating in match simulation. Additionally, students will develop a holistic understanding of strategies for improving mental, social, emotional, and physical health, both inside and outside the classroom. This program explores culture, identity, and what it means to actively contribute to a team through personal development. Students have the opportunity to develop their leadership and teamwork skills, and throughout the unit are expected to represent the College in a variety of interschool sporting events.

Assessment:

- Practical and fitness assessments
- Umpiring and coaching
- Written analysis tasks

Advice to Students:

Elite Rugby is a **yearlong** subject which is part of a **3-year program** that will prepare you for your chosen pathway. Therefore, students interested in this subject need to ensure they select Elite Rugby for both semesters.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Core Year 7 Health & Physical Education	Rugby Academy AND Healthy Body, Healthy Mind	Rugby Academy AND Team Sports	Rugby Academy AND Personal Training	VCE VM Intermediate Certificate	VCE VM Senior Certificate
Option Two	Core Year 7 Health & Physical Education	Rugby Academy AND General PE	Rugby Academy AND Leadership Skills	Rugby Academy AND Outdoor Adventure Education	VET Cert III Sport & Recreation	VET Cert III Sport & Recreation
Option Three	Core Year 7 Health & Physical Education	Rugby Academy AND Core Year 8 Health & Physical Education	Rugby Academy AND Core Year 9 Health	Pre-VCE Physical Education OR Pre-VCE Health & Human Development	VCE Physical Education OR Health & Human Development Units 1 & 2	VCE Physical Education OR Health & Human Development Units 3 & 4

*These are sample options. Please consider all Health & Physical Education Enhance subjects across Years 8-10
Teachers to see for advice regarding this subject: Ms Louden & Mr Christiansen

HEALTH & PHYSICAL EDUCATION

SOCCER (BOYS)

Subject Description:



The Soccer Program at Hampton Park Secondary College combines dedicated weekly sessions on strength and conditioning, coaching, and theoretical development, with the knowledge of how to improve your performance both on and off the pitch. The Soccer Program will provide you with the opportunity to develop the skills and fitness to succeed as an athlete and will prepare you for the rigors of both indoor and outdoor soccer.

Assessment:

- Data analysis based on the required fitness components of soccer
- Successful implementation of a community project in partnership with our Cluster Primary Schools
- Completing online courses in coaching and officiating provided by the Australian Institute of Sport

Advice to Students:

The Soccer Program is recommended for students with a passion for soccer who want to gain exposure to athlete preparation and recovery strategies. Additionally, students who wish to be introduced to the skills and demands of coaching or officiating will benefit from selecting this subject.

We offer both a boys and girls soccer program. Students are encouraged to choose the program that they identify best with.

All Health and Physical Education subjects lead to a VCE PE Pathway, VCE Health Pathway, and VET/VPC/VCE VM Pathway.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Core Year 7 Health & Physical Education	Team Sports	Soccer	Pre-VCE Physical Education	VCE Physical Education Units 1 & 2	VCE Physical Education Units 3 & 4
Option Two	Core Year 7 Health & Physical Education	Soccer	General PE	Personal Training	VCE VM Intermediate PDS	VCE VM Senior PDS

**These are sample options. Please consider all Health & Physical Education Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Jessop

HEALTH & PHYSICAL EDUCATION

SOCCER (GIRLS)

Subject Description:



The Soccer Program at Hampton Park Secondary College combines dedicated weekly sessions on strength and conditioning, coaching, and theoretical development, with the knowledge of how to improve your performance both on and off the pitch. The Soccer Program will provide you with the opportunity to develop the skills and fitness to succeed as an athlete and will prepare you for the rigours of both indoor and outdoor soccer.

Assessment:

- Data analysis based on the required fitness components of soccer
- Successful implementation of a community project in partnership with our Cluster Primary Schools
- Completing online courses in coaching and officiating provided by the Australian Institute of Sport

Advice to Students:

The Soccer Program is recommended for students with a passion for soccer who want to gain exposure to athlete preparation and recovery strategies. Additionally, students who wish to be introduced to the skills and demands of coaching or officiating will benefit from selecting this subject.

We offer both a boys and girls soccer program. Students are encouraged to choose the program that they identify best with.

All Health and Physical Education subjects lead to a VCE PE Pathway, VCE Health Pathway, and VET/VPC/VCE VM Pathway.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Core Year 7 Health & Physical Education	Team Sports	Soccer	Pre-VCE Physical Education	VCE Physical Education Units 1 & 2	VCE Physical Education Units 3 & 4
Option Two	Core Year 7 Health & Physical Education	Soccer	General PE	Personal Training	VCE VM Intermediate PDS	VCE VM Senior PDS

**These are sample options. Please consider all Health & Physical Education Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Jessop

HEALTH & PHYSICAL EDUCATION

TEAM SPORTS

Subject Description:



The Team Sports elective is intended to provide students with many authentic sporting experiences and opportunities to work as part of a team. Students will participate in a range of team sports and games with the aim of improving their individual skill level in a fun and engaging way. Over the course of this unit, students will work through an activity booklet that includes research, planning, and reflections.

Within the Team Sports elective, you will learn to:

- Understand the rules and playing positions for sports
- Combine your skills, strategic thinking, and tactical knowledge to improve performance
- Provide responsible leadership by engaging in roles seen within sport settings such as captaining, coaching, umpiring, and scoring
- Learn to work effectively within a team and develop an understanding about what it means to be a team player

Assessment:

- Planning and participating in a tournament
- Self-assessment task

Advice to Students:

Students who enjoy participating in a range of sports and working as a part of a team are encouraged to select Team Sports. All Health and Physical Education subjects lead to a VCE PE Pathway, VCE Health Pathway, and VET/VPC/VCE VM Pathway.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Core Year 7 Health & Physical Education	Team Sports	Personal Training	Pre-VCE Physical Education	VCE Physical Education Units 1 & 2	VCE Physical Education Units 3 & 4
Option Two	Core Year 7 Health & Physical Education	Rugby Academy	Soccer OR Basketball	Team Sports	VET Cert III Sport and Recreation	VET Cert III Sport and Recreation
Option Three	Core Year 7 Health & Physical Education	General PE	Team Sports	Leadership Skills	VCE VM Intermediate Certificate	VCE VM Senior Certificate

*These are sample options. Please consider all Health & Physical Education Enhance subjects across Years 8-10

Teachers to see for advice regarding this subject: Mr Christiansen & Ms Raynes

HEALTH & PHYSICAL EDUCATION

PRE-VCE HEALTH & HUMAN DEVELOPMENT

Subject Description:

The Pre-VCE Health and Human Development elective aims to build the key knowledge and skills needed to succeed in VCE Health and Human Development. Students wishing to pursue the VCE subject are strongly encouraged to complete this elective, however it is not a pre-requisite. The topics and skills covered are grouped into three main components: Individual, national, and global health and wellbeing. Students who complete this elective will develop a deep understanding of dimensions of health, human development, and data analysis. Topics covered include:

- The dimensions and interrelationships of health and wellbeing
- Individual health including nutrition and mental health
- Global health including human development and health in low-income countries
- Data analysis and how to answer VCE style questions

Assessment:

- Youth Health Advocacy Project
- Structured questions: Students will complete structured questions that cover the topics learnt during the semester. The questions will include short answer questions, case studies, and data analysis. This mimics a VCE SAC task.

Advice to Students:

It is recommended that students wishing to complete VCE Health and Human Development choose Pre-VCE Health and Human Development. This subject aims to prepare students for the demands and key skills required to succeed in VCE Health and Human Development.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Year 7 Health & Physical Education</i>	<i>Core Year 8 Health & PE</i>	<i>Healthy Body, Healthy Mind</i>	Pre-VCE Health & Human Development	<i>VCE Health & Human Development Units 1 & 2</i>	<i>VCE Health & Human Development Units 3 & 4</i>
Option Two	<i>Core Year 7 Health & Physical Education</i>	<i>Healthy Body Healthy Mind</i>	<i>Core Year 9 Health</i>	Pre-VCE Health & Human Development	<i>VCE Health & Human Development Units 1 & 2</i>	<i>VCE Health & Human Development Units 3 & 4</i>
Acceleration Option			Pre-VCE Health & Human Development	<i>VCE Health & Human Development Units 1 & 2</i>	<i>VCE Health & Human Development Units 3 & 4</i>	

**These are sample options. Please consider all Health & Physical Education Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Marks & Ms Raynes

HEALTH & PHYSICAL EDUCATION

PRE-VCE PHYSICAL EDUCATION

Subject Description:

In the Pre-VCE Physical Education elective, students are provided with the opportunity to develop a basic understanding and appreciation of the importance of physical fitness and nutrition for optimum sporting performance. Students will increase their knowledge of the theory and practice of performance in sport and will get the opportunity to:

- Investigate sports injuries and management
- Learn about body systems (respiratory, cardiovascular, muscular, and skeletal)
- Study the benefits of fitness
- Study the use of energy systems in sport
- Study psychological factors that affect sporting performance
- Study biomechanics in sport and apply coaching principles for sporting success
- Analyse games, movement patterns, and heart rate responses to exercise

Assessment:

- Practical Laboratory Report: Collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective
- Reflection Folio and Training Program: Participate in a variety of training methods and design and evaluate training programs to enhance specific fitness components

Advice to Students:

The Pre-VCE Physical Education elective aims to build the key knowledge and skills needed to succeed in VCE Physical Education. Students wishing to pursue the VCE subject are strongly encouraged to complete this elective, however it is not a pre-requisite.

This subject combines both practical and theory classes, similar to VCE Physical Education.

This subject requires the College Physical Education uniform.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Year 7 Health & Physical Education</i>	<i>General PE</i>	<i>Team Sports</i>	Pre-VCE Physical Education	<i>VCE Physical Education Units 1 & 2</i>	<i>VCE Physical Education Units 3 & 4</i>
Option Two	<i>Core Year 7 Health & Physical Education</i>	<i>Soccer OR Basketball</i>	<i>Personal Training</i>	Pre-VCE Physical Education	<i>VCE Physical Education Units 1 & 2</i>	<i>VCE Physical Education Units 3 & 4</i>
Acceleration Option			Pre-VCE Physical Education	<i>VCE Physical Education Units 1 & 2</i>	<i>VCE Physical Education Units 3 & 4</i>	

**These are sample options. Please consider all Health & Physical Education Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Cram

HUMANITIES

The Humanities include the study of Civics and Citizenship, Economics and Business, and Geography and History.

The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment.

In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia's role in global systems and are encouraged to appreciate democratic principles and to contribute as active, informed, and responsible citizens.

In History and Geography, students explore the processes that have shaped, and which continue to shape, different societies and cultures. Students develop an appreciation for common humanity shared across time and distance, and evaluate the ways in which humans have faced, and continue to face, different challenges.

HUMANITIES

CRIME & JUSTICE (LEGAL STUDIES)

Subject Description:

Students will examine criminal law and how it protects the community. This unit will support students who wish to further study the law in Australia and/or law enforcement. This subject is a great avenue into VCE Legal Studies.

Students will explore different types of crimes and real Australian cases which include:

- Crimes against the person: Murder, manslaughter, and assault
- Crimes against property: Theft, robbery, and burglary
- Crimes against the state: Treason
- Crimes against morality: Drug possession and trafficking
- Crimes against the legal system: Perjury

In addition, students will explore other aspects of criminal law including:

- Defenses to crimes
- The Victorian prison system
- Police powers and Individual rights

Assessment:

- Research report on an Australian murder case
- A classroom presentation
- A role-play, debate, and structured questions
- A question-and-answer session

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking the unit should have a confident level of literacy and have a broad interest in the justice system in Australia. It is recommended for students who wish to pursue a career in the legal profession.

Recommendation: It is highly recommended that students undertake this subject to study VCE Legal Studies in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Great Rulers of the Ancient</i> <i>World AND Core Humanities</i>	Crime & Justice	<i>Fight for Your Rights!</i>	<i>Pre-VCE Legal Studies</i> <i>Pre-VCE Philosophy</i>	<i>VCE Legal Studies</i> OR <i>History Units 1 & 2</i>	<i>VCE Legal Studies</i> OR <i>History Units 3 & 4</i>
Acceleration Option			<i>Pre-VCE Legal Studies</i>	<i>VCE Legal Studies</i> OR <i>VCE History Units 1 & 2</i>	<i>VCE Legal Studies</i> OR <i>History Units 3 & 4</i>	

*These are sample options. Please consider all Humanities Enhance subjects across Years 8-10

Teachers to see for advice regarding this subject: Ms Attard, Mr Yuen & Mr Kata

HUMANITIES

DISASTERS & GEOLOGY (CHEMISTRY/ENVIRONMENTAL SCIENCE/GEOGRAPHY)

Subject Description:

Natural Disasters like earthquakes, tsunamis, and volcanoes are a constant threat to the safety and survival of different communities around the world. Geology is the study of the Earth, what it is made out of, the structure of those materials, and the processes, such as volcanoes, acting upon them. This subject will explore the processes that create the Earth and destroy communities.

Disasters & Geology will involve fun, hands on experiments, model building, research projects, and excursions.

Assessment:

- Excursions and fieldwork reports
- Research assignment into the impacts and responses to a chosen natural disaster
- Experiments and reports
- Construction of models of volcanoes
- Structured questions

Advice to Students:

Geology is recommended for students with a broad interest in geology, rocks, mining, the Earth, and natural disasters such as earthquakes and volcanoes. Students should be aware that Disasters and Geology will deal with traumatic events and should take this into account when selecting the subject. The subject can lead to a wide variety of pathways in Science and Humanities.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Core Humanities AND Travel the World	Weather & GIS	Disasters & Geology	Sustainability & Community Involvement	VCE Geography Units 1 & 2	VCE Geography Units 3 & 4
Option Two	Planet Earth	Disasters & Geology	Sustainability & Community Involvement	Pre-VCE Chemistry AND Weather & GIS	VCE Chemistry Units 1 & 2	VCE Chemistry Units 3 & 4
Option Three	Core Humanities AND Travel the World	Sustainability & Community Involvement	Disasters & Geology	Environmental Science	VCE Environmental Science Units 1 & 2	VCE Environmental Science Units 3 & 4
Acceleration Option			Pre-VCE Chemistry	VCE Geography Units 1 & 2	VCE Geography Units 3 & 4	

*These are sample options. Please consider all Humanities/Science Enhance subjects across Years 8-10

Teachers to see for advice regarding this subject: Ms Taylor & Mrs Guar

HUMANITIES

FIGHT FOR YOUR RIGHTS! (AUSTRALIAN & GLOBAL POLITICS/LEGAL STUDIES)

Subject Description:

Ever wonder why organisations like the Mafia, Yakuza, Al Qaeda, and the Ku Klux Klan are feared? Want to know what it takes to create a movement for change? This subject focuses on the groups that try to disrupt or change the world for better or worse. This includes groups in society that desperately try to create chaos or change, such as gangs, organised crime syndicates, hate groups, and terrorist organisations around the world. Students examine the origins of these groups, the tactics used to spread messages of violence or hate, and the reasons these groups often need to resort to extreme measures. Students will also challenge the stereotypes that society has of these groups, considering the many different representations. But it is not all doom and gloom. Students also look at individuals and groups that fight for positive change around the world. This includes those that have campaigned for equal rights, an end to war, and climate action. Students explore how people create and share their messages to make positive change, bringing others along to fight for important rights.

Assessment:

- Case studies
- Research/investigation tasks
- Project: Create and communicate a campaign for positive change

Advice to Students:

There are no prerequisites to undertaking this subject. Students considering undertaking this subject should be prepared to conduct investigations using research from a wide range of sources. This subject is recommended for students who have an interest in law, politics, civics, or history. They should also have an interest in current affairs and events and enjoy learning about not only what happened in the past, but also what is happening right now.

Recommendation: It is highly recommended that students undertake this subject to study VCE History or VCE Legal Studies in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Humanities</i>	<i>Crime & Justice</i>	<i>Fight for Your Rights!</i>	<i>Pre-VCE Legal Studies</i> <i>Pre-VCE Philosophy</i>	<i>VCE Legal Studies Units 1 & 2</i>	<i>VCE Legal Studies Units 3 & 4</i>
Option Two	<i>Core Humanities AND Great Rulers of the Ancient World</i>	<i>Fight for Your Rights!</i>	<i>Myths & Legends</i>	<i>World Wars</i>	<i>VCE History Units 1 & 2</i>	<i>VCE History Units 3 & 4</i>
Acceleration Option			<i>Pre-VCE Legal Studies</i>	<i>VCE Australian & Global Politics Units 1 & 2</i>	<i>VCE Australian Politics OR VCE Global Politics Units 3 & 4</i>	

*These are sample options. Please consider all Humanities Enhance subjects across Years 8-10

Teachers to see for advice regarding this subject: Mr Kata, Ms Larcombe & Ms Krieg

HUMANITIES

CITIES 3000: Develop a sustainable city while developing a variety of Humanities skills such as Geography, Legal Studies and Economics. (GEOGRAPHY, LEGAL STUDIES AND ECONOMICS)

Subject Description:

Sustainability and urbanization is impacting on our environment. How can the next generation of developers address these issues? This subject encourages students to think critically about the challenges facing modern cities and the world around them. Using ICT programs such as Sim City students have an opportunity to design and build their own city while developing a range of skills in areas such as city design, city policies, budgeting, and environmental science.

Assessment:

- Design a future city. Assessment would include a practical component (SimCity or similar)
- Written proposal with costings.

Advice to Students:

There are no prerequisites for undertaking this subject, Extended Investigation. Students considering undertaking the unit should be confident, independent, and self-managed learners.

It is highly recommended that students undertake this subject to study if you are considering undertaking VCE Geography or VCE History in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
<i>Option 1</i>	<i>Year 7 Core Humanities</i>	<i>Myths and legends</i>	<i>World Wars</i>	<i>Pre-VCE History</i>	<i>VCE History Unit 1 & 2</i>	<i>VCE History Unit 3 & 4</i>
<i>Option 2</i>	<i>Taster: National Identity</i>	<i>Cities 3000</i>	<i>Disasters and Geology</i>	<i>Pre-VCE Geography</i>	<i>VCE Geography Unit 1 & 2</i>	<i>VCE Geography Unit 3 & 4</i>

**These are sample options. Please consider all Humanities/Science Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mrs Gruar

HUMANITIES

LIKE A BOSS: RUNNING YOUR OWN BUSINESS (BUSINESS & ECONOMICS)

Subject Description:

Like a Boss is a hands-on, practical business subject that encourages students to think like an entrepreneur and experience the challenges of running a small business.

Students will learn how to develop new business ideas based on market research. They will develop business plans to explore the various decisions that must be made for a business to be successful, including in relation to marketing, financial analysis, social and environmental responsibilities, and product development. This will also include a consideration of established 'real-life' businesses through contemporary news sources.

A key project in Like a Boss involves students investing \$20 of their own money to act as capital in their own business. By providing their own start up fund, students take ownership of their business project and have the option to combine their funds and work in a team. This project has been widely reported to promote entrepreneurial thinking and innovation in young people. In this program, students apply theoretical business concepts to their own practical ideas, and then take their ideas to commercial execution over the course of two terms. This may take place via an online sales context such as via Microsoft Teams or a physical sales context such as student run stall during lunchtimes.

Assessment:

- Development of a business plan based on student's own business idea
- A case study analysis, business research report, simulation exercise, and survey with analysis task
- An interview and a report on contact with business
- A school-based, short-term business activity and media analysis

Advice to Students:

There are no prerequisites for undertaking this subject. This subject is recommended for students who are curious about being involved in business, economics, finance, or running their own business in the future. This subject involves a lot of group work and discussion. Students should be willing to work as a team and share new ideas. They should also be independent learners who are willing to conduct their own research. Students will be required to undertake class discussions and debates and should be confident to talk in front of a group. They will also be required to think innovatively and be creative with their ideas and solutions.

HUMANITIES

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Humanities AND Travel the World</i>	<i>My Money</i>	<i>Like a Boss: Running Your Own Business</i>	Sustainability & Community Involvement	<i>VCE Accounting Units 1 & 2</i>	<i>VCE Accounting Units 3 & 4</i>
Option Two	<i>Core Humanities AND Travel the World</i>	<i>Sustainability & Community Involvement</i>	<i>My Money</i>	<i>Like a Boss: Running Your Own Business</i>	<i>VCE Business Management Units 1 & 2</i>	<i>VCE Business Management Units 3 & 4</i>
Option Three		<i>Like a Boss: Running Your Own Business</i>	<i>My Money</i>	<i>World of Work</i>	<i>VET Cert II Business</i>	
Acceleration Option			<i>Pre-VCE Business Management</i>	<i>VCE Business Management Units 1 & 2</i>	<i>VCE Business Management Units 3 & 4</i>	

**These are sample options. Please consider all Humanities Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Attard, Mr Yuen & Mr Kata

HUMANITIES

MY MONEY (BUSINESS & ECONOMICS)

Subject Description:

My Money will equip students with the skills to navigate their own financial futures. With a focus on real-life practical skills, students gain essential financial literacy to ensure that they are clever consumers who can critically consider the financial decisions they will need to make in their own lives.

In Unit 1, the course includes an exploration of the salary and wages, cost of living, budgeting, tax, and insurance. Students also investigate the benefits and dangers of debt, including bank loans and credit cards, along with less-obvious financial obligations such as mobile phone plans.

In Unit 2, students critically evaluate the types of financial scams and how to protect themselves from unfair practices under the Australian Consumer Law. They also learn about investment as a source of future income, including savings and the share market.

Assessment:

- Research assignment into expenses
- Data analysis and budgeting exercises
- A case study analysis
- Structured questions
- A classroom presentation including use of ICT

Advice to Students:

There are no prerequisites for undertaking this subject. My Money is recommended for students who have a passion for money, numbers, and collaborative learning.

Recommendation: It is highly recommended that students undertake this subject to study VCE Business Management, VCE Economics, and VCE Accounting in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Core Humanities AND Travel the World	My Money	<i>Like a Boss: Running Your Own Business</i>	Sustainability & Community Involvement	VCE Accounting Units 1 & 2	VCE Accounting Units 3 & 4
Option Two	Core Humanities AND Travel the World	<i>Like a Boss: Running Your Own Business</i>	Sustainability & Community Involvement	My Money	VCE Business Management Units 1 & 2	VCE Business Management Units 3 & 4
Option Three		<i>Like a Boss: Running Your Own Business</i>	My Money	World of Work	VET Cert II Business	
Acceleration Option			Pre-VCE Business Management	VCE Business Management Units 1 & 2	VCE Business Management Units 3 & 4	

*These are sample options. Please consider all Humanities Enhance subjects across Years 8-10

HUMANITIES

MYTHS & LEGENDS (HISTORY)

Subject Description:

Myths and Legends explores the fact and fiction surrounding the tales and beliefs of a variety of past societies. Students will study the myths, legends, and beliefs of a self-selected Ancient and Medieval civilisations, including Indigenous Australian beliefs. They will compare and contrast burial practices and social structures in each civilisation and how these reflect values and beliefs about death and family. Students will explore famous legendary people and places and analyse sources to find the truth. They will also investigate how science is being used to explain the truths behind some of history's greatest myths.

Some of the research opportunities available in the subject include:

- Indigenous Australian Dreaming stories such as the Rainbow Serpent and Bunjil
- Māori mythology and legends such as stories about Maui and Tawhaki
- The Mythology of Ancient Greece including stories about Zeus, Hermes, Aphrodite, and Hades
- The Mythology of Ancient Rome including stories about Jupiter, Mars, Venus, and Vulcan
- The Mythology of Ancient Egypt including stories about Ra, Isis, Osiris, and Horus
- The Mythology of the Vikings including stories about Odin, Thor, Loki, and Freya
- Mythological places such as Atlantis, El Dorado, and Troy
- Chinese Dragon Mythology and legends such as Mulan
- Medieval Legends such as Robin Hood and King Arthur

Assessment:

- Re-telling of stories through art or drama
- Source analysis activities
- Self-directed research assignment on a chosen myth or legend

Advice to Students:

Myths & Legends is recommended to students with a broad interest in History and Ancient Cultures.

This subject is recommended for students considering VCE History.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Great Rulers of the Ancient World</i>	<i>World Wars</i>	Myths & Legends	<i>My History & Heritage</i>	<i>VCE History Units 1 & 2</i>	<i>VCE History Units 3 & 4</i>
Option Two	<i>Core Humanities</i>	<i>Crime & Justice</i>	<i>Fight for Your Rights!</i>	Myths & Legends	<i>VCE Legal Studies Units 1 & 2</i>	<i>VCE Legal Studies Units 3 & 4</i>
Acceleration Option			<i>Pre-VCE Legal Studies</i>	<i>VCE History Units 1 & 2</i>	<i>VCE History Units 3 & 4</i>	

**These are sample options. Please consider all Humanities Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Kata & Ms Taylor

HUMANITIES

SUSTAINABILITY & COMMUNITY INVOLVEMENT (BIOLOGY/GEOGRAPHY)

Subject Description:

Want to change the world? Sustainability and Community Involvement provides students with the opportunity to work on real-world projects that help to make our community a more sustainable and friendly place to live. Students will be able to work in teams on real community projects of their choice and make positive changes to the local environment. Students will also build their knowledge of sustainability practices and their understanding of how our communities may operate in the future.

Assessment:

- Practical, hands-on, community-based projects
- Sustainability evaluations
- Structured questions

Advice to Students:

Sustainability and Community Involvement is recommended for students with a broad interest in Sustainability and the local Environment. Students will need to be prepared to work in team settings and be comfortable working in self-directed projects in outdoor environments.

This subject is recommended for students who would like to pursue a less-traditional classroom-based style of learning.

Sustainability and Community Involvement can lead to a variety of VCE, VPC, VCE VM, and VET options in the future

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Humanities AND Travel the World</i>	<i>Weather & GIS</i>	<i>Disasters & Geology</i>	Sustainability & Community Involvement	<i>VCE Geography Units 1 & 2</i>	<i>VCE Geography Units 3 & 4</i>
Option Two	<i>Earth Science</i>	<i>Disasters & Geology</i>	Sustainability & Community Involvement	<i>Pre-VCE Biology AND Environmental Science</i>	<i>VCE Biology Units 1 & 2</i>	<i>VCE Biology Units 3 & 4</i>
Option Three	<i>Core Humanities</i>	Sustainability & Community Involvement	<i>Leadership Skills</i>	<i>World of Work</i>	<i>VET Cert II Community Services</i>	<i>VCE VM Senior Certificate</i>
Acceleration Option			<i>Pre-VCE Biology</i>	<i>VCE Geography Units 1 & 2</i>	<i>VCE Geography Units 3 & 4</i>	

**These are sample options. Please consider all Humanities/Science/Health & Physical Education Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Taylor, Mrs Gruar & Mr Kata

HUMANITIES

WORLD OF WORK (BUSINESS & ECONOMICS)

Subject Description:

This unit aims to connect students with life beyond school through their own investigation into what it takes to succeed in the World of Work. Students will explore their own futures by researching different occupations and industries. They will build their understanding of the economics of working and actively develop and reflect on the skills and aptitudes required to succeed. Students will have an opportunity to undertake a work experience placement, attend immersion programs (industry based) and excursions to universities, TAFEs, Try-a-Trade, and other events.

Students may choose to participate in iTrack, an online mentoring program (Semester two only) that supports students who are beginning to develop their post-school plans.

Assessment:

- Research assignment into chosen industries and occupations
- An enterprise project and activity evaluation
- A curriculum vitae presented in a digital format
- A work-related skills portfolio including a critically reflective self-assessment
- A short written report (media analysis, research inquiry, case study analysis)
- A video, podcast, or written blog of work experiences
- Structured questions

Advice to Students:

To engage with the work placements for World of Work, students will need to be aged 16 or over. World of Work is recommended for students with an interest in exploring different occupations, workplaces, and pathways. Students will need to be confident and independent and ready to explore workplaces outside of a school setting.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option Two	Core Humanities AND Travel the World	My Money	World of Work	Sustainability & Community Involvement	VCE Business Management Units 1 & 2	VCE Business Management Units 3 & 4
Option Three	Core Humanities	Sustainability & Community Involvement	Leadership Skills	World of Work	VET Cert II Community Services	VCE VM Senior Certificate
Acceleration Option			Pre-VCE Business Management	VCE Business Management Units 1 & 2	VCE Business Management Units 3 & 4	

**These are sample options. Please consider all Humanities/Health & Physical Education Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Gruar & Mr Kata

HUMANITIES

WORLD WARS (HISTORY)

Subject Description:

Students will study the cause and effect of both World War I and World War II. They will explore the different roles people played in both conflicts and the impact of the wars on the Home Front. This will include an exploration of visual propaganda, the experiences of soldiers from each of the main combatants and the experiences of Jewish people in Nazi Germany. Students will explore the nature of warfare in both conflicts and the debates surrounding the major events of each.

Students will have the opportunity to develop key skills that will help them in future studies:

- Critical analysis of sources as evidence
- Analysing cause and effect
- Analysing change and continuity
- Analysing historical significance
- Communication

Assessment:

- Research assignment on the experiences of a chosen group of people in the war such as soldiers, nurses, or civilians from each of the different nations and regions associated with the World Wars
- Analysis of propaganda and photos from the war
- Timelines
- Debates
- Written responses and essays

Advice to Students:

There are no prerequisites for undertaking this subject, however students considering undertaking the unit should be confident, independent, and self-managed learners.

World Wars is recommended for students who have a broad interest in historical warfare.

It is highly recommended that students undertake this subject to study History in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Great Rulers of the Ancient World</i>	World Wars	<i>Myths & Legends</i>	<i>My History & Heritage</i> <i>Pre-VCE</i> <i>Philosophy</i>	<i>VCE</i> <i>History</i> <i>Units 1 & 2</i>	<i>VCE</i> <i>History</i> <i>Units 3 & 4</i>
Option Two	<i>Core Humanities</i>	<i>Crime & Justice</i>	<i>Fight for Your Rights!</i>	<i>Pre-VCE</i> <i>Legal Studies</i>	<i>VCE</i> <i>Legal Studies</i> <i>Units 1 & 2</i>	<i>VCE</i> <i>Legal Studies</i> <i>Units 3 & 4</i>
Acceleration Option			<i>Pre-VCE</i> <i>History</i>	<i>VCE</i> <i>History</i> <i>Units 1 & 2</i>	<i>VCE</i> <i>History</i> <i>Units 3 & 4</i>	

**These are sample options. Please consider all Humanities Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Shinkfield & Mr Kata

HUMANITIES

PRE-VCE ACCOUNTING

Subject Description:

Pre-VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT).

Assessment:

- Written Assignment Task
- A folio of exercises
- Case Study
- Classroom Presentation

Advice to Students:

It is highly recommended that students complete My Money to undertake Pre-VCE Accounting. Students considering undertaking the unit should be curious about historical facts and demonstrate a willingness to engage in research and critical thinking activities.

Pre-requisite: Students must undertake this subject to study VCE Accounting.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option 1	<i>Year 7 Core Humanities</i>	<i>My Money</i>	<i>Like a Boss</i>	Pre-VCE Accounting	<i>VCE Accounting Unit 1 & 2</i>	<i>VCE Accounting Unit 3 & 4</i>
Option 2	<i>Travel the World</i>	<i>Like a Boss</i>	<i>My Money</i>	Pre-VCE Accounting	<i>VCE Accounting Unit 1 & 2</i>	<i>VCE Accounting Unit 3 & 4</i>

**These are sample options. Please consider all Humanities Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Goile & Mr Kata

HUMANITIES

PRE-VCE BUSINESS MANAGEMENT

Subject Description:

Pre-VCE Business Management is an introductory course designed to provide students with an insight into what it is like to study VCE Business Management in years 11 and 12. The course is intended to highlight the key skills required to be successful in the VCE, with a focus on developing powerful study skills to prepare for formal assessments, including the ability to recall and use business terminology (words) accurately and apply business concepts to real-life case study scenarios.

In the first unit, 'Introduction to Business Management', students explore and classify the different types of organisations and businesses operating in the economy, understand the key business objective of making profits, and discuss how management functions (such as marketing, organising and forecasting) are used to ensure success.

In the second unit, 'Business Stakeholders', students consider a range of internal and external stakeholders in a business and how they influence the decisions made by businesses. This involves a consideration of the interests of shareholders, directors, and employees, along with the competing interests of customers, competitors, trade unions, and technological trends.

Assessment:

- Ongoing coursework and exam-style closed-book SACs
- Evidence of revision using study skills that are covered in the course

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking the unit should be mindful that the study of business management often involves analysing materials from real-life news sources such as newspapers and company websites. As such, students will need to be resilient in developing their reading and writing skills to support the application of business theories to case-study scenarios.

Pre-VCE Business Management should be of interest to students who aspire to work in any type of organisation in the future, or like the idea of starting their own business one day.

Recommendation: It is highly recommended that students undertake this subject to study VCE Business Management in Year 11 and 12.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Humanities AND Travel the World</i>	<i>My Money</i>	<i>Like a Boss: Running Your Own Business</i>	Pre-VCE Business Management	<i>VCE Accounting Units 1 & 2</i>	<i>VCE Accounting Units 3 & 4</i>
Option Two	<i>Core Humanities AND Travel the World</i>	<i>My Money</i>	<i>Sustainability & Community Involvement</i>	Pre-VCE Business Management	<i>VCE Business Management Units 1 & 2</i>	<i>VCE Business Management Units 3 & 4</i>
Acceleration Option			Pre-VCE Business Management	<i>VCE Business Management Units 1 & 2</i>	<i>VCE Business Management Units 3 & 4</i>	

**These are sample options. Please consider all Humanities Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Yuen & Ms Dixit

HUMANITIES

PRE-VCE GEOGRAPHY

Subject Description:

Pre-VCE Geography is aimed at preparing students for undertaking VCE Geography. The focus will be on the topics of tourism, human population, and changes to the land. Students will look at current local, regional, and global case studies and evaluate how they are being managed. This subject will involve excursions so that students can develop a range of fieldwork and data collection skills.

Assessment:

- Case studies
- Fieldwork report

Advice to Students:

It is highly recommended that students complete either Disasters & Geology or Geopolitics to undertake Pre-VCE Geography. Students considering undertaking the unit should have an interest in business and economics.

Students must undertake this subject to study VCE Geography.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option 1	<i>Year 7 Core Humanities</i>	<i>Cities 3000</i>	<i>Disasters & Geology</i>	Pre-VCE Geography	<i>VCE Geography Unit 1 & 2</i>	<i>VCE Geography Unit 3 & 4</i>
Option 2	<i>Taster: Travel the World</i>	<i>Disasters & Geology</i>	<i>Cities 3000</i>	Pre-VCE Geography	<i>VCE Geography Unit 1 & 2</i>	<i>VCE Geography Unit 3 & 4</i>
Option 3	<i>Taster: Travel the World</i>	<i>Cities 3000</i>	<i>Disasters & Geology</i>	Pre-VCE Geography	<i>VCE Geography Unit 1 & 2</i>	<i>VCE Geography Unit 3 & 4</i>

**These are sample options. Please consider all Humanities Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Gruar, Ms Taylor & Mr Kata

HUMANITIES

PRE-VCE HISTORY

Subject Description:

In this subject, students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

Students investigate one major global influence that has shaped Australian society, including the development of the global issues during the twentieth century.

Assessment:

- Historical Inquiry
- Analysis of Primary Sources & Historical Interpretations
- Essay

Advice to Students:

It is highly recommended that students complete either Myths and Legends or World Wars to undertake Pre-VCE History. Students considering undertaking the unit should be curious about historical facts and demonstrate a willingness to engage in research and critical thinking activities.

Pre-requisite: Students must undertake this subject to study VCE History.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option 1	<i>Year 7 Core Humanities</i>	<i>Myths and Legends</i>	<i>World Wars</i>	<i>Pre-VCE History</i>	<i>VCE History Unit 1 & 2</i>	<i>VCE History Unit 3 & 4</i>
Option 2	<i>Great Rulers of the Ancient World</i>	<i>World Wars</i>	<i>Myths and Legends</i>	<i>Pre-VCE History</i>	<i>VCE History Unit 1 & 2</i>	<i>VCE History Unit 3 & 4</i>
Option 3 (if applicable)	<i>National Identity</i>	<i>Myths and Legends</i>	<i>World Wars</i>	<i>Pre-VCE History</i>	<i>VCE History Unit 1 & 2</i>	<i>VCE History Unit 3 & 4</i>

**These are sample options. Please consider all Humanities Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Kata & Mr Shinkfield

HUMANITIES

PRE-VCE INDUSTRY AND ENTERPRISE

Subject Description:

This unit prepares students for effective workplace participation. An exploration of the importance of work-related skills is integral to this unit. Students develop work-related skills by actively exploring personal career goals and pathways. They observe industry and employment trends and analyse current and future work options. Students develop work-related skills that assist in dealing with issues commonly affecting participants in the workplace.

Students examine the diverse contexts in which work takes place in Australian society by investigating a range of work settings. They investigate job tasks and processes in work settings, as well as entry-level requirements for work in selected industries.

Students research work-related issues and consider strategies to develop interpersonal skills and effective communication to deal with a selected issue.

Assessment:

- Work related skills portfolio
- Career investigation and profile
- ICT-based presentation

Advice to Students:

It is highly recommended that students complete World of Work to undertake Pre-VCE Industry and Enterprise.

Pre-requisite: Students must undertake this subject to pursue a VPC/VCE VM pathway.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option 1	<i>Year 7 Core Humanities</i>	<i>World of Work</i>	<i>Like a Boss</i>	<i>Pre-VCE Industry and Enterprise</i>	<i>Intermediate VCE VM</i>	<i>Senior VCE VM</i>
Option 2	<i>Travel the World</i>	<i>My Money</i>	<i>World of Work</i>	<i>Pre-VCE Industry and Enterprise</i>	<i>Intermediate VCE VM</i>	<i>Senior VCE VM</i>

**These are sample options. Please consider all Humanities Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Kata

HUMANITIES

PRE-VCE LEGAL STUDIES

Subject Description:

Pre-VCE Legal Studies is an introductory course designed to provide students with an insight into what it is like to study VCE Legal Studies in Years 11 and 12. The course is intended to highlight the key skills and background knowledge required to be successful in the VCE, including some key legal terminology (words) and applying legal concepts to case study scenarios.

The course covers topics such as crime and justice, how people sue each other in the civil law, the process of making laws through Parliaments and the courts, and how the law protects human rights in Australia. Students refer to the actual sources of law from the State and Federal parliaments and consider actual legal cases through an analysis of current news events and important landmark court decisions.

Assessment:

- Ongoing coursework
- Structured questions
- Research projects
- Exam-style closed-book SACs

Advice to Students:

There are no prerequisites to undertaking this subject. Students considering undertaking the unit should be mindful that Legal Studies often involves analysing materials from news sources (such as newspapers), official information from the government, and other legal institutions. As such, students will need to be resilient in developing their reading and writing skills to support the application of legal theories to case-study scenarios.

Pre-VCE Legal Studies should be of interest to students who aspire to work in any legal or business field in the future, including as lawyers, law enforcement officers and for state and local government.

Recommendation: It is highly recommended that students undertake this subject to study VCE Legal Studies in Years 11 and 12.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Great Rulers of the Ancient World</i> AND Core Humanities	<i>Crime & Justice</i>	<i>Fight for Your Rights!</i>	Pre-VCE Legal Studies	VCE Legal Studies OR History Units 1 & 2	VCE Legal Studies OR History Units 3 & 4
Acceleration Option			Pre-VCE Legal Studies	VCE Legal Studies OR VCE History Units 1 & 2	VCE Legal Studies OR VCE History Units 3 & 4	

**These are sample options. Please consider all Humanities Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Attard, Mr Yuen & Ms Goile

HUMANITIES

PRE-VCE PHILOSOPHY (MEANING OF LIFE)

Subject Description:

Pre-VCE Philosophy is an introductory course designed to provide students with an insight into what it is like to study VCE Philosophy in years 11 and 12. The course is focused on getting students thinking outside of the box about some big ideas. This subject will teach students critical thinking, how to structure a logical argument and that most things in life are subjective. This will assist students in other classes, such as English, History and Legal Studies. Philosophy invites students to consider the big questions in life, such as ‘How are we here?’ ‘What created the universe?’ ‘What makes a person good or bad?’ and, ‘How do I know that I know anything?’. You will leave this subject with more questions than you have answers.

The subject is a fun way to think critically. It is run with debates, research, and discussion!

Assessment:

- Ongoing coursework
- Research Tasks
- Debates
- Closed-book style SACs.

Advice to Students:

There are no prerequisites for undertaking this subject. The only requirement is the willingness to think about big ideas and topics concerning the universe and life itself. We will get into some heated debates and mental exercise. Philosophy is a fun way of thinking and a new way to consider the world around you.

Pre- VCE Philosophy should be of interest to students who are interested in ethics, arguing, logic and the universe. Philosophy is useful for career pathways such as law, teaching, economics and science.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Humanities AND Travel the World</i>	<i>Fight For Your Rights</i>	<i>Crime and Justice</i>	Pre-VCE Philosophy	<i>VCE Philosophy unit 1 & 2</i>	<i>VCE Philosophy 3 & 4</i>
Option Two	<i>Core Humanities AND Travel the World</i>	<i>Crime and Justice</i>	Myths and Legends	Pre-VCE Philosophy	VCE Philosophy 1&2 OR <i>VCE History</i> OR <i>VCE-Legal Studies</i>	VCE Philosophy 3 & 4 Or <i>VCE History</i> Or <i>VCE-legal studies</i>
Acceleration Option			Pre-VCE Philosophy	VCE Philosophy 1 & 2 OR VCE History	<i>VCE Philosophy 3 & 4</i>	

**These are sample options. Please consider all Humanities Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Phelan

LANGUAGES

Learning languages broadens your horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. The interdependence of countries and communities requires people to negotiate experiences and meanings across languages and cultures. A bilingual or plurilingual capability is the norm in most parts of the world.

If you already speak one or more languages, there are opportunities in the Languages Domain for you to engage in subjects that allow you to make the most of those skills. We will provide you with the opportunity to work towards a **school-based certificate** that allows you to provide evidence of your skills and knowledge as a linguist. Completion of either or both of the English Language subjects from the English domain also contribute towards acquiring this certificate.

<https://www.youtube.com/watch?v=dtBxBHBN8nk> – why learn a language?

Learning languages:

- Contributes to the strengthening of the community's social, economic, and international development capabilities
- Extends literacy repertoires and the capacity to communicate; strengthens understanding of the nature of language, of culture, and of the processes of communication
- Develops intercultural capability, including understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- Develops understanding of how culture shapes and extends learners' understanding of themselves, their own heritage, values, beliefs, culture, and identity
- Strengthens intellectual, analytical, and reflective capabilities, and enhances creative and critical thinking.

LANGUAGES

ARABIC – ENHANCE

Subject Description:

Students acquire communication skills in Arabic. They develop an understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts. [https://www.youtube.com/watch?v=Ypu2am5-Kn0 – Why learn Arabic?](https://www.youtube.com/watch?v=Ypu2am5-Kn0)

Arabic is the fifth most spoken language in the world. Learning it will help students to understand the rich culture of the Middle East with its unique ways of life, cuisine, literature, and art. Nations that speak Arabic contributed significantly to the development of global civilization, including the advancement of philosophy, medicine, and science. An understanding of Arabic allows the speaker to explore the worlds of architecture, astrology, navigation, mathematics, and literature in their first language.

This semester-long course allows students to experience a new language in a class setting. If there is sufficient interest, the study of this language may be continued in following semesters. Alternatively, if small numbers of students are interested, they will be guided into Distance Education in the language.

Intercultural capability and language skills developed enable students to:

- Reflect on how intercultural experiences influence attitudes, values, and beliefs
- Recognise the importance of acceptance and appreciation of cultural diversity for a cohesive community.
- Demonstrate an awareness of and respect for cultural diversity within the community
- Communicate in the language they are learning
- Understand the relationship between language, culture, and learning
- Understand themselves as communicators

Assessment:

- Project: Student-directed research culminating in a presentation to the class (or external audience) about regions/countries where the language is spoken
- Oral/written presentations
- Reading/listening (interpretive) tasks

Advice to Students:

Arabic is recommended for students who have a passion for Languages and culture.

It is highly recommended that students undertake this subject to study Linguistics, Literature, Law, Politics, Travel, or International Relations in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One		<i>Elementary Arabic 1 & 2</i>	<i>Intermediate Arabic 1 & 2</i>	<i>Advanced Arabic 1 & 2</i>	<i>VCE Arabic (distance ed.)</i>	<i>VCE Arabic (distance ed.)</i>

**These are sample options. Please consider all Languages Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Eid

LANGUAGES

FRENCH – ELEMENTARY/INTERMEDIATE/ADVANCED

Subject Description:

https://www.youtube.com/watch?v=V7_Z48d4XQI

French is a young, vibrant, international language. Among its 275 million speakers, more than 96 million live in Africa, and it also represents the second most widely spoken native language and foreign language in Europe. By the year 2050, it is estimated that French will be the language most spoken in the world - the latest projection is that French will be spoken by 750 million people by 2050.

France itself is known as a home of great food, wine, the arts, science, and fashion. A knowledge of French can provide you with enhanced vocational opportunities in many fields, including banking, international finance, commerce, diplomacy, translating and interpreting. In Melbourne there are now 120 French companies which have set up offices, subsidiaries, or headquarters here in fields such as transport.

French studies in the Enhance years will include cultural studies, excursions, and student-led projects (for example, a French café). Consideration will also be given to organising an overseas trip to New Caledonia or France.

Assessment:

- Project: Student-directed research culminating in a presentation to the class (or external audience) about regions/countries where the language is spoken.
- Oral/written presentations
- Reading/listening (interpretive) tasks

Advice to Students:

Learning a language is an ongoing process. If you are considering undertaking VCE French, you should aim to study French for a minimum of 200 hours before moving into VCE Units 1 and 2. In the Enhance years, six semester-long French units of 75 hours duration are offered. To prepare yourself to perform at the highest level in French at VCE, you should consider taking French in the Enhance years in consecutive units.

- Elementary French 1 – year 8 level (75 hours) - choose if you wish to begin your study
- Elementary French 2 – year 8 level (75 hours) - follows Elementary French 1
- Intermediate French 1 – year 9 level (75 hours) - choose if you have completed Year 8 French (2020)
- Intermediate French 2 – year 9 level (75 hours) - follows Intermediate French 1
- Advanced French 1 – year 10 level (75 hours) - choose if you have completed Year 9 French (2020)
- Advanced French 2 – year 10 level (75 hours) - follows Advanced French 1

Pre-requisite: Students must undertake this subject in order to study VCE French.

It is highly recommended that students undertake French to study Linguistics, Literature, Law, Politics, Travel, or International Relations in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>French aster (one term or one semester)</i>	<i>Elementary French 1 & 2</i>	<i>Intermediate French 1 & 2</i>	<i>Advanced French 1 & 2</i>	<i>VCE French Units 1 & 2</i>	<i>VCE French Units 3 & 4</i>

**These are sample options. Please consider all Languages Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Eid

LANGUAGES

SPANISH - ENHANCE

Subject Description:

<https://www.youtube.com/watch?v=GVcTr4OMKEU> – Why learn Spanish?

Buenos dias! Most of us already know some Spanish (thank you, Dora the Explorer!) Spanish is the second most spoken language in the world, and the most spoken language in the Americas. It is the official (or co-official) language in Spain, most countries in Central and South America, and several Caribbean countries too. Spanish is considered one of the easiest languages for a native English speaker to learn. The grammar and pronunciation are different from English, but simpler and more consistent. Because English acquired almost 30% of its vocabulary from Latin, it is possible to immediately recognise and understand many Spanish words that share the same roots. In this subject, students will learn how to introduce themselves and carry out basic conversations in Spanish.

This semester-long course allows students to experience a new language in a class setting. If there is sufficient interest, study of this language may be continued in following semesters. Alternatively, if small numbers of students are interested, they will be guided into Distance Education in the language.

Intercultural capability and language skills developed enable students to:

- Reflect on how intercultural experiences influence attitudes, values, and beliefs
- Recognise the importance of acceptance and appreciation of cultural diversity for a cohesive community.
- Demonstrate an awareness of and respect for cultural diversity within the community
- Communicate in the language they are learning
- Understand the relationship between language, culture, and learning
- Understand themselves as communicator

Assessment:

- Project: Student-directed research culminating in a presentation to the class (or external audience) about regions/countries where the language is spoken.
- Oral/written presentations
- Reading/listening (interpretive) tasks

Advice to Students:

Spanish is recommended for students who have a passion for Languages and culture.

It is highly recommended that students undertake this subject to study Linguistics, Literature, Law, Politics, Travel, or International Relations in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One		<i>Elementary Spanish</i> 1 & 2	<i>Intermediate Spanish</i> 1 & 2	<i>Advanced Spanish</i> 1 & 2	<i>VCE Spanish (distance ed.)</i>	<i>VCE Spanish (distance ed.)</i>

**These are sample options. Please consider all Languages Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Eid

MATHEMATICS

Mathematics provides students with access to important mathematical ideas, knowledge, and skills that they will draw on in their personal and work lives. Mathematical ideas have evolved across societies and cultures over thousands of years and are constantly developing and digital technologies provide new tools for mathematical exploration and invention.

While the usefulness of mathematics for modelling and problem-solving is well known, mathematics also has a fundamental role in both enabling and sustaining cultural, social, economic, and technological advances and empowering individuals to become critical citizens.

MATHEMATICS

CORE MATHS

Subject Description:

Core Maths 8 continues developing the knowledge and skills that underpin numeracy: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Through this course, students will recognise that mathematics is widely used both inside and outside of school and they will learn to apply mathematical knowledge and skills in a wide range of familiar and unfamiliar situations.

Assessment:

- Pre and post testing using Essential Assessment
- Maths300 activities
- Project and problem-solving tasks

Advice to Students:

Maths is a core subject for Years 7 to 10.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Maths</i>	Core Maths	<i>Core Maths</i>	<i>Core Maths</i>	<i>VCE General Maths Units 1 & 2</i>	<i>VCE General Maths Units 3 & 4</i>
Option Two	<i>Core Maths</i>	Core Maths	<i>Advanced 9 Maths</i>	<i>Advanced Maths 10</i>	<i>VCE Maths Methods AND Specialist Maths Units 1 & 2</i>	<i>VCE Maths Methods AND Specialist Maths Units 3 & 4</i>
Option Three	<i>Core Maths</i>	Core Maths	<i>Maths for Life</i>	<i>VPC Foundation Numeracy</i>	<i>VCE Foundation Maths Units 1 & 2</i>	<i>VCE Foundation Maths Units 3 & 4</i> OR <i>VCE VM NUMERACY 3 & 4</i>
Acceleration Option		<i>Advanced Maths 9</i>	<i>Advanced Maths 10</i>	<i>VCE General Maths Units 1 & 2</i>	<i>VCE GENERAL Maths Units 3 & 4</i>	

**These are sample options. Please consider all Mathematics Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Murdoch & Ms Fernando

MATHEMATICS

CORE MATHS

Subject descriptions:

Core Maths 9 focuses on developing mathematical understanding, fluency, reasoning, modelling, and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently.

Number, measurement and geometry, statistics and probability skills are continued to be built as they are common aspects of most people's mathematical experience in everyday personal, study, and work situations. Equally important are the skills and knowledge of algebra, functions and relations, logic, mathematical structure, and working mathematically. These topics play an important role in people's understanding of the natural and human worlds, and the interaction between them.

Assessment:

- Pre and post testing using Education Perfect
- Collaborative inquiry hurdle tasks
- Complex problem-solving tasks with real world applications
- Online formative assessments

Advice to Students:

Maths is a core subject for Years 7 to 10. Specific guidelines exist for approval to accelerate into General Mathematics and Mathematical Methods. Students are not permitted to accelerate into Specialist Mathematics.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Maths</i>	<i>Core Maths</i>	<i>Core Maths</i>	<i>Core Maths</i>	<i>VCE General Maths Units 1 & 2</i>	<i>VCE GENERAL Maths Units 3 & 4</i>
Option Two	<i>Core Maths</i>	<i>Core Maths</i>	<i>Core Maths</i>	<i>Advanced Maths 10</i>	<i>VCE Maths Methods AND Specialist Maths Units 1 & 2</i>	<i>VCE Maths Methods AND Specialist Maths Units 3 & 4</i>
Option Three	<i>Core Maths</i>	<i>Core Maths</i>	<i>Core Maths</i>	<i>VPC Foundation Numeracy</i>	<i>VCE Foundation Maths Units 1 & 2</i>	<i>VCE Foundation Maths Units 3 & 4 OR VCE VM NUMERACY 3 & 4</i>
Acceleration Option			<i>Advanced Maths 10</i>	<i>VCE General Maths Units 1 & 2</i>	<i>VCE GENERAL Maths Units 3 & 4</i>	

**These are sample options. Please consider all Mathematics Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Fernando & Ms Murdoch

MATHEMATICS

ADVANCED MATHS 9

Subject Description:

This course covers material from Victorian Curriculum level 9 (Core Year 9) as well as content from level 10, which extends skills and knowledge. Students will develop competency in the use of ICT skills as they apply to mathematics, in particular the use of a CAS calculator. They will develop their understanding, problem-solving, and reasoning skills within the topics studied, with an emphasis on algebraic skills.

Assessment:

- Pre and post topic assessments
- Complex problem-solving tasks
- Extended inquiry tasks
- CAS calculator competency

Advice to Students:

This subject is aimed at Year 8 or 9 students or as an acceleration pathway. The course is suited to students who have a strong appreciation for and understanding of mathematics, particularly algebra, and would like to pursue multiple mathematics subjects in VCE. Special requirements for acceptance into Advanced Mathematics include outstanding performance in Year 7 or 8 Core Mathematics and teacher recommendation.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Maths</i>	<i>Core Maths</i>	Advanced Maths 9	Advanced Maths 10 AND <i>Elite Algebra</i>	<i>VCE Maths Methods</i> AND <i>Specialist Maths Units 1 & 2</i>	<i>VCE Maths Methods</i> AND <i>Specialist Maths Units 3 & 4</i>
Option Three	<i>Core Maths</i>	<i>Core Maths</i> AND <i>Algebra 101</i>	Advanced Maths 9 AND <i>Geometry</i>	<i>Advanced Maths 10</i> AND <i>Algebra 102</i>	<i>VCE Maths Methods</i> <i>Units 1 & 2</i>	<i>VCE Maths Methods</i> AND/OR <i>Algorithmics (HESS)</i>
Acceleration Option		Advanced Maths 9	<i>Advanced Maths 10</i>	<i>VCE General Maths</i> <i>Units 1 & 2</i>	<i>VCE General Maths</i> <i>Units 3 & 4</i>	

**These are sample options. Please consider all Mathematics Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Den Elzen & Ms Murdoch

MATHEMATICS

MATHS FOR LIFE – YEAR 8/YEAR 9/10

Subject Description:(Years 8, 9 and 10 Core alternative)

The aim of this course is to give students who struggle with mathematics the skills to have a better appreciation and understanding of mathematics for life over a one or two-year period. Students will develop their confidence and skills to perform simple and familiar numeracy tasks and they will develop the ability to make sense of mathematics in their daily personal lives. The mathematics involved includes numbers and data, financial literacy, time and location, measurement and design, and the use of ICT.

On completion of this unit, students will be able to perform everyday mathematical tasks that involve a single mathematical step or process. Students will be able to communicate mathematical ideas using common everyday language and mathematical notation.

Assessment:

- Pre and post testing using Essential Assessment
- SNMY and Maths-U-See
- Maths300 activities
- Project and problem-solving tasks with real world applications

Advice to Students:

This subject is for students who need additional support with their learning and more of an individualised program. Once a student enrolls in this subject, they are precluded from undertaking core or VCE Maths (excluding Foundation) in later years.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Maths</i>	<i>Core Maths</i>	<i>Maths for Life</i>	<i>Maths for Life</i>	<i>VCE Foundation Maths Units 1 & 2</i>	<i>VCE Foundation Maths Units 3 & 4</i>
Option Two	<i>Core Maths</i>	<i>Maths for Life</i>	<i>Maths for Life</i>	<i>Maths for Life</i>	<i>VCE VM Numeracy Units 1 & 2</i> <i>OR</i> <i>Pathways Certificate Numeracy</i>	<i>VCE VM Units 3 & 4</i>

**These are sample options. Please consider all Mathematics Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Fernando & Ms Murdoch

MATHEMATICS

CORE MATHS 10

Subject Description:

This course is aimed at students preparing to undertake the VCE sequence containing Units 1 and 2 General Mathematics, which leads into Units 3 and 4 General Maths or Units 1 and 2 Foundation Maths. Students will develop competency in the use of ICT skills as they apply to mathematics, in particular the use of CAS calculators. They will also undertake topics that develop their understanding, fluency, problem-solving skills, and reasoning. These skills are fundamental to learning mathematics and working mathematically and are applied across the three strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Assessment:

- Pre and post testing using Education Perfect
- Project and problem-solving tasks
- Extended inquiry tasks with real world applications
- CAS calculator competency

Advice to Students:

Maths is a core subject for Years 7 to 10.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Maths</i>	<i>Core Maths</i>	<i>Core Maths</i>	Core Maths	<i>VCE General Maths Units 1 & 2</i>	<i>VCE GENERAL Maths Units 3 & 4</i>
Option Two	<i>Core Maths</i>	<i>Core Maths</i>	Core Maths 10	<i>Advanced Maths 10</i>	<i>VCE Maths Methods AND Specialist Maths Units 1 & 2</i>	<i>VCE Maths Methods AND Specialist Maths Units 3 & 4</i>
Option Three	<i>Core Maths</i>	<i>Core Maths</i>	Core Maths	<i>VPC Foundation Numeracy</i>	<i>VCE Foundation Maths Units 1 & 2</i>	<i>VCE Foundation Maths Units 3 & 4 OR VCE VM NUMERACY 3 & 4</i>
Acceleration Option			<i>Advanced Maths 10</i>	<i>VCE General Maths Units 1 & 2</i>	<i>VCE GENERAL Maths Units 3 & 4</i>	

*These are sample options. Please consider all Mathematics Enhance subjects across Years 8-10

Teachers to see for advice regarding this subject: Ms Fernando & Ms Murdoch

MATHEMATICS

ADVANCED MATHS 10

Subject Description:

This course covers material from Victorian Curriculum level 10 (Core Year 10) as well as content from level 10A, which extends skills and knowledge. Students will develop competency in the use of ICT skills as they apply to mathematics, in particular the use of a CAS calculator. They will develop their understanding, problem-solving, and reasoning skills within the topics studied, with an emphasis on algebraic skills.

Assessment:

- Pre and post topic assessments
- Complex problem-solving tasks
- Extended inquiry tasks
- CAS calculator competency

Advice to Students:

This subject is aimed at Year 10 students or as a Year 9 acceleration pathway. The course is suited to students who have a strong appreciation for and understanding of mathematics, particularly algebra, and would like to pursue multiple mathematics subjects in VCE. Special requirements for acceptance into Advanced Mathematics include outstanding performance in Year 9 Core Mathematics and teacher recommendation.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Maths</i>	<i>Core Maths</i>	<i>Core Maths</i>	Advanced Maths 10	<i>VCE General Maths Units 1 & 2</i>	<i>VCE General Maths Units 3 & 4</i>
Option Two	<i>Core Maths</i>	<i>Core Maths</i>	<i>Core Maths</i>	Advanced Maths 10 AND Elite Algebra	<i>VCE Maths Methods AND Specialist Maths Units 1 & 2</i>	<i>VCE Maths Methods AND Specialist Maths Units 3 & 4</i>
Option Three	<i>Core Maths</i>	<i>Core Maths AND Algebra 101</i>	<i>Core Maths AND Flattening the Curve</i>	Advanced Maths 10 AND Algebra 102	<i>VCE Maths Methods Units 1 & 2</i>	<i>VCE Maths Methods AND/OR Algorithmics (HESS)</i>
Acceleration Option			Advanced Maths 10	<i>VCE General Maths Units 1 & 2</i>	<i>VCE General Maths Units 3 & 4</i>	

**These are sample options. Please consider all Mathematics Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Den Elzen & Ms Murdoch

MATHEMATICS

ALGEBRA 101

Subject Description:

Algebra 101 is designed to support students' understanding of algebra, providing them with solid theoretical knowledge and a practical approach to mathematics. Algebra is the base for VCE mathematics, and this class will develop the mathematical skills required to follow a career in STEAM.

This unit provides students with an opportunity to engage in meaningful mathematical investigations, drawing heavily on mathematical practices. The objective is to help students understand the importance of seeing, doing, re-constructing, and supposing in learning mathematics.

Assessment:

- Collaborative inquiry hurdle tasks
- Complex problem-solving tasks with real world applications
- Online formative assessments
- CAS calculator competency assessment

Advice to Students:

This subject is highly recommended for students who want to build their Algebra skills and complete VCE Maths.

Student MUST purchase the class pad calculator to successfully complete this subject.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Maths</i>	<i>Core Maths AND Algebra 101</i>	<i>Core Maths AND Geometry</i>	<i>Advanced Maths 10</i>	<i>VCE General Maths Units 1 & 2</i>	<i>VCE General Maths Units 3 & 4</i>
Option Two	<i>Core Maths</i>	<i>Core Maths</i>	<i>Core Maths AND Algebra 101</i>	<i>Advanced Maths 10 AND Algebra 102</i>	<i>VCE Maths Methods AND Specialist Maths Units 1 & 2</i>	<i>VCE Maths Methods AND Specialist Maths Units 3 & 4</i>
Option Three	<i>Core Maths</i>	<i>Core Maths AND Algebra 101</i>	<i>Core Maths AND Algebra 102</i>	<i>Advanced Maths 10 AND Elite Algebra</i>	<i>VCE Maths Methods Units 1 & 2</i>	<i>VCE Maths Methods AND/OR Algorithmics (HESS) Units 3 & 4</i>
Acceleration Option			<i>Advanced Maths 10</i>	<i>VCE General Maths Units 1 & 2</i>	<i>VCE General Maths Units 3 & 4</i>	

*These are sample options. Please consider all Maths Enhance subjects across Years 8-10

Teachers to see for advice regarding this subject: Ms Podsytnik, Ms Fernando, & Ms Murdoch

MATHEMATICS

ALGEBRA 102

Subject Description:

Algebra 102 is the second step on the Algebra path at Hampton Park Secondary College. Algebra 101 set the base for a more in-depth study of algebra. Algebra 102 is where more complex mathematical problems are presented to students to get them ready to undertake VCE Mathematics.

Studying algebra helps your mind to think logically and break down and solve mathematical problems. One of the main reasons for studying algebra is that it allows you to take a situation and make it more general. Algebraic thinking is essential to modelling real-life situations and predict possible scenarios.

Assessment:

- Skill-based formative assessments: Mathspace/ DESMOS/Quizzes/ClassPad Calculator Activities
- Project tasks
- Collaborative investigations
- Real world application tasks

Advice to Students:

This subject is aimed at Year 10 students or as a Year 9 acceleration pathway. It is highly recommended that students undertake this subject to study Mathematical Methods, Specialist Mathematics, Biology, Chemistry, or Physics in the future.

Student MUST purchase the class pad calculator to successfully complete this subject.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Maths</i>	<i>Core Maths AND Algebra 101</i>	<i>Core Maths AND Geometry</i>	<i>Core Maths AND Algebra 102</i>	<i>VCE General Maths Units 1 & 2</i>	<i>VCE General Maths Units 3 & 4</i>
Option Two	<i>Core Maths</i>	<i>Core Maths AND Algebra 101</i>	<i>Core Maths AND Algebra 102</i>	<i>Advanced Maths 10 AND Elite Algebra</i>	<i>VCE Maths Methods AND Specialist Maths Units 1 & 2</i>	<i>VCE Maths Methods AND Specialist Maths Units 3 & 4</i>
Option Three	<i>Core Maths</i>	<i>Core Maths AND Algebra 101</i>	<i>Core Maths AND Algebra 102</i>	<i>Advanced Maths 10 AND Elite Algebra</i>	<i>VCE Maths Methods Units 1 & 2</i>	<i>VCE Maths Methods AND/OR Algorithmics (HESS) Units 3 & 4</i>
Acceleration Option			<i>Advanced Maths 10 AND Algebra 102</i>	<i>VCE General Maths or Math Methods Units 1 & 2</i>	<i>VCE General Maths or Math Methods Units 3 & 4</i>	

**These are sample options. Please consider all Mathematics Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Fernando & Ms Murdoch

MATHEMATICS

ELITE ALGEBRA

Subject Description:

Elite Algebra is designed for accelerated students in year 10 studying a VCE Maths subject or alongside with Advanced Maths 10. Elite Algebra reinforces the concepts learnt in the Algebra 102 course.

In this subject, students will solve multi-step equations and algebraic fractions, simplify surds, construct simultaneous equations based on real life scenarios, solve and graph inequalities, graph and investigate parabolas, hyperbolas, circular and absolute value functions. Practicing those skills will help you to stay well versed and well prepared as you enter VCE Methods or VCE Specialist.

Assessment:

- Skill-based formative assessments – DESMOS/Quizzes/ClassPad Calculator Activities
- Project based learning task related to the real world.
- Collaborative investigations.

Advice to Students:

It is highly recommended that accelerated students studying VCE Maths in year 10 and future VCE Mathematics Methods or Specialist Maths students undertake this subject

The aim of this subject is to give students more practice with advanced algebra before or alongside with a VCE maths-related subject.

Students MUST purchase the class pad calculator to successfully complete this subject.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Maths</i>	<i>Core Maths 9 & Algebra 101</i>	<i>Advanced Maths 10 & Algebra 102</i>	<i>VCE Specialist Maths & Elite Algebra</i>	<i>VCE Maths Methods</i>	<i>VCE Maths Methods & VCE Specialist</i>
Option Two	<i>Core Maths</i>	<i>Core Maths AND Algebra 101</i>	<i>Core Maths AND Algebra 102</i>	<i>Advanced Maths 10 AND Elite Algebra</i>	<i>VCE Maths Methods AND Specialist Maths Units 1 & 2</i>	<i>VCE Maths Methods AND Specialist Maths Units 3 & 4</i>
Acceleration Option			<i>Advanced Maths 10 AND Elite Algebra</i>	<i>VCE General Maths or Math Methods Units 1 & 2</i>	<i>VCE General Maths or Math Methods Units 3 & 4</i>	

**These are sample options. Please consider all Mathematics Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mrs Podsytnik Ms Fernando & Ms Murdoch

MATHEMATICS

GEOMETRY

Subject Description:

Geometry is one of the classical disciplines of maths. Geometry is about shapes. It is about points, lines, planes, angles, parallel lines, triangles, similarity, trigonometry, quadrilaterals, transformations, circles, and area.

Assessment:

- Surface area and volume of a castle: Extended investigation
- A portfolio of geometric constructions
- Quizzes and puzzles
- A single pre and post-test to evaluate the growth

Advice to Students:

It is highly recommended that students undertake this subject to study VCE GENERAL Maths, Mathematics Methods or Specialist Maths in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Maths</i>	<i>Core Maths AND Algebra 101</i>	<i>Core Maths AND Geometry</i>	<i>Core Maths AND Algebra 102</i>	<i>VCE General Maths Units 1 & 2</i>	<i>VCE General Maths Units 3 & 4</i>
Option Two	<i>Core Maths</i>	<i>Core Maths AND Algebra 101</i>	<i>Core Maths AND Algebra 102</i>	<i>Advanced Maths 10 AND Geometry</i>	<i>VCE Maths Methods AND Specialist Maths Units 1 & 2</i>	<i>VCE Maths Methods AND Specialist Maths Units 3 & 4</i>
Acceleration Option			<i>Advanced Maths 10 AND Geometry</i>	<i>VCE General Maths Units 1 & 2</i>	<i>VCE General Maths Units 3 & 4</i>	

**These are sample options. Please consider all Mathematics Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mrs Podsytnik & Ms Murdoch

MATHEMATICS

INVEST LIKE THE BEST (BUSINESS & ECONOMICS/MATHEMATICS)

Subject Description:

In this subject, students will learn about how to earn and save money as well as how best to invest and grow the money that they save. Units are based around the MoneySmart, Money Movement and Barefoot Investor programs. Students will learn about the power of compound interest, how to manage financial risk, strategies to obtain money, and best practice strategies to reduce fees and costs. They will investigate 'Super Investors', find out what strategies these people have used to make their billions and what makes them tick. They will learn how to evaluate a business, factors that affect the economy, and what moves share prices. Students will also develop an investment plan and implement this plan by participating in the ASX Schools Share Market game.

Assessment:

- Plan, performance, and reflection on the ASX share market game
- Presentation on strategies to earn and save money
- Super investor and business research projects

Advice to Students:

There are no prerequisite knowledge or skills required for this subject. Students should have an interest in finances and how to make and grow money. This subject can lead into a Maths and an Accounting pathway.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Maths</i>	<i>Core Maths</i>	<i>Core Maths</i>	<i>Core Maths AND Invest Like the Best</i>	<i>VCE General Maths AND VCE Accounting Units 1 & 2</i>	<i>VCE General Maths AND Accounting Units 3 & 4</i>
Option Two	<i>Core Maths</i>	<i>Core Maths</i>	<i>Core Maths 10 AND Invest Like the Best</i>	<i>Advanced Maths 10</i>	<i>VCE Maths Methods AND Specialist Maths Units 1 & 2</i>	<i>VCE Maths Methods AND Specialist Maths Units 3 & 4</i>
Option Three	<i>Core Maths</i>	<i>Core Maths AND Invest Like the Best</i>	<i>Core Maths</i>	<i>VPC Foundation Numeracy</i>	<i>VCE Foundation Maths Units 1 & 2</i>	<i>VCE Foundation Maths Units 3 & 4 OR VCE VM Numeracy</i>
Acceleration Option			<i>Advanced Maths 10</i>	<i>VCE General Maths Units 1 & 2</i>	<i>VCE General Maths Units 3 & 4</i>	

*These are sample options. Please consider all Mathematics Enhance subjects across Years 8-10

Teachers to see for advice regarding this subject: Mr Christiansen & Ms Murdoch

MATHEMATICS

MATHS IN SPORT (HEALTH & PHYSICAL EDUCATION/MATHEMATICS)

Subject Description:

Although not always realised, mathematics plays a very important role in sports. Whether discussing a player's statistics, a coach's formula for drafting certain players, or even a judge's score for a particular athlete, mathematics is involved. Even concepts such as the likelihood of a particular athlete or team winning, a mere case of probability is mathematical in nature. In this course, you will learn to use some mathematical tools that can help predict and analyse sporting performances and outcomes and vice-versa. This course will appeal to students who love sports but are maybe disengaged by mathematics. It aims to make mathematics relevant to the sport they play and have an interest in.

Assessment:

- Maths in Sport project
- Students will complete the mathematical skills but choose the sport they want to focus on

Advice to Students:

There are no prerequisites for undertaking this subject.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Core Maths AND Core Health & Physical Education	Core Maths AND Maths in Sport	Core Maths	Core Maths	VCE General Mathematics Units 1 & 2	VCE General Mathematics Units 3 & 4
Option Two	Core Maths AND Core Health & Physical Education	Core Maths AND Soccer	Core Maths AND Maths in Sport	Advanced Maths 10	Maths Methods AND/OR Specialist Maths Units 1 & 2	Maths Methods AND/OR Specialist Maths Units 3 & 4
Option Three	Core Maths AND Core Health & Physical Education	Core Maths AND Team Sports	Maths for Life	VPC Foundation Numeracy AND Maths in Sport	VCE Foundation Maths Units 1 & 2	VCE Foundation Maths Units 3 & 4 OR VCE VM Numeracy

*These are sample options. Please consider all Health & Physical Education/Mathematics Enhance subjects across Years 8-10

Teachers to see for advice regarding this subject: Mr Illangakoon, Mr Christiansen, & Ms Murdoch

SCIENCE

Science allows students to answer interesting and important questions about the biological, physical, and technological world through observation and experience. Science is a dynamic, collaborative, and creative endeavour arising from our world by exploring the unknown, investigating universal mysteries, making predictions, and solving problems.

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings, and skills to make informed decisions about local, national, and global issues.

Throughout the study of science, students can experience the joy of scientific discovery and nurture their curiosity about the world around them. In doing this, they develop critical thinking skills and challenge themselves to identify questions, apply new knowledge, explain science phenomena, and draw evidence-based conclusions using scientific methods. The students also have the opportunity to develop scientific literacy, including the capacity to investigate the world around them and the way it has changed and changes as a result of human activity.

SCIENCE

BRIGHT SPARKS (PHYSICS)

Subject Description:

In this subject, students will learn about and implement electrical circuits, identify and investigate the properties of light and sound waves, measure and record heat energy as both convection and conduction, define and investigate different forces and forms of energy and analyse motion over time. Students will make predictions and devise solutions to scientific problems, whilst expressing results in a relevant and informative format.

Bright Sparks is for students looking for a pathway to Pre-VCE Physics and VCE Physics subjects.

Assessments:

- Skill-based formative assessments – Quizzes / Scientific Experiments / Recording and reporting of scientific data
- Project based learning task relating to different forms of energy
- Group based investigation projects

Advice to students:

It is advantageous for students who wish to study Pre-VCE Physics / VCE Physics to select this subject.

The aim of this subject is to introduce students to conceptual knowledge and skills that are beneficial to further study in the field of Physics.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Science</i>	Bright Sparks	<i>Environmental Science</i>	<i>Pre-VCE Biology</i>	<i>VCE Biology Units 1 & 2</i>	<i>VCE Biology Units 3 & 4</i>
Option Two	<i>Motion and Movement</i>	<i>Out of this world: Space Science</i>	Bright Sparks	<i>Pre-VCE Physics</i>	<i>VCE Physics Units 1 & 2</i>	<i>VCE Physics Units 3 & 4</i>
Option Three	<i>Let's Experiment</i>	<i>Year 8 Inquiry Science</i>	Bright Sparks	<i>Chemical Curiosity</i>	<i>VCE Chemistry Units 1 & 2</i>	<i>VCE Chemistry Units 3 & 4</i>
Acceleration Option		Bright Sparks	<i>Pre-VCE Biology</i>	<i>VCE Biology Units 1 & 2</i>	<i>VCE Biology Units 3 & 4</i>	

**These are sample options. Please consider all Science Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Pelecanos & Mr Podsytnik

SCIENCE

CHEMICAL CURIOSITY (CHEMISTRY)

Subject Description:

In Chemical Curiosity, students will continue to develop their knowledge and skills in the core fields of Chemistry. This unit continues to build the foundational scientific understanding and inquiry that students need to pursue passions and careers in chemical science.

Areas explored in this unit include; atomic structure, chemical reactions, introduction to writing and balancing chemical equations. Practical tasks and scientific investigations are a key focus throughout this subject. These aim to spark student curiosity and enhance their understanding of chemistry in the world around us.

Assessments:

- Ongoing coursework, including practical work
- Topic tests
- Scientific Investigation

Advice to students:

There are no prerequisites for undertaking this subject, Chemical Curiosity. Students considering undertaking the unit should be confident, independent and self-managed learners and have an interest into going further with science and chemistry topics.

Chemical Curiosity is recommended for students with a broad interest in science and chemistry.

Recommendation: It is highly recommended that students undertake this subject to study Pre VCE Chemistry and VCE Chemistry in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Science</i>	Chemical Curiosity	<i>Forensic Science</i>	<i>Pre-VCE Biology</i>	<i>VCE Biology Units 1 & 2</i>	<i>VCE Biology Units 3 & 4</i>
Option Two	<i>Let's Experiment</i>	<i>Out of this world: Space Science</i>	Chemical Curiosity	<i>Pre-VCE Physics</i>	<i>VCE Physics Units 1 & 2</i>	<i>VCE Physics Units 3 & 4</i>
Option Three	<i>Motion and Movement</i>	<i>Bright Sparks</i>	Chemical Curiosity	<i>Pre-VCE Chemistry</i>	<i>VCE Chemistry Units 1 & 2</i>	<i>VCE Chemistry Units 3 & 4</i>
Acceleration Option		Chemical Curiosity	<i>Pre-VCE Chemistry</i>	<i>VCE Chemistry Units 1 & 2</i>	<i>VCE Chemistry Units 3 & 4</i>	

**These are sample options. Please consider all Science Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Glenn & Mr Wilson

SCIENCE

DISASTERS & GEOLOGY (CHEMISTRY/ENVIRONMENTAL SCIENCE/GEOGRAPHY)

Subject Description:

Natural Disasters like earthquakes, tsunamis, and volcanoes are a constant threat to the safety and survival of different communities around the world. Geology is the study of the Earth, what it is made out of, the structure of those materials, and the processes, such as volcanoes, acting upon them. This subject will explore the processes that create the Earth and destroy communities.

Disasters & Geology will involve fun, hands on experiments, model building, research projects, and excursions.

Assessment:

- Excursions and fieldwork reports
- Research assignment into the impacts and responses to a chosen natural disaster
- Experiments and reports
- Construction of models of volcanoes
- Structured questions

Advice to Students:

Geology is recommended for students with a broad interest in geology, rocks, mining, the Earth, and natural disasters such as earthquakes and volcanoes. Students should be aware that Disasters and Geology will deal with traumatic events and should take this into account when selecting the subject. The subject can lead to a wide variety of pathways in Science and Humanities.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Core Humanities AND Travel the World	Weather & GIS	Disasters & Geology	Sustainability & Community Involvement	VCE Geography Units 1 & 2	VCE Geography Units 3 & 4
Option Two	Planet Earth	Disasters & Geology	Sustainability & Community Involvement	Pre-VCE Chemistry AND Weather & GIS	VCE Chemistry Units 1 & 2	VCE Chemistry Units 3 & 4
Option Three	Core Humanities AND Travel the World	Sustainability & Community Involvement	Disasters & Geology	Environmental Science	VCE Environmental Science Units 1 & 2	VCE Environmental Science Units 3 & 4
Acceleration Option		Disasters & Geology	Pre-VCE Chemistry	VCE Geography Units 1 & 2	VCE Geography Units 3 & 4	

*These are sample options. Please consider all Humanities/Science Enhance subjects across Years 8-10

Teachers to see for advice regarding this subject: Ms Taylor & Mrs Guar

SCIENCE

ENVIRONMENTAL SCIENCE (ENVIRONMENTAL SCIENCE/GEOGRAPHY)

Subject Description:

Our world is an amazing place with intricate processes that humans need to protect. This subject introduces students to the environment, ecosystems, elements, and natural process within the environment. Students will be learning about and understanding the components and structures of the Earth's spheres, food chains and food webs, recycling of nutrients, and the cycles of life.

Assessment:

- Ongoing coursework, including practical work
- Excursions, fieldwork report
- Research assignment

Advice to Students:

Environmental Science is recommended for students with a broad interest in science and environmental issues.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Science AND Planet Earth</i>	Environmental Science	<i>Medicine & Disease</i>	<i>Pre-VCE Biology</i>	<i>VCE Biology Units 1 & 2</i>	<i>VCE Biology Units 3 & 4</i>
Option Two	<i>Travel the World AND Core Science</i>	<i>Weather & GIS</i>	Environmental Science	<i>Sustainability & Community Involvement</i>	<i>VCE Geography Units 1 & 2</i>	<i>VCE Geography Units 3 & 4</i>
Option Three	<i>Core Science AND Let's Experiment</i>	<i>Year 8 Inquiry Science</i>	Environmental Science	<i>Pre-VCE Chemistry</i>	<i>VCE Chemistry Units 1 & 2</i>	<i>VCE Chemistry Units 3 & 4</i>
Acceleration Option		Environmental Science	Pre-VCE Biology OR Pre-VCE Environmental Science	<i>VCE Biology OR Environmental Science Units 1 & 2</i>	<i>VCE Biology OR Environmental Science Units 3 & 4</i>	

*These are sample options. Please consider all Science/Humanities Enhance subjects across Years 8-10

Teachers to see for advice regarding this subject: Ms Taylor & Ms Owen

SCIENCE

FANTASTIC BEASTS (BIOLOGY)

Subject Description:

The animal kingdom is filled with majestic, quirky, fearless, exotic, and cute creatures. Students are learning about abiotic and biotic factors, food chains and food webs and how the environment is impacted, and how animals adapt to their environment. What the difference between artificial and natural environments? Students interact and care for animals to understand their environments and adaptations. Their assessment is a passion project on their animal, maintaining records and detailed observations. Independently plan, select, and use appropriate investigation types, to collect reliable data and present their work. The key skills learnt from this unit can be applied to Pre-VCE and VCE Biology and Environmental Science. There will be opportunities and a variety of learning experiences including incursions and excursions.

Assessment:

- Independently plan, select, and use appropriate investigation types to collect, record, analyse, and present reliable data
- Ongoing coursework, including practical work and care and maintaining animal records
- Passion Project

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking the unit should be confident, independent, and self-managed learners. It is recommended for students with a broad interest in science and environmental issues.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Science</i>	<i>Fantastic Beasts</i>	<i>Environmental Science</i>	<i>Pre-VCE Biology</i>	<i>VCE Biology Units 1 & 2</i>	<i>VCE Biology Units 3 & 4</i>
Option Two	<i>Core Science</i>	<i>Out of this world: Space Science</i>	<i>Fantastic Beasts</i>	<i>Pre-VCE Physics</i>	<i>VCE Physics Units 1 & 2</i>	<i>VCE Physics Units 3 & 4</i>
Option Three	<i>Core Science AND Let's Experiment</i>	<i>Chemical Curiosity</i>	<i>Out of this World: Space Science</i>	<i>Fantastic Beasts</i>	<i>VCE Chemistry Units 1 & 2</i>	<i>VCE Chemistry Units 3 & 4</i>
Option Four	<i>Core Science AND Planet Earth</i>	<i>Fantastic Beasts</i>	<i>Neuroscience</i>	<i>Pre-VCE Psychology</i>	<i>VCE Psychology Units 1 & 2</i>	<i>VCE Psychology Units 3 & 4</i>
Acceleration Option		<i>Fantastic Beasts</i>	<i>Pre-VCE Biology</i>	<i>VCE Biology Units 1 & 2</i>	<i>VCE Biology Units 3 & 4</i>	

**These are sample options. Please consider all Science Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Owen & Ms Dawson

SCIENCE

FORENSIC SCIENCE

Subject Description:

Are you interested in how science skills are applied in non-research careers? Students will research careers within Forensic Science to see how the specific fields are represented within this subject.

After a detailed, teacher led, investigation into forensic evidence types, students then choose an area of their own interest and work collaboratively with their peers to research, develop, and deliver a lesson to their class. After learning from their peers about forensic evidence, students apply their knowledge of how forensic evidence is used in helping solve crimes to create a mock crime scene that needs solving!

Finally, students will apply their knowledge further to create a presentation on famous crimes.

By enrolling in this subject, parents give permission for students to access materials that may be rated M or even MA due to the nature of some parts of the subject.

Skills developed through subject:

- Ability to research credible information
- Understand how to analyse data
- Demonstrate independent research of information and resources
- Collaborate with peers to plan and conduct practical and research investigations
- Apply deductive reasoning to solve a mock crime scene

Assessment:

- Digital presentation on a field of forensic science
- Group oral presentation on a type of forensics evidence
- Case study analysis on a famous crime

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking the unit should be confident, independent, and self-managed learners. Forensic Science is recommended for students with a broad interest in science and it is highly recommended that students undertake this subject to study any of the four senior science subjects: Biology, Chemistry, Physics, and Psychology in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Planet Earth</i>	Forensic Science	<i>Environmental Science</i>	<i>Pre-VCE Biology</i>	<i>VCE Biology Units 1 & 2</i>	<i>VCE Biology Units 3 & 4</i>
Option Two	<i>Motion and Movement</i>	<i>Bright Sparks</i>	Forensic Science	<i>Pre-VCE Physics</i>	<i>VCE Physics Units 1 & 2</i>	<i>VCE Physics Units 3 & 4</i>
Option Three	<i>Let's Experiment</i>	<i>Chemical Curiosity</i>	Forensic Science	<i>Pre-VCE Chemistry</i>	<i>VCE Chemistry Units 1 & 2</i>	<i>VCE Chemistry Units 3 & 4</i>
Option Four	<i>Core Science</i>	Forensic Science	<i>Neuroscience</i>	<i>Pre-VCE Psychology</i>	<i>VCE Psychology 1 & 2</i>	<i>VCE Psychology 3 & 4</i>
Acceleration Option		Forensic Science	<i>Pre-VCE Biology</i>	<i>VCE Biology Units 1 & 2</i>	<i>VCE Biology Units 3 & 4</i>	

**These are sample options. Please consider all Science Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Johnson & Mr Cram

SCIENCE

YEAR 8 CORE INQUIRY SCIENCE

Subject Description:

This subject focuses on the key skill of inquiry which is central to all sciences. Having a strong foundation in inquiry will not only benefit any future scientific studies, but will also support students to think critically, be curious and open-minded and thus become informed citizens.

Throughout this subject, students will be posed challenging questions to prompt curiosity and inquiry, hone their skills in using the scientific method and work to build their overall scientific literacy. Very importantly, they will have choice and agency to apply the scientific method to devise and investigate scientific questions of their own choosing.

Assessment

- Ongoing coursework and scientific inquiry and investigations
- Student-designed scientific investigation

Advice to Students:

There are no prerequisites for undertaking this subject, Science Inquiry.

Pre-requisite: Students must undertake this subject to prepare them for any other Science subject within the Enhance or Excel programs.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Planet Earth</i>	Year 8 Core Science Inquiry	<i>Medicine & Disease</i>	<i>Pre-VCE Biology</i>	<i>VCE Biology Units 1 & 2</i>	<i>VCE Biology Units 3 & 4</i>
Option Two	<i>Motion and Movement</i>	Year 8 Core Science Inquiry	<i>Bright Sparks</i>	<i>Pre-VCE Physics</i>	<i>VCE Physics Units 1 & 2</i>	<i>VCE Physics Units 3 & 4</i>
Option Three	<i>Let's Experiment</i>	Year 8 Core Science Inquiry	<i>Chemical Curiosity</i>	<i>Pre-VCE Chemistry</i>	<i>VCE Chemistry Units 1 & 2</i>	<i>VCE Chemistry Units 3 & 4</i>
Option Four	<i>Core Science</i>	Year 8 Core Science Inquiry	<i>Neuroscience</i>	<i>Pre-VCE Psychology</i>	<i>VCE Psychology 1 & 2</i>	<i>VCE Psychology 3 & 4</i>
Acceleration Option		Year 8 Core Science Inquiry	Any Pre-VCE subject	<i>Any VCE subject</i>	<i>Any VCE subject</i>	

*These are sample options. Please consider all Science Enhance subjects across Years 8-10

Teachers to see for advice regarding this subject: Ms Mraz, Mr Wilson & Ms Dawson

SCIENCE

YEAR 9 & 10 INQUIRY SCIENCE

Subject Description:

This subject focuses on the key skill of inquiry which is central to all sciences. Having a strong foundation in inquiry will not only benefit any future scientific studies, but will also support students to think critically, be curious and open-minded and thus become informed citizens.

Throughout this subject, students will be posed challenging questions to prompt curiosity and inquiry, hone their skills in using the scientific method and work to build their overall scientific literacy. Very importantly, they will have choice and agency to apply the scientific method to devise and investigate scientific questions of their own choosing.

Assessment

- Ongoing coursework and scientific inquiry and investigations
- Student-designed scientific investigation

Advice to Students:

There are no prerequisites for undertaking this subject, Science Inquiry.

Pre-requisite: Students must undertake this subject to prepare them for any other Science subject within the Enhance or Excel programs.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Planet Earth</i>	<i>Medicine & Disease</i>	Year 9 & 10 Inquiry Science	<i>Pre-VCE Biology</i>	<i>VCE Biology Units 1 & 2</i>	<i>VCE Biology Units 3 & 4</i>
Option Two	<i>Motion and Movement</i>	<i>Out of this World: Space Science</i>	<i>Bright Sparks</i>	Year 9 & 10 Inquiry Science	<i>VCE Physics Units 1 & 2</i>	<i>VCE Physics Units 3 & 4</i>
Option Three	<i>Let's Experiment</i>	<i>Chemical Curiosity</i>	Year 9 & 10 Inquiry Science	<i>Pre-VCE Chemistry</i>	<i>VCE Chemistry Units 1 & 2</i>	<i>VCE Chemistry Units 3 & 4</i>
Option Four	<i>Core Science</i>	<i>Forensic Science</i>	<i>Neuroscience</i>	Year 9 & 10 Inquiry Science	<i>VCE Psychology 1 & 2</i>	<i>VCE Psychology 3 & 4</i>
Acceleration Option			Year 9 & 10 Inquiry Science	<i>Any VCE subject</i>	<i>Any VCE subject</i>	

**These are sample options. Please consider all Science Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Mraz, Mr Wilson & Ms Dawson

SCIENCE

MEDICINE & DISEASE (BIOLOGY)

Subject Description:

In this subject you will learn about human anatomy, physiology, and disease. You will explore how the requirements for life are provided through the coordinated function of body systems working together. You will investigate how the human body responds to changes as a result of disease and will discuss how different diseases are managed with modern medicine and lifestyle changes. You will learn how to use specialised medical equipment and will conduct scientific investigations, dissections, and medical simulations to collect data for analysis. You will examine medical case studies to determine potential causes of disease and will justify your diagnosis using second-hand data and scientifically valid sources. This type of problem-based learning simulates common practices seen in most medicine, nursing, and pharmacology courses.

Assessment:

- Case study analysis (as used in most medical and allied health courses)
- Full scientific report on how antibiotics inhibit the growth of *E. coli* bacteria

Advice to Students:

There are no prerequisites for undertaking Medicine & Disease. Medicine & Disease is recommended for students with an interest in pursuing pathways in VCE Biology. Medicine & Disease is recommended for students who have career aspiration in nursing, medicine, pharmacology, allied health, or biological sciences.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Planet Earth</i>	<i>Fantastic Beasts</i>	Medicine & Disease	<i>Pre-VCE Biology</i>	<i>VCE Biology Units 1 & 2</i>	<i>VCE Biology Units 3 & 4</i>
Option Two	<i>Motion and Movement</i>	Medicine & Disease	<i>Out of this world: Space Science</i>	<i>Pre-VCE Physics</i>	<i>VCE Physics Units 1 & 2</i>	<i>VCE Physics Units 3 & 4</i>
Option Three	<i>Let's Experiment</i>	<i>Chemical Curiosity</i>	Medicine & Disease	<i>Pre-VCE Chemistry</i>	<i>VCE Chemistry Units 1 & 2</i>	<i>VCE Chemistry Units 3 & 4</i>
Option Four	<i>Core Science</i>	<i>Neuroscience</i>	Medicine & Disease	<i>Pre-VCE Psychology</i>	<i>VCE Psychology Units 1 & 2</i>	<i>VCE Psychology Units 3 & 4</i>
Acceleration Option		Medicine & Disease	<i>Pre-VCE Biology</i>	<i>VCE Biology Units 1 & 2</i>	<i>VCE Biology Units 3 & 4</i>	

*These are sample options. Please consider all Science Enhance subjects across Years 8-10

Teachers to see for advice regarding this subject: Mr Mahon & Ms Mraz

SCIENCE

NEUROSCIENCE (PSYCHOLOGY)

Subject Description:

Neuroscience promotes a deep understanding of how the more than 85 billion nerve cells in the human brain are born, how they grow and interconnect to form one of the most complex structures in the universe – the nervous system. Advances in technology combined with an increased knowledge of how the brain and nervous system work have led to many new breakthroughs. Individuals with traumatic brain and spinal cord injuries, psychological disorders, and brain diseases are now benefitting from once unimaginable scientific advancements. What was once viewed as science fiction is fast becoming the focus of mainstream scientific research and medical intervention.

In this study, students will investigate how the brain and nervous system grow and change as a consequence of behaviour. Students will understand the brain and how it functions to enable a person to perform everyday tasks like reading or speaking. Students will also be able to investigate what happens in the event of brain injury and how the brain can recover.

Essential questions may include:

- How does your brain work?
- Can you make your brain work better for you?
- Can we prevent or cure neurological disorders?

Assessment:

- Case studies and practical activities
- Research Project
- Research and scientific investigations

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking the unit should be confident, independent, and self-managed learners. Neuroscience is recommended for students with a broad interest in science and is highly recommended that students undertake this subject in order to study Psychology in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Science</i>	Neuroscience	<i>Medicine & Disease</i>	<i>Pre-VCE Biology</i>	<i>VCE Biology Units 1 & 2</i>	<i>VCE Biology Units 3 & 4</i>
Option Two	<i>Motion and Movement</i>	<i>Bright Sparks</i>	Neuroscience	<i>Pre-VCE Physics</i>	<i>VCE Physics Units 1 & 2</i>	<i>VCE Physics Units 3 & 4</i>
Option Three	<i>Let's Experiment</i>	<i>Chemical Curiosity</i>	Neuroscience	<i>Pre-VCE Chemistry</i>	<i>VCE Chemistry Units 1 & 2</i>	<i>VCE Chemistry Units 3 & 4</i>
Option Four	<i>Core Science</i>	Neuroscience	<i>Forensic Science</i>	<i>Pre-VCE Psychology</i>	<i>VCE Psychology Units 1 & 2</i>	<i>VCE Psychology Units 3 & 4</i>
Acceleration Option		Neuroscience	<i>Pre-VCE Psychology</i>	<i>VCE Psychology Units 1 & 2</i>	<i>VCE Psychology Units 3 & 4</i>	

*These are sample options. Please consider all Science Enhance subjects across Years 8-10

Teachers to see for advice regarding this subject: Ms Dawson

SCIENCE

OUT OF THIS WORLD: SPACE SCIENCE (PHYSICS)

Subject Description:

This subject is for students who are interested in space and have a curiosity about how the universe works. It will involve some universal laws and concepts of physics that are transferrable to pre-VCE and VCE Physics. Engagement and interest in this unit of learning could see students in potential career paths such as astrophysics.

In this subject, students will investigate the latest up-to-date knowledge of the Solar System and interstellar objects and cosmic systems. They will gain insight into the universal rules that govern the observable and theoretical universe. Through this unit, students will gain knowledge of environments that amplify and diminish the laws of physics and chemistry found naturally occurring on Earth or in our solar system. Students who complete this unit will conceptualise a more accurate and complete scientific view of the universe and our place within it.

Assessment:

- Case studies
- Practical activities
- Research project
- Research and scientific investigations

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking the unit should be confident, independent, and self-managed learners.

Space Science (Astronomy) is recommended for students with a curiosity of the known and unknown universe and who like to ask questions about what is beyond Earth. It is highly recommended that students undertake this subject in order to study Pre-VCE Physics or VCE Physics as this subject covers many aspects of Astrophysics.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Planet Earth</i>	Out of this World: Space Science	<i>Medicine & Disease</i>	<i>Pre-VCE Biology</i>	<i>VCE Biology Units 1 & 2</i>	<i>VCE Biology Units 3 & 4</i>
Option Two	<i>Motion and Movement</i>	<i>Bright Sparks</i>	<i>Pre-VCE Physics</i>	Out of this World: Space Science	<i>VCE Physics Units 1 & 2</i>	<i>VCE Physics Units 3 & 4</i>
Option Three	<i>Core Science</i>	<i>Chemical Curiosity</i>	Out of this World: Space Science	<i>Pre-VCE Chemistry</i>	<i>VCE Chemistry Units 1 & 2</i>	<i>VCE Chemistry Units 3 & 4</i>
Option Four	<i>Core Science</i>	Out of this World: Space Science	<i>Neuroscience</i>	<i>Pre-VCE Psychology</i>	<i>VCE Psychology Units 1 & 2</i>	<i>VCE Psychology Units 3 & 4</i>
Acceleration Option		Out of this World: Space Science	<i>Pre-VCE Biology</i>	<i>VCE Biology Units 1 & 2</i>	<i>VCE Biology Units 3 & 4</i>	

*These are sample options. Please consider all Science Enhance subjects across Years 8-10

Teachers to see for advice regarding this subject: Mr Pelecanos & Ms Podsytnik

SCIENCE

SUSTAINABILITY & COMMUNITY INVOLVEMENT (BIOLOGY/GEOGRAPHY)

Subject Description:

Want to change the world? Sustainability and Community Involvement provides students with the opportunity to work on real-world projects that help to make our community a more sustainable and friendly place to live. Students will be able to work in teams on real community projects of their choice and make positive changes to the local environment. Students will also build their knowledge of sustainability practices and their understanding of how our communities may operate in the future.

Assessment:

- Practical, hands-on, community-based projects
- Sustainability evaluations
- Structured questions

Advice to Students:

Sustainability and Community Involvement is recommended for students with a broad interest in Sustainability and the local Environment. Students will need to be prepared to work in team settings and be comfortable working in self-directed projects in outdoor environments.

This subject is recommended for students who would like to pursue a less-traditional classroom-based style of learning.

Sustainability and Community Involvement can lead to a variety of VCE, VPC, VCE VM, and VET options in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Humanities AND Travel the World</i>	<i>Weather & GIS</i>	<i>Disasters & Geology</i>	Sustainability & Community Involvement	<i>VCE Geography Units 1 & 2</i>	<i>VCE Geography Units 3 & 4</i>
Option Two	<i>Planet Earth</i>	<i>Disasters & Geology</i>	Sustainability & Community Involvement	<i>Pre-VCE Biology AND Environmental Science</i>	<i>VCE Biology Units 1 & 2</i>	<i>VCE Biology Units 3 & 4</i>
Option Three	<i>Core Humanities</i>	Sustainability & Community Involvement	<i>Leadership Skills</i>	<i>World of Work</i>	<i>VET Cert II Community Services</i>	<i>VCE VM Senior Certificate</i>
Acceleration Option		Sustainability & Community Involvement	<i>Pre-VCE Biology</i>	<i>VCE Geography Units 1 & 2</i>	<i>VCE Geography Units 3 & 4</i>	

**These are sample options. Please consider all Humanities/Science/Health & Physical Education Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Taylor & Mrs Guar

SCIENCE

PRE-VCE BIOLOGY

Subject Description:

This class will prepare you for VCE Biology by covering several core topics that are essential for Units 1-4 Biology. This subject will cover content relating to cell organelles and their functions. With investigations and analysis of these organelles in action through the processes of Photosynthesis and Cellular Respiration. Students will also study the immune system with an analysis of different pathogen types such a bacteria and viruses, as well as how the human body avoids these infections. Following this, students will study cells of the immune system, antibodies, and vaccination programs. Through this section, students develop their skills to analyse data as well as to discuss the ethical implications of fighting diseases.

Students will complete a range of experiments as a class during both units whilst working on skills that will enable them to recall and apply their knowledge in assessments that align with the expected outcomes at a VCE level.

Assessment:

- Ongoing coursework, including practical work
- Topic tests
- Experimental report analysis
- Case study analysis

Advice to Students:

Pre-requisite: Students must undertake this subject in order to study Biology at the VCE level.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Planet Earth</i>	<i>Fantastic Beasts</i>	<i>Medicine & Disease</i>	Pre-VCE Biology	VCE Biology Units 1 & 2	VCE Biology Units 3 & 4
Option Two	<i>Let's Experiment</i>	<i>Forensic Science</i>	<i>Environmental Science</i>	Pre-VCE Biology	VCE Biology Units 1 & 2	VCE Biology Units 3 & 4
Option Three	<i>Core Science</i>	<i>Forensic Science</i>	<i>Fantastic Beasts</i>	Pre-VCE Biology	VCE Biology Units 1 & 2	VCE Biology Units 3 & 4
Acceleration Option		Medicine & Disease	Pre-VCE Biology	VCE Biology Units 1 & 2	VCE Biology Units 3 & 4	

**These are sample options. Please consider all Science Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Johnson & Mr Mahon

SCIENCE

PRE-VCE CHEMISTRY

Subject Description:

Why should you study Pre-VCE-Chemistry? Chemistry is sometimes called the 'Central Science' because it connects just about all of the other sciences to each other. When you know Chemistry, you can better understand how Biology, Physics, Ecology, Environment Science, and so many disciplines work together.

This subject has the following key skills and key knowledge:

- Elements and the periodic table, flame test
- Experimental determination of acids and bases
- Experimental determination of the relative reactivity of metals with water, and acids
- Writing balanced equations
- Experimental modification of a selected metals related to the use of coatings or heat treatment or alloy production
- Properties and uses of metallic nanomaterials and their different nanoforms, including comparison with the properties of their corresponding bulk materials

Assessment:

- Ongoing coursework, including practical work
- Topic tests
- Investigation project

Advice to Students:

Students must undertake this subject in order to study VCE Chemistry. Students considering undertaking the unit should be confident, independent, and self-managed learners.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Let's Experiment</i>	<i>Out of this World: Space Science</i>	<i>Chemical Curiosity</i>	Pre-VCE Chemistry	VCE Chemistry Units 1 & 2	VCE Chemistry Units 3 & 4
Option Two	<i>Motion and Movement</i>	<i>Bright Sparks</i>	<i>Chemical Curiosity</i>	Pre-VCE Chemistry	VCE Chemistry Units 1 & 2	VCE Chemistry Units 3 & 4
Option Three	<i>Core Science</i>	<i>Chemical Curiosity</i>	<i>Forensic Science</i>	Pre-VCE Chemistry	VCE Chemistry Units 1 & 2	VCE Chemistry Units 3 & 4
Acceleration Option		Chemical Curiosity	Pre-VCE Chemistry	VCE Chemistry Units 1 & 2	VCE Chemistry Units 3 & 4	

*These are sample options. Please consider all Science Enhance subjects across Years 8-10

Teachers to see for advice regarding this subject: Ms Glenn & Mr Hickman

SCIENCE

PRE-VCE ENVIRONMENTAL SCIENCE

Subject Description:

Are you looking for a science subject but you're not really into the traditional sciences? Well maybe Environmental Science is for you. Environmental Science covers aspects of Biology and Geography focusing on current issues in the environment around us.

In this subject, students will look at the biodiversity of plants and animals and focus on the impacts of waste and pollution on their environments. Current sustainability case studies will be investigated, to see how environmental problems are being managed.

Students will be required to undertake fieldwork and practical investigations. So, if you like being outdoors and asking questions about the world around you this is the subject for you.

Assessments:

- Scientific investigations
- Fieldwork report

Advice to Students:

It is recommended for students with a broad interest in science and environmental issues.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Science</i>	<i>Fantastic Beasts</i>	<i>Environmental Science</i>	<i>Pre-VCE Environmental Science</i>	<i>VCE Environmental Science Units 1 & 2</i>	<i>VCE Environmental Science Units 3 & 4</i>
Option Two	<i>Let's Experiment</i>	<i>Forensic Science</i>	<i>Environmental Science</i>	<i>Pre-VCE Environmental Science</i>	<i>VCE Environmental Science Units 1 & 2</i>	<i>VCE Environmental Science Units 3 & 4</i>
Option Three	<i>Motion and Movement</i>	<i>Environmental Science</i>	<i>Disasters and Geology</i>	<i>Pre-VCE Environmental Science</i>	<i>VCE Environmental Science Units 1 & 2</i>	<i>VCE Environmental Science Units 3 & 4</i>
Acceleration Option		<i>Environmental Science</i>	<i>Pre-VCE Environmental Science</i>	<i>VCE Environmental Science Units 1 & 2</i>	<i>VCE Environmental Science Units 3 & 4</i>	

**These are sample options. Please consider all Science/STEAM Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mrs Taylor & Ms Dawson

SCIENCE

PRE-VCE PHYSICS

Subject Description:

Physics helps you to understand the world around you and satisfy your curiosity. Physics provides you with the opportunity to study nature at its most fundamental level, helping you understand many familiar and interesting questions about how the world works.

Physics is a science that deals with matter and energy and their interactions in the fields of mechanics, acoustics, optics, heat, electricity, magnetism, radiation, atomic structure, and nuclear phenomena. Physics challenges our imaginations with concepts like relativity and string theory, and it leads to great discoveries, like computers and lasers, that lead to technologies which change our lives, anything from healing joints, to curing cancer to developing sustainable energy solutions. An understanding of physics also underpins and complements many other areas of study, including Engineering, Chemistry, Biology, and Environmental Sciences.

In this course you will learn the basic concepts of motion, forces, electricity, and nuclear physics. You will learn the Scientific Method and conduct a variety of practical and theory-based experiences.

Assessment:

- Ongoing coursework
- Topic tests
- Practical investigations

Advice to Students:

This is an introductory subject that does not assume a previous physics background. Students considering undertaking the unit should be confident, independent, and self-managed learners.

However, you will need some **basic mathematical skills** such as applying and manipulating algebraic equations and Cartesian graphs to solve some physics problems.

It is highly recommended that students undertake this subject to study Physics in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Science</i>	<i>Forensic Science</i>	<i>Bright Sparks</i>	Pre-VCE Physics	<i>VCE Physics Units 1 & 2</i>	<i>VCE Physics Units 3 & 4</i>
Option Two	<i>Let's Experiment</i>	<i>Bright Sparks</i>	<i>Out of this World: Space Science</i>	Pre-VCE Physics	<i>VCE Physics Units 1 & 2</i>	<i>VCE Physics Units 3 & 4</i>
Option Three	<i>Core Science</i>	<i>Robotics: VEX V5 EDR</i>	<i>Out of this World: Space Science</i>	Pre-VCE Physics	<i>VCE Physics Units 1 & 2</i>	<i>VCE Physics Units 3 & 4</i>
Acceleration Option		<i>Bright Sparks</i>	Pre-VCE Physics	<i>VCE Physics Units 1 & 2</i>	<i>VCE Physics Units 3 & 4</i>	

**These are sample options. Please consider all Science/STEAM Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mrs Podsytnik & Ms Glenn

SCIENCE

PRE-VCE PSYCHOLOGY

Subject Description:

Have you ever wondered what makes people 'tick'? Why are people the way they are? How does a serial killer think? What are the causes of mental illness? How does the brain work? If so, Pre-VCE Psychology is the subject for you!

In Pre-VCE Psychology, students are provided with an opportunity to develop their scientific understanding and inquiry skills through their explorations of famous psychological studies. Students will learn about Mental Health disorders such as schizophrenia and how the brain and nervous system work.

Throughout this unit, students will have the opportunity to explore what Psychology is and develop the key skills and knowledge required to prepare them for VCE Psychology. Students will expand their understanding of the scientific process, which enables them to critically assess the strengths and limitations of research, make evidence-based conclusions, and gain an awareness of the ethical considerations of scientific exploration.

Psychology provides many opportunities for further study pathways and careers such as working with children, adults, families, and communities in a variety of settings and specialist fields (educational, forensic, health, sport, and organisational or medical research).

Assessment:

- Topic tests
- Research assignment and scientific investigation
- Written assessment

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking the unit should be confident, independent, and self-managed learners.

Pre-VCE Psychology is recommended for students with a broad interest in science and it is highly recommended that students undertake this subject in order to study Psychology in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Planet Earth</i>	<i>Forensic Science</i>	<i>Neuroscience</i>	Pre-VCE Psychology	<i>VCE Psychology Units 1 & 2</i>	<i>VCE Psychology Units 3 & 4</i>
Option Two	<i>Core Science</i>	<i>Fantastic Beasts</i>	<i>Neuroscience</i>	Pre-VCE Psychology	<i>VCE Psychology Units 1 & 2</i>	<i>VCE Psychology Units 3 & 4</i>
Option Three	<i>Let's Experiment</i>	<i>Neuroscience</i>	<i>Medicine & Disease</i>	Pre-VCE Psychology	<i>VCE Psychology Units 1 & 2</i>	<i>VCE Psychology Units 3 & 4</i>
Acceleration Option		<i>Neuroscience</i>	Pre-VCE Psychology	<i>VCE Psychology Units 1 & 2</i>	<i>VCE Psychology Units 3 & 4</i>	

**These are sample options. Please consider all Science Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Dawson

STEAM

STEAM is an acronym for Science, Technology, Engineering, Arts, and Mathematics. STEAM enables you to apply knowledge from these subject areas to solve problems creatively using the scientific method, design process, and various mathematical skills. STEAM encourages teamwork and high-level communication, which are both necessary skills in industry as workplaces become more collaborative and digitized. Working on STEAM projects and learning tasks help build resilience, since not all of your endeavours will succeed the first time. Processes must be modified and refined using a methodical process to achieve success. Put simply, STEAM helps to develop you into a creative problem-solver and lifelong learner.

There is a key focus on **Digital Technology** and **Design Technology** in all STEAM subjects.

Digital Technology is a major part of our lives and thus our education. Anything that can be digitized is stored online. Lessons are live-streamed, resources are downloadable, and school communications take place through apps and email. Behind the scenes, schools maintain their own servers, host campus-wide Wi-Fi, and run complex management systems and other platforms. All told, schooling today is dependent on a substantial amount of digital technology.

Our STEAM subjects allow students to acquire a deep knowledge and understanding of digital systems, data and information, and the processes associated with creating digital solutions so that they can take up an active role in meeting current and future needs.

Students are provided with practical opportunities to explore the capacity of information-systems to transform data systematically and innovatively into digital solutions through the application of computational, design, and systems thinking.

Design Technology is a key focus in all STEAM subjects. Using design thinking, students plan and manage projects from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan and manage, and produce and evaluate designed solutions. They develop a sense of pride, satisfaction, and enjoyment from their ability to create innovative designed solutions.

Through the practical application of technologies, students develop dexterity and coordination. This unique combination of subjects offers students a broad range of learning experiences, readily transferable to their lives beyond school.

STEAM

ROBOTICS

Subject Description:

In this subject, students will learn how to design, build, and code VEX V5 EDR robots to solve problems and compete in a variety of challenges. Students will have the opportunity to see first-hand how coding and technological systems interact. Students will be introduced to the language of coding, ranging from basic block coding ('drag and drop') to advanced text-based coding. Students will have the opportunity to use CAD (Computer Automated Design) software and 3D printing to customise robot parts and make alterations that better equip their robots for challenges.

This elective will provide students with the fundamental skills required to compete in VEX competitions that are held throughout the year, with opportunities to qualify for state, national and international tournaments. It will provide them with insight into how robots can be used to solve real world problems and the social, economic, and environmental impacts of robots in society.

Assessment:

- Engineering logbook: documenting the application of the design process to solve an identified need or problem and evaluating the effectiveness of the solution
- Robots will be assessed in a range of practical field challenges

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking the unit should be confident, independent, and self-managed learners.

It is recommended for students who have passion for machines, creating designed solutions, coding, and practical maths.

Recommendation: It is highly recommended that students undertake this subject to study any STEAM, physical science, or digital/ design technology subjects in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Introduction to Robotics</i>	Robotics	<i>Mechatronics</i>	<i>Pre-VCE Systems Engineering</i>	<i>VCE Systems Engineering Units 1 & 2</i>	<i>VCE Systems Engineering Unit 3 & 4</i>
Option Two	<i>Introduction to Robotics</i>	Robotics	<i>Mechatronics</i>	<i>Pre-VCE Physics</i>	<i>VCE Physics Units 1 & 2</i>	<i>VCE Physics Units 3 & 4</i>
Option Three	<i>Introduction to Robotics</i>	<i>Web Design & Development</i>	Robotics	<i>Computer Programming</i>	<i>VCE Applied computing Units 1 & 2</i>	<i>VCE Applied computing Units 3 & 4</i>
Acceleration Option		Robotics	<i>Pre-VCE Systems Engineering</i>	<i>VCE Systems Engineering Units 1 & 2</i>	<i>VCE Systems Engineering Unit 3 & 4</i>	

**These are sample options. Please consider all STEAM/Science/Digital & Design Technologies/Mathematics Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Beveridge & Mr D'Auria

STEAM

MECHATRONICS

Subject Description:

In Mechatronics, students will build their skills in design, evaluation, computing, technology, engineering, and electronics. Mechatronics focuses on the development of students' skills in managing and manipulating electronic materials and resources. Students will use a range of tools, equipment, and machines to design and produce a functional physical product or system. These materials and resources may include wood, plastics, textiles, as well as components such as wheels and axles, pulleys and belts, gears, switches, lights, motors, connecting wires, batteries, coding, CAD and printed circuit boards. This subject utilises robotics, telecommunications, and various systems to build an end product.

Assessment:

- Practical production tasks, including design, construction, fabrication, and customisation (including coding)
- Engineering logbook
- Written analysis tasks, including short and medium answer formats

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking this unit should be confident, independent, and self-managed learners.

It is recommended for students who have a passion for and enjoy experimenting and manipulating objects to make them functional and aesthetically appealing by using a variety of materials.

Recommendation: It is highly recommended that students undertake this subject to study any Design Technology subjects in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Introduction to Robotics</i>	<i>Design to Innovate</i>	Mechatronics	<i>Pre-VCE Product Design and Technology</i>	<i>VCE Product Design & Technology Units 1 & 2</i>	<i>VCE Product Design & Technology Units 3 & 4</i>
Option Two	<i>Introduction to Robotics</i>	Mechatronics	<i>Design to Innovate</i>	<i>Pre-VCE Systems Engineering</i>	<i>VCE Systems Engineering Units 1 & 2</i>	<i>VCE Systems Engineering Units 3 & 4</i>
Option Three	<i>Introduction to Robotics</i>		<i>Robotics</i>	Mechatronics	<i>VCE Systems Engineering Units 1 & 2</i>	<i>VCE Systems Engineering Units 3 & 4</i>
Acceleration Option			<i>Pre-VCE Systems Engineering</i>	<i>VCE Systems Engineering Units 1 & 2</i>	<i>VCE Systems Engineering Units 3 & 4</i>	

**These are sample options. Please consider all STEAM/Science/Digital & Design Technologies Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr D'Auria & Mr Beveridge

STEAM

CREATIVE COOKING

Subject Description:

In Creative Cooking students will develop their skills in using the Design process and a variety of tools and equipment. They will have the opportunity to choose which foods to cook and to challenge themselves by trying more complex recipes. Food safety and sustainability are key themes throughout. Students will be exposed to real world situations where they will discover creative solutions and present their ideas to classmates, exploring food trends and fads. This subject will allow students to broaden their understanding of food waste and environmental impacts as well as exploring and implementing strategies to prevent food waste.

Assessment:

- Food Trends Investigation Task
- Sustainable Food Production Task

Advice to Students:

Creative Cooking is recommended for students who enjoy challenging themselves, love food and would like to learn about different aspects of food including the environment and food trends.

There are no prerequisites for undertaking this subject. Students considering undertaking the unit should be confident, independent, and self-managed learners.

Recommendation: It is highly recommended that students undertake this subject to study Food Studies or VET Cert II Kitchen Operations.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Let's Cook!</i>	Creative Cooking	<i>Global Bites</i>	<i>Food Studies</i>	VCE <i>Food Studies</i> Units 1 & 2	VCE <i>Food Studies</i> Units 3 & 4
Option Two	<i>Let's Cook!</i>	<i>Global Bites</i>	Creative Cooking	<i>Food Studies</i>	VCE <i>Food Studies</i> Units 1 & 2	VCE <i>Food Studies</i> Units 3 & 4
Option Three	<i>Let's Cook!</i>		<i>Global Bites</i>	Creative Cooking	VET Cert II <i>Kitchen</i> <i>Operations</i>	VET Cert II <i>Kitchen</i> <i>Operations</i>
Acceleration Option			<i>Food Studies</i>	VCE <i>Food Studies</i> Units 1 & 2	VCE <i>Food Studies</i> Units 3 & 4	

*These are sample options. Please consider all Digital & Design Technologies Enhance subjects across Years 8-10

Teachers to see for advice regarding this subject: Ms Blackmore & Mr Spoto

STEAM

COMPUTER GAME DESIGN

Subject Description:

Do you love games? Have you ever wondered what is going on behind the screen of the game you are playing? Do you have an idea for a game or like to design characters?

In Computer Game Design, students will develop the skills and knowledge to be able to design and create their very own computer games. Students will learn about programming and develop their creative and critical-thinking skills whilst creating games.

Students will be analysing games and identifying design aspects such as story, character models, sounds, controls, and more. They will use these design elements and incorporate them into their own games in order to better appreciate what makes a fun and enjoyable gaming experience.

Assessment:

- Student led inquiry and project-based work
- Use of programming languages to create programs, games, or mobile apps
- Development of sprites and graphics for games

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking the unit should be confident, independent, and self-managed learners.

Recommendation: It is highly recommended that students undertake this subject to study Units 1 & 2 Applied Computing AND/OR Units 3 & 4 Data Analytics AND/OR Software Development, in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Innovate</i>	Computer Game Design	<i>Esports</i>	<i>Computer Programming</i>	<i>VCE Applied Computing Units 1 & 2</i>	<i>VCE Data Analytics Units 3 & 4</i>
Option Two	<i>Introduction to Robotics</i>	<i>Web Design & Development</i>	<i>Computer Programming</i>	Computer Game Design	<i>VCE Applied Computing Units 1 & 2</i>	<i>VCE Software Development Units 3 & 4</i>
Option Three	<i>Introduction to Robotics</i>	<i>Robotics OR Mechatronics</i>	Computer Game Design	<i>Web Design & Development</i>	<i>VCE Applied Computing Units 1 & 2</i>	<i>VCE Software Development Units 3 & 4</i>

**These are sample options. Please consider all STEAM and Digital & Design Technologies Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr D'Auria & Ms Vu

STEAM

COMPUTER PROGRAMMING

Subject Description:

Dr Dan Crow, a CS professor at Leeds University wrote an excellent summary of computational thinking and why it's necessary: "Will every job in the future involve programming? No. But it is still crucial that every child learns to code. This is not primarily about equipping the next generation to work as software engineers, it is about promoting computational thinking. Computational thinking teaches you how to tackle large problems by breaking them down into a sequence of smaller, more manageable problems".

In this subject, students are able to learn the basics of programming and explore the pathways of Python, JavaScript, or Visual Basic.Net. Beginners can choose to master the basics first whereas more experienced programmers can start with a project of their choice.

Assessment:

- Completing small programs/mini tasks by writing algorithm in code
- Completing a final task negotiated with the teacher

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking the unit should be confident, independent, and self-managed learners.

Recommendation: It is highly recommended that students undertake this subject to study Units 1 & 2 Applied Computing AND/OR Units 3 & 4 Data Analytics AND/OR Software Development, in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Innovate</i>	<i>Computer Game Design</i>	<i>Esports</i>	Computer Programming	<i>VCE Applied Computing Units 1 & 2</i>	<i>VCE Data Analytics Units 3 & 4</i>
Option Two	<i>Introduction to Robotics</i>	<i>Web Design & Development</i>	Computer Programming	<i>Computer Game Design</i>	<i>VCE Applied Computing Units 1 & 2</i>	<i>VCE Software Development Units 3 & 4</i>
Option Three	<i>Introduction to Robotics</i>	<i>Robotics OR Mechatronics</i>	Computer Programming	<i>Web Design & Development</i>	<i>VCE Applied Computing Units 1 & 2</i>	<i>VCE Data Analytics AND/OR Software Development Units 3 & 4</i>

**These are sample options. Please consider all STEAM and Digital & Design Technologies Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr D'Auria & Ms Vu

STEAM

DESIGN TO INNOVATE

Subject Description:

Have you ever thought about how designers develop innovative and amazing products? In Design to Innovate you will explore the design process, analyse the function and purpose of products, and redesign or repurpose them with improved functionality and appearance. Students use their imagination to explore possibilities, engaging in the product design process to develop and produce exciting projects. This will involve using problem-solving skills through the exploration of how an item can be repurposed into something new. Students will also investigate how design technology, along with critical and creative thinking, are used in the planning and production of products.

This is hands-on subject that will help develop an understanding of sustainable practices through a variety of materials, tools, and equipment. Students will be introduced to new technologies including Computer Aided Design, 3D printing, laser cutting, and a range of hand and power tool technologies and their safety requirements.

Assessment:

- Student led inquiry and work design process
- Range of end products

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking the unit should be confident, independent, and self-managed learners.

It is recommended for students who have a passion for and enjoy experimenting and manipulating objects to make them functional and aesthetically appealing using a variety of materials.

Recommendation: It is highly recommended that students undertake this subject to study any Design Technology subjects in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Innovate</i>	<i>Design Technology: Textiles</i>	<i>Design to Innovate</i>	<i>Pre-VCE Product Design and Technology</i>	<i>VCE Product Design & Technology Units 1 & 2</i>	<i>VCE Product Design & Technology Units 3 & 4</i>
Option Two	<i>Innovate</i>	<i>Design to Innovate</i>	<i>Design Technology: Jewellery</i>	<i>Pre-VCE Product Design and Technology</i>	<i>VCE Product Design & Technology Units 1 & 2</i>	<i>VCE Product Design & Technology Units 3 & 4</i>
Acceleration Option		<i>Design to Innovate</i>	<i>Pre-VCE Product Design and Technology</i>	<i>VCE Product Design & Technology Units 1 & 2</i>	<i>VCE Product Design & Technology Units 3 & 4</i>	

**These are sample options. Please consider all Digital & Design Technologies Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Beveridge & Ms Long

STEAM

PRE-VCE SYSTEMS ENGINEERING

Subject Description:

Pre-VCE Systems Engineering is a subject where students undertake a skills development program that will enable them to engineer the components of their own design. They will learn how to design, prototype and test solutions in order to achieve desired outcomes. This program will utilise the design process and drawing for Design including Computer Aided Drawing (CAD). Students will have access to a range of materials and will gain skills in using a variety of tools. Students will design and develop an Engineering project of their choice.

Assessment:

- Engineering logbook
- Students will be assessed on how well they demonstrate mastery of the skills taught
- Students will also be assessed on self-management and visible thinking

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking the unit should be confident, independent and self-managed learners.

It is recommended for students who have a passion for electronics, robotics and engineering and enjoy experimenting and manipulating objects to make them functional and aesthetically appealing.

Recommendation: It is highly recommended that students undertake this subject to study any VCE Systems Engineering or VCE Product design in the future. Students may also re-enroll in this subject to continue to develop their skills and knowledge.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Introduction to Robotics</i>	<i>Robotics</i>	<i>Mechatronics</i>	Pre-VCE Systems Engineering	<i>VCE Systems Engineering Units 1 & 2</i>	<i>VCE Systems Engineering Units 3 & 4</i>
Option Two	<i>Innovate</i>	<i>Design to Innovate</i>	Pre-VCE Systems Engineering	<i>Pre-VCE Product Design and Technology</i>	<i>VCE Product Design & Technology Units 1 & 2</i>	<i>VCE Product Design & Technology Units 3 & 4</i>
Option Three	<i>Innovate</i>	<i>Robotics</i>	<i>Design to Innovate</i>	Pre-VCE Systems Engineering	<i>VCE Systems Engineering Units 1 & 2</i>	<i>VCE Systems Engineering Units 3 & 4</i>
Acceleration Option			Pre-VCE Systems Engineering	<i>Systems Engineering Units 1 & 2</i>	<i>Systems Engineering Units 3 & 4</i>	

**These are sample options. Please consider all STEAM and Digital & Design Technologies Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr D'Auria

STEAM

ESPORTS

Subject Description:

In this subject, students will explore pathways within the esports gaming industry whilst developing their leadership, team, and gaming skills. Students will identify characteristics of positive, respectful relationships and the rights and responsibilities of individuals within the gaming community. Students will be involved in the organisation of a school-based gaming showcase/conference involving the development of media artworks for promotional and showcasing purposes.

Assessment:

- Training, health and wellbeing plans, and training and strategy plans
- Building and maintaining a PC
- Cyber safety and online identity presentations
- Running and organising of an esports tournament

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking the unit should be confident, independent, and self-managed learners.

Esports is recommended for students who have a passion for gaming and the Esports industry. Students who are interested in becoming involved in the esports industry, either as a player, manager, or any other role within the industry, should pick this elective!

Recommendation: It is highly recommended that students undertake this subject to learn how to be a better player in their respective game. Students also learn important digital skills, so any student interested in a career in the esports/gaming industry should study this subject.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Innovate</i>	<i>Computer Game Design</i>	Esports	<i>Computer Programming</i>	<i>VCE Applied Computing Units 1 & 2</i>	<i>VCE Data Analytics Units 3 & 4</i>
Option Two	<i>Introduction to Robotics</i>	<i>Web Design & Development</i>	<i>Computer Game Design</i>	Esports	<i>VCE Applied Computing Units 1 & 2</i>	<i>VCE Software Development Units 3 & 4</i>
Option Three	<i>Introduction to Robotics</i>	<i>Mechatronics</i>	<i>Computer Programming</i>	Esports	<i>VCE Applied Computing Units 1 & 2</i>	<i>VCE Software Development Units 3 & 4</i>

*These are sample options. Please consider all Technology, Arts and HPE Enhance subjects across Years 8-10

Teachers to see for advice regarding this subject: Mr D'Auria and Mr Coombes

STEAM

DESIGN TECHNOLOGY: TEXTILES/ FASHION

Subject Description:

Learn about textiles, fashion, and the design process. Students can build on what they know already or learn the basics of using or modifying a pattern to ensure the right fit. Students will focus on design drawing skills and how to use, alter, and draft a pattern to construct a textiles product. This subject will require students to use design skills and problem-solving skills as they work with a range of materials and equipment. Students will discover the excitement of creating something unique.

Possible projects may include:

- Designing and modifying patterns and sewing garments
- Wearable art and costume design
- Creating products from recycled materials

Assessment:

- Assessment of the design process and final product
- Learning design folio

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking it should be confident, independent, and self-managed learners. It is recommended for students who have a passion for textiles, craft, and fashion and enjoy experimenting and manipulating objects to make them functional and aesthetically appealing.

Recommendation: It is highly recommended that students undertake this subject to study other Design Technology subjects through to VCE Product Design in the future. Students may also re-enrol in this subject to continue to develop their skills and knowledge.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Innovate</i>	Design Technology: Textiles/ Fashion	<i>Design to Innovate</i>	<i>Pre-VCE Product Design and Technology</i>	<i>VCE Product Design & Technology Units 1 & 2</i>	<i>VCE Product Design & Technology Units 3 & 4</i>
Option Two	<i>Innovate</i>	<i>Design Technology: Jewellery</i>	Design Technology: Textiles/ Fashion	<i>Pre-VCE Product Design and Technology</i>	<i>VCE Product Design & Technology Units 1 & 2</i>	<i>VCE Product Design & Technology Units 3 & 4</i>
Option Three	<i>Introduction to Robotics</i>	<i>Mechatronics</i>	<i>Design Technology: Jewellery</i>	Design Technology: Textiles/ Fashion	<i>VCE Product Design & Technology Units 1 & 2</i>	<i>VCE Product Design & Technology Units 3 & 4</i>
Acceleration Option		<i>Design Technology: Textiles/ Fashion</i>	<i>Pre-VCE Product Design and Technology</i>	VCE Product Design & Technology Units 1 & 2	<i>VE Product Design & Technology Units 3 & 4</i>	

*These are sample options. Please consider all Digital & Design Technologies Enhance subjects across Years 8-10

Teachers to see for advice regarding this subject: Ms Long

STEAM

FOOD STUDIES

Subject Description:

Food Studies allows students to explore a variety of food areas including nutrition and food science. This subject will consolidate students understanding of cooking processes and safety and hygiene, as well as introducing more complex cooking processes through investigating and evaluating a variety of cooking practices. Students will be able to cook once or twice a week and be able to design and create their own recipes that include consideration of nutritional value, food science and food trends. This subject will prepare students for VCE and allow them to move into Food Studies in VCE with an excellent repertoire of recipes and skills to produce a variety of food items.

Assessment:

- Nutrition Investigation and Design
- Food Science Research Tasks

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking the unit should be confident, independent, and self-managed learners.

This subject is recommended for students with a broad interest in and passion for food, and who may be considering studying VCE Food Studies.

Recommendation: It is highly recommended that students undertake this subject to study any Food Studies subject in the future or to re-enrol in the same subject to further develop skills and knowledge.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Let's Cook!</i>	<i>Creative Cooking</i>	<i>Global Bites</i>	Food Studies	VCE <i>Food Studies</i> Units 1 & 2	VCE <i>Food Studies</i> Units 3 & 4
Option Two	<i>Let's Cook!</i>	<i>Creative Cooking</i>	Food Studies	<i>Global Bites</i>	VCE <i>Food Studies</i> Units 1 & 2	VCE <i>Food Studies</i> Units 3 & 4
Option Three	<i>Let's Cook!</i>		<i>Global Bites</i>	Food Studies	VCE <i>Food Studies</i> Units 1 & 2	VCE <i>Food Studies</i> Units 3 & 4
Acceleration Option			<i>Food Science</i>	VCE <i>Food Studies</i> Units 1 & 2	VCE <i>Food Studies</i> Units 3 & 4	

**These are sample options. Please consider all Digital & Design Technologies Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Blackmore & Mr Spoto

STEAM

GLOBAL BITES

Subject Description:

Students will work with a group of people to research any country that they are passionate about. They will investigate their chosen country's traditions and significant influences on food production, then present these findings to the class. Students will also be responsible for choosing a recipe for classmates to cook. They may choose any way they like to present the given information to the class; in other words, they will become the teacher for the week! This is fantastic for those who would like to share their own cultural background or who have a passion to learn about other regions of the world.

Students will also become food critics during the course, providing feedback on the choice of cuisine and supporting classmates by giving them feedback about the information they have learnt about their peers' chosen country. Students will be able to experience a wide variety of foods and extend their food knowledge.

Assessment:

- Cultural Research Task
- Cultural Investigation and Presentation

Advice to Students:

There are no prerequisites for undertaking this subject. This subject is for students who enjoy challenging themselves, love food and would like to learn about different cultures and cuisines from around the world. This subject is for those who love exploring and discovering new and exciting things and will also consolidate your understanding of skills you learnt in Explore.

Recommendation: It is highly recommended that students undertake this subject to study any Food subject in the future or to re-enrol in the same subject to further develop skills and knowledge.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Let's Cook!</i>	Global Bites	<i>Creative Cooking</i>	<i>Food Studies</i>	VCE <i>Food Studies</i> Units 1 & 2	VCE <i>Food Studies</i> Units 3 & 4
Option Two	<i>Innovate</i>	<i>Creative Cooking</i>	Global Bites	<i>Food Studies</i>	VCE <i>Food Studies</i> Units 1 & 2	VCE <i>Food Studies</i> Units 3 & 4
Option Three	<i>Let's Cook!</i>		Global Bites	Global Bites	VCE <i>Food Studies</i> Units 1 & 2	VCE <i>Food Studies</i> Units 3 & 4
Acceleration Option			<i>Food Studies</i>	VCE <i>Food Studies</i> Units 1 & 2	VCE <i>Food Studies</i> Units 3 & 4	

*These are sample options. Please consider all Digital & Design Technologies Enhance subjects across Years 8-10

Teachers to see for advice regarding this subject: Ms Blackmore & Mr Spoto

STEAM

GROW, COOK, EAT!

Subject Description:

Have you ever wanted to have your own garden where you can learn about plants, grow them, and then cook with them? In this subject you will get to do all that and more. You will work with a science teacher to learn about growing your own food and then you will get to work with a cooking teacher to plan recipes to cook with the food YOU grew. If you have never grown anything before, do not worry, you will be taught the science of growing! Students will develop practical skills in working in a garden and a kitchen and a greater appreciation for sustainable care for the natural world.

Assessment:

- Student-led investigations
- Project proposals
- Regular progress meetings
- Project reports
- Presentations to staff, students, and parents

Advice to Students:

There are no prerequisites for undertaking this subject, however students must enjoy being outside and growing things in the garden. An extended investigation will require students to be confident, independent, and self-managed learners.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Let's Experiment</i>	<i>Science Inquiry</i>	Grow, Cook, Eat!	<i>Pre-VCE Environmental Science</i>	<i>VCE Environmental Science Units 1 & 2</i>	<i>VCE Environmental Science Units 3 & 4</i>
Option Two	<i>Let's Cook!</i>	Grow, Cook, Eat!	<i>Creative Cooking</i>	Food Studies	<i>VCE Food Studies Units 1 & 2</i>	<i>VCE Food Studies Units 3 & 4</i>
Acceleration Option		Grow, Cook, Eat!	<i>Pre-VCE Environmental Science</i>	<i>VCE Environmental Science Units 1 & 2</i>	<i>VCE Environmental Science Units 3 & 4</i>	

**These are sample options. Please consider all Humanities/Science Enhance subjects across Years 8-10.*

Teachers to see for advice regarding this subject: Ms Taylor & Mr Spoto

STEAM

DESIGN TECHNOLOGY: JEWELLERY

Subject Description:

This subject is a great way for students to explore Digital & Design Technologies! Students will learn how to use a variety of technologies and materials, including 3D printers, laser printers, metal, wood, fabric, and ceramic. This course explores a combination of digital and design technologies as students utilise programs they sketch and prototype a Jewellery line.

By the end of the course, students will have created a range of Jewellery using CAD design solutions that incorporate materials, equipment, and applications to form design pieces. Students can make as many items as they wish and can do so in a variety of ways. The products produced can include earrings, rings, bracelets, necklaces, anklets, headpieces, and much more.

Assessment:

- Design process; including creating prototypes and mood boards
- Investigation and research around a variety of techniques used to make Jewellery
- Evaluation and presentation of products

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking the unit should be confident, independent, and self-managed learners.

It is recommended for students who have a passion for textiles, craft, and fashion and enjoy experimenting and manipulating objects to make them functional and aesthetically appealing.

Recommendation: It is highly recommended that students undertake this subject to study any Design Technology subjects in the future. Students may also re-enrol in this subject to continue to develop their skills and knowledge.

STEAM

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Innovate</i>	Design Technology: Jewellery	<i>Design Technology: Textiles/ Fashion</i>	<i>Pre-VCE Product Design and Technology</i>	<i>VCE Product Design & Technology Units 1 & 2</i>	<i>VCE Product Design & Technology Units 3 & 4</i>
Option Two	<i>Innovate</i>	<i>Design to Innovate</i>	Design Technology: Jewellery	<i>Pre-VCE Product Design and Technology</i>	<i>VCE Product Design & Technology Units 1 & 2</i>	<i>VCE Product Design & Technology Units 3 & 4</i>
Acceleration Option			<i>Pre-VCE Product Design and Technology</i>	<i>VCE Product Design & Technology Units 1 & 2</i>	<i>VCE Product Design & Technology Units 3 & 4</i>	

*These are sample options. Please consider all Digital & Design Technologies Enhance subjects across Years 8-10

Teachers to see for advice regarding this subject: Ms Long

STEAM

WEB DESIGN & DEVELOPMENT

Subject Description:

In this subject, students will learn skills to create websites using HTML and CSS. HTML provides the structure of the page and CSS provides the visual and aural layout for a variety of devices. CSS describes how HTML elements are to be displayed on screen, paper, or in other media. Students will use Codecademy and CodeCombat to acquire basic skills and then use Adobe Dreamweaver to create their websites.

Assessment:

- Quizzes
- Website development (collaborative and based on student choice)

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking the unit should be confident, independent, and self-managed learners.

Recommendation: It is highly recommended that students undertake this subject to study Units 1 & 2 Applied Computing AND/OR Units 3 & 4 Data Analytics OR Software Development, in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Innovate</i>	<i>Computer Game Design</i>	Web Design & Development	<i>Computer Programming</i>	VCE Applied Computing Units 1 & 2	VCE Data Analytics Units 3 & 4
Option Two	<i>Introduction to Robotics</i>	Web Design & Development	<i>Computer Game Design</i>	<i>Esports</i>	VCE Applied Computing Units 1 & 2	VCE Software Development Units 3 & 4
Option Three	<i>Introduction to Robotics</i>	<i>Robotics</i>	<i>Computer Programming</i>	Web Design & Development	VCE Applied Computing Units 1 & 2	VCE Data Analytics AND/OR Software Development Units 3 & 4

**These are sample options. Please consider all STEAM and Digital & Design Technologies Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr D'Auria & Ms Vu

STEAM

PRE-VCE PRODUCT DESIGN AND TECHNOLOGY

Subject Description:

This is a pre-VCE subject for students who are interested in selecting Product Design and Technology (Materials or Textiles/ Fashion) in Year 11 and 12. In this subject, students will develop their skills in using the design process, problem-solving and creative and critical thinking. Students will analyse and evaluate real-world case studies from relevant industries and unpack the necessary skills through the implementation of the design process. This course informs sustainable behaviours and develops technical skills that enable students to present multiple solutions to everyday life situations.

Assessment:

- Response to questions related to the design process and sustainability
- Design folio

Advice to Students:

This subject requires a high level of planning, management, problem-solving skills, as well as collaboration skills and willingness to take on several roles within a team in order to achieve success.

Recommendation: It is highly recommended that students undertake this subject to continue into Product Design & Technology. This will also support other skills required in other VCE Technology or Arts subjects.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Innovate</i>	<i>Design to Innovate</i>	<i>Design Technology: Jewellery</i>	Pre-VCE Product Design & Technology	<i>VCE Product Design & Technology Units 1 & 2</i>	<i>VCE Product Design & Technology Units 3 & 4</i>
Option Two	<i>Innovate</i>	<i>Design Technology: Textiles/ Fashion</i>	<i>Design Technology: Jewellery</i>	Pre-VCE Product Design & Technology	<i>VCE Product Design & Technology Units 1 & 2</i>	<i>VCE Product Design & Technology Units 3 & 4</i>
Option Three	<i>Innovate</i>	<i>Design Technology: Jewellery</i>	<i>Design to Innovate</i>	Pre-VCE Product Design & Technology	<i>VCE Product Design & Technology Units 1 & 2</i>	<i>VCE Product Design & Technology Units 3 & 4</i>

*These are sample options. Please consider all Digital & Design Technologies Enhance subjects across Years 8-10

Teachers to see for advice regarding this subject: Ms Long & Mr Beveridge

GLOSSARY OF TERMS

ATAR (AUSTRALIAN TERTIARY ADMISSIONS RANK)	The overall ranking on a scale of 0 – 99.95 that students receive based on their study scores. The ATAR is used by some universities and TAFE institutes to select students for courses.
AUTHENTICATION	Process of ensuring that the work submitted by students for assessment is their own.
DES (DERIVED EXAM SCORE)	Students can apply to the VCAA for a Derived Examination Score if their preparation for, and examination performance, is significantly affected by adverse circumstances within two weeks or so of an examination.
EAL (ENGLISH AS AN ADDITIONAL LANGUAGE)	Students who have comparative unfamiliarity with the English language due to non-English speaking background or hearing impairment may apply for EAL status.
EXAMINATIONS – only at VCE	Units 1 and 2 usually include a semester/unit examination which does not contribute towards a student’s final study scores. Unit 3 and 4 sequences have at least one examination which directly contributes to a student’s final study scores.
FIELD OF STUDY	Subject. Most VCE studies are made up of 4 units.
GAT – General Achievement Test	General Achievement Test – is a test of general knowledge and skills in written communication, mathematics, science, technology, humanities, the arts, and social sciences.
LEARNING OUTCOME	These define what the students will know and be able to do as a result of satisfactorily completing a study. Each outcome has a definition, the key knowledge to be learnt and the key skills to be acquired.
PREREQUISITES	These are units which must be passed and must be included in a student’s program.
PROGRAM OF STUDY	A sequence of studies taken over two years normally made up of 22/24 units.
RECOMMENDED	These are units which are desirable, and their knowledge may be assumed, but they do not affect selection into tertiary courses.
REDEMPTION	School based process to give students an opportunity to convert an N for a particular piece of school-assessed coursework, school-assessed task, or school-based assessment, to an S.
SACs (SCHOOL-ASSESSED COURSEWORK)	Tasks set and marked within VCAA guidelines by teachers to assess students’ achievement of Units 3 and 4 outcomes. Most tasks are done in class time. The scores relating to these assessments are reported to the VCAA.
SATs (SCHOOL-ASSESSED TASKS)	Units 3 and 4 school-based assessment which is part of graded assessment in Art, Design and Technology, Food & Technology, Art Making and Exhibiting and Visual Communication & Design. Tasks are set by the VCAA and assessed by teachers in accordance with published criteria. Task grades are subject to review by a panel appointed by the VCAA. Failure to meet the school’s deadlines will adversely affect a student’s final mark and/or mean failing a unit.
SATISFACTORY COMPLETION	In simple terms, this means a student has passed a unit and therefore gained an ‘S’ for the unit. If a student does not satisfactorily complete a unit, they get an ‘N’. Satisfactory and unsatisfactory completion of Units 1 – 4 is reported to the VCAA and included on students’ VCE Statement of Results.

	<p>Satisfactory completion depends on students achieving the Learning Outcomes of a particular unit.</p> <p>Failure to meet the College's deadlines for an assessment task, or attendance requirements, may mean failing a unit and/or adversely affect a student's final study score.</p>
SEMESTER	One half of the academic year. Most units last for one semester.
SEQUENCE	The order in which students do units, for example, a Units 3 and 4 sequence
SPECIAL PROVISION	<p>Special Provision can be made to allow students studying a VCE unit who are experiencing significant hardship the maximum opportunity to demonstrate both what they know and what they can do.</p> <p>A student is eligible for Special Provision if their performance is adversely affected to a significant degree, by illness, by any factors relating to personal environment or other serious cause or disadvantaged by a disability or impairment.</p> <p>Applications for special examination arrangements must be well documents.</p>
STATEMENT OF RESULTS	A set of documents which formally state the results a student achieved in the VCE, and whether they have graduated.
STATISTICAL MODERATION	VCAA process that involves adjusting each school's coursework scores to ensure that schools' assessments are comparable throughout the state.
STUDIES	The subjects available in the VCE.
STUDY DESIGN	The description of the content of a study, and how students' work is to be assessed. The VCAA publishes a Study Design for each VCE study. Schools and other VCE providers must adhere to the Study Designs.
STUDY SCORE	A score from 0 – 50 which shows how a student performed in a Unit 3 and 4 study, relative to all other students doing that same study. It is based on school assessments and examination results for each study.
UNIT	A unit normally lasts for one semester or half a year.
UNITS 1 AND 2	Units 1 and 2 are equivalent to Year 11 level.
UNITS 3 AND 4	Units 3 and 4 are equivalent to Year 12 level. Students may be able to select Units 1 or 2 in their second year of VCE and students may be able to select Units 3 and 4 in their first year of VCE.
VCAA	Victorian Curriculum and Assessment Authority, the body which administers the VCE.
VCE	Victorian Certificate of Education.
VETiS	Vocational Education and Training in Schools
VTAC	Victorian Tertiary Admissions Centre.

Please Note: The information contained in the booklet is a guide only and correct at the time of printing. Subject offerings may change at any time depending on staffing and resourcing requirements and availability. Furthermore, subjects may not run in 2022 due to timetabling or staffing issues. The most up-to-date information regarding subjects, qualifications, or accredited courses is kept on the school website.

HPSC STUDENT PERSONALISED LEARNING PLAN – 2023 ENHANCE YEAR 8

A Student Education Plan helps you to focus on your goals and plans for the future. It supports you in working out how you are going to achieve what you want relating to school, work, and life. An Education Plan lets you explore different occupations that may suit your strengths and interests.

My Profile

My full name:

Date:

Current Year Level:

Three positive words that describe me:

** Examples include happy, outgoing, friendly, sporty, polite, healthy, and creative.*

My top three interests or passions:

** Think of activities you like doing in and out of school, such as playing football, or babysitting. Interests also include things like music or gaming or the environment.*

Subjects I am studying this year:

My best subject:

My Favourite Subject:

What Jobs or Careers am I interested in? Why?

What Subjects can I study to lead me to that job?

HPSC STUDENT PERSONALISED LEARNING PLAN – 2023 ENHANCE YEAR 8

*Year 8 Students are **highly encouraged** to extend their learning through becoming involved in co-curricular activities, programmes, learning activities, and leadership opportunities throughout the year.*

My Subject Selections

Core Subject Areas

Mentor (Year Long):

Core English or EAL (Year Long):

Core Maths (Year Long):

Core Health and Physical Education (One Semester):

Core Science (One Semester):

Support Subjects

Literacy Support (Year Long):

Yes or No

Numeracy Support (One Semester):

Yes or No

Subject Area

Subject Name

Write the reasons for selecting these subjects in the space below

Arts Subject (One Semester):

Reserve Arts Subject:

Humanities Subject (One Semester):

Reserve Humanities Subject:

STEAM Subject (One Semester):

Reserve STEAM Subject:

Health and Physical Education Subject (One Semester):

HPSC STUDENT PERSONALISED LEARNING PLAN – 2023 ENHANCE YEAR 8

Reserve Health and Physical Education Subject:		
Free Choice One:		
Free Choice Reserve:		
Free Choice Two:		
Free Choice Reserve:		

HPSC STUDENT PERSONALISED LEARNING PLAN – 2023 ENHANCE YEAR 9

A Student Education Plan helps you to focus on your goals and plans for the future. It supports you in working out how you are going to achieve what you want relating to school, work, and life. An Education Plan lets you explore different occupations that may suit your strengths and interests.

My Profile

My full name:	Date:	Current Year Level:

Three positive words that describe me:
★ Examples include happy, outgoing, friendly, sporty, polite, healthy and creative.

My top three interests or passions:
★ Think of activities you like doing in and out of school, such as playing football or babysitting. Interests also include things like music or gaming or the environment.

Subjects I am studying this year:	My best subject:	My Favourite Subject:

What Jobs or Careers am I interested in? Why?	What Subjects can I study to lead me to that job?

HPSC STUDENT PERSONALISED LEARNING PLAN – 2023 ENHANCE YEAR 9

Year 9 Students whose data indicates that they have a high-ability level in specific areas and **expected** to undertake a programme that includes at least one pre-VCE subject.

My Subject Selections

Core Subject Areas

Mentor (Year Long):

Core English or EAL (Year Long):

Core Maths (Year Long):

Core Health and Physical Education (One Semester):

Support Subjects

Literacy Support (Year Long):

Yes or No

Numeracy Support (One Semester):

Yes or No

Subject Area

Subject Name

Write the reasons for selecting these subjects in the space below

Arts Subject (One Semester):

Reserve Arts Subject:

Humanities Subject (One Semester):

Reserve Humanities Subject:

Science Subject (One Semester):

Reserve Science Subject:

STEAM Subject (One Semester):

Reserve STEAM Subject:

HPSC STUDENT PERSONALISED LEARNING PLAN – 2023 ENHANCE YEAR 9

Health and Physical Education Subject (One Semester):		
Reserve Health and Physical Education Subject:		
Free Choice One:		
Free Choice Reserve:		
Free Choice Two:		
Free Choice Reserve:		

HPSC STUDENT PERSONALISED LEARNING PLAN – 2023 ENHANCE YEAR 10

A Student Education Plan helps you to focus on your goals and plans for the future. It supports you in working out how you are going to achieve what you want relating to school, work, and life. An Education Plan lets you explore different occupations that may suit your strengths and interests.

My Profile

My full name:	Date:	Current Year Level:

Three positive words that describe me: <i>* Examples include happy, outgoing, friendly, sporty, polite, healthy, and creative.</i>

My top three interests or passions: <i>* Think of activities you like doing in and out of school, such as playing football or babysitting. Interests also include things like music or gaming or the environment.</i>

Subjects I am studying this year:	My best subject:	My Favourite Subject:

What Jobs or Careers am I interested in? Why?	What Subjects can I study to lead me to that job?

HPSC STUDENT PERSONALISED LEARNING PLAN – 2023 ENHANCE YEAR 10

All Year 10 students are **expected** to undertake a programme that consists of numerous (minimum of **two**) pre-VCE subjects. It is **strongly recommended** that all Year 10 students select and study **one** accelerated VCE or VET subject.

My Subject Selections

Core Subject Areas

Mentor (Year Long):

Core English OR EAL (Year Long):

Core Maths (Year Long):

Support Subjects

Literacy Support (Year Long):

Yes or No

Numeracy Support (One Semester):

Yes or No

Subject Area

Subject Name

Write the reasons for selecting these subjects in the space below

Arts Subject (One Semester):

Reserve Arts Subject:

Humanities Subject (One Semester):

Reserve Humanities Subject:

Science Subject (One Semester):

Reserve Science Subject:

STEAM Subject (One Semester):

Reserve STEAM Subject:

HPSC STUDENT PERSONALISED LEARNING PLAN – 2023 ENHANCE YEAR 10

Health and Physical Education (One Semester):		
Reserve Health and Physical Education Subject:		
Health and Physical Education Subject (One Semester):		
Reserve Health and Physical Education Subject:		
Free Choice One:		
Free Choice Reserve:		
Free Choice Two:		
Free Choice Reserve:		

Acceleration Exemption Application Form 2021/2022

This form is to be completed for students identified as High Ability who do not wish to undertake a Pre-VCE subject in Year 9 or a VCE or VET subject in Year 10 and are seeking an exemption.

Student Surname: _____ **Given Name:** _____

2021 Mentor Group: _____

Please outline your reasons why you are seeking an exemption:

Pathway Plan:

Please outline the subjects you intend to undertake in lieu of a Pre VCE, VCE or VET subject.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One						
Option Two (if applicable)						

Parent / Carer Consent:

I acknowledge that my child is seeking an exemption from the College Acceleration Policy.

Parent/Caregiver Signature: _____ Date: _____

Student Signature: _____ Date: _____

Completion of this form does automatically result in an exemption being granted. The student may be required to attend an interview with the Senior Sub School Leader and nominated panel members. All Acceleration Exemption Applications must be approved by and are at the discretion of the relevant Sub School Leader or nominated delegate.

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Sub School Leader: _____ Approved Requires further discussion Unapproved

Date: _____

Enhance Subject Application Form 2021/2022

Student Surname: _____ Given Name: _____

2021 Mentor Group (If known): _____

I wish to apply to undertake the following Enhance Program subject:

Please indicate below your reasons for applying to complete the above subject in 2022.

Grade 6 Teacher Recommendation:

Teacher Name: _____

Teacher Signature: _____ Date: _____

Comment (optional)

Parent / Carer Consent:

I allow my child to apply to undertake this Enhance Program subject.

Parent/Caregiver Signature: _____ Date: _____

Student Signature: _____ Date: _____

OFFICE USE ONLY

Head of Sub School: Recommended Requires further discussion

Staff Code: _____ Signature: _____ Date: _____



Massive Open Online Courses (MOOCs) Application Form 2021/2022

Student Surname: _____ Given Name: _____

2021 Mentor Group (If known): _____

I wish to apply to undertake the following MOOCs (minimum of two required):

Please indicate below your reasons for applying to study these MOOCs instead of a school offered Enhance Program elective?

Curriculum & Pedagogy Leader Recommendation:

Date: _____

Recommended Requires further discussion Unapproved

Sub School Leader Recommendation:

Date: _____

Recommended Requires further discussion Unapproved

Comment (optional):

Parent / Carer Consent:

I allow my child to apply to undertake MOOCs instead of a school offered Enhance Program elective.

Parent/Caregiver Signature: _____ Date: _____

Student Signature: _____ Date: _____

