

Hampton Park

SECONDARY
COLLEGE

Respect, Learning, Working Together

SUBJECT HANDBOOK

EXPLORE, ENHANCE, EXCEL
CURRICULUM PROGRAMS



2024

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-centred 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 (It is compulsory for students to select an elective from these learning areas)				FREE CHOICE ELECTIVES
	Explore (Year 7)	Enhance (Year 8)	Enhance (Year 9)	Excel (Year 10)	
Learning Areas	Explore (Year 7)	Enhance (Year 8)	Enhance (Year 9)	Excel (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 (1 Core & 1 Elective)	8 HPE Credits
Humanities or 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

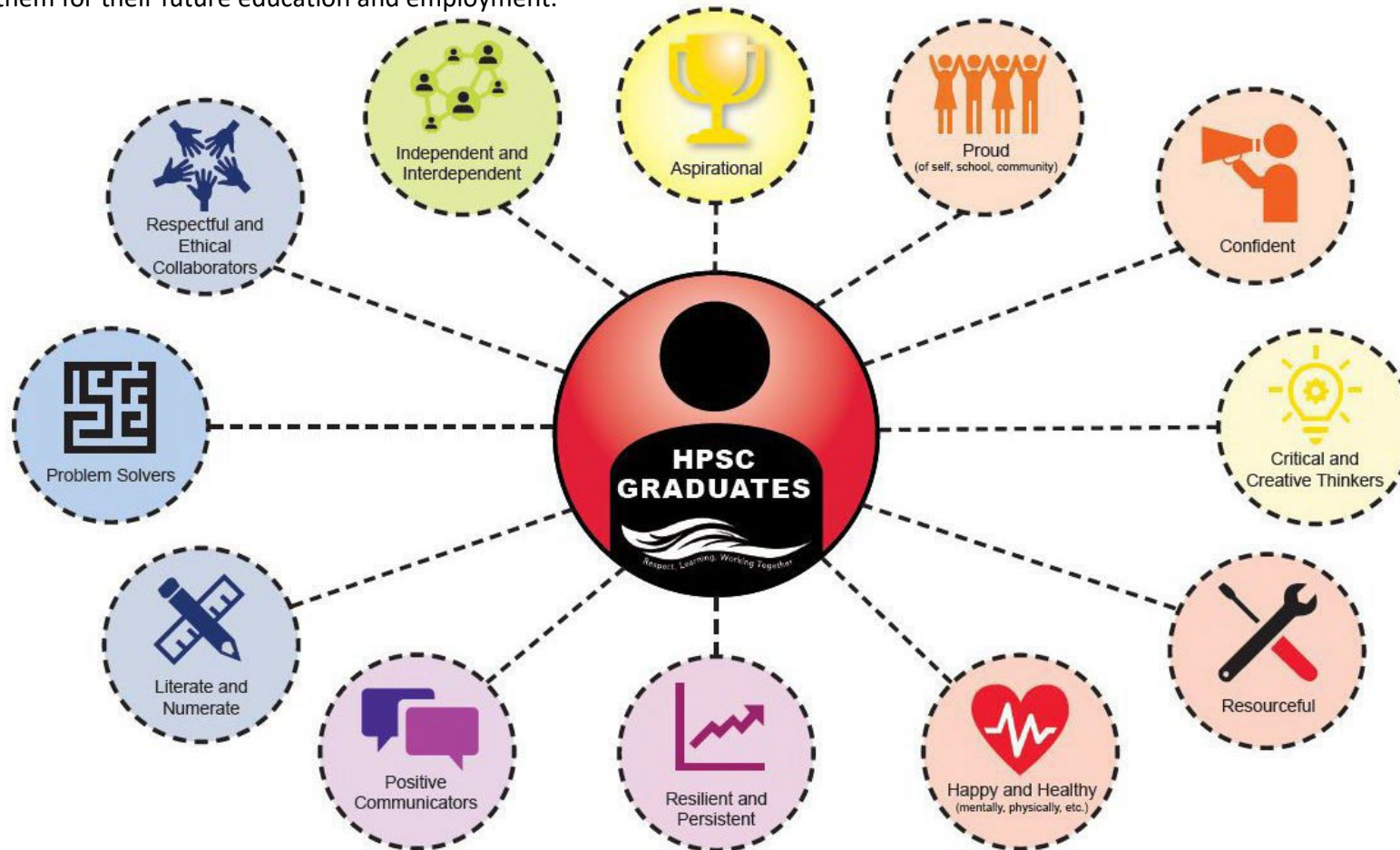
Our vision of learning excellence is underpinned by the Hampton Park Secondary College values of Respect, Learning, and Working Together. Informing our daily interactions and decisions, these values are embedded in our whole school practice and they are supported by our School-wide Positive Behaviour 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.



2024 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
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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
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Inclusion Team	Ms Natalie Rule	natalie.rule@education.vic.gov.au

CURRICULUM PATHWAYS

Visual and Performing Arts

Explore	Enhance	Excel		
Year 7	Year 8 & 9	Year 10	Year 11	Year 12
Drama Term Elective	Acting Out Semester Elective	Drama Semester Elective	Units 1&2 Drama VCE	Units 3&4 Drama VCE
Dance Term Elective	Enhance Dance Semester Elective	Backstage Pass Semester Elective	Units 1&2 Dance VCE Not offered in 2024	Units 3&4 Dance VCE Not offered in 2024
Try an Instrument Term Elective	Music Studio Semester Elective	Dance Semester Elective	Units 1&2 Music VCE	Units 3&4 Music VCE
Art Term Elective	Music Band Performance Semester Elective	Music Semester Elective	Units 1&2 Art Making & Exhibiting VCE	Units 3&4 Art Making & Exhibiting VCE
Film Making 101 Term Elective	Drawing and Painting Semester Elective	Art Making & Exhibiting Semester Elective	Units 1&2 Media VCE	Units 3&4 Media VCE
Logo Making Term Elective	Comics & Graphic Novels Semester Elective	Street Art Semester Elective	Units 1&2 Visual Communication Design VCE	Units 3&4 Visual Communication Design VCE
	Sculpting with Multi Materials Semester Elective	Media Semester Elective		
	Film Making Semester Elective	Visual Communication Design Semester Elective		
	Animation Semester Elective			
	Photography Semester Elective			
	Architecture Semester Elective			
	3D Drawing Semester Elective			

CURRICULUM PATHWAYS

English and EAL

Explore	Enhance		Excel		
Year 7	Year 8 & 9		Year 10	Year 11	Year 12
Year 7 Core English/EAL	Year 8 Core English/EAL	Year 9 Core English/EAL	Year 10 Core English/EAL	Units 1&2 English/EAL VCE	Units 3&4 English/EAL VCE
	Gothic Literature: Madmen and Murderers Semester Elective	Gothic Literature: Madmen and Murderers Semester Elective	English Literature Semester Elective	Units 1&2 Literature	Units 3&4 Literature
	Plot Twists: Creative Writing and Getting Published Semester Elective		Evolution of Language Semester Elective	Units 1&2 English Language VCE	Units 3&4 English Language VCE
	Rhythm and Poetry Semester Elective			Units 1&2 Foundation English VCE or Units 1&2 Bridging EAL VCE	
			Pre-VPC Literacy	Year 11 VCE VM Literacy	Year 12 VCE VM Literacy
				VPC Literacy	
Literacy Support Semester Based - In Addition to Core English/EAL Literacy Support for Years 7, 8, 9, & 10 if Recommended					

CURRICULUM PATHWAYS

Health & Physical Education

Explore	Enhance	Excel		
Year 7	Year 8 & 9	Year 10	Year 11	Year 12
<p>Explore Year 7 Health and Physical Education</p>	<p>Enhance Year 8 Health and Physical Education Semester Elective</p> <p>Enhance Year 9 Health and Physical Education Semester Elective</p> <p>Healthy Body, Healthy Mind Semester Elective</p> <p>Personal Training Female only Personal Training Mixed Class Semester Elective</p> <p>Team Sports Mixed Class Semester Elective</p> <p>Elite Basketball Female only Elite Basketball Mixed Class Semester Elective</p> <p>Elite Soccer Female only Elite Soccer Mixed Class Semester Elective</p> <p>Outdoor Education Mixed class Semester Elective</p>	<p>Excel Year 10 Health and Physical Education Semester Elective</p> <p>Health & Human Development Semester Elective</p> <p>Excel Physical Education Semester Elective</p> <p>Excel Sport and Recreation Semester Elective</p>	<p>Units 1&2 Health and Human Development VCE</p> <p>VET Cert III Health Services Assistant Year 1</p> <p>Units 1&2 Physical Education VCE</p> <p>Cert III Sport and Recreation Mixed or Rugby</p>	<p>Units 3&4 Health and Human Development VCE</p> <p>VET Cert III Health Services Assistant Year 2</p> <p>Units 3&4 Physical Education VCE</p> <p>Cert III Sport and Recreation Mixed or Rugby</p>
	<p>Sports Academy - Rugby Mixed Class Year Long Elective</p>			

CURRICULUM PATHWAYS

Humanities

Explore	Enhance		Excel		
Year 7	Year 8 & 9		Year 10	Year 11	Year 12
Humanities with Literacy Support *Some students receive additional support					
Or Year 7 Humanities *Some students receive additional support	Crime and Justice Semester Elective	Fight for your Rights Semester Elective	Legal Studies Semester Elective	Units 1&2 Legal Studies VCE	Units 3&4 Legal Studies VCE
Great Rulers of the Ancient World Term Elective	Myths & Legends Semester Elective	World Wars Semester Elective	History Semester Elective	Units 1&2 History VCE	Units 3&4 History VCE
National Identity: Australian History and Politics *Subject covers multiple Humanities Subjects Term Elective		Australian Political Systems		Units 1&2 Australian and Global Politics	Units 3&4 Australian and Global Politics (Offered 2024)
Travel the World *Subject covers multiple Humanities subjects Term Elective		Disasters & Geology Semester Elective	Geography Semester Elective	Units 1&2 Geography VCE	Units 3&4 Geography VCE (Offered 2024)
	World of Work Semester Elective	My Money *Subject covers multiple Humanities Subjects Semester Elective	Accounting Semester Elective	Units 1&2 Accounting VCE	Units 3&4 Accounting VCE
		Like a Boss: Running a Business Semester Elective	Business Management Semester Elective	Units 1&2 Business Management VCE	Units 3&4 Business Management VCE
				VET Cert II Workplace Skills	
				VET Cert III Business Year 1	VET Cert III Business Year 2
			Philosophy Semester Elective	Units 1&2 Philosophy	Units 3&4 Philosophy (Offered 2024)

CURRICULUM PATHWAYS

Languages

Explore	Enhance	Excel	
Year 7	Year 8 & 9	Year 10	Year 11 Year 12
<p>French Taster Semester Elective</p>	<p>French Semester Elective</p>	<p>French Semester Elective</p>	
<p>Japanese Taster Semester Elective</p>	<p>Japanese Semester Elective</p>	<p>Japanese Semester Elective</p>	
	<p>Arabic Semester Elective</p>	<p>Arabic Semester Elective</p>	
	<p>French, Arabic and Japanese Through Victorian School of Languages (VSL).</p>	<p>French, Arabic and Japanese Through Victorian School of Languages (VSL).</p>	<p>French, Arabic, Persian and Spanish Through Victorian School of Languages (VSL).</p>
<p>Students planning to study a language in VCE need to have studied at least 200 hours of the language, e.g. 1 semester (65 hours) of French in each year will be approximately 260 hours.</p>			

CURRICULUM PATHWAYS

Mathematics

Explore	Enhance		Excel		
Year 7	Year 8 & 9		Year 10	Year 11	Year 12
<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 (VM) Numeracy 1 & 2</p>	<p>VCE Vocational Major (VM) Numeracy 3 & 4</p>
<p>Year 7 Advanced</p>	<p>Numeracy Support Semester Based - In Addition to Core Maths/Maths for life Numeracy Support for Years 7, 8, 9, & 10 if Recommended</p>			<p>Victorian Pathways Certificate (VPC) Numeracy</p>	

CURRICULUM PATHWAYS

Science

Explore	Enhance		Excel		
Year 7	Year 8 & 9		Year 10	Year 11	Year 12
<p>Year 7 Science Semester Core</p>	<p>Year 8 Science Inquiry Semester Core</p>	<p>Year 9 Science Inquiry Semester elective</p>			
	<p>Forensic Science Semester Elective</p>	<p>Neuroscience Semester Elective</p>	<p>Psychology Semester Elective</p>	<p>VCE Psychology units 1&2 Year-long elective</p>	<p>VCE Psychology units 3&4 Year-long elective</p>
<p>Planet Earth Term Elective</p>	<p>Disasters & Geology Semester Elective</p>	<p>Fantastic beasts Semester Elective</p>	<p>Environmental Science Semester Elective</p>	<p>VCE Environmental Science units 1&2 Year-long Elective</p>	<p>VCE Environmental Science units 3&4 Year-long Elective</p>
	<p>Medicine & Disease Semester Elective</p>		<p>Biology Semester Elective</p>	<p>VCE Biology units 1&2 Year-long Elective</p>	<p>VCE Biology units 3&4 Year-long Elective</p>
<p>Let's Experiment Term Elective</p>	<p>Chemical Curiosity Semester Elective</p>		<p>Chemistry Semester Elective</p>	<p>VCE Chemistry units 1&2 Year-long Elective</p>	<p>VCE Chemistry units 3&4 Year-long Elective</p>
<p>Motion and Movement Term Elective</p>	<p>Bright Sparks Semester Elective</p>		<p>Physics Semester Elective</p>	<p>VCE Physics units 1&2 Year-long Elective</p>	<p>VCE Physics units 3&4 Year-long Elective</p>

CURRICULUM PATHWAYS

STEAM

Explore	Enhance	Excel		
Year 7	Year 8 & 9	Year 10	Year 11	Year 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>Certificate II Cookery Year 1</p>	<p>Units 3&4 Food Studies VCE</p> <p>Certificate II Cookery Year 2</p>
<p>Innovate (Wood, Metals, Plastic) Term Elective</p>	<p>Innovate Intermediate (Wood, Metals, Plastic) Semester Elective</p>	<p>Innovate Advanced (Mixed Materials) 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 (Textiles) Term Elective</p>	<p>Innovate Intermediate (Textiles) Semester Elective</p>	<p>Innovate Advanced (Textiles) Semester Elective</p>	<p>VET Engineering Studies Year 1</p> <p>Units 1&2 Product Design: Textiles VCE</p>	<p>VET Engineering Studies Year 2</p> <p>Units 3&4 Product Design: Textiles VCE</p>
<p>Introduction to Robotics Term Elective</p>	<p>Robotics Semester Elective</p>	<p>Engineering and Mechatronics Semester Elective</p>	<p>Units 1&2 Systems Engineering VCE</p>	<p>Units 3&4 Systems Engineering VCE</p>
	<p>Computer Game Design Semester Elective</p>	<p>Computer Programming Semester Elective</p>	<p>Units 1&2 Applied Computing VCE</p>	<p>Units 3&4 Applied Computing VCE (Data Analytics)</p> <p>Units 3&4 Applied Computing VCE (Software Development)</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>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.</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.

**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, Learning Habit 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.

**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 General), the 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), the Victorian Certificate of Education with a Vocational Major (VCE VM), the Victorian Pathways Certificate (VPC), 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.

LANGUAGE SCHOOL TRANSITION PROGRAM

The Language School Transition Program is designed to support students who have recently arrived in an English-speaking country and require additional assistance in developing their English language proficiency. The program aims to facilitate a smooth transition into mainstream educational settings by providing targeted language instruction, cultural orientation, and academic support.

Program Objectives:

1. **English Language Proficiency:** The Language School Transition Program aims to enhance students' English language skills, focusing on speaking, listening, reading, and writing. The program employs a communicative and interactive approach to language learning, enabling students to effectively communicate and comprehend English in various academic and social contexts.
2. **Cultural Orientation:** In addition to language development, the program seeks to familiarise students with the cultural norms, practices, and expectations at Hampton Park SC. Cultural orientation activities aim to promote cross-cultural understanding, respect, and integration, enabling students to navigate their new environment confidently.
3. **Academic Support:** The Language School Transition Program provides academic support to students as they adapt to the mainstream curriculum. This includes assistance with subject-specific vocabulary, study skills, and comprehension strategies. The program collaborates closely with mainstream teachers and classes to align instruction, ensure effective integration, and address individual learning needs. Students participate in two mainstream classes to further facilitate their integration into the mainstream.
4. **Social Integration:** Recognising the importance of social integration for overall student well-being, the program fosters a supportive and inclusive environment where students can build relationships, develop social skills, and engage in extracurricular activities. Collaborative projects and group work are encouraged to promote peer interaction and cultural exchange.

Program Features:

1. **Placement and Assessment:** Upon enrolment, students are assessed to determine their language proficiency level. Based on the assessment results, students are placed in appropriate instructional groups to receive targeted language support that matches their specific needs.
2. **Differentiated Instruction:** The program employs differentiated instruction techniques to cater to the diverse learning needs and abilities of students. Instructional strategies are tailored to accommodate individual learning styles, language levels, and academic goals.
3. **Language and Content Integration:** The Language School Transition Program recognises the interconnectedness of language and content learning. Language instruction is integrated with subject-specific content to facilitate students' understanding and acquisition of academic concepts and vocabulary.
4. **Ongoing Progress Monitoring:** Regular assessment and progress monitoring are essential components of the program. Student performance and language development are continuously evaluated, enabling educators to adjust instruction, provide feedback, and track individual progress over time.
5. **Parent and Community Engagement:** The program actively involves parents and the wider community in supporting students' language development and integration. Information sessions and cultural events are organised to foster collaboration, exchange information, and celebrate diverse cultures.

The Transition EAL Program is committed to empowering students with the language skills, cultural knowledge, and academic support they need to succeed in their new educational environment. By providing a comprehensive and holistic approach to language learning and integration, the program aims to nurture confident and competent individuals as they transition into mainstream classes.

Qualifying students will enrol in the Language School Transition Program for one Semester, after which they will move into mainstream classes.

Subjects studied by Students in the Language School Transition Program (LSTP)

Subject 1	LSTP EAL
Subject 2	LSTP Life Skills
Subject 3	LSTP STEAM
Subject 4	Mathematics – Mainstream or Maths for Life
Subject 5	Free Choice – from PE/Health electives
Subject 6	Free Choice –Literacy Support (recommended)

EXPLORE PROGRAM (YEAR 7)

The first stage of learning at Hampton Park Secondary College is called Explore. The Explore Program has been designed to encourage all Year 7 students to do exactly as the name suggests, 'explore' the full range of subjects on offer from the eight key learning areas. 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, subjects are categorised as 'Core' (compulsory) and 'Taster' (student choice).

All students must study the following Core subjects:

- English or EAL (**All Year**)
- Mathematics (**All Year**)
- Core Health and Physical Education (**All Year**)
- Core Science (**One Semester**)

All students must also study, either:

- Humanities (**All Year**)

OR

- Humanities with Literacy Support (**All Year**).

Note: Students needing significant additional support with their Literacy must undertake Literacy Support, whilst other students who require some additional support can choose to undertake this subject instead of Humanities.

All Year 7 students would be required to select at least **one** Taster (0.5 credit) from each of the following learning areas:

- **The Arts**
- **STEAM**

Note:

- * Languages is not a required taster in the Explore curriculum programme. French is offered as a double taster (one semester) in the Explore program.
- * All Explore students will participate in a compulsory Swimming Program in Semester 2.

Refer to the course grid below to see a visual representation of the Explore program.

Explore 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	Term 1	Term 2	Term 3	Term 4
Mentoring	MENTORING CREDIT	MENTORING CREDIT	MENTORING CREDIT	MENTORING CREDIT
English OR EAL	ENGLISH / EAL CREDIT	ENGLISH / EAL CREDIT	ENGLISH / EAL CREDIT	ENGLISH / EAL CREDIT
Mathematics	MATHS CREDIT	MATHS CREDIT	MATHS CREDIT	MATHS CREDIT
Health & Physical Education	HPE CREDIT	HPE CREDIT	HPE CREDIT	HPE CREDIT
Humanities OR Humanities with Literacy Support	HUMANITIES CREDIT	HUMANITIES CREDIT	HUMANITIES CREDIT	HUMANITIES CREDIT
Science (One Semester)	Could be either Terms 1 & 2 or Terms 3 & 4			
	SCIENCE CREDIT	SCIENCE CREDIT		
Six Taster Electives (One Term Each)			ARTS CREDIT	STEAM CREDIT
<p>All Year 7 students would be required to select at least one Taster (0.5 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 7 must undertake a Performing Arts elective in Year 8 and vice versa)</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 <p>Students in Literacy Support must select One Humanities Taster</p>	FREE CHOICE CREDIT	FREE CHOICE CREDIT	FREE CHOICE CREDIT	FREE CHOICE CREDIT

Note:

- * An exemption has been sought, endorsed by the Department Southern Region Office. Languages is not a required taster in the Explore curriculum programme. French and Japanese are offered as double tasters (one semester) in the Explore program.
- * All Explore students will participate in a compulsory Swimming Program in either Term 2 or 3.

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

EXPLORE SUBJECTS

CORE SUBJECTS

Core English **OR** EAL

Core 7 Explore Health & Physical Education

Core Humanities **OR** Core Humanities with Literacy Support

Core Mathematics

Core Science

TASTER SUBJECTS

PERFORMING & VISUAL ARTS

Art (Art Making and Exhibiting)

Dance

Film Making 101 (Media)

Logo Making (Visual Communication Design)

Stand and Deliver (Drama)

Try an Instrument (Music)

HUMANITIES

Great Rulers of the Ancient World (History)

Travel the World (Geography)

National Identity: Australian History and Politics

LANGUAGES

Taster French

Students may choose to study French for one semester (2 terms)

Students can learn French in future years or study Arabic and Japanese as semester-long subjects in the Enhance program (Years 8 and 9).

Taster Japanese

Students may choose to study Japanese for one semester (2 terms)

Students can learn Japanese in future years or study Arabic and French as semester-long subjects in the Enhance program (Years 8 and 9).

SCIENCE

Let's Experiment (Chemistry)

Motion & Movement (Physics)

Planet Earth (Biology/Environmental Science/Geography)

STEAM

Introduction to Robotics

Innovate (Design Technology)

- Wood, metals, plastics OR
- Textiles

Let's Cook! (Food Studies)

PERFORMING & VISUAL 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 contribute to the development of confident and creative individuals and enrich 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, 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.

PERFORMING & VISUAL ARTS

ART (ART MAKING AND EXHIBITING)

Subject Description:

This subject provides a foundation for creating two-dimensional and three-dimensional artworks. Students will learn the skills and techniques needed to create artworks with clay, watercolour paint, acrylic paint, pencils, markers, and mixed media. Students develop and create artworks with the intention of expressing and communicating ideas and passions. There will be a focus on drawing from life to capture perspective and proportions in a variety of styles and art materials. Students will look at a range of artists and discover how they expressed their ideas visually in different cultural and historical contexts.

Assessment:

- A folio of artwork
- Presentation of work to an audience
- Peer and self-review and analysis
- Investigation of artists, culture, and history

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking this unit are supported to become confident, independent, and self-managed learners who are passionate about the creative process of artmaking. Students have a range of Art subjects they can continue with in following years, including Drawing & Painting, Sculpting with Multi Materials, Street Art, and eventually VCE Art Making and Exhibiting.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Art	<i>Comics and Graphic Novels</i>	<i>Drawing and Painting</i>	<i>Art Making and Exhibition</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>Drawing and Painting</i>	<i>Sculpting with Multi Materials</i>	<i>Street Art</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>Sculpting with Multi Materials</i>	<i>Photography</i>	<i>Art Making and Exhibiting OR Street Art</i>	<i>VCE Art Making and Exhibiting Units 1 & 2</i>	<i>VCE Art Making and Exhibiting Units 3 & 4</i>
Acceleration Option			<i>(Year 10) Art Making and Exhibiting OR Street Art</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 subjects across Years 8-10.*

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

PERFORMING & VISUAL ARTS

DANCE

Subject Description:

Students in Dance will either begin their dance journey or further develop their dancing skill and technique.

They will be introduced to dance terminology as they learn and practise skills and technique throughout their classes. This will also assist in their learning to analyse their own dance movement as well as the movement of others.

Students will begin to gain an understanding of the technical and expressive skills required to perform different styles of dance.

Throughout this subject, students will also begin to develop their own movement vocabulary.

Assessment:

- Practical dance activities and exercises
- The ability to learn and memorise 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!

Students have a range of Dance subjects they can continue with in following years, including Enhance Dance, Year 10 Dance and the possibility of VCE Dance.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option 1	<i>Dance</i>	<i>Enhance Dance</i>	<i>Enhance Dance</i>	<i>Dance</i>	<i>VCE Dance Units 1 & 2 (Not offered 2024)</i>	<i>VCE Dance Units 3 & 4 (Not offered 2024)</i>
Acceleration Option	<i>Dance</i>		<i>(Year 10) Dance</i>	<i>VCE Dance Units 1 & 2 (Not offered 2024)</i>	<i>VCE Dance Units 3 & 4 (Not offered 2024)</i>	

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

Teachers to see for advice regarding this subject: Ms. Loudon and Mrs. Krieg

PERFORMING & VISUAL ARTS

FILM MAKING 101 (MEDIA)

Subject Description:

In this subject, students watch a series of short films where they analyse how films are made and learn about specific film-making techniques. They will learn the building-blocks of film production, with a particular focus on camera skills and editing. Students use their knowledge to create their own short stories. These narratives will focus on different film elements as well as different editing techniques. These videos will be presented to the class, evaluated, and reflected upon.

Assessment:

- Producing short films
- Presenting short films
- Written analysis of own film making processes and of film genres and short films

Advice to Students:

This subject is perfect for students who love watching movies and short films. It is also great for students who want to learn how to make things explode via special effects. This will provide a foundation for any students wanting to do anything with film, providing them with the essential skills in this area.

Students have a range of Media subjects they can continue with in following years, including Animation, Film Making, Year 10 Media, and VCE Media.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Filmmaking 101	<i>Animation</i>	<i>Photography</i>	<i>Media</i>	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>
Option Two	Filmmaking 101	<i>Animation</i>	<i>Film Making</i>	<i>Media</i>	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>
Option Three	Filmmaking 101	<i>Comics and Graphic Novels</i>	<i>Animation</i>	<i>Media</i>	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>
Acceleration Option			<i>(Year 10) 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 subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Marriott and Mr. Kriaris

PERFORMING & VISUAL ARTS

LOGO MAKING (VISUAL COMMUNICATION DESIGN)

Subject Description:

In this subject, students learn how to make logos for specific clients. In addition to manual drawing methods, students learn how to use computers to draw their logos digitally. They will have access to industry standard software such as Adobe Photoshop, Illustrator, and InDesign. They will explore how logos are designed and how logos influence people in recognising companies and products. Students will also cover the elements of design, embedding these skills in their design choices throughout the term.

Assessment:

- Practical assessment of a series of logos presented in a folio
- Final logo presentations using manual drawing methods and Photoshop/Illustrator
- Written analysis of own logo making processes (digital and manual drawing) and analysis of famous logo designs

Advice to Students:

This subject is perfect for students who love design and want to create and make graphics using computers.

They will learn Adobe Illustrator and Photoshop skills that will provide a solid foundation for other design subjects as they progress through school. This subject is recommended to any students who are creative and should be appealing to those who also enjoy drawing, designing or working on a computer.

There are many directions that can be taken after this subject, including any artistic and creative area, or any of the Visual Communication Design subjects.

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>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>Architecture</i>	<i>Graphic Design</i>	<i>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>Graphic Design</i>	<i>3D Drawing</i>	<i>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>(Year 10) Visual Communication Design</i>	<i>VCE Visual Communication Design Units 1 & 2</i>	<i>VCE Visual Communication Design Units 3 & 4</i>

Teachers to see for advice regarding this subject: Ms. Grove

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

PERFORMING & VISUAL ARTS

STAND & DELIVER (DRAMA)

Subject Description:

Students will explore the creation of characters and stories using of different ideas, themes, and issues to make and perform plays. They will develop their acting skills, using voice, facial expression, and movement to further expand their range of believable characters. They will investigate drama from different times, cultures, and places.

Assessment:

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

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!

Students have a range of Drama subjects they can continue with in following years, including Acting Out, Backstage Pass, Year 10 Drama and eventually VCE Drama.

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>Acting Out</i>	<i>Drama</i>	<i>VCE Drama Units 1 & 2</i>	<i>VCE Drama Units 3 & 4</i>
Option Two	<i>Stand & Deliver</i>	<i>Acting Out</i>	<i>Acting Out</i>	<i>Backstage Pass</i>	<i>VCE Drama Units 1 & 2</i>	<i>VCE Drama Units 3 & 4</i>
Acceleration Option			<i>Year 10 Drama</i> <i>OR</i> <i>Backstage Pass</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, Ms Dimitriou and Mr. Jarrott

PERFORMING & VISUAL ARTS

TRY AN INSTRUMENT (MUSIC)

Subject Description:

This term-long taster will involve students learning an instrument and how to play in a band. They will develop creativity as they work towards performing with their class. Learning to play an instrument helps to build confidence and life skills, such as persistence, leadership, and teamwork. Music is a creative means of self-expression in which students are given the opportunity to make music with others.

Students will listen to songs across various music genres to gain ideas for creating their own music. Listening skills will be used to make decisions about how they can incorporate elements such as rhythm, dynamics, form, and structure into their performances.

Skills taught in this subject:

Students learn how to read music and play an instrument. They learn how to rehearse and perform as a group by playing in a band. Students develop knowledge of music by listening and learning from other musicians and they develop creativity within their performances by using the elements of music.

Assessment:

- Practical assessment of rehearsal and band performances
- Written analysis of own music making processes and of genres of music and musical artists
- Reflection on performances

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking this subject are advised to undertake instrumental lessons at Hampton Park Secondary College for further support. Students considering undertaking this subject should be independent learners. This subject is recommended for students who have a passion for Music, are interested in learning one or more instruments, and are interested in learning how to play as a class band.

It is highly recommended that students undertake this subject in order to study Enhance and Excel music subjects 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</i>	<i>Music Studio</i>	<i>Music</i>	<i>VCE Music Units 1 & 2</i>	<i>VCE Music Units 3 & 4</i>
Option Two	<i>Try an Instrument</i>	<i>Music Studio</i>	<i>Music Band Performance</i>	<i>Music</i>	<i>VCE Music Units 1 & 2</i>	<i>VCE Music Units 3 & 4</i>
Acceleration Option			<i>(Year 10) Music</i>	<i>VCE Music Units 1 & 2</i>	<i>VCE Music 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 Evangelista

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.

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 7 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 learn to write in three key genres: Narrative, persuasive, and analytical.

In Year 7 English and EAL, students develop an understanding of the structure of persuasive writing, studying persuasive techniques so that they can learn how to write an effective persuasive piece to present their opinion. They also produce an engaging narrative piece in the genre of mystery. In semester two, the focus is on in-depth study of the selected text and constructing an analytical response. The EAL students develop oral skills by studying the importance of pace, pitch, volume, and intonation in rendering a speech effectively.

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/VPC Literacy. In order to enter a university course, mainstream VCE English students must achieve a minimum study score of 25 and VCE 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 1	Core English /EAL	Core English /EAL	Core English/ EAL	Core English/EAL and English Literature (Elective)	VCE English/EAL Units 1 & 2 and VCE Literature Units 1 & 2	VCE English/EAL Units 3 & 4 and VCE Literature Units 3 & 4
Option 2	Core English /EAL	Core English /EAL	Core English/ EAL	Core English/EAL and Evolution of English Language (Elective)	VCE English/EAL Units 1 & 2 and VCE English Language Units 1 & 2	VCE English/EAL Units 3 & 4 and VCE English Language Units 3 & 4
Option 3	Core English /EAL	Core English /EAL	Core English/ EAL	Core English/EAL	VCE English/EAL Units 1 & 2	VCE English/EAL Units 3 & 4
Option 4	Core English /EAL	Core English /EAL	Core English/ EAL	Core English/EAL	VCE English/EAL Units 1 & 2 and Foundation English Unit 1 & 2/ Bridging EAL Unit 1 & 2	VCE English/EAL Units 3 & 4
Option 5	Core English /EAL	Core English /EAL	Core English/ EAL	Core English/EAL	Year 11 VCE VM Literacy	Year 12 VCE VM Literacy
Option 6	Core English /EAL	Core English /EAL	Core English/ EAL	Pre-VPC Literacy	VPC Literacy	

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

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 7 EXPLORE 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 two practical sessions in the gym and one health theory lesson in the classroom per week. The Physical Education sessions focus on the acquisition of movement skills, concepts, and strategies to enable students to confidently, competently, and creatively participate in a range of physical activities. Students are also given the opportunity to participate in a Swimming Safety program for one Term. Through the health sessions students explore the physical, social, and emotional changes that occur as they grow older. Additionally, they examine the barriers to seeking support and how to overcome them. The curriculum helps students to be resilient and to make decisions and take actions to promote their health, safety, and physical activity participation.

Assessment:

- Skill and strategy application to various sports
- Case-study questions
- Youth-issue project

Advice to Students:

All Health and Physical Education subjects lead to a VCE Physical Education Pathway, VCE Health and Human Development Pathway, and VET/VCE VM/VPC Pathway/Certificate III Sports and Recreation.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Core Year 7 Health & Physical Education	<i>Elite Soccer</i> OR <i>Elite Basketball</i>	<i>Team Sports</i>	<i>Excel Physical Education</i>	VCE <i>Physical Education Units 1 & 2</i>	VCE <i>Physical Education Units 3 & 4</i>
Option Two	Core Year 7 Health & Physical Education	<i>Core Year 8 Health & Physical Education</i>	<i>Core Year 9 Health and PE</i> OR <i>Healthy Body, Healthy Mind</i>	<i>Excel Health & Human Development</i>	VCE <i>Health & Human Development Units 1 & 2</i>	VCE <i>Health & Human Development Units 3 & 4</i>
Option Three	Core Year 7 Health & Physical Education	<i>Elite Rugby</i>	<i>Personal Training or Outdoor Education</i>	<i>Excel Sport and Recreation</i>	VPC <i>Senior Certificate</i> OR <i>VET Cert II Sport & Recreation</i>	VET Cert III <i>Sport & Recreation</i>
Acceleration Option				VCE <i>Physical Education Units 1 & 2</i> OR <i>Health & Human Development Units 1 & 2</i>	VCE <i>Physical Education Units 3 & 4</i> OR <i>Health & Human Development Units 3 & 4</i>	VCE VET Health Services Assistance

*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 Knowles or Miss Newton

HUMANITIES

The Humanities includes 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, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

HUMANITIES

CORE HUMANITIES

Subject Description:

Students will explore the four major disciplines of Humanities: History, Civics and Citizenship, Economics and Business and Geography through the theme of survival.

In History, students will explore how Ancient Civilisations developed over time and maintained the resources required to survive and thrive as societies. Students will develop their skills in interpreting and analysing historical sources through this unit.

In Civics and Citizenship, students will explore how societies maintain social cohesion through the development of shared values and ideals, they will also apply civics concepts to case studies.

In Economics and Business, students will explore how the scarce resource of human labour and energy is divided in society to meet the needs and wants of the community. Through this study, students will develop skills in analysing economic data for informed decision-making.

In Geography, students will explore how societies meet the challenges of a water crisis. Students will study the causes of water scarcity and how communities may resolve the issue of water scarcity now and in the future. Through this unit, students will develop skills in interpreting and analysing information from maps and other geographic data.

Assessment:

- Curation of a museum display
- Research assignments
- Source analysis tasks
- Written responses to case studies
- Data analysis tasks
- Mapping activities

Advice to Students:

Core Humanities will lead to a variety of different pathways in the Humanities including further studies in History, Civics and Citizenship, Legal Studies, Economics and Business, Accounting, and Geography.

HUMANITIES

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Core Humanities	<i>Myths & Legends</i>	<i>World Wars</i>	<i>Excel 10 History</i>	<i>VCE History Units 1 & 2</i>	<i>VCE History Units 3 & 4</i>
Option Two	Core Humanities	<i>Disasters & Geology</i>		<i>Excel 10 Geography</i>	<i>VCE Geography Units 1 & 2</i>	<i>VCE Geography Units 3 & 4</i>
Option Three	Core Humanities	<i>Crime & Justice</i>	<i>Fight for Your Rights!</i>	<i>Excel 10 Legal Studies</i>	<i>VCE Legal Studies Units 1 & 2</i>	<i>VCE Legal Studies Units 3 & 4</i>
Option Four	Core Humanities	<i>Like a Boss: Running Your Own Business</i>	<i>My Money</i>	<i>Excel 10 Business Management</i>	<i>VCE Business Management Units 1 & 2</i>	<i>VCE Business Management Units 3 & 4</i>
Option Five	Core Humanities	<i>My Money</i>	<i>World of Work</i>	<i>Excel 10 Accounting</i>	<i>VCE Accounting Units 1&2</i>	<i>VCE Accounting Unites 3&4</i>
Acceleration Option		<i>Excel 10</i>	<i>Pre-VCE</i>	<i>VCE Units 1 & 2</i>	<i>VCE 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 Riley, Ms Dawson or Ms Mikhail

HUMANITIES

GREAT RULERS OF THE ANCIENT WORLD (HISTORY)

Subject Description:

In this subject, students will contrast and compare two great leaders from different Ancient civilisations. These leaders could include important historical figures such as Rameses II, Cleopatra, Julius Caesar, and Qin Shi Huang. They will explore the great achievements of these leaders and how they maintained power in their society through the creation of laws and engagement in warfare with other civilisations. Students will explore their legacy through analysing various historical sources relating to these leaders to decide how great they really were.

Assessment:

- Source analysis tasks
- Museum display of artefacts
- Research assignment

Advice to Students:

Great Rulers and Leaders of the Ancient World is recommended for students with a broad interest in History and Leadership. Students will develop skills that could lead to pathways into civics and politics-based subjects or into history-based subjects.

Possible Pathways:

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

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

Teachers to see for advice regarding this subject: Ms Riley

HUMANITIES

TRAVEL THE WORLD (GEOGRAPHY/BUSINESS & ECONOMICS)

Subject Description:

In this subject, students will explore the different cultures and landmarks of the world as they plan a world trip. They will research the cost of travel including flights, accommodation, and other expenses, learn about the customs of their chosen destinations, and explore maps. Students will develop skills in creating budgets, creating and analysing maps, research, and presenting findings. They will develop their understanding of different cultures and the features of the tourism industry.

Assessment:

- Mapping activities
- Budgeting activities
- Presentations
- Dream holiday research assignment

Advice to Students:

Travel the World is recommended for students with an interest in travel. Students will develop skills that could lead to pathways into Economics and business-based subjects or into geography-based subjects.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Travel the World</i>		<i>Disasters & Geology</i>	<i>Excel 10 Geography</i>	<i>VCE Geography Units 1 & 2</i>	<i>VCE Geography Units 3 & 4</i>
Option Two	<i>Travel the World</i>	<i>My Money</i>	<i>Like a Boss: Running Your Own Business</i>	<i>Excel 10 Business Management</i>	<i>VCE Business Management Units 1 & 2</i>	<i>VCE Business Management Units 3 & 4</i>
Acceleration Option			<i>Excel 10 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 Riley

HUMANITIES

NATIONAL IDENTITY: AUSTRALIAN HISTORY AND POLITICS

Subject Description:

Students will explore historically significant events throughout Australian History and how these have maintained and/or challenged individual conceptions of national identity – what does it mean to be Australian? What did this look like before, during and after British Settlement? What influence has immigration had on our national identity? What key issues matter most to Australians in the 21st century and what does this mean for our identity, as Australians, moving forward? As part of a Project Based Learning (PBL) Assessment Task, students will develop a proposal for a bill, to be passed in a mock parliament session, to shape a policy around National Identity in the 21st century. Students will engage in case studies, exploring the advantages and disadvantages, around the following significant events and policies: Immigration Restriction Act, Aborigine Protection Act, 1967 Referendum, The Dismissal, MABO Decision. Students will then explore and develop their own case studies based on recent issues in the media. This will inform the Bill they will develop and seek approval of in a Mock Parliament Session.

Assessment:

- Case studies
- Bill/Policy proposal
- Mock Parliament

Advice to Students:

National Identity is recommended for students with a broad interest in history, politics, government, and national issues.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>National Identity</i>	<i>Myths and Legends</i>	<i>World Wars</i>	<i>Excel 10 History</i>	<i>VCE History Unit 1 & 2</i>	<i>VCE History Unit 3 & 4</i>
Option Two			<i>Australian Political Systems</i>		<i>VCE Australian and Global Politics Unit 1 & 2</i>	<i>VCE Australian and Global Politics Unit 3 & 4</i>
Option Three (if applicable)	<i>National Identity</i>	<i>Myths and Legends</i>	<i>Excel 10 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: Ms Riley

LANGUAGES

Through learning languages, students acquire:

- Communication skills in the language being learnt
- An intercultural capability, and an understanding of the role of language and culture in communication
- A capability for reflection on language use and language learning

Learning languages broadens students' 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.

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

Aims

The Languages curriculum aims to develop the knowledge, understanding and skills to ensure that students:

- Communicate in the language they are learning
- Understand the relationship between language, culture, and learning
- Develop intercultural capabilities
- Understand themselves as communicators.

LANGUAGES

TASTER FRENCH

Subject Description:

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 infrastructure and transport.

In Year 7, students will learn how to introduce themselves, as well as some basic vocabulary such as numbers. They will also learn about the culture of France and French-speaking countries. This will allow them to make an informed subject choice in the middle years.

Assessment:

- Project: Student presentation about a region/countries where French is spoken that they research
- 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 (3 semesters) before moving into VCE Units 1 and 2.

In the Enhance years, you may choose to study French each semester. Each semester is approximately 65 hours duration.

To prepare yourself to perform at the highest level in French at VCE, you should consider taking French in the Enhance and Excel years in consecutive units.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Taster French (double elective)	<i>French</i> (1 or 2 semesters)	<i>French</i> (1 or 2 semesters)	<i>French</i> (1 or 2 semesters)	<i>VCE French Units 1 & 2</i>	<i>VCE French Units 3 & 4</i>
		<i>French</i> (1 or 2 semesters)	<i>French</i> (1 or 2 semesters)	<i>French</i> (2 semesters)	<i>VCE French Units 1 & 2</i>	<i>VCE French Units 3 & 4</i>
Acceleration Option	Taster French (double elective)	<i>French</i> (2 semesters)	<i>French</i> (2 semesters)	<i>VCE French Units 1 & 2</i>	<i>VCE French Units 3 & 4</i>	

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

Teachers to see for advice regarding this subject: Ms den Elzen & Ms Eid & Ms Ong

LANGUAGES

TASTER JAPANESE

Subject Description:

[Why study Japanese? 5 reasons to get started: https://www.youtube.com/watch?v=IN5F8rzaH5c&t=128s](https://www.youtube.com/watch?v=IN5F8rzaH5c&t=128s)

Japanese is the official language of Japan, Australia's northern neighbour in the Asia region. It is also widely used by communities of speakers in Hawaii, Peru and Brazil, and learnt as an additional language by large numbers of students in the Republic of Korea, China, Indonesia and Australia. Japan is the world's third largest economy, as well as Australia's third largest trading partner. Australia and Japan are currently actively developing a deeper relationship in different spheres and have been close strategic and economic partners for more than 50 years.

Japan has a multifaceted culture; on the one hand it is steeped in the deepest of traditions dating back thousands of years; on the other it is a society in a continual state of rapid flux, with continually shifting fads and fashions and technological development that constantly pushes back the boundaries of the possible.

In this subject, students will learn Japanese greetings, how to introduce themselves as well as some basic vocabulary. Students also learn about the differences between the three Japanese scripts, *Hiragana*, *Katakana* and *Kanji*. They will also learn about the culture of Japan and Japanese-speaking communities.

Assessment:

- Project: Student presentation about a Japanese culture topic of their choosing that they research
- Oral/written presentations
- Reading/listening (interpretive) tasks

Advice to Students:

Learning a language is an ongoing process. If you are considering undertaking VCE Japanese Second Language, you should aim to study Japanese for a minimum of 200 hours (3 semesters) before moving into VCE Units 1 and 2.

In the Enhance years, you may choose to study Japanese each semester. Each semester is approximately 65 hours duration. To prepare yourself to perform at the highest level in Japanese at VCE, you should consider taking Japanese in the Enhance and Excel years in consecutive units.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option one	<i>Taster Japanese</i> (double elective)	<i>Japanese</i> (1 or 2 semesters)	<i>Japanese</i> (1 or 2 semesters)	<i>Japanese</i> (1 or 2 semesters)	VCE <i>Japanese Second Language</i> Units 1 & 2	VCE <i>Japanese Second Language</i> Units 3 & 4
Option two		<i>Japanese</i> (1 or 2 semesters)	<i>Japanese</i> (1 or 2 semesters)	<i>Japanese</i> (2 semesters)	VCE <i>Japanese Second Language</i> Units 1 & 2	VCE <i>Japanese Second Language</i> Units 3 & 4
Acceleration Option	<i>Taster Japanese</i> (double elective)	<i>Japanese</i> (2 semesters)	<i>Japanese</i> (2 semesters)	VCE <i>Japanese Second Language</i> Units 1 & 2	VCE <i>Japanese Second Language</i> Units 3 & 4	

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

Teachers to see for advice regarding this subject: Ms Ong

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 as 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.

Number, measurement and geometry, statistics and probability are common aspects of most people's mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them.

The Mathematics curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently

MATHEMATICS

CORE MATHEMATICS

Subject Description:

Year 7 Core Mathematics provides students with access to the three strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability and continues to build upon knowledge learnt during primary school. These strands provide students with the knowledge and skills that they will be required to draw upon in their personal and work lives. Students will also explore maths through authentic real-world contexts, group problem-solving tasks, and hands on activities to consolidate their understanding of the mathematical concepts covered.

Assessment:

- Pre and post testing using Essential Assessment tasks
- Application tasks, 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	Core Mathematics	<i>Core Maths</i>	<i>Core Maths</i>	<i>Core Maths</i>	VCE <i>General Maths</i> Units 1 & 2	VCE General <i>Maths Units 3</i> & 4
Option Two	Core Mathematics	<i>Core Maths</i>	<i>Core Maths</i>	<i>Advanced Maths 10</i>	VCE <i>Maths Methods</i> AND/OR <i>Specialist Maths</i> Units 1 & 2	VCE <i>Maths Methods</i> AND/OR <i>Specialist Maths</i> Units 3 & 4
Option Three	Core Mathematics	<i>Maths for Life</i>	<i>Maths for Life</i>	<i>Maths for Life</i>	VCE <i>Foundation Maths</i> Units 1 & 2 Or VCE VM <i>Numeracy</i> Units 1 & 2	VCE <i>Foundation Maths</i> Units 3 & 4 OR VCE VM <i>Numeracy</i> Units 3 & 4
Acceleration Option (refer to Maths Acceleration Policy)		<i>Advanced Maths 9</i>	<i>Advanced Maths 10</i>	VCE <i>General Maths</i> 1 & 2 OR <i>Maths Methods</i> Units 1 & 2	VCE <i>General Maths</i> 3 & 4 OR <i>Maths Methods</i> Units 3 & 4	

*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

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

CORE SCIENCE

Subject Description:

Core Science will introduce students to three core fields of Science. These include the physical sciences of Chemistry and Physics, and the life science of Biology. As students explore these sciences, they will learn important Science safety skills as they learn to find their way around the Science classroom and identify and use scientific equipment. Students will complete a variety of practical experiments as they begin to understand the experimental design skills that are essential to Science. At the heart of learning any of the sciences are critical thinking and analysing skills. Core Science will develop and build upon these essential skills that students will be able to apply not only to Science subjects, but to a range of subjects across the curriculum and to their everyday lives.

Assessment:

- Formative assessment strategies
- Education Perfect tasks
- Completion of a variety of practical experiments
- Writing scientific reports

Advice to Students:

Core Science leads and contributes to a number of pathways in the areas of Science, Technologies, Health, and Mathematics. Core Science provides the foundation for more specialised scientific study in the areas of Biology, Chemistry, and Physics as well as in the areas of Psychology and Environmental Science.

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>Disasters & Geology</i>	<i>Environmental science</i>	<i>VCE Biology Units 1 & 2</i>	<i>VCE Biology Units 3 & 4</i>
Option Two	<i>Core Science</i>	<i>Year 8 Core Inquiry Science</i>	<i>Bright Sparks</i>	<i>Physics</i>	<i>VCE Physics Units 1 & 2</i>	<i>VCE Physics Units 3 & 4</i>
Option Three	<i>Core Science</i>	<i>Chemical Curiosity</i>	<i>Year 9 science inquiry</i>	<i>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>	<i>Psychology</i>	<i>VCE Psychology Units 1 & 2</i>	<i>VCE Psychology Units 3 & 4</i>
Acceleration Option		<i>Medicine and Disease</i>	Biology OR Chemistry	<i>VCE Biology OR Chemistry Units 1 & 2</i>	<i>VCE Biology OR 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: **Mr. Rennison & Ms. Martino**

SCIENCE

LET'S EXPERIMENT (ALL SCIENCE)

Subject Description:

Let's Experiment at the Explore level is a Science taster that runs for one term.

In this elective, students will be provided with the opportunities to master the basics required to accurately and effectively carry out the scientific method. Through a variety of practical tasks and experiments, this unit will allow students to learn how to make observations, conduct background research, form a hypothesis, conduct experiments, discuss results, and draw conclusions from their findings. Let's Experiment will complement all Science subjects and will assist in developing a deeper understanding of the Scientific Method.

Assessment:

- Scientific poster
- Practical reports
- Education Perfect tasks
- Scientific drawings

Advice to Students:

Choose this subject if you have a passion for Science or want a career in the Science field.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Let's Experiment</i>	<i>Forensic Science</i>	<i>Fantastic Beasts</i>	<i>Biology</i>	<i>VCE Biology Units 1 & 2</i>	<i>VCE Biology Units 3 & 4</i>
Option Two	<i>Let's Experiment</i>	<i>Year 8 Core Inquiry Science</i>	<i>Bright sparks</i>	<i>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>	<i>Year 9 science inquiry</i>	<i>Chemistry</i>	<i>VCE Chemistry Units 1 & 2</i>	<i>VCE Chemistry Units 3 & 4</i>
Option Four	<i>Let's Experiment</i>	<i>Forensic Science</i>	<i>Neuroscience</i>	<i>Psychology</i>	<i>VCE Psychology Units 1 & 2</i>	<i>VCE Psychology Units 3 & 4</i>
Acceleration Option		<i>Chemical Curiosity</i>	<i>Chemistry OR Physics</i>	<i>VCE Chemistry OR Physics Units 1 & 2</i>	<i>VCE Chemistry OR Physics 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. Beveridge

SCIENCE

MOTION & MOVEMENT (PHYSICS)

Subject Description:

Motion and Movement at the Explore level is a Science taster that runs for one term.

This physics-based taster will focus on the learning areas relating to motion and movement. Students will explore simple machines, kinetic and potential energy, and the interaction of forces. The main project centres around the design and creation of a LEGO vehicle.

Assessment:

- Practical activities and scientific write-ups
- LEGO master's project
- Education Perfect tasks

Advice to Students:

Choose this subject if you have a passion for Science or want a career in the Science field.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Motion & Movement	<i>Fantastic Beasts</i>	<i>Disasters & Geology</i>	<i>Biology OR Environmental science</i>	VCE <i>Biology OR Environmental Science</i> Units 1 & 2	VCE <i>Biology OR Environmental Science</i> Units 3 & 4
Option Two	Motion & Movement	<i>Bright Sparks</i>	<i>Year 9 inquiry science</i>	<i>Physics</i>	VCE <i>Physics</i> Units 1 & 2	VCE <i>Physics</i> Units 3 & 4
Option Three	Motion & Movement	<i>Medicine and Disease</i>	<i>Chemical Curiosity</i>	<i>Chemistry</i>	VCE <i>Chemistry</i> Units 1 & 2	VCE <i>Chemistry</i> Units 3 & 4
Option Four	Motion & Movement	<i>Forensic Science</i>	<i>Neuroscience</i>	<i>Psychology</i>	VCE <i>Psychology</i> Units 1 & 2	VCE <i>Psychology</i> Units 3 & 4
Acceleration Option		<i>Bright Sparks</i>	Chemistry OR Physics	VCE <i>Chemistry OR Physics</i> Units 1 & 2	VCE Chemistry OR Physics 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. Marshall

SCIENCE

PLANET EARTH (BIOLOGY/ENVIRONMENTAL SCIENCE/GEOGRAPHY)

Subject Description:

Students electing to complete this taster will gain a better understanding of their position on our beautiful planet, as well as where our Earth sits in relation to our vast universe. Students will explore the intricate harmonies of ecosystems and beyond our planet into space. Students will investigate the effects humans have on our planet and on our animal counterparts. This will be intertwined with the learning of Earth's history enabling students to project predictions of the Earth's future.

Assessment:

- Ongoing coursework, including practical work
- Education Perfect tasks
- Climate change assignment

Advice to Students:

The Planet Earth elective is recommended for students with a broad interest in general Science, Environmental Science, Biology, and Earth and environmental issues.

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>Disasters & Geology</i>	<i>Environmental Science</i>	<i>VCE Environmental Science Units 1 & 2</i>	<i>VCE Environmental Science Units 3 & 4</i>
Option Two	<i>Planet Earth</i>	<i>Forensic Science</i>	<i>Medicine and Disease</i>	<i>Biology</i>	<i>VCE Biology Units 1 & 2</i>	<i>VCE Biology Units 3 & 4</i>
Option Three	<i>Planet Earth</i>	<i>Bright Sparks</i>	<i>Chemical Curiosity</i>	<i>Chemistry</i>	<i>VCE Chemistry OR Physics Units 1 & 2</i>	<i>VCE Chemistry OR Physics Units 3 & 4</i>
Option Four	<i>Planet Earth</i>	<i>Forensic Science</i>	<i>Neuroscience</i>	<i>Psychology</i>	<i>VCE Psychology Units 1 & 2</i>	<i>VCE Psychology Units 3 & 4</i>
Acceleration Option		<i>Disasters & Geology</i>	<i>Environmental Science</i>	<i>VCE Biology Units 1 & 2</i>	<i>VCE Biology 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. Owen

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 digitised. Working on STEAM projects and learning tasks helps build resilience, since not all 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 digitised 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

INTRODUCTION TO ROBOTICS

Subject Description:

In this subject, students will learn how to design, build and code VEX IQ robots to solve problems and compete in a variety of challenges. VEX IQ is an easy-to-use robotics system designed to provide all students with access to state-of-the-art robotics, regardless of their skill level. By its nature, the study of robotics provides students with exposure to four areas of STEAM (Science, Technology, Engineering, and Mathematics). This is a subject for all budding engineers, as well as anyone who wishes to develop their teamwork, problem-solving, and leadership skills. The skills acquired in this elective will provide students with the fundamentals required to select Robotics VEX IQ in the future. VEX robotics is an internationally recognised robotics platform that provides students with opportunities to compete in robotics tournaments across Australia and the world.

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
- Written assessments within the logbook include the creation of evaluation criteria, justification of design changes, and reflections

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 mathematics.

Recommendation: It is highly recommended that students undertake this subject to study any STEAM, physical science, or Digital & Design Technologies 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>Robotics</i>	<i>Robotics</i>	<i>Engineering and Mechatronics</i>	<i>VCE Systems Engineering Units 1 & 2</i>	<i>VCE Systems Engineering Units 3 & 4</i>
Option Two	<i>Introduction to Robotics</i>	<i>Robotics</i>	<i>Innovate Intermediate</i>	<i>Innovate Advanced</i>	<i>VCE Product Design Units 1 & 2</i>	<i>VCE Product Design Units 3 & 4</i>
Option Three	<i>Introduction to Robotics</i>	<i>Robotics</i>	<i>Computer Game Design</i>	<i>Computer Programming</i>	<i>VCE Applied Computing Units 1 & 2</i>	<i>VCE Applied Computing Units 3 & 4</i>
Acceleration Option	<i>Introduction to Robotics</i>	<i>Robotics</i>	<i>Engineering and Mechatronics</i>	<i>VCE Systems Engineering Units 1 & 2</i>	<i>VCE Systems Engineering Units 3 & 4</i>	

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

Teachers to see for advice regarding this subject: Mr Beveridge, Mr Pelicanos & Mr D'Auria

STEAM

INNOVATE

Students select from two streams for Innovate:

- *Wood, Metals and Plastics OR*
- *Textiles*

Subject Description:

'Innovate' is a STEAM-based, cross-disciplinary, project learning subject. It empowers students and allows them to develop their 21st century skills including design thinking, creativity, collaboration, communication and critical thinking. They engage with new and emerging technologies while also considering and developing more traditional design technology skills and their application.

This subject provides students with the opportunity to work on solving a real-world problem that they are interested in or passionate about. Students work in teams and use the design process; first empathising with and unpacking the problem to be solved, then designing and developing a sustainable solution to the problem, before finally sharing this solution with the community.

Assessment:

- Learning design folio
- End product (including evaluation) and presentation

Advice to Students:

There are no prerequisites for undertaking this subject. It is recommended for students who have passion for creating designed solutions and an interest in new and emerging technologies. Students will select either Innovate (Wood, Metals, Plastics) or Innovate (Textiles) but as they will be running concurrently, students will have access to all materials and technologies.

Recommendation: It is highly recommended that students undertake this subject to study any STEAM, physical science, or Digital & Design Technologies subjects in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Innovate</i>	<i>Innovate Intermediate</i>	<i>Innovate Intermediate</i>	<i>Innovate Advanced</i>	<i>VCE Product Design and Technology Units 1 & 2</i>	<i>VCE Product Design and Technology Units 3 & 4</i>
Option Two	<i>Innovate</i>	<i>Innovate Intermediate</i>	<i>Robotics</i>	<i>Engineering and Mechatronics</i>	<i>VCE Systems Engineering Units 1 & 2</i>	<i>VCE Systems Engineering Units 3 & 4</i>
Option Three	<i>Innovate</i>	<i>Robotics</i>	<i>Computer Game Design</i>	<i>Computer Programming</i>	<i>VCE Applied Computing Units 1 & 2</i>	<i>VCE Applied Computing Units 3 & 4</i>
Acceleration Option	<i>Innovate</i>	<i>Innovate Intermediate</i>	<i>Innovate Advanced</i>	<i>VCE Product Design and Technology 1 & 2</i>	<i>VCE Product Design and Technology 3 & 4</i>	

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

Teachers to see for advice regarding this subject: Ms Mraz, Ms Long & Mr Beveridge

DIGITAL & DESIGN TECHNOLOGIES

LET'S COOK!

Subject Description:

Let's Cook! allows students to explore the basics of cooking, including the importance of following safety and hygiene procedures, the use of tools and equipment, and the demonstration of a range of cooking techniques. This subject will enable students to build their confidence in the kitchen and allow them to demonstrate their creativity through the production of a variety of food items. Students will cook every week, building on the skills they have learnt and establishing confidence in the kitchen. Students will learn about healthy eating and also be able to choose their own ingredients for certain recipes, allowing them to cater for their own likes and dislikes.

Assessment:

- Practical tasks
- Research investigation

Advice to Students:

This subject is for students who enjoy challenging themselves, love food and trying new ingredients, and would like to be creative and learn how to make different food for themselves and their families.

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>	<i>Food Studies</i>	<i>VCE Food Studies Units 1 & 2</i>	<i>VCE Food Studies Units 3 & 4</i>
Option Two	<i>Let's Cook!</i>	<i>Global Bites</i>	<i>Creative Cooking</i>	<i>Food Studies</i>	<i>VCE Food Studies Units 1 & 2</i>	<i>VCE Food Studies Units 3 & 4</i>
Option Three	<i>Let's Cook!</i>	<i>Creative Cooking</i>	<i>Global Bites</i>	<i>Food Studies</i>	<i>VCE VET Cert II Cookery</i>	<i>VET Cert II Cookery</i>
Acceleration Option	<i>Let's Cook!</i>	<i>Creative Cooking</i>	<i>Food Studies</i>	<i>VCE Food Studies Units 1 & 2</i>	<i>VCE Food Studies 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 Karabourniotis, Ms Zhao, Ms Bellgrove & Mr Marriott

ENHANCE PROGRAM (YEARS 8 TO 9)

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 and 9 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.

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

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
Six electives across the year	HPE 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 Health & Physical Education elective.</p>	STEAM CREDIT	HUMANITIES CREDIT
	FREE CHOICE or HUMANITIES WITH LITERACY SUPPORT CREDIT	FREE CHOICE CREDIT

Languages Note:

- An exemption has been sought, endorsed by the Department Southern Region Office. Languages is not a required elective throughout the Enhance curriculum programmes.
- Arabic, French and Japanese can be chosen as a semester long elective for each semester.

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>	HPE CREDIT	ARTS CREDIT
All nominal Year 9 students would be required to select at least ONE Elective subject (1 credit) from each of the following learning areas:	STEAM CREDIT	HUMANITIES CREDIT
<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 four 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"> Health and Physical Education <p><i>Note:</i> In the alternative semester to Core Health & PE, all students must participate in a Health and Physical Education elective.</p>	FREE CHOICE or HUMANITIES WITH LITERACY SUPPORT CREDIT	FREE CHOICE CREDIT

Year 9 Enhance Course Outline

Languages Note:

- An exemption has been sought, endorsed by the Department Southern Region Office. Languages is not a required elective throughout the Enhance curriculum programmes.
- Arabic, French and Japanese can be chosen as a semester long elective for each semester.

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.

ENHANCE SUBJECTS (YEAR 8 AND 9)

ARTS (PERFORMING & VISUAL)
3D Drawing (Visual Communication Design)
Acting Out (Drama)
Animation (Media)
Architecture (Visual Communication Design)
Comics & Graphic Novels (Art Making and Exhibiting /Media)
Drawing & Painting (Art Making and Exhibiting)
Enhance Dance (Dance)
Film Making (Media)
Graphic Design (Visual Communication Design)
Music Band Performance (Music)
Music Studio (Music)
Photography (Art Making and Exhibiting /Media)
Sculpting with Multi Materials (Art Making and Exhibiting)
ENGLISH
Core English 8 OR Core EAL 8
Core English 9 OR Core EAL 9
Gothic Literature: Madmen & Murderers
Rhythm and Poetry
Plot Twists: Creative Writing and Getting Published
HEALTH & PHYSICAL EDUCATION
Core Enhance 8 Health & Physical Education
Core Enhance 9 Health & Physical Education
Elite Rugby
Elite Basketball
Elite Soccer
Healthy Body, Healthy Mind
Outdoor Education
Personal Training
Team Sports

HUMANITIES

Australian Political Systems (Politics & Legal Studies)

Crime & Justice (Legal Studies)

Disasters & Geology (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)

World of Work (Business & Economics)

World Wars (History)

LANGUAGES

Arabic

French

Japanese

MATHEMATICS

Core Maths 8

Core Maths 9 **OR** Advanced Maths 9

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

Algebra 101

Algebra 102

Geometry

Invest Like the Best (Business & Economics/Mathematics)

Maths in Sport (Health & Physical Education/Mathematics)

SCIENCE

Bright Sparks (Physics)

Chemical Curiosity (Chemistry)

Disasters & Geology (Environmental Science/Geography)

Fantastic Beasts (Biology)

Forensic Science

Year 8 Core Inquiry Science

Year 9 Inquiry Science

Medicine & Disease (Biology)

Neuroscience (Psychology)

STEAM

Computer Game Design

Creative Cooking

Global Bites

Innovate Intermediate (Design Technology)

- Wood, Metals, Plastics OR
- Textiles

Robotics

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 contribute to the development of confident and creative individuals and enrich 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, 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</i>	<i>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>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>(Year 10) 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 subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms. Grove

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	Acting Out	<i>Drama</i>	<i>VCE Drama Units 1 & 2</i>	<i>VCE Drama Units 3 & 4</i>
Option Two	<i>Stand & Deliver</i>	Acting Out	Acting Out	<i>Backstage Pass</i>	<i>VCE Drama Units 1 & 2</i>	<i>VCE Drama Units 3 & 4</i>
Acceleration Option			<i>(Year 10) Drama OR Backstage Pass</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 subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Lingard, Ms Dimitriou and Mr. Jarrott

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>Photography</i>	<i>Media</i>	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>
Option Two	<i>Filmmaking 101</i>	<i>Film Making</i>	Animation	<i>Media</i>	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>
Option Three	<i>Filmmaking 101</i>	Animation	<i>Comics & Graphic Novels</i>	<i>Media</i>	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>
Acceleration Option			<i>(Year 10) 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 subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Marriott and Mr Kriaris

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</i>	<i>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>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>(Year 10) 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 subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Grove

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>Sculpting with Multi Materials</i>	<i>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>Street Art</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>Drawing & Painting</i>	<i>Comics & Graphic Novels</i>	<i>Art Making and Exhibiting</i> <i>OR</i> <i>Street Art</i>	<i>VCE Art Making and Exhibiting</i> <i>OR</i> <i>Media</i> <i>Units 1 & 2</i>	<i>VCE Art Making and Exhibiting</i> <i>OR</i> <i>Media</i> <i>Units 3 & 4</i>
Acceleration Option			<i>Year 10 Art Making and Exhibiting</i> <i>OR</i> <i>Street Art</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 and Ms Long

VISUAL & PERFORMING ARTS

ENHANCE DANCE (DANCE)

Subject Description:

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

Students 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 **memorise** and **develop choreography**
- **Performances** in front of an audience once a term with a written evaluation of their performance as a crew and individuals.
- **Analyse** the history and culture of dance styles and consider how they influence culture today
- **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.

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!

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option 1	<i>Dance</i>	Enhance Dance	Enhance Dance	<i>Dance</i>	<i>VCE Dance Units 1 & 2</i>	<i>VCE Dance Units 3 & 4</i>
Acceleration Option			<i>Year 10 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 Louden and Mrs Krieg

VISUAL & PERFORMING ARTS

MUSIC STUDIO (MUSIC)

Subject Description:

In Music Studio, students explore and create music through both performance and production technology. They learn about various genres of music including, Pop, Electronic Music, Hip Hop, Blues, Folk, R&B, and Rock 'n' Roll. Students then work towards performing pieces by renowned artists and learn the steps to record music themselves and produce a single recording or an EP which they may keep.

Students investigate performance and recording practices using Digital Audio Workstations 'DAWs' such as Logic, Ableton and Garage Band. They choose, record, edit, produce, and enhance their chosen performance piece in an appropriate music style. Students collaborate in small teams to construct their recordings from the beginning stages of composing a piece or choosing an existing piece to record and produce.

Assessment:

- Performances and/or recordings
- Research and Online Portfolio
- Produced Recording

Advice to Students:

There are no prerequisites for undertaking this subject, however, experience playing a musical instrument and/or experience with producing music with technology is an advantage.

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

It is highly recommended that students undertake at least one Enhance Music subject and/or Instrumental Music lessons to study 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>	<i>Music Band Performance</i>	Music Studio	<i>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>	Music Studio	<i>Music Band Performance</i>	<i>Music</i>	<i>VCE Music Performance Units 1 & 2</i>	<i>VCE Music Performance Units 3 & 4</i>
Acceleration Option			<i>Year 10 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 subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Evangelista

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 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>	<i>Photography</i>	Film Making	<i>Media</i>	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>
Option Two	<i>Filmmaking 101</i>	Film Making	<i>Animation</i>	<i>Media</i>	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>
Option Three	<i>Filmmaking 101</i>	Film Making	<i>Comics & Graphic Novels</i>	<i>Media</i>	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>
Acceleration Option			<i>Year 10 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 subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Marriott and Mr Kriaris

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 to do 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>3D Drawing</i>	<i>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>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>(Year 10) 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 subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms. Grove

are sample options. Please consider all Visual & Performing Arts subjects across Years 8-10 to see for advice regarding this subject: Ms Louden or Mrs. Kreig

VISUAL & PERFORMING ARTS

COMICS & GRAPHIC NOVELS (MEDIA/ART MAKING AND EXHIBITING)

Subject Description:

This subject caters for students who have a love and passion for comic books, 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>	Comics & Graphic Novels	<i>Film Making</i>	<i>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>	Comics & Graphic Novels	<i>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>	Comics & Graphic Novels	<i>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>
Acceleration Option			<i>Year 10 Media OR Year 10 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 subjects across Years 8-10

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

VISUAL & PERFORMING ARTS

MUSIC BAND PERFORMANCE (MUSIC)

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 for beginner students as well as those with 1 or more years experience of 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	<i>Music Studio</i>	<i>Music</i>	<i>VCE Music Units 1 & 2</i>	<i>VCE Music Units 3 & 4</i>
Option Two	<i>Try an Instrument</i>	<i>Music Studio</i>	Music Band Performance	<i>Music</i>	<i>VCE Music Performance Units 1 & 2</i>	<i>VCE Music Performance Units 3 & 4</i>
Acceleration Option			<i>(Year 10) 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 subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Evangelista

are sample options. Please consider all Visual & Performing Arts subjects across Years 8-10 to see for advice regarding this subject: Ms Lingard, Mr Jarrott or Ms Dimitriou

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 and learn editing techniques to create a range of enhancements and artistic results.

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 a more accomplished 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>Animation</i>	<i>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>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>	Photography	<i>Film Making</i>	<i>Media</i>	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>
Acceleration Option			<i>Year 10 Media OR Year 10 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 subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Horsfall and 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, practise, 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	Art Making and Exhibiting	VCE Art Making and Exhibiting Units 1 & 2	VCE Art Making and Exhibiting Units 3 & 4
Option Two	Art	Comics and Graphic Novels	Sculpting with Multi Materials	Street Art	VCE Art Making and Exhibiting Units 1 & 2	VCE Art Making and Exhibiting Units 3 & 4
Option Three	Art	Sculpting with Multi Materials	Photography	Art Making and Exhibiting OR Street Art	VCE Art Making and Exhibiting Units 1 & 2	VCE Art Making and Exhibiting Units 3 & 4
Acceleration Option			Year 10 Art Making and Exhibiting OR Street Art	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 subjects across Years 8-10

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

ENGLISH & EAL

ENGLISH AND 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 and learn public speaking skills. Students learn to write in three key genres: Narrative, persuasive, and analytical. In year 8, English and EAL students develop a creative piece of writing after building 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. The students investigate persuasive techniques and their influence on the readers. They also develop their oral skills by presenting their point of view. In semester two, students 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.

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 Gen English, VCE VM or VPC Literacy. To enter 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 1	Core English/EAL	Core English/EAL	Core English/EAL	Core English/EAL and English Literature (Elective)	VCE English/EAL Units 1 & 2 and VCE Literature Units 1 & 2	VCE English/EAL Units 3 & 4 and VCE Literature Units 3 & 4
Option 2	Core English/EAL	Core English/EAL	Core English/EAL	Core English/EAL and Evolution of English Language (Elective)	VCE English/EAL Units 1 & 2 and VCE English Language Units 1 & 2	VCE English/EAL Units 3 & 4 and VCE English Language Units 3 & 4
Option 3	Core English/EAL	Core English/EAL	Core English/EAL	Core English/EAL	VCE English/EAL Units 1 & 2	VCE English/EAL Units 3 & 4
Option 4	Core English/EAL	Core English/EAL	Core English/EAL	Core English/EAL	VCE English/EAL Units 1 & 2 and Foundation English Unit 1 & 2/ Bridging EAL Unit 1 & 2	VCE English/EAL Units 3 & 4
Option 5	Core English/EAL	Core English/EAL	Core English/EAL	Core English/EAL	Year 11 VCE VM Literacy	Year 12 VCE VM Literacy
Option 6	Core English/EAL	Core English/EAL	Core English/EAL	Pre-VPC Literacy	VPC 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 and 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 creating an engaging narrative arc and using literary devices. 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 also explore how authors use specific argument and language choices to persuade their audience.

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 Gen English or VCE VM or VPC Literacy. To enter 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 1	Core English /EAL	Core English /EAL	Core English /EAL	Core English/EAL and English Literature (Elective)	VCE English/EAL Units 1 & 2 and VCE Literature Units 1 & 2	VCE English/EAL Units 3 & 4 and VCE Literature Units 3 & 4
Option 2	Core English /EAL	Core English /EAL	Core English /EAL	Core English/EAL and Evolution of English Language (Elective)	VCE English/EAL Units 1 & 2 and VCE English Language Units 1 & 2	VCE English/EAL Units 3 & 4 and VCE English Language Units 3 & 4
Option 3	Core English /EAL	Core English /EAL	Core English /EAL	Core English/EAL	VCE English/EAL Units 1 & 2	VCE English/EAL Units 3 & 4
Option 4	Core English /EAL	Core English /EAL	Core English /EAL	Core English/EAL	VCE English/EAL Units 1 & 2 and Foundation English Units 1 & 2/ Bridging EAL Units 1 & 2	VCE English/EAL Units 3 & 4
Option 5	Core English /EAL	Core English /EAL	Core English /EAL	Core English/EAL	Year 11 VCE VM Literacy	Year 12 VCE VM Literacy
Option 6	Core English /EAL	Core English /EAL	Core English /EAL	Pre-VPC Literacy	VPC Literacy	

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

ENGLISH & EAL

GOTHIC LITERATURE: MADMEN AND MURDERERS

Subject Description:

Gothic Literature is an elective subject for Enhance students. The big idea for Literature is creative communication. 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 Edgar Allan Poe and other 20th Century writers. The unit features an analytical or comparative task in Term 1, followed by a comparative and a creative task in Term 2. The target skills are creating and analysing.

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.

Suitable tasks for assessment in this unit include:

- a close analysis of one of more selected passages
- viewing and listening tasks
- group discussion
- short creative writing tasks

Advice to Students:

This subject introduces the study of Literature and will help prepare students for year 10 English Literature which further can lead to VCE Literature by focusing on some of the areas of study and methods of critical analysis. This subject could also 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	<i>Core English</i>	<i>Core English and Gothic Literature (Elective)</i>	<i>Core English and Gothic Literature (Elective)</i>	<i>Core English and English Literature (Elective)</i>	<i>VCE English Units 1 & 2 and VCE Literature Units 1 & 2</i>	<i>VCE English Units 3 & 4 and VCE Literature 3 & 4</i>

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 (Semester Elective)</i>	<i>Core English AND Plot Twists (Semester Elective)</i>	<i>Core English</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

RHYTHM AND POETRY

Subject Description:

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

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:

'Rhythm and Poetry' 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	<i>Core English/ EAL</i>	<i>Core English/ EAL AND Rhythm and Poetry</i>	<i>Core English/ EAL AND Rhythm and Poetry</i>	<i>Core English/ EAL</i>	<i>VCE English/EAL Units 1 & 2</i>	<i>VCE English/EAL Units 3 & 4</i>

Teachers to see for advice regarding this subject: Ms Kiran & 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 8 HEALTH & PHYSICAL EDUCATION

Core 8 Enhance Health and 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 confidently, competently and creatively participate in a range of physical activities. 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/VCE VM/VPC Pathway.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Year 7 Health & Physical Education</i>	Core Year 8 Health & Physical Education	<i>Core Year 9 Health and Physical Education</i>	<i>Excel Year 10 Health and Physical Education</i>	VCE Physical Education Units 1 & 2	VCE Physical Education Units 3 & 4
Option Two	<i>Core Year 7 Health & Physical Education</i>	Core Year 8 Health & Physical Education	<i>Healthy Body, Healthy Mind</i>	<i>Excel Health and Human Development OR Physical Education</i>	VCE Health and Human Development Units 1 & 2	<u>VCE</u> Health and Human Development Units 3 & 4
Option Three	<i>Core Year 7 Health & Physical Education</i>	Core Year 8 Health & Physical Education	<i>Personal Training or Outdoor Education or Elite Rugby</i>	<i>Excel Sport and Recreation</i>	VET Cert III Sport & Recreation	VET Cert III Sport & Recreation

**These are sample options. Please consider all Health & Physical Education Enhance subjects across Years 8-9*

Teachers to see for advice regarding this subject: Miss Porter, Mr Hare or Mrs Harrod

HEALTH & PHYSICAL EDUCATION

CORE 9 ENHANCE 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 VET Health Services Certificate or VCE VM pathway.

Possible Pathways:

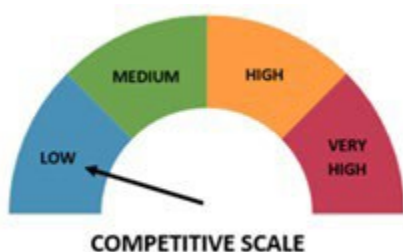
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Year 7 Health & Physical Education</i>	<i>Team Sports OR Personal Training</i>	Core Year 9 Health	<i>Core Year 10 Health and Physical Education</i>	<i>VCE Physical Education Units 1 & 2</i>	<i>VCE Physical Education Units 3 & 4</i>
Option Two	<i>Core Year 7 Health & Physical Education</i>	<i>Healthy Body, Healthy Mind</i>	Core Year 9 Health	<i>Health and Human Development OR Physical Education</i>	<i>VCE Health and Human Development Units 1 & 2</i>	<i>VCE Health and Human Development Units 3 & 4</i>
Option Three	<i>Core Year 7 Health & Physical Education</i>	<i>Personal Training or Elite Rugby</i>	Core Year 9 Health	<i>Core Sport and Recreation</i>	<i>VET Cert III Sport & Recreation</i>	<i>VET Cert III Sport & Recreation</i>

**These are sample options. Please consider all Health & Physical Education Enhance subjects across Years 8-9*

Teachers to see for advice regarding this subject: Miss Porter, Mr Collings or Mrs Beattie

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/VCE VM/VPC 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	Core Year 10 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 Food Studies	Personal Training	Excel Physical Education or Core Year 10 Health & Physical Education	VCE Physical Education Units 1 & 2	VCE Physical Education Units 1 & 2
Acceleration Option			Physical Education OR Health & Human Development	VCE Physical Education OR Health & Human Development Units 1 & 2	VCE Physical Education OR Health & Human Development Units 3 & 4	VCE VET Health Services Assistance

*These are sample options. Please consider all Health & Physical Education Enhance subjects across Years 8-9

Teachers to see for advice regarding this subject: Miss Newton, Miss Raynes or Mrs Harrod

HEALTH & PHYSICAL EDUCATION

PERSONAL TRAINING

(Female only class and Mixed class options- based on number of students)

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/VCE VM/VPC 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	Core Year 10 Health and 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	Physical Education	VET Cert III Sport & Recreation	VET Cert III Sport & Recreation
Option Three	Core Year 7 Health & Physical Education	Personal Training	General PE	Outdoor Education	VET Cert III Sport & Recreation	VET Cert III Sport & Recreation

*These are sample options. Please consider all Health & Physical Education Enhance subjects across Years 8-9 Teachers to see for advice regarding this subject: Mr Illangakoon, Miss Newton or Mr Jessop

HEALTH & PHYSICAL EDUCATION

ELITE BASKETBALL

(Female only class and Mixed class options- based on number of students)

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, sportsperson ship, 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 sportsperson ship 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/VCE VM/VPC Pathway.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Core Year 7 Health & Physical Education	Elite Basketball	Personal Training	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	Core Year 10 Health & Physical Education	VET Cert III Sport & Recreation	VET Cert III Sport & Recreation

**These are sample options. Please consider all Health & Physical Education Enhance subjects across Years 8-9*

Teachers to see for advice regarding this subject: Miss Porter, Mr Illangakoon or Mr Cram

HEALTH & PHYSICAL EDUCATION

ELITE SOCCER

(Female only class and Mixed class options- based on number of students)

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/VCE VM/VPC Pathway.

Possible Pathways:

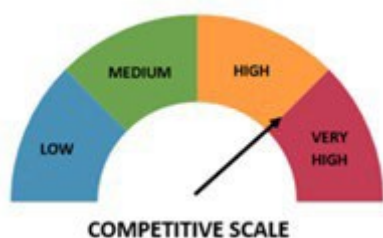
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Year 7 Health & Physical Education</i>	<i>Team Sports</i>	<i>Soccer</i>	<i>Physical Education</i>	<i>VCE Physical Education Units 1 & 2</i>	<i>VCE Physical Education Units 3 & 4</i>
Option Two	<i>Core Year 7 Health & Physical Education</i>	<i>Soccer</i>	<i>Personal Training</i>	<i>Sports and Recreation</i>	<i>VET Cert III Sport & Recreation</i>	<i>VET Cert III Sport & Recreation</i>

**These are sample options. Please consider all Health & Physical Education Enhance subjects across Years 8-9*
Teachers to see for advice regarding this subject: Mr Jessop, Mr Hare or Miss Porter

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/VCE VM/VPC 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	Physical Education	VCE Physical Education Units 1 & 2	VCE Physical Education Units 3 & 4
Option Two	Core Year 7 Health & Physical Education	Rugby Academy	Team Sports	Health and Human Development		
Option Three	Core Year 7 Health & Physical Education	General PE	Team Sports		VET Cert III Sport and Recreation	VET Cert III Sport and Recreation

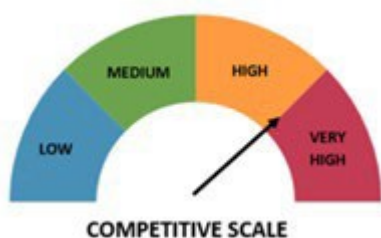
**These are sample options. Please consider all Health & Physical Education Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Collings, Mrs Beattie or Ms Ray

HEALTH & PHYSICAL EDUCATION

ELITE RUGBY (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 Certificate	VCE VM 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 Loudon

HUMANITIES

OUTDOOR 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/VCE VM/VPC Pathway.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Core Year 7 Health & Physical Education		Personal Training	Sport and Recreation or Core Year 10 Health & Physical Education	VET Cert III Sport & Recreation	VET Cert III Sport & Recreation
Option Two	Core Year 7 Health & Physical Education	Outdoor Adventure Education	Team Sports	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 Enhance subjects across Years 8-9

Teachers to see for advice regarding this subject: Miss Loudon or Mr Jessop

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:

- Defences 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 World</i> AND <i>Core Humanities</i>	Crime & Justice	<i>Fight for Your Rights!</i>	<i>Legal Studies</i> OR <i>Excel 10 Philosophy</i>	<i>VCE Legal Studies</i> OR <i>VCE Philosophy Units 1&2</i>	<i>VCE Legal Studies</i> OR <i>VCE Philosophy Units 3&4</i>
Acceleration Option			<i>Excel 10 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, Ms Ho or Ms Qureshi

HUMANITIES

DISASTERS & GEOLOGY (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		Disasters & Geology	Excel 10 Geography	VCE Geography Units 1 & 2	VCE Geography Units 3 & 4
Option Two	Core Humanities AND Travel the World		Disasters & Geology	Excel 10 Environmental Science	VCE Environmental Science Units 1 & 2	VCE Environmental Science Units 3 & 4
Acceleration Option		Disasters & Geology	Excel 10 Geography	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: Mr O'Grady or Ms Riley

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>Legal Studies</i> <i>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> OR <i>World Wars</i>	<i>History</i>	<i>VCE History Units 1 & 2</i>	<i>VCE History Units 3 & 4</i>
Acceleration Option		<i>Australian Political Systems</i>	<i>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: Ms Larcombe or Ms Phelan

HUMANITIES

AUSTRALIAN POLITICAL SYSTEMS (AUSTRALIAN & GLOBAL POLITICS/LEGAL STUDIES)

Subject Description:

We will explore the dynamic landscape of Australian politics at the Federal, State, and Local levels. We will unravel the mysteries of governance by examining how a Bill transforms into an Act, navigating the complex path of legislation. Through engaging discussions and interactive activities, we will gain a deeper understanding of how laws are made and how they impact our daily lives. We will also take a closer look at the fascinating world of Federal Australian politicians and unravel the secrets of Australia's party system. You will have the opportunity to conduct in-depth research on a specific Federal politician, exploring their background, values, and contributions to our democratic society. Through this exploration, you will gain insights into the diversity of political ideologies and the importance of effective representation.

By the end of this class, you will not only possess a comprehensive understanding of the Australian political landscape, but you will also develop critical thinking skills, research abilities, and a broader perspective on the inner workings of our democratic system. So, get ready to embark on a thrilling adventure through the halls of power and discover the fascinating world of Australian politics!

Assessment:

- Case studies
- Short answer response
- Research/investigation tasks
- Project: A written biography on an Australian political figure

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 politics, law, 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 Australian Global Politics 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> OR <i>Fight for your Rights!</i>	<i>Australian Political Systems</i>	<i>Excel 10 Legal Studies</i> OR <i>Excel 10 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>Australian Political Systems</i>	<i>Myths & Legends</i> OR <i>World Wars</i>	<i>Excel 10 History</i>	<i>VCE History Units 1 & 2</i>	<i>VCE History Units 3 & 4</i>

HUMANITIES

Acceleration Option		<i>Australian Political Systems</i>	<i>Excel 10 Legal Studies</i>	VCE <i>Australian & Global Politics Units 1 & 2</i>	VCE <i>Australian Global Politics Units 3 & 4</i>	
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**These are sample options. Please consider all Humanities Enhance subjects across Years 8-10*

Teachers to see for advice regarding this subject: Mr Antill

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>	<i>Excel 10 Accounting</i>	<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>Fight for your Rights</i>	<i>Like a Boss: Running Your Own Business</i>	<i>Excel 10 Business Management</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>World of Work</i>	<i>Industry and Enterprise</i>	<i>VCE VET Cert III Business</i>	<i>VCE VET Cert III Business</i>
Acceleration Option		<i>Like a Boss: Running Your Own Business</i>	<i>Excel 10 Business Management</i>	<i>VCE Business Management Units 1 & 2</i>	<i>VCE Business Management Units 3 & 4</i>	<i>VCE VET Cert III Business</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 or Ms Qureshi

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	Like a Boss: Running Your Own Business Or World of Work	Excel Accounting	VCE Accounting Units 1 & 2	VCE Accounting Units 3 & 4
Option Two	Core Humanities AND Travel the World	Like a Boss: Running Your Own Business	My Money	Excel Business Management	VCE Business Management Units 1 & 2	VCE Business Management Units 3 & 4
Option Three		Like a Boss: Running Your Own Business	My Money	Excel 10 Accounting	VCE VET Cert III Business	VCE VET Cert III Business
Acceleration Option		My Money	Excel 10 Accounting	VCE Accounting Units 1 & 2	VCE Accounting Units 3 & 4	VCE VET Cert III Business

*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> Or <i>National Identity: Australian History and Politics</i>	<i>World Wars</i>	Myths & Legends	<i>Excel History</i>	<i>VCE History Units 1 & 2</i>	<i>VCE History Units 3 & 4</i>
Option Two	<i>Core Humanities</i>	Myths & Legends	<i>Fight for Your Rights!</i> Or <i>Crime</i>	<i>Excel Legal Studies</i>	<i>VCE Legal Studies Units 1 & 2</i>	<i>VCE Legal Studies Units 3 & 4</i>

HUMANITIES

			<i>& Justice</i>			
Acceleration Option		<i>Myths & Legends</i> <i>Or</i> <i>World Wars</i>	<i>Excel History</i>	<i>VCE History</i> <i>Units 1 & 2</i>	<i>VCE 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

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	<i>Core Humanities AND Travel the World</i>	<i>My Money</i>	World of Work	<i>Business Management</i>	<i>VCE Business Management Units 1 & 2</i>	<i>VCE Business Management Units 3 & 4</i>
Option Three	<i>Core Humanities</i>	<i>Leadership Skills</i>	World of Work	<i>Business Management</i>	<i>VCE VET Cert III Business</i>	<i>VCE VET Cert III Business</i>
Acceleration Option			<i>Business Management</i>	<i>VCE Business Management Units 1 & 2</i>	<i>VCE Business Management Units 3 & 4</i>	<i>VCE VET Cert III Business</i>

**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 Riley

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. In the World Wars class, students will encounter mature content, including war images, that reflect the realities of historical events.

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 and 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> Or <i>National Identity: Australian History and Politics</i>	<i>Myths & Legends</i>	World Wars	<i>History</i> Or <i>Excel 10 Philosophy</i>	<i>VCE History Units 1 & 2</i> <i>VCE Philosophy Units 1 & 2</i>	<i>VCE History Units 3 & 4</i> <i>VCE Philosophy Units 3 & 4</i>
Acceleration Option		World Wars	<i>History</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 Shinkfield or Ms Fiddes

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.

For students who already speak one or more languages, there are opportunities in the Languages Domain for them to engage in subjects that make the most of those skills. Learning another language helps develop essential areas of the brain. Research shows that it also improves memory, concentration, creativity and problem-solving skills.

Learning another language means more than just memorising new words. Languages all use different systems, so when we learn a new language, we compare and contrast it with English. This deepens understanding of English and significantly improves English language skills. It also grants the skill to learn other new languages more easily.

<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.

Aims

The Languages curriculum aims to develop the knowledge, understanding and skills to ensure that students:

- Communicate in the language they are learning
- Understand the relationship between language, culture, and learning
- Develop intercultural capabilities
- Understand themselves as communicators.

LANGUAGES

ARABIC

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. [Why learn Arabic?: https://www.youtube.com/watch?v=Ypu2am5-Kn0](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.

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 presentation about a region/countries where Arabic is spoken that they research
- Oral/written presentations
- Reading/listening (interpretive) tasks

Advice to Students:

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

Learning a language is an ongoing process. If you are considering undertaking VCE Arabic, you should aim to study Arabic for a minimum of 200 hours (3 semesters) before moving into VCE Units 1 and 2. In the Enhance years, you may choose to study Arabic each semester. Each semester is approximately 65 hours duration.

To prepare yourself to perform at the highest level in Arabic at VCE, you should consider taking Arabic in the Enhance and Excel years in consecutive units.

Pre-requisite: Students must undertake this subject in order to study VCE Arabic. It is highly recommended that students undertake French to Study Linguistics/Literature/Law/Politics/Travel/International relations in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option one		Arabic (1 or 2 semesters)	Arabic (1 or 2 semesters)	Arabic (1 or 2 semesters)	VCE Arabic Units 1 & 2 (VSL)	VCE Arabic Units 3 & 4 (VSL)
Option two			Arabic (1 or 2 semesters)	Arabic (2 semesters)	VCE Arabic Units 1 & 2 (VSL)	VCE Arabic Units 3 & 4 (VSL)

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

Teachers to see for advice regarding this subject: Ms Eid & Ms Ong

LANGUAGES

FRENCH

Subject Description:

https://www.youtube.com/watch?v=V7_Z48d4XQI – Why Learn French?

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).

Assessment:

- Project: Student presentation about a region/countries where French is spoken that they research
- 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 (3 semesters) before moving into VCE Units 1 and 2. In the Enhance years, you may choose to study French each semester. Each semester is approximately 65 hours duration.

To prepare yourself to perform at the highest level in French at VCE, you should consider taking French in the Enhance and Excel years in consecutive units.

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/International relations in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option one	<i>Taster French</i> (double elective)	French (1 or 2 semesters)	French (1 or 2 semesters)	<i>French</i> (1 or 2 semesters)	<i>VCE French Units 1 & 2</i>	<i>VCE French Units 3 & 4</i>
Option two		French (1 or 2 semesters)	French (1 or 2 semesters)	<i>French</i> (2 semesters)	<i>VCE French Units 1 & 2</i>	<i>VCE French Units 3 & 4</i>
Acceleration Option	<i>Taster French</i> (double elective)	French (2 semesters)	French (2 semesters)	<i>VCE French Units 1 & 2</i>	<i>VCE French Units 3 & 4</i>	

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

Teachers to see for advice regarding this subject: Ms den Elzen, Ms Eid & Ms Ong

LANGUAGES

JAPANESE

Subject Description:

[Why study Japanese? 5 reasons to get started: https://www.youtube.com/watch?v=Ln5F8rzaH5c&t=128s](https://www.youtube.com/watch?v=Ln5F8rzaH5c&t=128s)

Japanese is the official language of Japan, Australia's northern neighbour in the Asia region. It is also widely used by communities of speakers in Hawaii, Peru and Brazil, and learnt as an additional language by large numbers of students in the Republic of Korea, China, Indonesia and Australia. Japan is the world's third largest economy, as well as Australia's third largest trading partner. Australia and Japan are currently actively developing a deeper relationship in different spheres and have been a close strategic and economic partners for more than 50 years.

Japan has a multifaceted culture; on the one hand it is steeped in the deepest of traditions dating back thousands of years; on the other it is a society in a continual state of rapid flux, with continually shifting fads and fashions and technological development that constantly pushes back the boundaries of the possible.

In this subject, students will learn Japanese greetings, how to introduce themselves as well as some basic vocabulary. Students also learn about the differences between the three Japanese scripts, *Hiragana*, *Katakana* and *Kanji*. They will also learn about the culture of Japan and Japanese-speaking communities. Studying Japanese will allow students to make an informed subject choice in the middle years.

Assessment:

- Project: Student presentation about a Japanese culture topic of their choosing that they research
- Oral/written presentations
- Reading/listening (interpretive) tasks

Advice to Students:

Learning a language is an ongoing process. If you are considering undertaking VCE Japanese Second Language, you should aim to study Japanese for a minimum of 200 hours (3 semesters) before moving into VCE Units 1 and 2. In the Enhance years, you may choose to study Japanese each semester. Each semester is approximately 65 hours duration.

To prepare yourself to perform at the highest level in Japanese at VCE, you should consider taking Japanese in the Enhance and Excel years in consecutive units.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option 1	<i>Taster Japanese</i> (double elective)	Japanese (1 or 2 semesters)	Japanese (1 or 2 semesters)	<i>Japanese</i> (1 or 2 semesters)	<i>VCE Japanese Second Language Units 1 & 2</i>	<i>VCE Japanese Second Language Units 3 & 4</i>
Option 2			Japanese (1 or 2 semesters)	<i>Japanese</i> (2 semesters)	<i>VCE Japanese Second Language Units 1 & 2</i>	<i>VCE Japanese Second Language Units 3 & 4</i>
Acceleration Option	<i>Taster Japanese</i> (double elective)	Japanese (2 semesters)	Japanese (2 semesters)	<i>VCE Japanese Second Language Units 1 & 2</i>	<i>VCE Japanese Second Language Units 3 & 4</i>	

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

Teachers to see for advice regarding this subject: Ms Ong

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>	Core Maths	<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>	Core Maths	<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 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>	<i>Advanced Maths 9</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>Advanced Maths 9 AND Geometry</i>	<i>Advanced Maths 10 AND Algebra 102</i>	<i>VCE Maths Methods Units 1 & 2</i>	<i>VCE Maths Methods AND/OR Algorithmics (HESS)</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 Den Elzen & Ms Murdoch

MATHEMATICS

MATHS FOR LIFE – YEAR 8/YEAR 9

Subject Description (🙄 Years 8 & 9 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>VPC 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

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

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 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: 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	Maths for Life 10 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 & 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>Chemical curiosity</i>	<i>Biology</i>	<i>VCE Biology Units 1 & 2</i>	<i>VCE Biology Units 3 & 4</i>
Option Two	<i>Motion and Movement</i>	Bright Sparks	<i>Year 9 science inquiry</i>	<i>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>Chemistry</i>	<i>VCE Chemistry Units 1 & 2</i>	<i>VCE Chemistry Units 3 & 4</i>
Acceleration Option		Bright Sparks	<i>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

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>Biology</i>	<i>VCE Biology Units 1 & 2</i>	<i>VCE Biology Units 3 & 4</i>
Option Two	<i>Let's Experiment</i>	<i>Year 8 science inquiry</i>	Chemical Curiosity	<i>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>Chemistry</i>	<i>VCE Chemistry Units 1 & 2</i>	<i>VCE Chemistry Units 3 & 4</i>
Acceleration Option		Chemical Curiosity	<i>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 & Ms. Powell

SCIENCE

DISASTERS & GEOLOGY (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	<i>Core Humanities</i>		<i>Disasters & Geology</i>	<i>Environmental science</i>	<i>VCE Environmental Science Units 1 & 2</i>	<i>VCE Environmental Science Units 3 & 4</i>
Option Three	<i>Core Humanities</i>		<i>Disasters & Geology</i>	<i>Environmental Science</i>	<i>VCE Biology Units 1 & 2</i>	<i>VCE Biology Units 3 & 4</i>
Acceleration Option	<i>Planet Earth</i>	<i>Disasters & Geology</i>	<i>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. Riley

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>Year 9 Inquiry Science</i>	<i>Environmental science</i>	<i>VCE Biology Units 1 & 2</i>	<i>VCE Biology Units 3 & 4</i>
Option Two	<i>Core Science</i>	<i>Medicine and disease</i>	<i>Fantastic Beasts</i>	<i>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>Fantastic Beasts</i>	<i>Environmental science</i>	<i>VCE Environmental Science Units 1 & 2</i>	<i>VCE Environmental Science Units 3 & 4</i>
Option Four	<i>Core Science AND Planet Earth</i>	<i>Fantastic Beasts</i>	<i>Neuroscience</i>	<i>Psychology</i>	<i>VCE Psychology Units 1 & 2</i>	<i>VCE Psychology Units 3 & 4</i>
Acceleration Option		<i>Fantastic Beasts</i>	<i>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

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>Year 9 Inquiry Science</i>	<i>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>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>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>Psychology</i>	<i>VCE Psychology 1 & 2</i>	<i>VCE Psychology 3 & 4</i>
Acceleration Option		Forensic Science	<i>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. Peters & Ms. Chowdary

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>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>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>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>Psychology</i>	<i>VCE Psychology 1 & 2</i>	<i>VCE Psychology 3 & 4</i>
Acceleration Option		Year 8 Core Science Inquiry	Any year 10 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. Powles

SCIENCE

Year 9 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 Inquiry Science	<i>Biology</i>	<i>VCE Biology Units 1 & 2</i>	<i>VCE Biology Units 3 & 4</i>
Option Two	<i>Motion and Movement</i>	<i>Year 8 inquiry science</i>	Year 9 Inquiry Science	<i>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>	Year 9 Inquiry Science	<i>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>	Year 9 Inquiry Science	<i>Psychology</i>	<i>VCE Psychology 1 & 2</i>	<i>VCE Psychology 3 & 4</i>
Acceleration Option			Year 9 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

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>Biology</i>	VCE <i>Biology</i> Units 1 & 2	VCE <i>Biology</i> Units 3 & 4
Option Two	<i>Motion and Movement</i>	Medicine & Disease	<i>Bright sparks</i>	<i>Physics</i>	VCE <i>Physics</i> Units 1 & 2	VCE <i>Physics</i> Units 3 & 4
Option Three	<i>Let's Experiment</i>	<i>Chemical Curiosity</i>	Medicine & Disease	<i>Chemistry</i>	VCE <i>Chemistry</i> Units 1 & 2	VCE <i>Chemistry</i> Units 3 & 4
Option Four	<i>Core Science</i>	<i>Neuroscience</i>	Medicine & Disease	<i>Psychology</i>	VCE <i>Psychology</i> Units 1 & 2	VCE <i>Psychology</i> Units 3 & 4
Acceleration Option		Medicine & Disease	<i>Biology</i>	VCE <i>Biology</i> Units 1 & 2	VCE <i>Biology</i> 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. Mraz & Ms. Marshall

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>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>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>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>Psychology</i>	<i>VCE Psychology Units 1 & 2</i>	<i>VCE Psychology Units 3 & 4</i>
Acceleration Option		Neuroscience	<i>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

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 digitised. 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 digitised 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.

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.

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>Robotics</i>	<i>Engineering and Mechatronics</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>Computer Game Design</i>	<i>Computer Programming</i>	<i>VCE Applied computing Units 1 & 2</i>	<i>VCE Applied computing Units 3 & 4</i>	
Option Three	<i>Introduction to Robotics</i>	Robotics	<i>Innovate Intermediate</i>	<i>Innovate Advanced</i>		<i>VCE Product Design & Technology Units 1 & 2</i>	<i>VCE Product Design & Technology Units 3 & 4</i>
Acceleration Option	<i>Introduction to Robotics</i>	Robotics	<i>Engineering and Mechatronics</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 & Mr Pelicanos

STEAM

CREATIVE COOKING

Subject Description:

Creative Cooking students will create and style food. Students will investigate tricks of the trade, unconventional ingredients, decorating and garnishing of food. Students select, produce and photograph meals. They will investigate Australian food innovators within the food styling industry, food trends and fads. Food safety is a key focus throughout all practicals whilst using a variety of tools and equipment. Students will be involved in tending to the Kitchen Garden and utilising fresh seasonal ingredients grown in their meals. Students will be exposed to real world situations where they will use the design process to creatively solve them.

Assessment:

- Investigate and design a food promotion/flyer/magazine insert
- Produce and evaluate the food promotion/flyer/magazine insert

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 aspects of food, food styling and food trends/fads. This subject is for those who love exploring and discovering new and exciting things. Students will consolidate their understanding of skills learnt in Explore.

Recommendation: It is highly recommended that students undertake this subject to study VCE Food Studies or VET Cert II Cookery.

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>	Creative Cooking	<i>Global Bites</i>	<i>Food Studies</i>	VET Cert II <i>Cookery</i>	VET Cert II <i>Cookery</i>
Acceleration Option	<i>Let's Cook!</i>	Creative Cooking	<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 Karabourniotis, Mz Zhao & Mr Marriott

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. E-safety is a key focus throughout this subject.

Assessment:

- Student led inquiry and work design process, including folio
- Range of end products (games), including evaluation
- Use of programming languages to create programs and games
- Development of sprites and graphics for games

Advice to Students:

There are no prerequisites for undertaking this subject.

Recommendation: It is recommended that students undertake this subject to study any computing subjects in Year 10 and beyond.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Innovate</i>	Computer Game Design	<i>Robotics</i>	<i>Computer Programming</i>	<i>VCE Applied Computing Units 1 & 2</i>	<i>VCE Applied Computing Units 3 & 4</i>
Option Two	<i>Introduction to Robotics</i>	<i>Robotics</i>	Computer Game Design	<i>Engineering and Mechatronics</i>	<i>VCE Systems Engineering Units 1 & 2</i>	<i>VCE Systems Engineering Units 3 & 4</i>
Acceleration Option	<i>Introduction to Robotics</i>	Computer Game Design	<i>Engineering and Mechatronics</i>	<i>VCE Applied Computing Units 1 & 2</i>	<i>VCE Applied Computing 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

INNOVATE INTERMEDIATE

Students select from two options:

- **OPTION A: Wood, Metals and Plastics OR**
- **OPTION B: Textiles**

Subject Description:

Have you ever thought about how designers develop innovative and amazing products? In Innovate Intermediate 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. In both subject streams, students will be introduced to new technologies such as Computer Aided Design, and a range of tool technologies and their safety requirements.

Assessment:

- Student led inquiry and work design process including folio
- Range of end products

Advice to Students:

There are no prerequisites for undertaking this subject. 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>Innovate Intermediate (Option A)</i>	<i>Innovate Intermediate (Option B)</i>	<i>Innovate Advanced</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>Innovate Intermediate (either option)</i>	<i>Robotics</i>	<i>Engineering and Mechatronics</i>	<i>VCE Systems Engineering Units 1 & 2</i>	<i>VCE Systems Engineering Units 3 & 4</i>
Acceleration Option	<i>Innovate</i>	<i>Innovate Intermediate (either option)</i>	<i>Innovate Advanced</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 & Mr D'Auria

STEAM

GLOBAL BITES

Subject Description:

Global Bites students will go on a journey of exploring the evolution of Australian cuisine, beginning with foods native to Australia, and then exploring a range of cuisines from other cultures in Australia. Students will experience a wide variety of foods and extend their food knowledge. Food safety is a key focus throughout all practicals whilst using a variety of tools and equipment. Students will also work in a small group to research a country they are passionate about. They will present these findings and then plan and produce a selection of meals from this cuisine. Students will be involved in tending to the Kitchen Garden and utilising fresh seasonal ingredients grown in their meals. Students will be exposed to real world situations where they will use the design process to creatively solve them.

Assessment:

- Investigate and design a meal inspired by a cuisine
- Produce and evaluate the meal inspired by a cuisine

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. This subject is for those who love exploring and discovering new and exciting things. Students will consolidate their understanding of skills you learnt in Explore.

Recommendation: It is highly recommended that students undertake this subject to study VCE Food Studies or VET Cert II Cookery.

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>	<i>VCE Food Studies Units 1 & 2</i>	<i>VCE Food Studies Units 3 & 4</i>
Option Two	<i>Let's Cook!</i>	<i>Creative Cooking</i>	Global Bites	<i>Food Studies</i>	<i>VCE Food Studies Units 1 & 2</i>	<i>VCE Food Studies Units 3 & 4</i>
Option Three	<i>Let's Cook!</i>	<i>Creative Cooking</i>	Global Bites	<i>Food Studies</i>	<i>Cert II VET Cookery</i>	<i>Cert II VET Cookery</i>
Acceleration Option	<i>Let's Cook!</i>	Global Bites	<i>Food Studies</i>	<i>VCE Food Studies Units 1 & 2</i>	<i>VCE Food Studies 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 Karabourniotis, Ms Zhao, Ms Longacross Years 8-10 **to see for advice regarding this subject:** Ms Long & Mr Beveridge

EXCEL PROGRAM (SENIOR YEARS)

INTRODUCTION

Hampton Park Secondary College aims to prepare students to be lifelong learners and well-equipped for the world of work. Students studying in the Excel program (Years 10 to 12) have a range of pathway options available to them, which are dependent on their aspirations, interests, literacy and numeracy skills, and their preferred mode of learning.

The process of selecting a pathway can be an exciting but challenging time. For each individual, research, planning, and reflection is essential if they are to find their own passion and commence a pathway that will meet their individual aspirations. Some students may have already selected a career pathway, however for many students they will still be in the process of deciding what they want to do. It is also not unusual for goals to change over time as a result of individual experiences and students' growing insight into their skills and interests. It is important to remember that there are many ways to achieve a goal. Our role as educators at Hampton Park Secondary College is to guide each student, with the support of their parents/carers, to make informed choices, and to assist them in fulfilling their own pathway.

The Excel section of the handbook contains information about Year 10, followed by information and unit descriptions about the Victorian Certificate of Education – General (VCE Gen), the Victorian Certificate of Education – Vocational Major (VCE VM), Victorian Pathways Certificate (VPC) and Vocational Education and Training (VET) delivered to school students (VDSS). Students intending to undertake their studies at Hampton Park Secondary College, along with their parents/carers, are recommended to read the information and advice provided about courses and the subjects offered, to assist them in making an informed choice about their Excel program and their future prior to attending the **compulsory course counselling session**.

To ensure that all students select and undertake appropriate programs, our students participate in a range of information sessions and course counselling sessions, including completing careers surveys, developing a career action plan, and engaging in other information sessions with their Mentor Teacher. Along with reading this handbook, students are strongly encouraged to visit the following websites for further information to guide their decision making:

Victorian Curriculum and Assessment Authority (VCAA)

The VCAA is an independent statutory body responsible for education in Victoria. Its website provides access to a wide range of information relating to VCE, VCE-VM, VPC and VET units. www.vcaa.vic.edu.au
Rules and regulations of VCE and VET [Pages - VCE Administrative Handbook \(vcaa.vic.edu.au\)](http://www.vcaa.vic.edu.au)

Victorian Tertiary Admissions Centre (VTAC)

VTAC is the central office that administers the application processes for places in tertiary courses, scholarships, and special entry access schemes at universities, TAFEs, and independent tertiary colleges in Victoria (and a few outside of Victoria). VTAC receives and forwards application information and supporting documentation to the relevant authorities and institutions. Before applying for courses or scholarships, or booking an admission test, students will need to register for a VTAC user account. Some of the features of their website enable students to search for courses, information about Australian Tertiary Admission Rank (ATAR), and set up an account in CourseLink to keep track of courses that interest them. www.vtac.edu.au. We wish you well in your choices.

SUPPORT

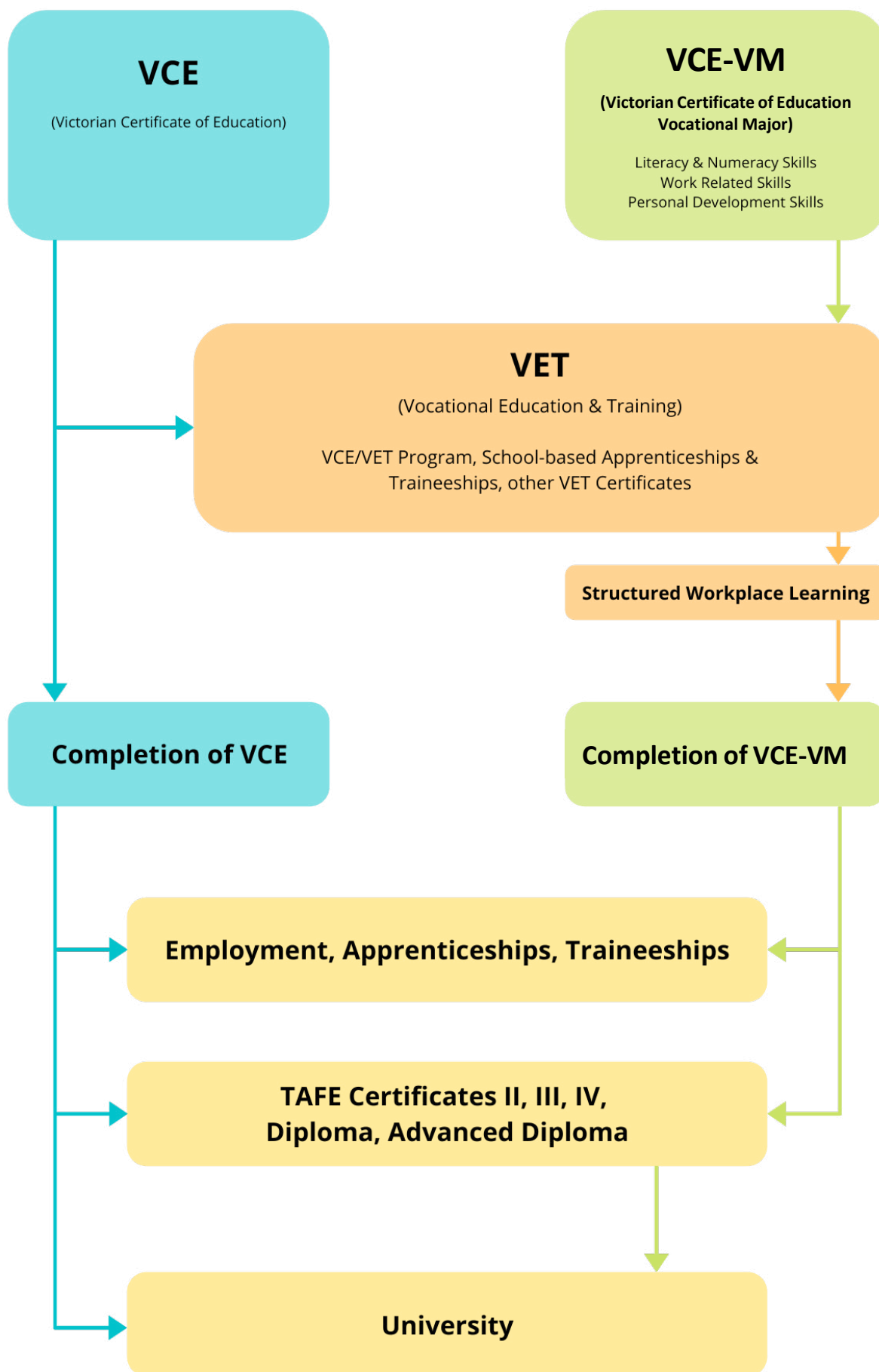
Who Can Support You in Making Decisions about Course Selections?

It is very important that students engage in thoughtful discussions with parents/carers and the teachers/staff at Hampton Park Secondary College who can guide students in making decisions based on their skills, interests, desired career, and academic achievements before a final decision is made about subject selections. There are also outside agencies that can be accessed for support, which are listed on the introduction page of this handbook.

How Your Selections Affect School Organisation

Studies on offer in this handbook will run in 2024 only if sufficient numbers of students select them. Decisions about the subjects to be run in 2024 and individual student courses will be made after all students' subject selections are finalised during the Course Counselling process. These decisions can only be made once all information has been entered, therefore, it is imperative that students have thoroughly investigated their options and are clear and decisive about the choices they have made. The organisation of the school in 2024, including the hiring of staff, is determined by these selections.

UNDERSTANDING THE VCE PATHWAY OPTIONS



VICTORIAN CERTIFICATE OF EDUCATION (VCE)

What is VCE?

The VCE is a senior secondary certificate that provides pathways to tertiary education, advanced certificate courses, and the workforce. It is an internationally recognised certificate which is normally studied over a two-year period; however, it can take longer for some students to complete the certificate. Students typically study Units 1 and 2 in their first year, and Units 3 and 4 in their second year of the VCE. Students can study Units 1 and 2 of a study as stand-alone units. However, students must enrol in Units 3 and 4 of a study as a sequence, which needs to be completed in the same year if a study score is to be calculated. Students typically study between 20 and 24 units (five or six studies) between Years 10 to 12.

Satisfactory Completion of the VCE

Students must satisfactorily complete at least 16 units in order to be awarded the Victorian Certificate of Education (VCE). These 16 units must include:

- At least three English related units, two of which must be a Unit 3 and 4 sequence.
- At least four sequences of Units 3 and 4 including English.

NOTE: For tertiary entrance students must satisfactorily complete Units 3 and 4 English.

Satisfactory Completion of a Unit

Satisfactory completion of a VCE Unit depends on the successful completion of each of the Outcomes that make up that unit. Each VCE Unit has at least two to four Outcomes. Successful completion of each Outcome is based on the teacher's assessment of a student's performance on School Assessed Coursework (SACs) and on the student's satisfactory completion of all set coursework.

Hampton Park Secondary College, in accordance with VCAA (Victorian Curriculum and Assessment Authority) requirements, determines satisfactory completion of Units. If students complete the work requirements and assessment set for each Outcome, then the student will gain credit for the Unit, and this will be reported on the mid or end-of semester report as an 'S' – Satisfactory Completion. A student who does not meet the requirements will not gain a credit for the Unit and this will be reported as an 'N' – Not Satisfactory Completion.

Future Careers

Choosing a career is often a difficult task because career development is a long-term process. As we grow, we change, and so do our goals and preferred career outcomes. At the same time, we are aware that employment and the labour market are constantly changing and that the career or occupation we focus on now may not exist in five, ten, or twenty years.

Typically, a student choosing a senior course for 2023 can expect it to be at least another two years before they join the full-time workforce. For those who intend to go onto further study such as TAFE, or university, this could be extended by up to six more years, that is, until 2027.

Aside from all the usual advice from consulting TAFE and university handbooks, job guides, and careers counsellors, it is important that students **keep their options open**. By broadening their choices, students can enhance their future career possibilities. It is well known that students are more likely to succeed in subjects that suit their strengths, aptitudes, and interests.

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

Selecting a VCE Program

In selecting subjects, it is important for students to consider the following:

- Choose subjects you will most likely succeed in; these are usually subjects of INTEREST.
- Choose subjects that you are most likely to enjoy, you will be INTERESTED in these.
- Check the prerequisites for university or TAFE courses of INTEREST to you.

When selecting YOUR individual program:

- DO NOT select a program based on what your friends are choosing, they have different strengths, aptitudes, and interests to you.
- DO NOT select a program based on a teacher that you like, there are NO guarantees that they will be your teacher.
- DO NOT choose a subject based on whether it will be scaled up, if you cannot do the subject, this will impact on your results in a negative way. Select subjects that do interest you and you can do.

What is a Prerequisite?

A prerequisite is a VCE Unit or sequence of Units that you **must** successfully complete to be eligible to apply for a particular course. For example, an Engineering course might list that Mathematics and Physics Units 3 and 4 are prerequisites. This means that if you have not successfully completed these units you will not be considered for entry into the course.

In some cases, the prerequisite may require not only the subject, but also the lowest acceptable Study Score. For example, a medical course might require a minimum Study Score of 30 in Chemistry as a prerequisite. In this circumstance, regardless of how well you go in all other subjects, your placement will not be considered if your Study Score is less than 30 in Chemistry.

Where a career pathway involves a university or TAFE course, you should check whether there are any VCE prerequisites before finalising your VCE course. If you discover you need to take subjects in which you have little or no interest, or with which you are likely to struggle, ask yourself if you are prepared and able to put in the work and effort necessary to achieve success in those subjects. If not, think again!

Why do Courses have Prerequisites?

Prerequisites are set for a number of reasons:

- The course will involve study in that particular area.
- The course is designed on the assumption that students have already achieved a certain standard in the prerequisite study.

Where to Find Information on VCE Prerequisites

Each year the Victorian Tertiary Admissions Centre (VTAC) publishes a list of prerequisite subjects for that year's group of Year 10 students. This year they will publish the Tertiary Entrance Requirements as a supplement to The Age and Herald Sun in July. This is an invaluable resource, not only for choosing a VCE course, but also for checking which courses you can apply for at the end of Year 12. The information is also available from the VTAC website www.vtac.edu.au.

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

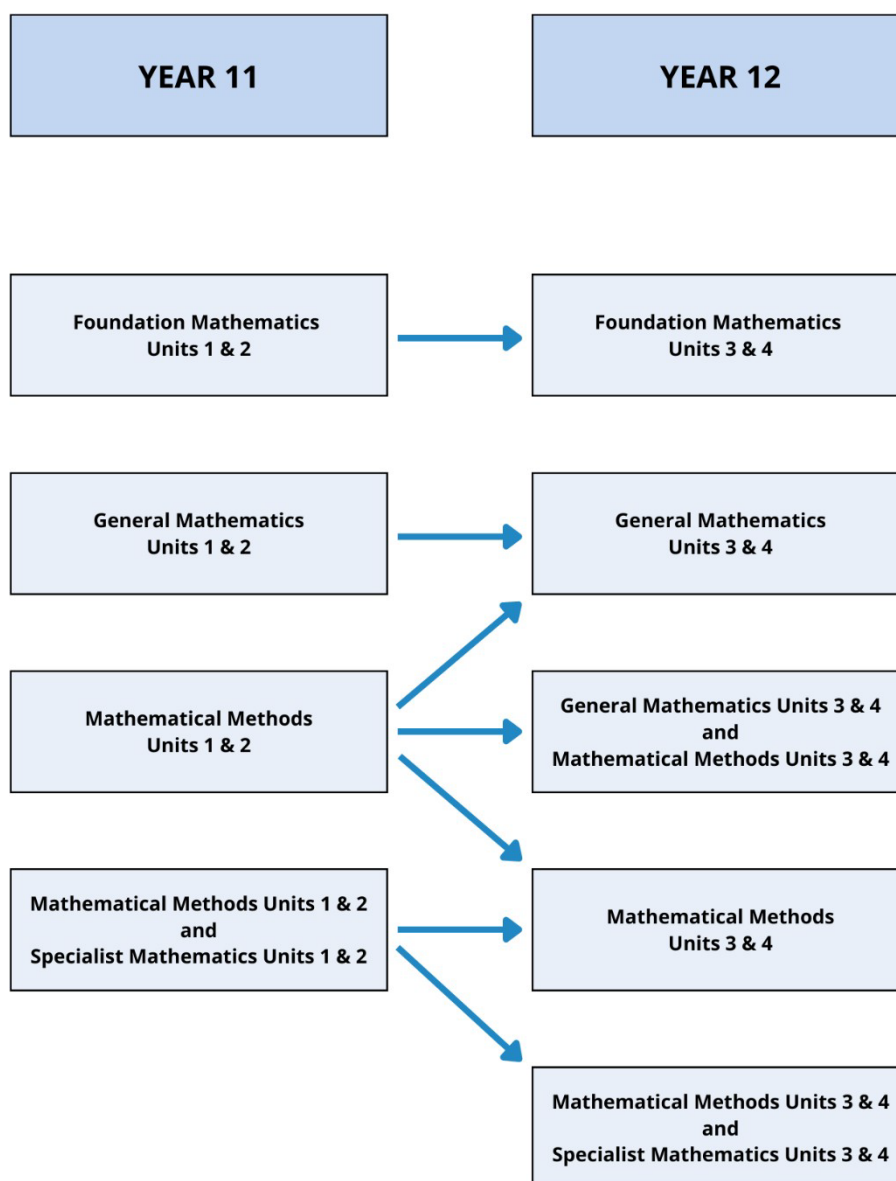
Mathematics in the VCE

Many students and their parents/carers may be concerned about completing Mathematics during the VCE, and about which specific Mathematics subject/s they should complete.

Firstly, the best advice that can be given to future Senior School students is to **complete the highest level of Mathematics of which you are capable**. There is no question that completing Mathematics at VCE opens many future options for students, ranging from some pre-apprenticeship TAFE courses through to all Primary Teaching qualifications. Specific courses do have prerequisite Mathematics subjects and students should ensure that they inform themselves of what will be required for their intended future courses through the relevant literature.

Secondly, students **do not** have to complete VCE Mathematics. It is certainly in their best interests to finish at least Units 1 and 2 in Mathematics, but it is not mandatory. For example, if a student cannot do Mathematics, then it is not in their best interest to complete the study as they may not be successful.

Finally, students intending to study Mathematics subjects at year 12 will need to select the appropriate prerequisite Mathematics Units in year 11 to allow them to enter their selections the following year.



VICTORIAN CERTIFICATE OF EDUCATION VOCATIONAL MAJOR (VCE VM)

What is VCE VM?

The Victorian Certificate of Education – Vocational Major is a senior secondary certificate in applied learning. The VCE VM provides students with practical work-related experience as well as literacy and numeracy skills that are important for life and work. The VCE VM prepares students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs, or directly into the workforce. The course is flexible and enables students to undertake a study program that suits their interests and learning needs in a variety of settings.

Satisfactory Completion of the VCE VM

Students must satisfactorily complete a minimum of 16 Units to be awarded the Victorian Certificate of Education – Vocational Major (VCE VM), including:

- Three VCE VM Literacy or VCE English units (including a Unit 3 and 4 sequence).
- Two VCE VM Numeracy or VCE Mathematics Units.
- Two VCE VM Work Related Skills Units.
- Two VCE VM Personal Development Skills Units.
- Two VET credits at Certificate II level or above (180 nominal hours).
- At least four sequences of Units 3 and 4 including VCE VM Literacy or VCE equivalent.

Most students will undertake between 16-20 units over two years. Students must complete a minimum of four Unit 3 and 4 sequences. Students can also do other VCE subjects as well as receive structured workplace learning recognition.

The House Leadership Teams monitor this very carefully to ensure that the minimum requirement opportunities are provided. Students and their parents/carers will be a part of discussions if a student is at risk of not attaining the minimum requirements.

What does a VCE VM Course Look Like?

- Four days a week studying in the classroom (VM Literacy, VM Numeracy, VM Work Related Skills, VM Personal Development Skills, VETiS, and one VCE subject).
- One day a week in the Vocational Education and Training in Schools (VETiS Program).
- Structured Workplace Learning (SWL) block in the student's chosen Industry, which aligns with the student's VETiS Program.

A Sample VCE VM Timetable:

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	VCE Choice	WRS	Internal/ External VET (Times vary, start as early as 8:00am and finish as late at 5.00pm)	PDS	VCE Choice
Period 2	PDS	Numeracy		VCE Choice	Mentor
Period 3	Numeracy	PDS		Literacy	WRS
Period 4	WRS	Literacy		Numeracy	Literacy

Students have flexibility to develop a learning program that suits their particular learning needs and interests from a range of VCE or VCE VM Units, where available.

What is Structured Workplace Learning (SWL)?

Structured Workplace Learning is essential as it provides students the opportunity to practise existing skills and acquire new skills and knowledge in a supervised workplace setting. During SWL, students complete a Workplace Learning Record which is then assessed by the teachers at Hampton Park Secondary College and can contribute as a credit towards their VCE VM. Work placements should be sought out and completed with an employer in the industry area relevant to the student's VET program. **It is the student's responsibility to secure work placement.**

Work Placements must be undertaken in a block of time (date to be confirmed each year). Your work placement must be within your field of VET study e.g., studying early childhood education and having a work placement at a childcare centre.

What are the Specific Costs Involved?

Students considering VCE VM need to be aware that, in most cases, VET courses or units of competency are a compulsory part of the VCE VM. VET courses are expensive for the school to run, and although the school covers most of the cost, there are some costs (materials fees) that the student and family must pay. Information on costs for the next year are not available, but previous experience tells us that students should expect to contribute between \$200 - \$500 per year, depending on the course. **Failure to pay the VET fee by the due date will, unfortunately, result in withdrawal from the program and will affect successful completion of the course.**

***Please note that Chisholm charges a non-refundable \$50 administration fee.**

The VCE VM/VPC component of the program has a flat cost of \$100 per student. This cost covers the Literacy, Numeracy, Personal Development, and Work-Related Skills Units.

What are the Benefits of Completing a VCE VM Program?

Students who have enrolled in VCE VM have benefited greatly from being able to network with potential employers and/or try out an industry to see whether they are interested in going on to an apprenticeship or traineeship. If you have already started a VET certificate, you will be able to count this towards your VCE VM certificate. If you have already successfully completed VCE studies, you will be able to count these towards your VCE VM certificate.

Checklist: Is VCE VM for You?

If you are seriously considering VCE VM as an option for you, it is vital that you read the statements below to check that you are making the right decision. You need to be able to confidently tick each point. If you need more information, please speak to the VCE-VM Leader, Ms Kios (Freeman Office) or careers.

I have investigated courses (including TAFE courses) that I would like to do in the future, and I do not need an ATAR.	
I have investigated future employment opportunities, and I do not require a VCE completion (but require a Year 12 completion).	
I am interested in gaining an apprenticeship or traineeship.	
I am able to complete a VET/TAFE course as part of my VCE VM completion.	
I enjoy learning in practical ways and would enjoy the opportunity to learn new skills 'on the job'.	
I am aware that the VET/TAFE component of the VCE VM/VPC program is heavily subsidised by Government funding, and I am aware that I may have to pay costs of \$500 or more per year, depending on my chosen VET/TAFE course. <i>For example, a specialist make-up course can be close to \$2000.</i>	
My attendance at school is above 90%, and I will ensure that I can make my own way to my VET/TAFE and Work Placement on time to meet their attendance requirements. <i>*Attendance requirements at school, VET Course, and Work Placement must be met to complete your VCE VM/VPC certificate.</i>	
I am aware that I need to meet the expenses of organising transportation to my VET course.	
I am aware that my Structured Workplace Learning must be linked to the VET/TAFE course I am enrolled in.	
I am capable of working independently to complete the required VET/TAFE work in an adult learning environment.	
I can work independent of teacher assistance.	

VICTORIAN PATHWAYS CERTIFICATE (VPC)

What is VPC?

The Victorian Pathways Certificate (VPC) is a standards-based certificate that is suited to students who are not able to or not yet ready to complete a VCE or VCE VM. The VPC provides a curriculum that supports students to develop skills and capabilities to be successful in personal and civic life.

The VPC is an accredited foundation secondary qualification. It is important to note that the VPC is **not a senior secondary qualification** but is a great opportunity to extend pathways for young people and further develop their abilities and skills in a school environment.

The VPC is suitable for students whose schooling experience may have been disrupted for a variety of reasons, for example, students who need additional support in their learning and/or have significant absences from school.

Through the VPC, students will gain the skills, knowledge, values, and capabilities to make informed choices about pathways into a senior secondary qualification, entry level vocational education and training (VET) course, or employment.

Satisfactory Completion of VPC

Students must satisfactorily complete a minimum of 12 Units to be awarded a Victorian Pathways Certificate, including:

- At least two units of VPC Literacy.
- At least two units of VPC Numeracy.
- At least two units of VPC Personal Development Skills.
- At least two units of VPC Work Related Skills.

Students can also obtain credits through completion of Units from VCE studies, VCE Vocational Major studies, Structured Workplace Learning, and VET Units of competency (Certificate I level or above).

What does a VPC course look like?

The VPC is a flexible program that is tailored to meet the needs of individual students. Students can take up to three years to complete a VPC and may completed it in as little as 12 months. It may include a combination of VPC units, VCE VM units, VCE units, SWL, and VET.

VOCATIONAL EDUCATION AND TRAINING IN SCHOOLS

What is Vocational Education and Training in Schools?

Vocational Education and Training (VET) programs assist students to make the transition to further education, training, and employment. Vocational Education and Training in Schools (VETiS) programs refer to TAFE level courses that give students the opportunity to complete a nationally recognised vocational qualification whilst attending secondary school.

These programs are designed for students to develop general work-related competencies and the skills and knowledge they will require through:

- Enabling students to gain their VCE/VCE VM and a VET qualification.
- Enabling students to gain qualifications in a recognised TAFE Certificate course at a Certificate II or III level.
- Promoting an awareness of the world of work through work placement.
- Developing skills in communication, teamwork, using technology, problem-solving, using mathematical ideas and concepts, planning and organising activities, gathering and analysing information, and occupational health and safety.
- Developing skills and knowledge required to work in an industry.
- Giving students a competitive edge in looking for both casual and full-time employment.
- Providing a qualification that can lead to further study including further TAFE studies and university.

Things to Consider When Selecting a VET Course

VET programs involve significant commitment by students and should not be considered an 'easy' option. A VET course contains a full study workload alongside the other VCE/VCE VM studies. There is a major theoretical element to all VET and TAFE programs, it is not all hands-on practical work, even in certificates like Automotive Technology, Building and Construction, or Hospitality. Students are often required to work through self-paced modules.

Students can study a VET course at HPSC, or travel to a TAFE institute or another secondary college one day per week to attend classes (usually on Wednesdays or Fridays). In some circumstances, students will miss classes at school. **It is the student's responsibility to catch up on any missed work in their own time.**

The student may be required to undertake a Structured Work Placement to satisfy the requirements of a VET course. Work placements **must** be completed during the school holidays for VCE students.

VET programs will involve extra costs. Interested students should fill in a *VET Expression of Interest* form, available from the Course Counselling team. Once a student has been selected to complete a VET course, they must return the *VET Expression of Interest* form and **pay the full VET fee payment by the due date.**

Note: Should students change their mind and withdraw from the course before the course begins, or change their VET enrolment after the final withdrawal without fees date, there is a \$50 administrative charge by the Institute. Institutions will not allow refunds to students who withdraw from a program once it has commenced. Students need to fully understand the course they are choosing and must be committed to completing the course.

The materials fee for external VET courses is subject to change, at the time of application you will be told what the fee was for the previous year.

VET Delivered to School Students (VDSS) in 2024

SCHOOL BASED VET SUBJECTS

- Cert II Workplace Skills (Pre-Business)
- Cert III Business
- Cert II Community Services
- Cert III Health Services Assistance
- Cert II Cookery (Was Cert II Kitchen Operations)
- Cert III Sport and Recreation – Mixed Sports

EXTERNAL VET SUBJECTS

Most external VET courses are offered through Chisholm TAFE, the South East Local Learning and Employment Network (SELLEN), and other secondary colleges. VET courses usually cost between \$200 - \$500 and students are required to pay a 50% deposit prior to enrolment. Enrolment is also dependent on availability.

Arts / Media
Cert III in Visual Arts
Cert II in Dance
Cert III in Music (Performance or Technical Production)
Cert II/III in Applied Fashion Design & Technology
Cert II in Creative Industries (Media)
Cert III in Interactive Digital Media
Cert III in Media
Automotive
Cert II in Automotive Studies (Pre-Vocational or Panel & Paint)
Building and Construction
Cert II in Building & Construction (Carpentry)
Cert II in Building & Construction (Bricklaying) (partial completion)
Cert II in Building & Construction (Painting & Decorating) (partial completion)
Cert II in Building & Construction (Wall & Ceiling lining) (partial completion)
Cert II in Plumbing (Pre-Apprenticeship)
Cert II in Furniture Making
Community Services, Health & Education
Cert III in Early Childhood Education and Care

Cert III in Aged Care & Cert III Home & Community Care (Dual certificate)
Cert III in Allied Health Assistance
Cert III in Health Services Assistance
Electronic Trade
Cert II in Computer Assembly and Repair (partial completion)
Cert II in Electro-technology (Career start)
Cert II in Integrated Technologies Engineering and Science
Cert II in Engineering Studies
Cert II in Engineering-Production technology (partial completion)
Cert III in Laboratory Skills
Horticulture
Cert II in Horticulture
Hospitality
Cert II/III in Hospitality
Cert II in Patisserie
Cert III in Commercial Cookery
Cert III in Patisserie
Cert III in Tourism
Cert III in Tourism - Flight Attendant (partial completion)
Information Technology and Computers
Cert III in Information, Digital Media & Technology (Games creation) (partial completion)
Retail
Cert II in in Retail Makeup Services and Skin Care
Cert II in Hairdressing
Cert III in Hairdressing (partial completion)
Cert II Retail Operations
Cert III in Beauty Services
Sport, Recreation and Fitness
Cert III in Fitness

For all VET enrolments, a deposit of approximately 50% of the total cost must be paid to the College prior to enrolment.

SCHOOL BASED APPRENTICESHIPS & TRAINING (SBAT)

What is School Based Apprenticeship and Training?

School Based Apprenticeships or Traineeships (SBATs) are another way vocational training can contribute towards a VCE or VCE VM/VPC Certificate. A student completing an SBAT as part of their VCE or VCE VM/VPC program would have the following program:

- VCE, VCE VM, or VPC studies at school.
- VET at a Registered Training Organisation (RTO), such as a TAFE institute.
- Part-time paid work in the industry in which the student is doing the training.

A school-based apprenticeship or traineeship qualification contributes to satisfactory completion of the VCE, VCE VM, or VPC in the same way that VCE VET programs do by giving credit for Units 1 to 4. School-based apprenticeships or traineeships may contribute to an ATAR.

To become an apprentice or trainee you must be in paid work and sign a contract of training which must be registered with the Department of Education and Training (DET) and the Victorian Registration and Qualifications Authority (VRQA).

VFA and UTrain are HPCS's main SBAT providers. To find out more about these courses please speak with Ms Tregidga, there is an application and interview process that students must go through to be accepted. Fees are payable directly to VFA.

Currently there are many industries such as building and construction, early childhood education, or sport and recreation in which a student can do a school-based or part-time apprenticeship or traineeship as part of their VCE, VCE VM, or VPC. These are subject to change depending on work placement availability. Some examples may include:

- Certificate II Automotive
- Certificate II Graphics and Print Media
- Certificate II Hospitality Warehousing & Food Processing
- Certificate III Children's Services
- Certificate III Fitness
- Certificate III Educational Support

Are there Special Requirements in Undertaking a SBAT?

A SBAT is targeted to students who are committed to vocational education and have a clear idea of the career they want to pursue. **Students undertaking an SBAT will only be allowed to be absent from school one day per week (same as VCE VM, VPC, with a VET). The working hours that must be completed need to be undertaken outside school hours for VCE students. It is the student's responsibility to keep up with any class work missed. For these reasons, a SBAT is not recommended for a student undertaking a VCE program.**

What is Head Start?

Head Start is an apprenticeship and traineeship model for school students who are over 15 years of age. Head Start students spend time doing paid on-the-job training in priority industries whilst completing their VCE, VCE VM, or VPC at school. A Head Start apprenticeship or traineeship has three core components:

1. Flexible delivery of VCE VM, VPC, and VCE to help maximise time on the job whilst maintaining a strong focus on literacy and numeracy.
2. Quality training delivered in a way that is aligned with time on the job to support achievement of competencies.
3. Maximised time in employment, with time on the job increasing each year to support genuine progression through the apprenticeship or traineeship. Depending on the requirement of the employer, it is expected that at a minimum students will undertake:
 - One day per week paid employment in Year 10
 - Two days per week paid employment in Year 11
 - Three days per week paid employment in Year 12 (which may be undertaken over two years)

Head Start staff based in schools work with the apprentice or trainee, employer, school, and TAFE institute or RTO to develop a tailored Head Start pathway plan. This plan outlines how the apprentice or trainee will complete their VCE, VCE VM, or VPC and their apprenticeship or traineeship.

What are the Benefits of Head Start?

- Students can spend a significant amount of time in on-the-job training whilst still completing their senior secondary qualification.
- Employers can train and mentor young apprentices and trainees who are ready for work and who have higher levels of literacy, numeracy, and employability skills.
- The number of qualified apprentices and trainees in growing trades and industries increases.
- Students undertake high quality apprenticeships and traineeships with genuine employers and continuous and dedicated support for all parties to help students progress to completion.

INDUSTRY AREA	OCCUPATION
Building, Construction & Manufacturing Technologies	Bricklaying, Painting, Carpentry, Plumbing, Electrotechnology, Civil Construction, Automotive, Engineering
Community Services & Health	Early Childhood, Health Services, Dental Assisting, Community Services & Pharmacy Assistance
Business Services	Telecommunications, Information Technology & Business
Service	Commercial Cookery, Baking
Primary Industry	Agriculture, Horticulture, Arboriculture

Eligibility

Head Start's success depends on the careful selection and matching of students, qualifications, training providers, and employers, as well as the collective goodwill and commitment of all parties to the best possible outcomes for students and employers. A Head Start program is specifically for students who are highly focussed on an industry career and have good skills in literacy and numeracy. For more information about Head Start, please speak with the Careers Team or visit: www.education.vic.gov.au/headstart.



WANT TO COMBINE SCHOOL AND EMPLOYMENT?

THEN LOOK AT

/HEADSTART

APPRENTICESHIPS AND TRAINEESHIPS

These programs allow students to combine school with a supported apprenticeship or traineeship.

You will

- Work with the Head Start Coordinator to identify an appropriate employer
- Commence or complete a Certificate III in your chosen field
- Access literacy and numeracy assessment and ongoing support
- Begin as a part time school based apprentice
- Transition into full time employment on completion of your secondary schooling

Contact your local Head Start Coordinator or
head.start.OuterSE@education.vic.gov.au



/HEADSTART

APPRENTICESHIPS AND TRAINEESHIPS

**AN APPLIED VOCATIONAL PATHWAY,
COMBINING
YEAR 12 COMPLETION & EMPLOYMENT**

You will

- work between 2-3 days per week
- potentially work during weekends, after school and school holidays
- become an employee of the business
- complete training either on the job, or at TAFE

Industry opportunities include

- Building and Construction -carpentry, electrical plumbing, tiling, walls and ceilings etc.
- Manufacturing - engineering fabrication
- Business
- Health and Childcare
- IT
- Hairdressing
- Automotive - heavy and light, auto electrical
- Marine Technology and so many more options

**Act now by contacting your local Head Start Coordinator or
head.start.outerSE@education.vic.gov.au**

HIGHER EDUCATION STUDIES IN THE VCE

What are Higher Education Studies?

The Higher Education Studies (HES) Program is offered by universities and the VCAA. Two types of study, Extension and Advanced Standing, are offered through this program. A Higher Education study may contribute towards satisfactory completion of the VCE as an **unscored** Unit 3 and 4 sequence. Students who successfully complete a Higher Education study have the title of the study, the year of enrolment, and the Higher Education institution name reported on their VCE Statement of Results.

An Extension Study:

- Is equivalent in content and assessment in every respect to one or more current first-year Higher Education studies.
- Constitutes at least 20 percent of a full-time first year university course.
- Is targeted at high-achieving students.
- Is a clear advance on an identified VCE Unit 3 and 4 study, matching in workload with an additional VCE study of a level that will normally allow the student, on successful completion, to proceed to second year study at the Higher Education institution in that discipline.

An Advanced Standing Study:

- Is equivalent in content and assessment in every respect to one or more current first-year Higher Education studies.
- Constitutes at least 20 percent of a full-time first year university course.
- Comprised of curriculum not available in any current VCE studies and therefore not linked to any current VCE Unit 3 and 4 study of a level that will normally allow the student, on successful completion, to proceed to second year study at the Higher Education institution in that discipline.

Why do a Higher Education Study?

Higher Education studies offer students access to a range of potential benefits, including:

- Academic challenge in a broader range of studies.
- Credit towards an undergraduate qualification at the institution where the study was satisfactorily completed.
- Contribution towards satisfactory completion for the award of the VCE as a Unit 3–4 sequence without a study score.
- Contribution to the calculation of the ATAR via an increment for a fifth or sixth study.

Note: Only one Higher Education Study may contribute towards satisfactory completion for the award of the VCE.

ATAR Increment

VTAC advises that where a student successfully completes a Higher Education study, and where applicable conditions were met, and subject to the restricted combinations outlined in Victorian Tertiary Entrance Requirements (VICTER), the study can contribute to the student's ATAR as a fifth or sixth study via an increment.

Where students withdraw from or fail to satisfactorily complete the VCE preparatory study either as a prerequisite or concurrently, which is a requirement of the Higher Education study, they will not be eligible for a Higher Education study increment in their ATAR calculation regardless of their performance in the Higher Education study.

HIGHER EDUCATION STUDIES IN THE VCE

Partner Institutions

Hampton Park Secondary College currently has existing partnerships with many tertiary institutions including:

- **Deakin Accelerate**

<https://www.deakin.edu.au/courses/entry-pathways/accelerate>

Deakin Accelerate is a distinctive VCE extension studies program offering high-achieving students university-level learning opportunities. In this program, students complete two units of a first-year university subject at the same time as their Year 12 studies, either at one of Deakin's four vibrant locations or at the Cloud Campus, their innovative online learning environment.

- **Destination Federation**

<https://federation.edu.au/future-students/study-at-federation/destination-federation>

In this program students complete first-year university units which can be included as units for the VCE, contributing to the ATAR whilst gaining credit towards a university degree. There is an extensive list of first-year units across a range of study areas available for you to choose from such as: Marketing, Accounting, Philosophy of Learning and Knowledge, and Health/Physical Education

- **Access Monash Program**

<https://www.monash.edu/access/outreach/schools-access-monash>

Schools Access Monash (SAM) is a program with in-school and on-campus activities for students. Activities are designed to inform students' decision-making and support their engagement and knowledge of university and student life. Access Monash assists students from diverse backgrounds to access, participate in, and succeed in higher education. This program encourages and informs students' aspirations to higher education by offering outreach activities, special entry schemes, and pathways to Monash University. Monash programs aim to encourage participation in higher education and provide academic enrichment.

Eligibility

Higher Education studies are designed for high achieving, interested, and able VCE students. There are many prerequisite requirements for each Higher Education study. Where students have completed the VCE preparatory study and/or any other prerequisite requirement of the Higher Education study in a previous year, they are required to have an active enrolment and satisfactorily complete at least one Units 3 and 4 sequence towards the VCE in the same year in which they are enrolled in the Higher Education study.

The School Course Counselling team will recommend students who are suitable to participate in the program. A student must be approved to undertake a Higher Education Study (HES) by the school principal. It is recommended that the student has:

- A high standard of literacy.
- An overall academic strength across all areas of study.
- Excellent results in the subject related to the chosen HES.
- Excellent time management and organisational skills.
- A high degree of autonomy.
- An appropriately selected Higher Education Study that relates to their career pathway choice.

Further information about the principles and procedures for the inclusion of Higher Education Studies in the VCE and Summary of the VCAA approved Higher Education Studies offered by participating universities is available at <https://www.vcaa.vic.edu.au/curriculum/vce/Pages/HigherEdStudiesVCE.aspx>.

VIRTUAL SCHOOL VICTORIA

What is Virtual School Victoria?

Virtual School Victoria (VSV) exists to meet the educational needs of Victorian students whose circumstances prevent them from accessing mainstream schooling. In order to directly enrol with VSV, students must fall under one of the five enrolment categories: medical (physical), medical (social and emotional), travel, sports/performance, distance, or young adults.

Virtual School Victoria is also for students wishing to maintain their current enrolment in a mainstream school. At VSV, students can complete one subject that is unavailable at their school or not available due to timetabling clashes or other issues.

Where can I find more information about this?

Students can go to <https://www.distance.vic.edu.au/> to read more information or students can speak to the Careers Team.

Eligibility

To be successful in Virtual School Victoria studies, students need to be able to work independently and to have regular and reliable access to a computer/device and the internet. Students need to be able to communicate with their teachers using the online portal and submit work online weekly. Students are also expected to participate in multiple areas of their online course, including online lessons, forums, and interactive activities.

Online applications open in late October with the school year and terms coinciding with the Victorian School term dates.

Students must have their application to enrol in Virtual School Victoria approved **PRIOR** to online enrolment and must meet the following criteria:

- Enrolment in only one Virtual School Victoria subjects will be permitted at Hampton Park Secondary College, ensuring that students have a balanced program, and their learning progress can be effectively monitored.
- Students must have an attendance rate of above 90% for the school year.
- Student Progress reports must consistently be at or above 3.5 across the school year.
- Student assessment grades must consistently be at medium or higher across all subjects.

VICTORIAN SCHOOL OF LANGUAGES

What is the Victorian School of Languages?

The Victorian School of Languages (VSL) is a government school in Victoria. It provides access to language programs to students in year one to twelve who do not have access to the study of different languages in their mainstream schools.

What is the benefit of studying a language?

A considerable proportion of our students are migrants or come from migrant families, with many students and their families speaking a language other than English. It can be extremely challenging for a newly arrived migrant to undertake their studies in English when it is not their preferred language. Enrolling in a language study may be beneficial to some of our students. Learning a language can reduce the pressure of learning all their subjects in English, it can continue to build skills in their native language and can support them in successfully completing Units which contribute to their VCE studies.

What languages are available to study?

The VSL offers a broad range of language studies that are accredited by the VCAA for VCE. These languages include but are not limited to:

- Arabic
- Armenian
- Chinese (Mandarin)
- Croatian
- Filipino (Tagalog)
- French
- Khmer
- Persian
- Punjabi
- Russian
- Serbian
- Sinhala
- Spanish
- Vietnamese

For more information about VSL studies and locations/centres, visit <https://www.vsl.vic.edu.au/>.

YEAR 10 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	
Health and Physical Education			HPE CREDIT		HPE CREDIT	
<p>All nominal Year 10 students are 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 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 Years 8, 9, and 10, students must participate in all four 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> <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 			SCIENCE CREDIT		ARTS CREDIT	
				STEAM CREDIT		HUMANITIES CREDIT

Languages Note:

- An exemption has been granted by the Victorian Registration and Qualifications Authority (VRQA) to exclude Languages as a required elective throughout the Enhance curriculum programmes.
- Arabic, French and Japanese can be chosen as a semester long elective for each semester.

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

YEAR 10 COURSE

Subject Guide

ARTS (VISUAL & PERFORMING)

Art Making and Exhibiting

Street Art

Dance

Drama

Backstage Pass

Media

Music

Visual Communication Design

ENGLISH

Core English OR EAL

English Literature

Evolution Of English Language

Pre-VPC Literacy

HEALTH & PHYSICAL EDUCATION

Core Health and Physical Education

Health and Human Development

Physical Education

Sport and Recreation

Rugby

HUMANITIES

Accounting

Business Management

Geography

YEAR 10 COURSE

Philosophy

LANGUAGES

Arabic

French

Japanese

MATHEMATICS

Maths for Life Year 10

Core Maths

Advanced Year 10 Maths

Elite Algebra

SCIENCE

Biology

Chemistry

Physics

Psychology

Environmental Science

STEAM

Computer Programming

Food Studies

Innovate Advanced (Mixed Materials & Textiles)

Engineering and Mechatronics

VET SUBJECTS (IN SCHOOL)

Cert II Active Volunteering

Cert III Business

Cert II Workplace Skills

YEAR 10 COURSE

Cert II Cookery
Cert III Health Services Assistance
Cert III Sport and Recreation - Mixed Sports

ARTS SUBJECTS (VISUAL & PERFORMING)

ART MAKING AND EXHIBITING - YEAR 10

Subject Description:

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, an exhibiting artist, and an artist in other contexts. By examining the roles and practices of artists in society, students develop an understanding of the way artists work across 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 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.
- Students will sit an examination for this subject.

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. It is **highly recommended** that students take Year 10 Art Making and Exhibiting if you wish to take VCE Art Making and Exhibiting in the following year.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Art	Drawing & Painting	Comics & Graphic Novels	Year 10 Art Making & Exhibiting	VCE Art Making & Exhibiting Units 1 & 2	VCE Art Making & Exhibiting Units 3 & 4
Option Two	Art	Comics & Graphic Novels	Sculpting with Multi Materials	Year 10 Art Making & Exhibiting	VCE Art Making & Exhibiting Units 1&2	VCE Art Making & Exhibiting Units 3&4
Option Three	Art	Photography	Drawing & Painting	Year 10 Art Making & Exhibiting	VCE Art Making & Exhibiting Units 3 & 4	VCE Art Making & Exhibiting Units 3 & 4
Acceleration Option			Year 10 Art Making & Exhibiting	VCE Art Making & Exhibiting Units 1 & 2	VCE Art Making & Exhibiting Units 3 & 4	

**These are sample options. Please consider all appropriate Visual & Performing Arts subjects.*

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

ARTS SUBJECTS (VISUAL & PERFORMING)

STREET ART - YEAR 10

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 stencilling, 2D and 3D installations, 'wood blocking', 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 students own art.
- Students will sit an examination for this subject.

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 and working in the community.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Art</i>	<i>Sculpting with Multi Materials</i>	<i>Drawing & Painting</i>	<i>Year 10 Art Making & Exhibiting</i> OR <i>Year 10 Street Art</i>	<i>VCE Art Making & Exhibiting</i> <i>Units 1 & 2</i>	<i>VCE Art Making & Exhibiting</i> <i>Units 3 & 4</i>
Option Two	<i>Art</i>	<i>Comics & Graphic Novels</i>	<i>Sculpting with Multi Materials</i>	<i>Year 10 Art Making & Exhibiting</i> OR <i>Year 10 Street Art</i>	<i>VCE Art Making & Exhibiting</i> <i>Units 1 & 2</i>	<i>VCE Art Making & Exhibiting</i> <i>Units 3 & 4</i>
Option Three	<i>Art</i>	<i>Drawing & Painting</i>	<i>Photography</i>	<i>Year 10 Art Making & Exhibiting</i> OR <i>Year 10 Street Art</i>	<i>VCE Art Making & Exhibiting</i> <i>Units 1 & 2</i>	<i>VCE Art Making & Exhibiting</i> <i>Units 3 & 4</i>

ARTS SUBJECTS (VISUAL & PERFORMING)

Acceleration Option			<i>Year 10 Art Making & Exhibiting</i> OR <i>Year 10 Street Art</i>	<i>VCE Art Making & Exhibiting</i> <i>Units 1 & 2</i>	<i>VCE Art Making & Exhibiting</i> <i>Units 3 & 4</i>	
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**These are sample options. Please consider all appropriate Visual & Performing Arts subjects.*

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

ARTS SUBJECTS (VISUAL & PERFORMING)

DANCE - YEAR 10

Subject Description:

This subject will prepare students for 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.
- Memorisation of choreography.
- Choreographed group dance sequence.
- Development of choreography and peer teaching dance sequences from various dance styles.
- Performance in front of an audience.
- Written reflection and evaluation of student's own choreography.
- 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 any Dance subject, however, students must be willing to participate in all activities, work with others, and perform to an audience.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Dance</i>	<i>Enhance Dance</i>	<i>Enhance Dance</i>	Year 10 Dance	<i>VCE Dance Units 1 & 2 (Not offered for 2024)</i>	<i>VCE Dance Units 3 & 4 (Not offered for 2024)</i>
Acceleration Option			Year 10 Dance	<i>VCE Dance Units 1 & 2 (Not offered for 2024)</i>	<i>VCE Dance Units 3 & 4 (Not offered for 2024)</i>	

**These are sample options. Please consider all appropriate Visual & Performing Arts subjects.*

Teachers to see for advice regarding this subject: Ms Louden and Mrs Krieg

ARTS SUBJECTS (VISUAL & PERFORMING)

DRAMA - YEAR 10

Subject Description:

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.
- Students will sit an examination for this subject.

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!

It is **highly recommended** that you take Year 10 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>Acting Out</i>	Year 10 Drama	<i>VCE Drama Units 1 & 2</i>	<i>VCE Drama Units 3 & 4</i>
Option Two	<i>Stand & Deliver</i>	<i>Acting Out</i>	<i>Acting Out</i>	<i>Backstage Pass</i>	<i>VCE Drama Units 1 & 2</i>	<i>VCE Drama Units 3 & 4</i>
Acceleration Option			Year 10 Drama OR <i>Backstage Pass</i>	<i>VCE Drama Units 1 & 2</i>	<i>VCE Drama Units 3 & 4</i>	

**These are sample options. Please consider all appropriate Visual & Performing Arts subjects.*

Teachers to see for advice regarding this subject: Ms Lingard, Ms Dimitriou, and Mr Jarrott

ARTS SUBJECTS (VISUAL & PERFORMING)

BACKSTAGE PASS (DRAMA) - YEAR 10

Subject Description:

Have you ever wanted to design the next superhero costume? Have you ever wanted thunder to crash with your every word? How do you build a swamp?

Backstage Pass 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:

- Lighting and Sound Design
- Costume and Make-Up Design
- Prop and Set Building
- Acting and Directing
- Artwork and Advertisement
- Stage Management

The group will work as a production team, take on a script and design a show from the ground up, creating a product for a performance evening!

Assessment:

- Commitment to the production company and your role.
- Research assignments.
- Reflection based 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>	<i>Acting Out</i>	<i>Drama</i>	<i>VCE Drama Units 1 & 2</i>	<i>VCE Drama Units 3 & 4</i>
Option Two	<i>Stand & Deliver</i>	<i>Acting Out</i>	<i>Acting Out</i>	Backstage Pass	<i>VCE Drama Units 1 & 2</i>	<i>VCE Drama Units 3 & 4</i>
Acceleration Option			<i>Year 10 Drama OR Backstage Pass</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 subjects across Years 8-10*

Teachers to see for advice regarding this subject: Ms Lingard, Mr Jarrott and Ms Dimitriou

ARTS SUBJECTS (VISUAL & PERFORMING)

MEDIA - YEAR 10

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
- Students will sit an examination for this subject

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' to support their understanding of this class.

Recommendation: It is highly recommended that you take Year 10 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>	Media	VCE Media Units 1 & 2	VCE Media Units 3 & 4
Option Two	<i>Filmmaking 101</i>	<i>Photography</i>	<i>Animation</i>	Media	VCE Media Units 1 & 2	VCE Media Units 3 & 4
Option Three	<i>Filmmaking 101</i>	<i>Comics & Graphic Novels</i>	<i>Film Making</i>	Media	VCE Media Units 1 & 2	VCE Media Units 3 & 4
Acceleration Option			(Year 10) Media	VCE Media Units 1 & 2	VCE Media Units 3 & 4	

*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 and Mr Kriaris

ARTS SUBJECTS (VISUAL & PERFORMING)

MUSIC - YEAR 10

Subject Description:

In this subject, students acclimatise 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
- Students will sit an examination for this subject

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</i>	<i>Music Studio</i>	Music	VCE Music Units 1 & 2	VCE Music Units 3 & 4
Option Two	<i>Try and Instrument</i>	<i>Music Studio</i>	<i>Music Band Performance</i>	Music	VCE Music Units 1 & 2	VCE Music Units 3 & 4
Acceleration Option			(Year 10) Music	VCE Music Units 1 & 2	VCE Music 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 Evangelista

ARTS SUBJECTS (VISUAL & PERFORMING)

VISUAL COMMUNICATION DESIGN - YEAR 10

Subject Description:

Do you enjoy designing and do you have a creative mind? This subject is recommended for anyone who is interested in the design industries. This course will give you the opportunity to explore aspects of the design fields of messages and interactive experiences, learning about the use of the design elements and principles in conjunction with media, materials and methods to produce visual communications. You will begin to learn to use industry standard software (Adobe Creative Cloud in your work) and develop designs which utilise specialist equipment such as the laser cutter to create original designs.

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 key skills and knowledge. 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 to study 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>	Visual Communication Design	<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>	Visual Communication Design	<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>	Visual Communication Design	<i>VCE Visual Communication Design Units 1 & 2</i>	<i>VCE Visual Communication Design Units 3 & 4</i>
Acceleration Option			(Year 10) Visual Communication Design	<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 subjects across Years 8-10

Teachers to see for advice regarding this subject: Ms Grove

ENGLISH

ENGLISH AND 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

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 and 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 VCE VM or VPC Literacy. Students engage creatively with a text to develop their understanding and write an in-depth analysis in response to a given prompt. They further develop their creative writing skills by producing a creative piece and documenting the writing process. The students extend their skills in argument analysis by analysing a range of persuasive texts. They also learn to present their point of view on a recent and relevant issue.

Assessment:

To ensure that students are demonstrating 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/VPC Literacy. To enter 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 1	Core English/EAL	Core English/EAL	Core English/EAL	Core English/EAL and English Literature (Elective)	VCE English/EAL Units 1 & 2 and VCE Literature Units 1 & 2	VCE English/EAL Units 3 & 4 and VCE Literature Units 3 & 4
Option 2	Core English/EAL	Core English/EAL	Core English/EAL	Core English/EAL and Evolution of English Language (Elective)	VCE English/EAL Units 1 & 2 and VCE English Language Units 1 & 2	VCE English/EAL Units 3 & 4 and VCE English Language Units 3 & 4
Option 3	Core English/EAL	Core English/EAL	Core English/EAL	Core English/EAL	VCE English/EAL Units 1 & 2	VCE English/EAL Units 3 & 4
Option 4	Core English/EAL	Core English/EAL	Core English/EAL	Core English/EAL	VCE English/EAL Units 1 & 2 and Foundation English/ Bridging EAL	VCE English/EAL Units 3 & 4
Option 5	Core English/EAL	Core English/EAL	Core English/EAL	Core English/EAL	Year 11 VCE VM Literacy	Year 12 VCE VM Literacy
Option 6	Core English/EAL	Core English/EAL	Core English/EAL	Pre-VPC Literacy	VPC Literacy	

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

ENGLISH

ENGLISH LITERATURE - YEAR 10

Subject Description:

English Literature is an elective subject for students in Year 10. The big idea for Literature is creative and analytical communication. The subject targets the development of skills such as comparing, creating, interpreting, and analysing.

This subject introduces the study of literature by focusing on Short Stories written by Stephen King and 20th century poetry by various authors in term 1 Reading Practices. The Unit features an analytical or comparative task in Term 1. This is followed by a comparative and a creative task in Term 2 Exploration of Literary Movements and Genres, through sci-fi text-types such as the film 'I, Robot' as well as short stories by Isaac Asimov.

Assessment:

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

Suitable tasks for assessment in this unit will also include:

- a close analysis of one of more selected passages
- a creative response to a text(s) studied.
- class and group discussion

Advice to Students:

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

Advice to Students:

This subject introduces the study of Literature and will help prepare students for VCE Literature by focusing on some of the areas of study and methods of critical analysis by using a range of literary text-types.

However, this unit is taken in addition to the Core English Unit 1 & 2 for VCE studies.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Core English/EAL	Core English/EAL	Core English/EAL	Core English/EAL and English Literature (Semester Elective)	VCE English/EAL Units 1 & 2 and VCE Literature Units 1 & 2	VCE English/EAL Units 3 & 4 and VCE Literature Units 3 & 4

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

ENGLISH

EVOLUTION OF ENGLISH LANGUAGE - YEAR 10

Subject Description:

Evolution of Language is an elective subject for students in Year 10. This subject explores language from a different and original perspective.

Students learn how English language, both spoken and written, is used in different contexts. The students also investigate language features used by speakers of English from different backgrounds. In this study, a range of written and spoken texts are explored, including YouTube clips, social media examples and Memes. Students also learn how language is used to construct identities as well as explore how language creates a sense of a shared community, such as Teen-speak, e-chat and youth subcultures. Students investigate the process of first language acquisition (e.g. 'baby-talk' and 'toddler talk') along with the evolution of English language over time. Some of the skills developed through this subject are word knowledge, language variation and change, texts in context, analytical skills, and research skills.

Assessment:

To ensure that students are demonstrating growth in their learning, teachers utilise both formative and summative assessment strategies, in the key areas of reading, writing, listening, and speaking. Assessment will be developed in consultation with the students undertaking the subject. It may take one or more of the following forms:

- Short Answer Questions
- A research piece (case study, investigative report or essay)
- An analysis of spoken and / or written text
- Class and group discussions
- Viewing and listening tasks

Advice to Students:

This subject is taken in addition to Core English. Completion of this course will help prepare students for the study of VCE English or VCE English Language.

"The English language is a work in progress. Have fun with it." Jonathan Culver

Possible Pathways:

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

ENGLISH

PRE-VPC LITERACY - YEAR 10

Subject Description:

This unit focuses on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students will read or watch a variety of texts for a personal purpose, such as finding information. Students will also build on and work to consolidate their digital literacy skills. Students will develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts and social media.

Assessment:

- To be credited with this unit, students must demonstrate achievement in all learning modules
- All elements in a learning module must be met in the one task for students to demonstrate achievement in that module
- 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 secondary certificate recognised within the Australian Qualifications Framework (AQF). VPC is a pathway to the VCE, employment, apprenticeships, or further education and training.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option	<i>Core English/EAL</i>	<i>Core English/EAL</i>	<i>Core English/EAL</i>	PRE VPC Literacy	VPC Year 11 Literacy	

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

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 10 HEALTH AND PHYSICAL EDUCATION

Subject Description:

The Year 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations.

In Year 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities and explore the role participation plays in shaping cultures.

Focus areas to be addressed in Years 10 include:

- alcohol and other drugs (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- relationships and sexuality (RS)
- safety (S)
- lifelong physical activities (LLPA)

This core subject runs for 1 semester and is comprised of 1 practical sessions and 2 theory lessons per week.

Assessment:

- Personal analysis and goal setting
- Harm Minimisation Booklet
- CPR practical assessment

Advice to Students:

All Health and Physical Education subjects lead to a VCE PE Pathway, VCE VET Health Services Certificate or VCE VM pathway. 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>Team Sports OR Personal Training</i>	<i>Core Year 9 Health</i>	Core Year 10 Health and PE	<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>Healthy Body, Healthy Mind</i>	<i>Core Year 9 Health</i>	<i>Health and Human Development or Physical Education</i>	<i>VCE Health and Human Development Units 1 & 2</i>	<i>VCE Health and Human Development Units 3 & 4</i>
Option Three	<i>Core Year 7 Health & Physical Education</i>	<i>Personal Training or Rugby Academy</i>	<i>Core Year 9 Health and PE</i>	<i>Sport and Recreation</i>	<i>VET Cert III Sport & Recreation</i>	<i>VET Cert III Sport & Recreation</i>

Teachers to see for advice regarding this subject: Mr Knowles, Mr Van Pelt or Miss Newton

HEALTH & PHYSICAL EDUCATION

HEALTH & HUMAN DEVELOPMENT - YEAR 10

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
- Students will sit an examination for this subject

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>	Excel 10 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>	Excel 10 Health & Human Development	<i>VCE Health & Human Development Units 1 & 2</i>	<i>VCE Health & Human Development Units 3 & 4</i>
Acceleration Option			Excel 10 Health & Human Development	<i>VCE Health & Human Development Units 1 & 2</i>	<i>VCE Health & Human Development Units 3 & 4</i>	<i>VET Cert III Health Services Assistance</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: Ms Raynes

HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION - YEAR 10

Subject Description:

In the 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
- Students will sit an examination for this subject

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 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>Personal Training</i>	<i>Team Sports</i>	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>	<i>Core Year 10 Health & Physical Education</i>	<i>VCE Physical Education Units 1 & 2</i>	<i>VCE Physical Education Units 3 & 4</i>
Acceleration Option			Physical Education	<i>VCE Physical Education Units 1 & 2</i>	<i>VCE Physical Education Units 3 & 4</i>	<i>VET Cert III Sport & Recreation</i>

Teachers to see for advice regarding this subject: Mr Knowles or Mr Van Pelt

HEALTH & PHYSICAL EDUCATION

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
- Students will sit an examination for this subject

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	Core Year 7 Health & Physical Education	General PE	Team Sports	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 OR Basketball	Personal Training	Pre-VCE Physical Education	VCE Physical Education Units 1 & 2	VCE Physical Education Units 3 & 4
Acceleration Option			Pre-VCE Physical Education	VCE Physical Education Units 1 & 2	VCE Physical Education Units 3 & 4	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 Cram

HEALTH & PHYSICAL EDUCATION

SPORT AND RECREATION - YEAR 10

Subject Description:

If you are enthusiastic about physical fitness and sport, Sport and Recreation may be the pathway for you. Students will complete an exciting range of sporting related units and develop a basic level of skills and knowledge for sports coaching for a variety of sports. Students will develop knowledge of local sports industry and will learn about the preparation of resources and equipment required to run sports and recreation sessions, how to conduct these sessions, coach participants, provide sports first aid and how to interact with the local community.

There will be a wide variety of sports covered that will be tailored to your needs.

Assessment:

- Plan and conduct a recreation session for junior year levels/local primary school
- Undertake Sporting First Aid introductory testing
- Sports Coaching assistant for interschool sports for junior year levels/local primary school

Advice to Students:

The Excel 10 Sports and Recreation elective aims to build the key knowledge and skills needed to succeed in Certificate III Sport and Recreation offered at the College. Students wishing to pursue the Certificate III Sport and Recreation course 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>Core Year 8 Health & Physical Education</i>	<i>Core Year 9 Health & Physical Education</i>	<i>Core Year 10 Health & 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>Soccer OR Basketball</i>	<i>Personal Training</i>	<i>Core Year 10 Health & Physical Education</i>	<i>VCE Physical Education Units 1 & 2</i>	<i>VCE Physical Education Units 3 & 4</i>
Option Three			<i>Physical Education</i>	Sport and Recreation	<i>VET Cert III Sport & Recreation</i>	<i>VET Cert III Sport & Recreation</i>

Teachers to see for advice regarding this subject: Mr Hare or Mr Jessop

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

ACCOUNTING - YEAR 10

Subject Description:

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
- Students will sit an examination for this subject

Advice to Students:

It is highly recommended that students complete My Money to undertake 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>	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>	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 Naidoo or Ms Thomas

HUMANITIES

BUSINESS MANAGEMENT - YEAR 10

Subject Description:

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
- Students will sit an examination for this subject

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.

Excel 10 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	Core Humanities AND Travel the World	My Money	Like a Boss: Running Your Own Business	Excel 10 Business Management	VCE Accounting Units 1 & 2	VCE Accounting Units 3 & 4
Option Two	Core Humanities AND Travel the World	My Money	World of Work	Excel 10 Business Management	VCE Business Management Units 1 & 2	VCE Business Management Units 3 & 4
Acceleration Option		Like a Boss: Running Your Own Business	Excel 10 Business Management	VCE Business Management Units 1 & 2	VCE Business Management Units 3 & 4	VCE VET Cert III Business

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

Teachers to see for advice regarding this subject: Ms Dixit or Ms Qureshi

HUMANITIES

GEOGRAPHY - YEAR 10

Subject Description:

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
- Students will sit an examination for this subject

Advice to Students:

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

Possible Pathways:

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

HUMANITIES

HISTORY - YEAR 10

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
- Students will sit an examination for this subject

Advice to Students:

It is highly recommended that students complete either Myths and Legends or World Wars to undertake 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>Excel 10 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>Excel 10 History</i>	<i>VCE History Unit 1 & 2</i>	<i>VCE History Unit 3 & 4</i>
Option 3 (if applicable)	<i>National Identity: Australian History and Politics</i>	<i>Myths and Legends</i>	<i>World Wars</i>	<i>Excel 10 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 Shinkfield or Ms Fiddes

HUMANITIES

LEGAL STUDIES - YEAR 10

Subject Description:

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
- Students will sit an examination for this subject

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 AND Core Humanities</i>	<i>Crime & Justice</i>	<i>Fight for Your Rights!</i>	Legal Studies	VCE <i>Legal Studies</i> OR <i>History</i> Units 1 & 2	VCE <i>Legal Studies</i> OR <i>History</i> Units 3 & 4
Acceleration Option			Legal Studies	VCE <i>Legal Studies</i> OR VCE <i>History</i> Units 1 & 2	VCE <i>Legal Studies</i> OR VCE <i>History</i> 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 or Ms Ho

HUMANITIES

PHILOSOPHY (MEANING OF LIFE) - YEAR 10

Subject Description:

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.
- Students will sit an examination for this subject

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.

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>	Excel 10 Philosophy	<i>VCE Philosophy Units 1 & 2</i>	<i>VCE Philosophy Units 3 & 4</i>
Option Two	<i>Core Humanities AND Travel the World</i>	<i>Crime and Justice</i>	<i>Myths and Legends</i>	Excel 10 Philosophy	<i>VCE Philosophy Units 1&2 OR VCE History OR VCE-Legal Studies</i>	<i>VCE Philosophy Units 3 & 4 Or VCE History Or VCE-legal studies</i>
Acceleration Option			Excel 10 Philosophy	VCE Philosophy Units 1 & 2 OR VCE History	<i>VCE Philosophy 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 Phelan

LANGUAGES

LANGUAGE SUBJECTS

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.

For students who already speak one or more languages, there are opportunities in the Languages Domain for them to engage in subjects that make the most of those skills. Learning another language helps develop essential areas of the brain. Research shows that it also improves memory, concentration, creativity and problem-solving skills.

Learning another language means more than just memorising new words. Languages all use different systems, so when we learn a new language, we compare and contrast it with English. This deepens understanding of English and significantly improves English language skills. It also grants the skill to learn other new languages more easily.

<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.

Aims

The Languages curriculum aims to develop the knowledge, understanding and skills to ensure that students:

- Communicate in the language they are learning
- Understand the relationship between language, culture, and learning
- Develop intercultural capabilities
- Understand themselves as communicators.

LANGUAGES

ARABIC - YEAR 10

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. [Why learn Arabic?: https://www.youtube.com/watch?v=Ypu2am5-Kn0](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.

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 presentation about a region/countries where Arabic is spoken that they research
- Oral/written presentations
- Reading/listening (interpretive) tasks

Advice to Students:

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

Learning a language is an ongoing process. If you are considering undertaking VCE Arabic, you should aim to study Arabic for a minimum of 200 hours (3 semesters) before moving into VCE Units 1 and 2. In the Enhance years, you may choose to study Arabic each semester. Each semester is approximately 65 hours duration.

To prepare yourself to perform at the highest level in Arabic at VCE, you should consider taking Arabic in the Enhance and Excel years in consecutive units.

Pre-requisite: Students must undertake this subject in order to study VCE Arabic. It is highly recommended that students undertake French to Study Linguistics/Literature/Law/Politics/Travel/International relations in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option one		<i>Arabic</i> (1 or 2 semesters)	<i>Arabic</i> (1 or 2 semesters)	Arabic (1 or 2 semesters)	<i>VCE Arabic Units 1 & 2 (VSL)</i>	<i>VCE Arabic Units 3 & 4 (VSL)</i>
Option two			<i>Arabic</i> (1 or 2 semesters)	Arabic (2 semesters)	<i>VCE Arabic Units 1 & 2 (VSL)</i>	<i>VCE Arabic Units 3 & 4 (VSL)</i>

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

Teachers to see for advice regarding this subject: Ms den Elzen, Ms Eid & Ms Ong

LANGUAGES

FRENCH - YEAR 10

Subject Description:

https://www.youtube.com/watch?v=V7_Z48d4XQI – Why Learn French?

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).

Assessment:

- Project: Student presentation about a region/countries where French is spoken that they research
- 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 (3 semesters) before moving into VCE Units 1 and 2. In the Enhance years, you may choose to study French each semester. Each semester is approximately 65 hours duration.

To prepare yourself to perform at the highest level in French at VCE, you should consider taking French in the Enhance and Excel years in consecutive units.

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/International relations in the future. French.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option one	<i>Taster French</i> (double elective)	<i>French</i> (1 or 2 semesters)	<i>French</i> (1 or 2 semesters)	French (1 or 2 semesters)	<i>VCE French Units 1 & 2</i>	<i>VCE French Units 3 & 4</i>
Option two		<i>French</i> (1 or 2 semesters)	<i>French</i> (1 or 2 semesters)	French (2 semesters)	<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 den Elzen, Ms Eid & Ms Ong

LANGUAGES

JAPANESE - YEAR 10

Subject Description:

[Why study Japanese? 5 reasons to get started: https://www.youtube.com/watch?v=IN5F8rzaH5c&t=128s](https://www.youtube.com/watch?v=IN5F8rzaH5c&t=128s)

Japanese is the official language of Japan, Australia's northern neighbour in the Asia region. It is also widely used by communities of speakers in Hawaii, Peru and Brazil, and learnt as an additional language by large numbers of students in the Republic of Korea, China, Indonesia and Australia. Japan is the world's third largest economy, as well as Australia's third largest trading partner. Australia and Japan are currently actively developing a deeper relationship in different spheres and have been a close strategic and economic partners for more than 50 years.

Japan has a multifaceted culture; on the one hand it is steeped in the deepest of traditions dating back thousands of years; on the other it is a society in a continual state of rapid flux, with continually shifting fads and fashions and technological development that constantly pushes back the boundaries of the possible.

In this subject, students will learn Japanese greetings, how to introduce themselves as well as some basic vocabulary. Students also learn about the differences between the three Japanese scripts, *Hiragana*, *Katakana* and *Kanji*. They will also learn about the culture of Japan and Japanese-speaking communities. Studying Japanese will allow students to make an informed subject choice in the middle years.

Assessment:

- Project: Student presentation about a Japanese culture topic of their choosing that they research
- Oral/written presentations
- Reading/listening (interpretive) tasks

Advice to Students:

Learning a language is an ongoing process. If you are considering undertaking VCE Japanese Second Language, you should aim to study Japanese for a minimum of 200 hours (3 semesters) before moving into VCE Units 1 and 2. In the Enhance years, you may choose to study Japanese each semester. Each semester is approximately 65 hours duration.

To prepare yourself to perform at the highest level in Japanese at VCE, you should consider taking Japanese in the Enhance and Excel years in consecutive units.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option one	<i>Taster Japanese</i> (double elective)	<i>Japanese</i> (1 or 2 semesters)	<i>Japanese</i> (1 or 2 semesters)	<i>Japanese</i> (1 or 2 semesters)	<i>VCE Japanese Second Language</i> Units 1 & 2 (VSL)	<i>VCE Japanese Second Language</i> Units 3 & 4 (VSL)
Option two		<i>Japanese</i> (1 or 2 semesters)	<i>Japanese</i> (1 or 2 semesters)	<i>Japanese</i> (2 semesters)	<i>VCE Japanese Second Language</i> Units 1 & 2 (VSL)	<i>VCE Japanese Second Language</i> Units 3 & 4 (VSL)

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

Teachers to see for advice regarding this subject: Ms Ong

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. Pathways from this core subject include VCE General Mathematics and VCE Foundation 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>	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 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

MATHS FOR LIFE – YEAR 10

Subject Description: (Year 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> OR <i>VPC 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

ELITE ALGEBRA - YEAR 10

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

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. It is preferred that students interested in Mathematical Methods complete advanced maths in year 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>	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 Algebra 102</i>	Advanced Maths 10 AND Elite Algebra	<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 Podsytnik, Ms. Murdoch & Ms Fernando

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

BIOLOGY - YEAR 10

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 as 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
- Students will sit an examination for this subject

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>	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>	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>	Biology	VCE Biology Units 1 & 2	VCE Biology Units 3 & 4
Acceleration Option		Medicine & Disease	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. Marshall & Ms. Mraz

SCIENCE

CHEMISTRY - YEAR 10

Subject Description:

Why should you study 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
- Students will sit an examination for this subject

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>Year 8 inquiry science</i>	<i>Chemical Curiosity</i>	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>	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>	Chemistry	VCE Chemistry Units 1 & 2	VCE Chemistry Units 3 & 4
Acceleration Option		Chemical Curiosity	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

PHYSICS - YEAR 10

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
- Students will sit an examination for this subject

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>	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>Year 9 inquiry science</i>	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>Year 9 inquiry science</i>	Physics	<i>VCE Physics Units 1 & 2</i>	<i>VCE Physics Units 3 & 4</i>
Acceleration Option		<i>Bright Sparks</i>	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

PSYCHOLOGY - YEAR 10

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
- Students will sit an examination for this subject

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>	Psychology	VCE Psychology Units 1 & 2	VCE Psychology Units 3 & 4
Option Two	<i>Core Science</i>	<i>Fantastic Beasts</i>	<i>Neuroscience</i>	Psychology	VCE Psychology Units 1 & 2	VCE Psychology Units 3 & 4
Option Three	<i>Let's Experiment</i>	<i>Neuroscience</i>	<i>Medicine & Disease</i>	Psychology	VCE Psychology Units 1 & 2	VCE Psychology Units 3 & 4
Acceleration Option		Neuroscience	Psychology	VCE Psychology Units 1 & 2	VCE Psychology 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. Dawson

SCIENCE

ENVIRONMENTAL SCIENCE - YEAR 10

Subject Description:

This class will prepare you for VCE Environmental Science and VCE Biology by covering several core topics that are essential for Units 1-4 in these areas. Environmental science is an interdisciplinary, investigative science that explores the interactions and interconnectedness between humans and their environments and analyses the functions of both living and non-living elements that sustain Earth systems.

In Environmental Science, Earth is understood as a set of four interrelated systems: the atmosphere, the biosphere, the hydrosphere and the lithosphere. This study explores how the relationships between these systems produce natural environmental change over a variety of time scales and how these systems respond to change and disruption. Students investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on biodiversity, pollution, food and water security, climate change and energy use. Students examine the challenges and opportunities presented by selected environmental issues and case studies, and consider how different value systems, priorities, knowledge and regulatory frameworks affect environmental decision-making and planning for a sustainable future.

Students will complete a range of field work 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 and field work
- Topic tests
- Experimental report analysis
- Case study analysis
- Students will sit an examination for this subject

Advice to Students:

Pre-requisite: Students must undertake this subject in order to study Environmental Science 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>	Environmental Science	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>	Environmental Science	VCE Biology Units 1 & 2	VCE Biology Units 3 & 4
Option Three	<i>Core Science</i>	<i>Forensic Science</i>	<i>Fantastic Beasts</i>	Environmental Science	VCE Biology Units 1 & 2	VCE Biology Units 3 & 4
Acceleration Option		Medicine & Disease	Environmental Science	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. Owen & Mr. Rennison

STEAM

STEAM SUBJECTS

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 digitised. 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 digitised 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.

This unique combination of subjects offers students a broad range of learning experiences, readily transferable to their lives beyond school.

STEAM

COMPUTER PROGRAMMING - YEAR 10

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 the Microsoft Suite, Python, HTML and Visual Basic.Net. After mastering these programs, they will then apply their understanding by solving a problem using these programs.

Assessment:

- Demonstrating competency in a variety of computer programs.
- Using the design process and a variety of computer programs to solve a given problem.

Advice to Students:

There are no prerequisites for undertaking this subject.

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>Introduction to Robotics</i>	<i>Robotics</i>	<i>Computer Game Design</i>	Computer Programming	<i>VCE Applied Computing Units 1 & 2</i>	<i>VCE Data Analytics OR Software Development Units 3 & 4</i>
Option Two	<i>Innovate</i>	<i>Innovate Intermediate</i>	<i>Computer Game Design</i>	Computer Programming	<i>VCE Applied Computing Units 1 & 2</i>	<i>VCE Data Analytics OR Software Development Units 3 & 4</i>
Acceleration Option	<i>Introduction to Robotics</i>	<i>Computer Game Design</i>	Computer Programming	<i>VCE Applied Computing Units 1 & 2</i>	<i>VCE Data Analytics 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

FOOD STUDIES - YEAR 10

Subject Description:

Food Studies students will investigate the challenges involved in providing interesting and healthy family meals. Students investigate the different nutritional requirements across the lifespan and menu planning for families. Students examine the types of foods that can be prepared for the different meals of the day, understanding cooking processes and safety and hygiene. Students will be involved in tending to the Kitchen Garden and utilising fresh seasonal ingredients grown in their meals. Students will be exposed to real world situations where they will use the design process to creatively solve them. This subject prepares students for VCE Food Studies.

Assessment:

Diet Related Diseases investigation task

Designed Solution: Nutritious meal planning

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. This subject is for those who love exploring and discovering new and exciting things. Students will consolidate their understanding of skills you learnt in Explore and Enhance.

Recommendation: It is highly recommended that students undertake this subject to study VCE Food Studies or VET Cert II Cookery.

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>Global Bites</i>	<i>Creative Cooking</i>	Food Studies	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>	<i>Creative Cooking</i>	Food Studies	CERT II VET <i>Cookery - scored</i>	CERT II VET <i>Cookery - Scored</i>
Acceleration Option	<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	

**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 Karabourniotis, Ms Zhao, Ms Bellgrove

STEAM

INNOVATE ADVANCED - YEAR 10

Students select from two options:

- **OPTION A: Mixed Materials OR**
- **OPTION B: Textiles**

Subject Description:

This is a subject for students who are interested in and have a passion for design and are looking to select Product Design and Technology (Mixed Materials or Textiles) 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 VCE 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>Innovate Intermediate</i>	<i>Innovate Intermediate</i>	<i>Innovate Advanced (Option A)</i>	<i>VCE Product Design & Technology (Mixed Materials) Units 1&2</i>	<i>VCE Product Design & Technology</i>
Option Two	<i>Innovate</i>	<i>Innovate Intermediate (Option A)</i>	<i>Innovate Intermediate (Option B)</i>	<i>Innovate Advanced (Option B)</i>	<i>VCE Product Design & Technology (Textiles) Units 1&2</i>	<i>VCE Product Design & Technology (Textiles) Units 3&4</i>
Acceleration Option	<i>Innovate</i>	<i>Innovate Intermediate</i>	<i>Innovate Advanced (either option)</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, Mr Beveridge & Mr D'Auria

STEAM

ENGINEERING AND MECHATRONICS - YEAR 10

Subject Description:

In Engineering and Mechatronics, students will build their skills in design, evaluation, computing, technology, engineering, and electronics. Engineering and 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.

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 VCE Systems Engineering.

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>Innovate Intermediate</i>	Engineering and Mechatronics	VCE Systems Engineering Units 1 & 2	VCE Systems Engineering Units 3 & 4
Option Two	<i>Innovate</i>	<i>Innovate Intermediate</i>	<i>Robotics</i>	Engineering and Mechatronics	VCE Systems Engineering Units 1 & 2	VCE Systems Engineering Units 3 & 4
Acceleration Option	<i>Introduction to Robotics</i>	<i>Robotics</i>	Engineering and Mechatronics	VCE Systems Engineering Units 1 & 2	VCE Systems Engineering Units 3 & 4	

**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

PERFORMING & VISUAL ARTS

DANCE UNITS 1 & 2 (Not offered for 2024)

Subject Description:

In VCE Dance, students create and perform their own dance works as well as studying the dance works of others through performance and analysis.

Unit 1:

In this unit, students explore the potential of the body as an instrument of expression, as well as its physiology, care, and maintenance, with approaches to health and wellbeing. Students discover the diversity of expressive movement by exploring body actions and commence the process of developing a personal movement vocabulary. They also begin to develop skills in documenting and analysing movement and develop understanding of how choreographers use these processes. Students develop and perform movement studies and dances with unified compositions created through a range of movement creation processes.

Unit 2:

This unit focuses on expanding students' personal movement vocabulary and choreographic skills through the exploration of the elements of movement (time, space, and energy), and the study of form. Students apply their understanding of form and of the expressive capacity of the elements of movement to the dance-making and performing processes involved in choreographing and performing their own dance works and dance works created by others. Students are also introduced to dance traditions, styles, and works.

Assessment:

- Creating, learning, and performing choreography.
- Performance in front of an audience.
- Written analysis responses.
- Dance journal.
- Research report.

Advice to Students:

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

Students **must** undertake this subject in order to study VCE Dance Units 3 & 4. Students considering undertaking this 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>Dance</i>	<i>Enhance Dance</i>	<i>Enhance Dance</i>	<i>Dance</i>	VCE Dance Units 1 & 2 (Not offered for 2024)	<i>VCE Dance Units 3 & 4 (Not offered for 2024)</i>
Acceleration Option	<i>Dance</i>	<i>Enhance Dance</i>	<i>(Year 10) Dance</i>	VCE Dance Units 1 & 2 (Not offered for 2024)	<i>VCE Dance Units 3 & 4 (Not offered for 2024)</i>	

**Please note these are sample options only.*

Teachers to see for advice regarding this subject: Ms Krieg and Ms Loudon

PERFORMING & VISUAL ARTS

DANCE UNITS 3 & 4 (Not offered for 2024)

Subject Description:

In VCE Dance students create and perform their own dance works as well as studying the dance works of others through performance and analysis.

Unit 3:

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

Unit 4:

This unit focuses on choreography, rehearsal, and performance of a unified solo dance work. When rehearsing and performing this work, students focus on the form, expressive and accurate execution of choreographic variations of spatial organisation, and demonstration of artistry in performance. Students also document and analyse the dance-making and performance processes involved in the choreography, rehearsal, and performance of the solo dance work.

Assessment:

- Analysis of dance works.
- Choreographing, rehearsing, performing, and analysing a dance work.
- Learning, rehearsing, performing, and analysing a group dance work by another choreographer.

Advice to Students:

Students considering undertaking this subject should be confident, independent, and self-managed learners, willing to participate in all activities, work with others, and bring positive energy.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Dance</i>	<i>Enhance Dance</i>	<i>Enhance Dance</i>	<i>Dance</i>	<i>VCE Dance Units 1 & 2 (Not offered for 2024)</i>	<i>VCE Dance Units 3 & 4 (Not offered for 2024)</i>
Acceleration Option			<i>Year 10 Dance</i>	<i>VCE Dance Units 1 & 2 (Not offered for 2024)</i>	<i>VCE Dance Units 3 & 4 (Not offered for 2024)</i>	

**Please note these are sample options only.*

Teachers to see for advice regarding this subject: Ms Krieg

PERFORMING & VISUAL ARTS

DRAMA UNITS 1 & 2

Subject Description:

VCE Drama equips students with knowledge, skills, and confidence to communicate as individuals and collaboratively in a broad range of social, cultural, and work-related contexts. The study of drama can provide pathways to training and tertiary study in acting, theatre-making, script writing, communication, and drama criticism.

Unit 1: Introducing Performance Styles

In this unit, students use play-making techniques to devise, create, and perform solo and ensemble works. In Unit 1 the performances are based on the student's personal cultural and/or community experiences and stories.

Unit 2: Australian Identity

In Unit 2, the performances are based on a person, an event, an issue, a place, an artwork, text, and/or an icon from a contemporary or historical Australian context. Students will record and document the play-making techniques used in the development of this performance work and evaluate their own and others' work.

Students will have the opportunity to go to the theatre to watch professional actors at work and to analyse what they observe.

Assessment:

- Practical drama activities, exercises, and presentations.
- Creating a devised performance.
- Presenting a devised performance.
- Analysis and evaluation of own and professional work.

Advice to Students:

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

Students **must** undertake this subject in order to study VCE Drama Units 3 & 4. Students considering undertaking this 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>Stand & Deliver</i>	<i>Acting Out</i>	<i>Acting Out</i>	<i>Drama</i>	VCE Drama Units 1 & 2	<i>VCE Drama Units 3 & 4</i>
Option Two	<i>Stand & Deliver</i>	<i>Acting Out</i>	<i>Acting Out</i>	<i>Backstage Pass</i>	VCE Drama Units 1 & 2	<i>VCE Drama Units 3 & 4</i>
Acceleration Option			<i>Year 10 Drama OR Backstage Pass</i>	VCE Drama Units 1 & 2	<i>VCE Drama Units 3 & 4</i>	

**Please note these are sample options only.*

Teachers to see for advice regarding this subject: Ms Lingard and Ms Dimitriou

PERFORMING & VISUAL ARTS

DRAMA UNITS 3 & 4

Subject Description:

VCE Drama equips students with knowledge, skills, and confidence to communicate as individuals and collaboratively in a broad range of social, cultural, and work-related contexts. The study of drama may provide pathways to training and tertiary study in acting, theatre-making, script writing, communication, and drama criticism.

Unit 3: Devised Ensemble Performance

Students develop and present a devised ensemble performance. They examine the work of a range of drama practitioners to explore how dramatic work is created. The focus is on developing and presenting work that goes beyond representing real life as it is lived, i.e., non-naturalistically. Students extract dramatic potential from the stimulus and devise and develop characters, story, and meaning in the ensemble performance. They will also have the opportunity to go to the theatre to watch professional actors at work and will analyse what they observe.

Unit 4: Devised Solo Performance

Students explore and develop skills in the creation of a short solo performance. They demonstrate application of symbol and transformation of character, time, and place. This prepares them for the creation, development, and performance of a more extensive solo performance based on a prescribed, detailed structure. Students will then analyse and evaluate the creation, development, and presentation of their work.

Both units require students to record and document the play-making techniques used in the development of this performance work and evaluate their work.

Assessment:

- Develop and present characters in a devised ensemble performance.
- Analysis of the use of processes, techniques, and skills to create and present a devised ensemble performance.
- Analysis and evaluation of professional and own drama performances.
- Presentation of performance

Advice to Students:

Students considering undertaking this subject should be confident, independent, and self-managed learners, willing to participate in all activities, work with others, and bring positive energy!

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>Acting Out</i>	<i>Drama</i>	<i>VCE Drama Units 1 & 2</i>	<i>VCE Drama Units 3 & 4</i>
Option Two	<i>Stand & Deliver</i>	<i>Acting Out</i>	<i>Acting Out</i>	<i>Backstage Pass</i>	<i>VCE Drama Units 1 & 2</i>	<i>VCE Drama Units 3 & 4</i>
Acceleration Option			<i>Year 10 Drama OR Backstage Pass</i>	<i>VCE Drama Units 1 & 2</i>	<i>VCE Drama Units 3 & 4</i>	

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Ms Lingard and Ms Dimitriou

PERFORMING & VISUAL ARTS

MEDIA UNITS 1 &

Subject Description:

VCE Media Studies is a vibrant program that develops critical visual literacy. It equips students with a range of skills for understanding and analysing cinema as a vital, yet everyday, part of modern life. Through close familiarity with a range of case studies, students will come to understand the social, cultural, aesthetic, and political dimensions of cinema in different contexts and at different times.

If you want to enter 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.

Unit 1: Media Representations

In this unit, students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this is influenced by the social, cultural, ideological, and institutional contexts of production, distribution, consumption, and reception. Students also create their own short opening sequence with their own representations of school.

Unit 2: Narrative Across Media Forms

In this unit, students analyse the intentions of media creators and their influence on media products. They also create a short story without the use of live action, drawing inspiration from different directors. Finally, students look at the effect of new media technologies in our past, current, and future world.

Assessment:

Advice to Students:

Students **must** undertake this subject in order to study VCE Media Units 3 & 4. Students considering undertaking this 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>Filmmaking 101</i>	<i>Film Making</i>	<i>Animation</i>	<i>Media</i>	VCE Media Units 1 & 2	<i>VCE Media Units 3 & 4</i>
Option Two	<i>Filmmaking 101</i>	<i>Animation</i>	<i>Comics & Graphic Novels</i>	<i>Media</i>	VCE Media Units 1 & 2	<i>VCE Media Units 3 & 4</i>
Option Three	<i>Filmmaking 101</i>	<i>Film Making</i>	<i>Photography</i>	<i>Media</i>	VCE Media Units 1 & 2	<i>VCE Media Units 3 & 4</i>
Acceleration Option			<i>Year 10 Media</i>	VCE Media Units 1 & 2	<i>VCE Media Units 3 & 4</i>	

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Mr Marriott and Mr Kriaris

PERFORMING & VISUAL ARTS

MEDIA UNITS 3 & 4

Subject Description:

VCE Media Studies is a vibrant program that develops 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.

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.

Unit 3: Media Narratives and Pre-Production

In this unit, students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this is influenced by the social, cultural, ideological, and institutional contexts of production, distribution, consumption, and reception.

Unit 4: Media Production and Issues in the Media

In this unit, students explore the relationship between the media and audiences, challenges afforded by current developments, and the nature of communication between the media and audiences. Students also analyse the role of the Australian Government in regulating the media.

Assessment:

- School Assessed Coursework comprised of medium-length written responses.
- School Assessed Task comprised of Development Folio and finished media product.

Advice to Students:

Students **are encouraged** to have studied VCE Media Units 1 & 2.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Filmmaking 101</i>	<i>Film Making</i>	<i>Animation</i>	<i>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>	<i>Comics & Graphic Novels</i>	<i>Media</i>	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>
Option Three	<i>Filmmaking 101</i>	<i>Film Making</i>	<i>Photography</i>	<i>Media</i>	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>
Acceleration Option			<i>(Year 10) Media</i>	<i>VCE Media Units 1 & 2</i>	<i>VCE Media Units 3 & 4</i>	

**Please note these are sample options only.*

Teachers to see for advice regarding this subject: Mr Marriott and Mr Kriaris

PERFORMING & VISUAL ARTS

MUSIC UNITS 1 & 2

Subject Description:

Do you enjoy writing your own music and performing? This subject is recommended to anyone with a creative mind and musical flair! Students study the work of other performers and explore strategies to optimise their own approach to performance work to address technical, expressive, and stylistic challenges relevant to works they are preparing for performance.

Unit 1: Organisation of Music

This unit focuses on exploring and developing an understanding of how music is organised by performing, creating, analysing and responding to various music works. They prepare and perform ensemble and/or solo musical works to build technical control, expression, and develop a stylistic understanding on their chosen instrument/sound source. They also arrange/compose/improvise short music exercises to demonstrate their understanding of how music is organised and the processes they have studied.

Unit 2: Effect in Music

This unit focuses on how music can be used to create an intended effect by performing, analysing and responding to music works/examples that create different effects. Students prepare and perform ensemble and/or solo musical works to build technical control, expression and develop a stylistic understanding on their chosen instrument/sound source. They arrange/compose/improvise short music exercises to demonstrate their understanding of how music is organised and the processes they have studied.

Assessment:

- Performances, including ensemble and group work.
- Folio and demonstration of technical exercises to prepare for performance.
- Listening, aural, theoretical, and analytical musicianship skills test.

Advice to Students:

This subject is intended for students with at least three years' experience learning an instrument. Knowledge of basic music theory is needed in order to understand the advanced concepts studied. Students considering undertaking this unit should be confident, independent, and self-managed learners. Students must undertake this subject in order to study VCE Music Units 3 & 4.

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</i>	<i>Music Studio</i>	<i>Music</i>	VCE Music Units 1 & 2	<i>VCE Music Units 3 & 4</i>
Option Two	<i>Try an Instrument</i>	<i>Music Studio</i>	<i>Music Band Performance</i>	<i>Music</i>	VCE Music Units 1 & 2	<i>VCE Music Units 3 & 4</i>
Acceleration Option			<i>Year 10 Music</i>	VCE Music Units 1 & 2	<i>VCE Music Units 3 & 4</i>	

**Please note these are sample options only.*

Teachers to see for advice regarding this subject: Mr Evangelista

PERFORMING & VISUAL ARTS

MUSIC INQUIRY UNITS 3 & 4

Subject Description:

Do you enjoy writing your own music and performing? This subject is recommended to student musicians with a creative outlook and inquiring mind. Students perform, compose/arrange and investigate music through music making. They perform and compose/arrange music to demonstrate musical influences of an existing style and/or performer in relation to their own works and the works of others. Students build their aural skills, analyse music works and/or styles, and explore influences on other music makers and their own works.

Unit 3: Influence in Music

In this unit, students make and respond to music to focus on connections between music created in different times and/or places and the influence/s of one on the other. Music making involves performing, creating, and responding. Students compose, arrange, interpret, reimagine, improvise, recreate, perform and critique music. Students perform music, create/arrange short music works, develop aural skills, and analyse a music work and/or style.

Unit 4: Project

This unit focuses on deepening student's understanding of the influences of music. Students perform music, create/arrange short music works, develop aural skills, analyse music works and/or styles, as well as build on their understanding of how the treatment. Students choose their Area of Investigation which may be a style, performer, creator, or musical genre. They analyse at least two works from their chosen area, perform works from their chosen area on their chosen instrument, and continue to respond to various types of music.

Assessment:

- Performance of a musical work on a chosen instrument.
- Written explanation of influences.
- Composition of a creation or arrangement with appropriate notations.
- Written analysis of the influence of one musical work on another.
- Written description, discussion, and comparison of three music excerpts.
- Investigation proposal

Advice to Students:

This subject is intended for students with at least four years' experience learning an instrument. Knowledge of basic music theory is needed in order to understand the advanced concepts studied. It is **highly recommended** that students undertake VCE Music Units 1&2 prior to this subject.

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</i>	<i>Music Studio</i>	<i>Music</i>	VCE Music Units 1 & 2	<i>VCE Music Units 3 & 4</i>
Option Two	<i>Try an Instrument</i>	<i>Music Studio</i>	<i>Music Band Performance</i>	<i>Music</i>	VCE Music Units 1 & 2	<i>VCE Music Units 3 & 4</i>
Acceleration Option			<i>Year 10 Music</i>	VCE Music Units 1 & 2	<i>VCE Music Units 3 & 4</i>	

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Mr Evangelista

PERFORMING & VISUAL ARTS

ART MAKING AND EXHIBITING UNITS 1 & 2 (STUDIO ARTS)

Subject Description:

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited. It provides students with opportunities to recognise their individual potential as practising and exhibiting artists, encourages self-expression and creativity and a sense of individual identity.

Unit 1: Explore, Expand, and Investigate

In this unit, students explore materials, techniques, and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties, and application of materials used in art making. Students also explore the historical development of specific art forms. Students explore the ways artists use materials, techniques, and processes. They document their exploration and experimentation in both visual and written form in a Visual Arts journal.

Unit 2: Understand, Develop, and Resolve

In Unit 2, students research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning. They examine how art elements and art principles can be combined to convey emotions and expression in their own and others' artworks. Students respond to a set theme and develop their own ideas and consolidate these ideas to plan and make finished artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

Assessment:

- **Unit 1:** Visual Arts journal + Finished artworks + Information for an exhibition
- **Unit 2:** Thematic exhibition + Experimental artworks and documentation + Finished artworks

Advice to Students:

It is strongly recommended that students undertake this subject in order to study VCE Art Making and Exhibiting Units 3 & 4. Students considering undertaking this 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>Art</i>	<i>Drawing & Painting</i>	<i>Photography</i>	<i>Year 10 Art Making & Exhibiting</i>	VCE Art Making & Exhibiting Units 1 & 2	<i>VCE Art Making & Exhibiting Units 3 & 4</i>
Option Two	<i>Art</i>	<i>Sculpting with Multi Materials</i>	<i>Comics & Graphic Novels</i>	<i>Year 10 Street Art</i>	VCE Art Making & Exhibiting Units 1 & 2	<i>VCE Art Making & Exhibiting Units 3 & 4</i>
Acceleration Option			<i>Year 10 Art Making & Exhibiting OR Year 10 Street Art</i>	VCE Art Making & Exhibiting Units 1 & 2	<i>VCE Art Making & Exhibiting Units 3 & 4</i>	

**Please note these are sample options only*

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

PERFORMING & VISUAL ARTS

ART MAKING AND EXHIBITING UNITS 3 & 4 (STUDIO ARTS)

Subject Description:

In VCE Art Making and Exhibiting Units 3 & 4, students explore and master methods used to make artworks and grow in understanding of how artworks are presented and exhibited. This subject provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity, and provides the opportunity to exhibit completed artwork at the end of the creative process.

Unit 3: Collect, Extend, and Connect

In this unit, students are actively engaged in art making using materials, techniques, and processes. They explore contexts, subject matter, and ideas to develop artworks in imaginative and creative ways. They investigate how artists use visual language to represent ideas and meaning in artworks. Students use their Visual Arts journal to document their exploration of and experimentation with materials, techniques, and processes and to record inspiration and ideas. Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space.

Unit 4: Consolidate, Present, and Conserve

In Unit 4, students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities, and style. Students continue to engage with exhibitions.

Assessment:

- Units 3 and 4 School Assessed Task 60% (folio) – internally assessed
- Units 3 and 4 School Assessed Coursework 10% (theory tasks) – internally assessed
- End of Year Examination 30% - externally assessed

Advice to Students:

Art Making and Exhibiting gives students the opportunity to investigate and experience the role of artists in the studio and other art contexts. Students are encouraged to recognise their individual potential as artists and develop their understanding and ability in art making and exhibiting in a range of media and contexts.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Art</i>	<i>Drawing & Painting</i>	<i>Photography</i>	<i>Year 10 Art Making & Exhibiting</i>	<i>VCE Art Making & Exhibiting Units 1 & 2</i>	<i>VCE Art Making & Exhibiting Units 3 & 4</i>
Option Two	<i>Art</i>	<i>Sculpting with Multi Materials</i>	<i>Comics & Graphic Novels</i>	<i>Year 10 Street Art</i>	<i>VCE Art Making & Exhibiting Units 1 & 2</i>	<i>VCE Art Making & Exhibiting Units 3 & 4</i>
Acceleration Option			<i>Year 10 Art Making & Exhibiting OR Year 10 Street Art</i>	<i>VCE Art Making & Exhibiting Units 1 & 2</i>	<i>VCE Art Making & Exhibiting Units 3 & 4</i>	

**Please note these are sample options only.*

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

PERFORMING & VISUAL ARTS

VISUAL COMMUNICATION DESIGN UNITS 1 & 2

Subject Description:

Do you enjoy designing and do you have a creative mind? This subject is recommended to anyone with artistic flair and an edge for design. You will use industry standard Software (Adobe Creative Cloud) to create and produce high quality visual communications across the fields of design practice: Messages, Objects, Environments, and Interactive Experiences.

Unit 1: Finding, Reframing, and Resolving Design Problems

This unit focuses on introducing students to the practices and processes used by designers to identify, reframe, and resolve human-centred problems. Students will work individually and collaboratively on a series of design tasks where they will develop an understanding of how designs can improve life and living for people, communities, and societies and how design has changed over time. Students will learn the design process and modes of divergent and convergent thinking as well as focusing on the design fields of messages and objects. Students will learn design language and how to use media, materials, and methods as they explore brand strategy, product development, and promoting sustainable practices.

Unit 2: Design Contexts and Connections

In this unit, students will use the design process as they work on practical tasks from the environmental design and interactive experiences fields. Students will explore the use of media, materials, and manual and digital methods, as well as the design elements and principles. Students will explore the influence of historical movements and cultural traditions as sources of inspiration. There is a focus on Indigenous design with a particular focus on Aboriginal and Torre Strait Islander design traditions and practices. Students will learn about how issues of ownership and intellectual property impact the work of designers across contexts and specialist fields.

Assessment:

- School Assessed Coursework – written analysis / short answer questions
- School Assessed Task – Folio – including working through the VCD design process

Advice to Students:

Students **must** undertake this subject in order to study VCE Visual Communication and Design Units 3 & 4.

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>Year 10 Visual Communication Design</i>	VCE Visual Communication Design Units 1 & 2	<i>VCE Visual Communication Design Units 3 & 4</i>
Option Two	<i>Logo Making</i>	<i>Graphic Design</i>	<i>3D Drawing</i>	<i>Year 10 Visual Communication Design</i>	VCE Visual Communication Design Units 1 & 2	<i>VCE Visual Communication Design Units 3 & 4</i>
Acceleration Option	<i>Logo Making</i>	<i>Architecture or 3D Drawing</i>	<i>Year 10 Visual Communication Design</i>	VCE Visual Communication Design Units 1 & 2	<i>VCE Visual Communication Design Units 3 & 4</i>	

**Please note these are sample options only.*

Teachers to see for advice regarding this subject: Ms Caroline Grove

PERFORMING & VISUAL ARTS

VISUAL COMMUNICATION DESIGN UNITS 3 & 4

Subject Description:

Do you enjoy designing and do you have a creative mind? It is recommended to anyone with artistic flair and an edge for design. You will be using industry standard Software (Adobe Creative Cloud) learning how to create and produce high quality visual communications from each of the fields of design practice: Messages, Objects, Environments, and Interactive Experiences.

Unit 3: Visual Communication in Design Practice

In this unit, students explore and experience the ways designers work, while analysing what they design. Students learn the processes used to design messages, objects, environments, and/or interactive experiences. Students will understand the relationships between designers, clients, and other specialists. Students develop practical skills in visual communication practices, and they learn to analyse visual communications, providing the foundation for their own investigation of the VCD design process. Students will explore the Discover, Define, and Develop phases of the VCD design process.

Unit 4: Delivering Design Solutions

This unit explores the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Students apply an iterative cycle to rework ideas, revisit research, and review design criteria defined in their brief. They use a range of media, materials, and manual and digital methods in conjunction with design elements and principles to explore and test concepts using models, mock-ups, or low-fidelity prototypes.

Assessment:

- Unit 3 – AoS 1 and 2 - School assessed coursework: 20%
- Unit 3 AoS 1 and Unit 4 AoS 1 and 2 - School Assessed Task – Folio – including working through the design process twice - 50%
- End of Year Exam: 30%

Advice to Students:

Students must successfully complete VCE Visual Communication and Design Units 1 & 2 prior to undertaking this subject.

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>Year 10 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>Year 10 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>Logo Making</i>		<i>Year 10 Visual Communication Design</i>	<i>VCE Visual Communication Design Units 1 & 2</i>	<i>VCE Visual Communication Design Units 3 & 4</i>	

*Please note these are sample options only.

Teachers to see for advice regarding this subject: Ms Caroline Gr

ENGLISH & EAL

VCE ENGLISH/EAL UNITS 1 & 2

VCE English and English as an Additional Language (EAL) focuses on the how English language is used to create meaning in print and digital texts of varying complexity. By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic, and multicultural world productively and positively. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

Unit 1:

In Area of Study 1, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. In Area of Study 2, students engage with and develop an understanding of effective and cohesive writing. They apply, extend, and challenge their understanding and use of imaginative, persuasive, and informative text through a growing awareness of situated contexts, stated purposes and audience.

Unit 2:

In Area of Study 1 for unit 2, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. In Area of Study 2 for Unit 2, students consider the way arguments are developed and delivered in many forms of media. They closely examine the language and the visuals employed by the author and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

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 to meet the requirements of VCE. VCE English Units 1 & 2 can be studied as an alternative to VCE VM Literacy.

To gain entry into many university courses, VCE English students must achieve a minimum study score of 25 and VCE 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	<i>Core English/EAL</i>	<i>Core English/EAL</i>	<i>Core English/EAL</i>	<i>Core English/EAL</i>	VCE English/EAL Units 1 & 2	<i>VCE English/EAL Units 3 & 4</i>
Option Two	<i>Core English/EAL</i>	<i>Core English/EAL</i>	<i>Core English/EAL</i>	<i>Core English/EAL</i>	VCE English/EAL Units 1 & 2 AND <i>Foundation English/ Bridging EAL</i>	<i>Year 12 VCE VM Literacy</i>

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

ENGLISH & EAL

VCE ENGLISH/EAL UNITS 3 & 4

Subject Description:

VCE English and English as an Additional Language (EAL) focuses on the how English language is used to create meaning in print and digital texts of varying complexity. By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic, and multicultural world productively and positively. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

Unit 3:

In Area of Study 1, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. In Area of Study 2, students read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts.

Unit 4:

In Area of Study 1, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. In Area of Study 2, students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.

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 complete the VCE. . VCE English Units 1 & 2 can be studied as an alternative to VCE VM Literacy.

To gain entry into many university courses, VCE English students must achieve a minimum study score of 25 and VCE 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	<i>Core English/EAL</i>	<i>Core English/EAL</i>	<i>Core English/EAL</i>	<i>Core English/EAL</i>	<i>VCE English/EAL Units 1 & 2</i>	<i>VCE English/EAL Units 3 & 4</i>
Option Two	<i>Core English/EAL</i>	<i>Core English/EAL</i>	<i>Core English/EAL</i>	<i>Core English/EAL</i>	<i>VCE English/EAL Units 1 & 2 AND Foundation English/ Bridging EAL</i>	<i>Year 12 VCE VM Literacy</i>

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

ENGLISH & EAL

VCE LITERATURE UNITS 1 & 2

Subject Description:

The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and higher-order thinking to express and develop their critical and creative voices.

Unit 1:

In this unit students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. Students closely examine the literary forms, features, and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text.

Unit 2:

In this area of study students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts, and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation. Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation. Students acknowledge and reflect on a range of Australian views and values (including their own) through a text(s). Within that exploration, students consider stories about the Australian landscape and culture.

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. Suitable tasks for assessment in this unit may be selected from the following among many others:

Advice to Students:

This subject is taken in addition to the VCE English Units 1 & 2.

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>	<i>Core English/EAL AND English Literature</i>	<i>VCE English/EAL Units 1 & 2 AND VCE Literature Units 1 & 2</i>	<i>VCE English/EAL Units 3 & 4 AND VCE Literature Units 3 & 4</i>

Teachers to see for advice regarding this subject: Mr Shinkfield, Ms Soo, and Ms Kiran

ENGLISH & EAL

VCE LITERATURE UNITS 3 & 4

Subject Description:

The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and higher order thinking to express and develop their critical and creative voices.

Unit 3:

In area of study 1, students focus on how the form of a text contributes to its meaning and explore the form by constructing a close analysis. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. In area of study 2, students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text. Students first develop their own interpretations of a set text, then they explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views. Informed by the supplementary reading, students develop a second interpretation of the same text, reflecting an enhanced appreciation and understanding of the text which they then apply to key moments from the text.

Unit 4:

In area of study 1, students focus on the imaginative techniques used for creating and recreating a literary work. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. In area of study 2, students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text.

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. Suitable tasks for assessment in this unit may be selected from the following:

Advice to Students:

This subject is taken in addition to the VCE English Units 3 & 4.

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>	<i>Core English/EAL and English Literature</i>	<i>VCE English/EAL Units 1 & 2 and VCE Literature Units 1 & 2</i>	<i>VCE English/EAL Units 3 & 4 and VCE Literature Units 3 & 4</i>

Teachers to see for advice regarding this subject: Mr Shinkfield, Ms Soo, and Ms Kiran

ENGLISH & EAL

VCE ENGLISH LANGUAGE UNITS 1 & 2

Subject Description:

VCE English Language Units 1 and 2 give students the power to analyse how language shapes our society, culture, values, and identity. Students will draw on the study of linguistics to understand and analyse language use, variation, and change. By doing so, students develop fresh insights into their own language choices, the values and assumptions constructed when considering the language use of others, and the power of language to control, shape and disrupt our lives. Studying English Language enables students to construct and reveal identities, to build and interrogate attitudes and assumptions, and to create and disrupt social cohesion.

Unit 1:

In Area of Study 1, students focus on the nature and functions of language. They explore how our language choices are always shaped by the situation in which they occur. On completion of this unit, students will be able to identify and describe primary aspects of the nature and functions of human language.

In Area of Study 2, students study how children acquire their first language and the differences between first language and multilanguage acquisition. They consider the differences in learning a language between children brought up multilingual and those who learn additional languages in adulthood.

Unit 2:

In Area of Study 1, students examine factors that have influenced the change and spread of the English language. They consider the cultural repercussions of the spread of English.

In Area of Study 2, students consider the effects of English by learning about the development and decline of other languages as a result of English contact. Students explore the ways English is used to express our identity and culture.

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. Some of the assessments are:

- Case studies, analytical commentary, short-answer questions.
- School Assessed Coursework – short-answer questions (Unit 1); case study (Unit 2).

Advice to Students:

This subject is taken in addition to the VCE English Units 1 & 2.

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>	<i>Core English/EAL</i> AND <i>Evolution of English Language</i>	<i>VCE English/EAL Units 1 & 2</i> AND VCE English Language Units 1 & 2	<i>VCE English/EAL Units 3 & 4</i> AND <i>VCE English Language Units 3 & 4</i>

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

ENGLISH & EAL

VCE ENGLISH LANGUAGE UNITS 3 & 4

Subject Description:

In English Language, students investigate the English language in contemporary Australian society. They consider language as a means of interaction and explore how language exposes ideas, attitudes, ideologies, and prejudices. Students focus on the role of language in establishing and challenging different identities. They explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us. Students explore how language can distinguish between 'us' and 'them', creating solidarity and reinforcing social distance.

Unit 3:

In Area of Study 1, students consider speakers and writers vary the style of their language to suit particular purposes. Using appropriate metalanguage, students identify the function and analyse the features of informal language in written, spoken, and electronic interactions.

In Area of Study 2, similarly, students identify the function and analyse the features of formal language in written, spoken, and electronic interactions. They explore how language can be used to clarify, manipulate, and obfuscate, particularly in public/ government language.

Unit 4:

In Area of Study 1, students examine the range of language varieties that exist in contemporary Australian society and the role of those varieties in contributing to an increasingly contested national identity. Students will be able to identify, describe and analyse varieties of English in Australian society using appropriate metalanguage.

In Area of Study 2, students focus on the role of language in reflecting, imposing, negotiating, and conveying individual and group identities. They examine how language users construct their identities through subconscious and conscious language variation.

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.

Unit 3: School-assessed coursework (25% of final grade): investigative report, short answer questions

Unit 4: School-assessed coursework (25% of final grade): a folio of annotated texts, an analytical commentary

External Assessment: end of year exam (50% of final study score).

Advice to Students:

This subject is taken in addition to the VCE English Units 3 & 4.

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>	<i>Core English/EAL AND Evolution of English Language</i>	<i>VCE English/EAL Units 1 & 2 AND VCE English Language Units 1 & 2</i>	<i>VCE English/EAL Units 3 & 4 AND VCE English Language Units 3 & 4</i>

Teachers to see for advice regarding this subject: Mr Antill, Ms Soo, Ms Kiran, & Ms Larcombe

ENGLISH & EAL

FOUNDATION ENGLISH UNITS 1 & 2

Subject Description:

The Foundation English study is designed for students who need additional time and assistance to strengthen and refine their literacy skills to support their study in VCE English. Students **must** be able to pass VCE English to be successful in achieving their VCE certificate, and to gain entry into many university courses, VCE English students must achieve a minimum study score of 25.

For students who may find some elements of English difficult, such as studying a text, or writing an essay, VCE Foundation English can support them in building their English knowledge and skills. Taking VCE Foundation English in Year 11 will assist students in understanding how to be successful in VCE English in Year 12. VCE Foundation English also supports students in building the literacy skills needed across a variety of VCE subjects.

Unit 1:

In Unit 1 of Foundation English, students focus on developing language and communication skills, primarily through the study of a variety of texts. They develop communication skills in order to listen, speak, read, and write effectively in academic, workplace, and social contexts. Several pieces of work are used to achieve each of the three outcomes. This allows for multiple opportunities to succeed and improve.

Unit 2:

Unit 2 of Foundation English surrounds thinking and learning through the English language. In this unit students develop a range of literacy skills and learning strategies. They extend the understandings and processes required to read and write effectively. Students employ learning strategies designed to enhance their achievement in and enjoyment of the English language. Several pieces of work are used to achieve each of the three outcomes. This allows for multiple opportunities to succeed and improve.

Assessment:

- Area of study one: Cover letter, informative writing, instructional writing, oral presentation, Socratic Seminar/class discussion, graphic representation, and tabulated summaries.
- Area of study two: Podcasts, analysis of multimedia text, narrative writing.

Advice to Students:

Students who have been advised to choose VCE Foundation English should undertake this subject in order to support their studies in VCE English. Core VCE English must be taken along with this subject.

It is highly recommended that students who are enrolled in Literacy Support in Year 11 and want to select a VCE pathway, undertake VCE Foundation English in Year 11.

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>	<i>Core English/EAL</i>	<i>VCE English Units 1 & 2 AND VCE Foundation English Units 1 & 2 (As per Course Counselling Recommendations)</i>	<i>VCE English Units 3 & 4</i>

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

ENGLISH & EAL

BRIDGING ENGLISH AS AN ADDITIONAL LANGUAGE (BEAL) UNITS 1 & 2

Subject Description:

Bridging English as an Additional Language (EAL) is an intensive and explicit study of the English language in a range of socio-cultural contexts and for a range of purposes, including further education, the workplace, and social situations. The study design draws on and strengthens the language skills and knowledge students have acquired, recognising their diverse educational backgrounds and English experiences. Students use a range of registers of spoken and written Standard Australian English. Oral and aural skills are emphasised, along with explicit, close study of linguistic features, structures and meaning in Standard Australian English, and in literary and non-literary texts.

Unit 1:

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

Unit 2:

In Unit Two, students read and produce texts created for self-expression, including those that communicate ideas, desires, goals, opinions, and experiences. They consider how authors use language to express themselves for different audiences and purposes. The students engage with and understand spoken, print, visual, and multimodal media texts, and develop understanding of how these texts reflect cultural contexts and seek to position audiences.

Assessment:

The student must demonstrate achievement of the set outcomes specified for a unit through formative and summative tasks to satisfactorily complete the unit.

Advice to Students:

Pre-requisite: Students who have been advised to choose Bridging EAL should undertake this subject in order to support their studies in VCE EAL or VCE VM/VPC Literacy. VCE EAL Unit 1 & 2 or VCEVM Literacy **must** be taken along with this subject.

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 EAL Units 1 & 2 AND Bridging EAL (As per Course Counselling Recommendation)	VCE EAL Units 3 & 4

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

HEALTH & PHYSICAL EDUCATION

HEALTH AND HUMAN DEVELOPMENT UNITS 1 & 2

Subject Description:

VCE Health and Human Development provides students with the opportunity to examine health and wellbeing and human development as always changing over time and being a different experience for each individual. Students explore the various factors and reasons for these changes and explain how they influence health and wellbeing. Students start to look outside of Australia and draw comparisons with the rest of the world regarding levels of health. Students develop the capacity to respond to health information, advertising, and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

Unit 1: Understanding Health and Wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people.

Unit 2: Managing Health and Development

This unit investigates transitions in health, wellbeing, and development across the lifespan. Students look at changes and expectations that are a part of the progression from youth to adulthood.

Assessment:

- Research project
- Structured questions
- Data analysis
- Case study questions

Advice to Students:

It is recommended that students have completed Pre-VCE Health, however it is not a pre-requisite.

Units 1 & 2 are not pre-requisites for Units 3 & 4 but are highly recommended.

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 & Physical Education</i>	<i>Healthy Body, Healthy Mind</i>	<i>Pre-VCE Health & Human Development</i>	VCE Health & Human Development Units 1 & 2	<i>VCE Health & Human Development Units 3 & 4</i>
Option Two	<i>Core Year 7 Health & Physical Education</i>	<i>Grow, Cook, Eat</i>	<i>Core Year 9 Health</i>	<i>Pre-VCE Health & Human Development</i>	VCE Health & Human Development Units 1 & 2	<i>VCE Health & Human Development Units 3 & 4</i>
Acceleration Option		<i>Healthy Body, Healthy Mind</i>	<i>Pre-VCE Health & Human Development</i>	VCE Health & Human Development Units 1 & 2	<i>VCE Health & Human Development Units 3 & 4</i>	

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Miss Newton or Miss Raynes

HEALTH & PHYSICAL EDUCATION

HEALTH AND HUMAN DEVELOPMENT UNITS 3 & 4

Subject Description:

VCE Health and Human Development provides students with the opportunity to examine health and wellbeing, and human development as always changing over time and being a different experience for each individual. Students start to look outside of Australia and draw comparisons with the rest of the world regarding levels of health. The health inequalities which exist that increase the gap between developed and developing countries are explored, combined with the various health resources each country has access to and how these plays a large role in each country's health status data: including health systems, level of poverty, trade industry, aid programs, and food security.

Unit 3: Australia's Health in a Globalised World

This unit looks at health, wellbeing, and illness as multidimensional, dynamic, and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right.

Unit 4: Health and Human Development in a Global Context

Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social, and economic conditions in which people live.

Assessment:

- Research project
- Structured questions
- Data analysis
- Case study questions

Advice to Students:

It is recommended that students have completed Pre-VCE Health, however it is not a pre-requisite. Units 1 & 2 are not a pre-requisite for Units 3 & 4 but are highly recommended.

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 & Physical Education</i>	<i>Healthy Body, Healthy Mind</i>	<i>Pre-VCE Health & Human Development Units 1 & 2</i>	<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>Creative Cooking</i>	<i>Core Year 9 Health</i>	<i>Pre-VCE Health</i>	<i>VCE Health & Human Development Units 1 & 2</i>	<i>VCE Health & Human Development Units 3 & 4</i>
Acceleration Option			<i>Pre-VCE Health & Human Development Units 1 & 2</i>	<i>VCE Health & Human Development Units 1 & 2</i>	<i>VCE Health & Human Development Units 3 & 4</i>	

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Miss Newton or Miss Raynes

HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION UNITS 1 & 2

Subject Description:

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

Unit 1: The Human Body in Motion

Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. They explore the relationships between the body systems and physical activity, and how the systems adapt and adjust to the demands of the activity.

Unit 2: Physical Activity, Sport, and Society

This unit develops students' understanding of physical activity, sport, and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Assessment:

- Structured questions
- Case Study questions
- Data analysis
- Written plan and reflective folio
- Oral presentation and written report

Advice to Students:

It is recommended that students have completed Pre-VCE Physical Education, however it is not a pre-requisite. Students who have not completed Pre-VCE Physical Education can also select this subject. Units 1 & 2 are not a pre-requisite for Units 3 & 4 but are highly recommended.

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>Team Sports</i>	<i>Personal Training</i>	<i>Pre-VCE Physical Education</i>	VCE Physical Education Units 1 & 2	<i>VCE Physical Education Units 3 & 4</i>
Option Two	<i>Creative Cooking</i>	<i>Healthy Body, Healthy Mind</i>	<i>Basketball OR Soccer</i>	<i>Pre-VCE Physical Education</i>	VCE Physical Education Units 1 & 2	<i>VCE Physical Education Units 3 & 4</i>
Acceleration Option			<i>Pre-VCE Physical Education</i>	VCE Physical Education Units 1 & 2	<i>VCE Physical Education Units 3 & 4</i>	

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Mr Cram or Mr Van Pelt

HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION UNITS 3 & 4

Subject Description:

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological, and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental, and sociocultural influences on performance and participation in physical activity. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity.

Unit 3: Movement Skills and Energy for Physical Activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport, and exercise. Students investigate the relative contribution and interplay of the three energy systems.

Unit 4: Training to Improve Performance

Students analyse movement skills from a physiological, psychological, and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club, and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply, and evaluate knowledge and understanding of training. Students consider the physiological, psychological, and sociological requirements of training to design and evaluate an effective training program.

Assessment:

- Structured and case study questions
- Data analysis
- Written plan and reflective folio
- Oral presentation and written report

Advice to Students:

It is recommended that students have completed Pre-VCE Physical Education, however it is not a pre-requisite. Students who have not completed Pre-VCE Physical Education can also select this subject. Units 1 & 2 are not a pre-requisite for Units 3 & 4 but are highly recommended.

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>Team Sports</i>	<i>Personal Training</i>	<i>Pre-VCE Physical Education</i>	<i>VCE Physical Education Units 1 & 2</i>	VCE Physical Education Units 3 & 4
Option Two	<i>Creative Cooking</i>	<i>Healthy Body, Healthy Mind</i>	<i>Food Studies</i>	<i>Pre-VCE Physical Education</i>	<i>VCE Physical Education Units 1 & 2</i>	VCE Physical Education Units 3 & 4
Acceleration Option			<i>Pre-VCE Physical Education</i>	<i>VCE Physical Education Units 1 & 2</i>	VCE Physical Education Units 3 & 4	

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Mr Knowles or Mr Van Pelt

HUMANITIES

ACCOUNTING UNITS 1 & 2

Subject Description:

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). Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners. In business decision-making, financial as well as ethical considerations (incorporating social and environmental aspects) should be taken into account.

Unit 1: Establishing and Operating a Service Business

In this unit, students will learn what is required to establish and operate a service business from an accounting viewpoint. What are the factors relevant to establishing a small business? What are the sources and processing of financial data? What is the cash basis of single-entry recording? What is the role of professionals such as Accountants in providing advice to achieve business success?

Unit 2: Accounting for a Trading Business

In this unit, students will learn about the accounting and financial operations of a sole proprietor trading business. This includes recording and reporting accounting data and information; the strategies required to achieve financial success; using the accrual method for determining profit; how to use commercial accounting software; and how to evaluate and improve the performance of a business.

Assessment:

- A folio of exercises
- Structured questions
- Case study (with an ICT focus)
- Exam

Advice to Students:

There are no prerequisites for undertaking this subject however, strengths in Math and organising information are desirable.

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

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Humanities</i>	<i>Like a Boss: Running Your Own Business</i>	<i>My Money</i>	<i>Excel 10 Accounting</i>	VCE Accounting Units 1 & 2	<i>VCE Accounting Units 3 & 4</i>
Acceleration Option		<i>My Money</i>	<i>Excel 10 Accounting</i>	VCE Accounting Units 1 & 2	<i>VCE Accounting Units 3 & 4</i>	

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Ms Thomas or Ms Naidoo

HUMANITIES

ACCOUNTING UNITS 3 & 4

Subject Description:

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). Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners. In business decision-making, financial as well as ethical considerations (incorporating social and environmental aspects) should be taken into account.

Unit 3: Financial Accounting for a Trading Business

This unit requires students to; understand the role of accounting as an information system; learn the double-entry system of recording financial data; prepare reports using the accrual basis of accounting; and use the first-in first-out Perpetual Method of stock recording.

Unit 4: Recording, Reporting, Budgeting, and Decision-Making

In this unit students examine; the sources and processing of financial data to reach financial outcomes for single-activity trading businesses; budgeting for cash, profit, and financial position; the profitability and liquidity of a small business; and the limitations of financial analysis.

Assessment:

- A folio of exercises
- Structured questions
- Case study (with an ICT focus)
- Exam

Advice to Students:

There are no prerequisites for undertaking this subject however, strengths in Maths and organising information would be desirable.

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

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Humanities</i>	<i>My Money</i>	<i>Like a Boss: Running a Business</i>		<i>VCE Accounting Units 1 & 2</i>	<i>VCE Accounting Units 3 & 4</i>
Acceleration Option				<i>VCE Accounting Units 1 & 2</i>	<i>VCE Accounting Units 3 & 4</i>	

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Ms Thomas or Ms Naidoo

HUMANITIES

BUSINESS MANAGEMENT UNITS 1 & 2

Subject Description:

VCE Business Management follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources. A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

Unit 1: Planning a Business

Students will learn how business ideas are created including through identification of gaps in the market, technological developments, and changing customer needs. Students will examine the features of the external business environment which act as pressures for business decisions and the internal business environment including legal business structures and staffing.

Unit 2: Establishing a Business

Students will focus on the legal requirements and financial considerations that must be taken into account when establishing a business, various strategies for marketing a business to establish a strong customer base and examine the staffing requirements that will meet the needs and objectives of a business.

Assessment:

- A case study analysis/media analysis
- A business research report
- Development of a business plan and/or feasibility study
- An interview and a report on contact with business
- A school-based, short-term business activity
- A business simulation exercise / survey and analysis
- An exam

Advice to Students:

Pre-VCE Business Management would be considered a prerequisite for undertaking this subject. Enhance subjects Like a Boss: Running Your Own Business and My Money are also highly recommended before taking this subject.

Students should have an interest in the study of business and a reasonable level of literacy.

Business Management can lead to further studies in Business-related courses and is highly recommended for those who wish to pursue a career in business or open their own business in the future.

HUMANITIES

BUSINESS MANAGEMENT UNITS 1 & 2

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Humanities</i>	<i>Like a Boss: Running Your Own Business</i>	<i>My Money</i>	<i>Business Management</i>	VCE Business Management Units 1 & 2	<i>VCE Business Management Units 3 & 4</i>
Acceleration Option			<i>Business Management</i>	VCE Business Management Units 1 & 2	<i>VCE Business Management Units 3 & 4</i>	

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Ms Dixit or Ms Qureshi

HUMANITIES

BUSINESS MANAGEMENT UNITS 3 & 4

Subject Description:

The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources. A range of management theories are considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

Unit 3: Managing a Business

Students will learn about the key characteristics of businesses and how to balance the conflicting interests of various stakeholders. Students consider various psychological theories to understand how to motivate employees and propose motivation strategies to case study scenarios. Finally, students will analyse the inputs, transformational processes, and outputs of different types of businesses.

Unit 4: Transforming a Business

Students will cover how a business must review its performance and then embrace the need for organisational change. Students consider various approaches to think about making major changes in an organisation and how to effectively implement these changes whilst considering the impact on various business stakeholders.

Assessment:

- A case study analysis/ media analysis
- a business research report
- Development of a business plan and/or feasibility study
- An interview and a report on contact with business
- A school-based, short-term business activity
- A business simulation exercise / survey and analysis
- An exam

Advice to Students:

Excel 10 Business Management would be considered a prerequisite for undertaking this subject. Enhance subjects Like a Boss and My Money are also highly recommended before taking this subject.

Students should have an interest in the study of business and a reasonable level of literacy.

Business Management can lead to further studies in Business-related courses and is highly recommended for those who wish to pursue a career in business or open their own business in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Humanities</i>	<i>My Money</i>	<i>Like a Boss: Running Your Own Business</i>	<i>Business Management</i>	<i>VCE Business Management Units 1 & 2</i>	<i>VCE Business Management Units 3 & 4</i>
Acceleration Option			<i>Business Management</i>	<i>VCE Business Management Units 1 & 2</i>	<i>VCE Business Management Units 3 & 4</i>	

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Ms Dixit or Ms Qureshi

HUMANITIES

GEOGRAPHY UNITS 1 & 2

Subject Description:

The study of Geography is a structured way of exploring, analysing, and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected? Students explore these questions through fieldwork and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity, the diversity and interactions of its environments, economies and cultures, and the processes that helped form and transform them.

Unit 1: Hazards and Disasters

Students will undertake an overview of hazards, such as natural disasters and diseases. Then students will investigate and compare two contrasting types of hazards and the possible responses to these hazards. Students will consider the choices available to government organisations and communities to take action in the face of hazards. Students will undertake fieldwork and produce a fieldwork report as a part of this unit.

Unit 2: Tourism

Students will investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change, and its impacts on people, places, and environments. The study of tourism at local, regional, and global scales emphasises the interconnection within and between places. Students will undertake fieldwork as a part of this unit.

Assessment:

- Structured question tests
- Fieldwork reports
- Analysis of geographic data
- Exam

Advice to Students:

A study of Enhance subjects in Geography is highly recommended before undertaking VCE Geography. Students should have a reasonable level of both literacy and numeracy capabilities, as Geography involves the analysis and discussion of various types of data.

VCE Geography can lead to a variety of different fields of study and career paths including Geology, Earth Science, and Environmental studies.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Travel the World</i>	<i>Disasters & Geology OR Sustainability & Community Involvement</i>	<i>Disasters & Geology</i>	<i>Geography</i>	VCE Geography Units 1 & 2	<i>VCE Geography Units 3 & 4</i>
Acceleration Option			<i>Geography</i>	VCE Geography Units 1 & 2	<i>VCE Geography Units 3 & 4</i>	

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Ms Riley

HUMANITIES

GEOGRAPHY UNITS 3 & 4

Subject Description:

The study of Geography is a structured way of exploring, analysing, and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected? Students explore these questions through fieldwork and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity, the diversity and interactions of its environments, economies and cultures, and the processes that helped form and transform them.

Unit 3: Changing the Land

This unit focuses on two investigations of geographical change: major processes that are changing land cover in many regions of the world and change to land use at a local scale. Students will undertake fieldwork and produce a fieldwork report as part of this unit.

Unit 4: Human Population: Trends and Issues

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

Assessment:

- Structured question tests
- Fieldwork reports
- Analysis of geographic data
- Exam

Advice to Students:

It is strongly recommended that students successfully complete VCE Geography Units 1 & 2 prior to undertaking this study.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Travel the World</i>	<i>Disasters & Geology</i> OR <i>Sustainability & Community Involvement</i>	<i>Disasters & Geology</i>	<i>Geography</i>	<i>VCE Geography Units 1 & 2</i>	VCE Geography Units 3 & 4
Acceleration Option			<i>Geography</i>	<i>VCE Geography Units 1 & 2</i>	VCE Geography Units 3 & 4	

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Ms Riley

HUMANITIES

HISTORY UNITS 1 & 2

Subject Description:

History involves inquiry into human action in the past, to make meaning of the past using primary sources as evidence. As historians ask new questions, revise interpretations, or discover new sources, fresh understandings come to light. Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of sources, and the capacity of historians to interpret those sources. VCE History reflects this range of inquiry by enabling students to engage with a range of times, people, places, and ideas.

Unit 1: Twentieth Century History 1918-1939

In Unit One, students explore the nature of political, social, and cultural change in the period between the World Wars. Students will explore the events, ideologies, and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. They will also study the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political, and economic changes of the period.

Unit 2: Twentieth Century History 1945-2000

In Unit One, students explore the nature and impact of the Cold War and challenges and changes to existing political, economic, and social arrangements in the second half of the Twentieth Century. Students will focus on the causes and consequences of the Cold War, the competing ideologies that underpinned events, the effects on people, groups, and nations, and the reasons for the end of this sustained period of ideological conflict. Students will also explore 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.

Assessment:

- Analysis of primary and secondary sources
- Essays
- Inquiry research assignments

Advice to Students:

A study of Enhance subjects in History is highly recommended before undertaking VCE History. Students should have a confident level of literacy as History involves the analysis and discussion of a wide variety of written information.

VCE History can lead to a variety of different fields of study and career paths including further research in History, Politics, and Sociology.

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>	<i>Myths & Legends</i>	<i>My History & Heritage</i>	VCE History Units 1 & 2	<i>VCE History Units 3 & 4</i>
Acceleration Option				VCE History Units 1 & 2	<i>VCE History Units 3 & 4</i>	

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Mr Shinkfield

HUMANITIES

HISTORY UNITS 3 & 4

Subject Description:

History involves inquiry into human action in the past, to make meaning of the past using primary sources as evidence. As historians ask new questions, revise interpretations, or discover new sources, fresh understandings come to light. Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of sources, and the capacity of historians to interpret those sources. VCE History reflects this range of inquiry by enabling students to engage with a range of times, people, places, and ideas.

Unit 3: Causes of Revolution

- The American Revolution (1754–4 July 1776)
- The Russian Revolution (1896–26 October 1917)

This unit focuses on the long-term causes and short-term triggers of revolution in America and Russia. Students evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals, and popular movements, and how these were directly or indirectly influenced by the political, social, economic, cultural, and environmental conditions of the time. Students will analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution.

Unit 4: Consequences of Revolution

- The American Revolution (4 July 1776–1789)
- The Russian Revolution (26 October 1917–1927)

In this unit students evaluate the extent to which the consequences of the revolution-maintained continuity and/or brought about change to society. Students will analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. They will also evaluate the success and outcomes of the new regime's responses to these challenges, and the extent to which the revolution resulted in dramatic and wide-reaching political, social, cultural, and economic change, progress, or decline.

Assessment:

- Analysis of primary and secondary sources
- Essays
- Inquiry research assignments

Advice to Students:

A study of Enhance subjects in History is highly recommended before undertaking VCE History. Students should have a confident level of literacy as History involves the analysis and discussion of a wide variety of written information.

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>	<i>Myths & Legends</i>	<i>History</i>	<i>VCE History Units 1 & 2</i>	VCE History Units 3 & 4
Acceleration Option			<i>History</i>	<i>VCE History Units 1 & 2</i>	VCE History Units 3&4	

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Mr Shinkfield

HUMANITIES

LEGAL STUDIES 1 & 2

Subject Description:

VCE Legal Studies examines the institutions and principles that are essential to Australia's legal system. Students develop an understanding of the rule of law, lawmakers, key legal institutions, rights protection in Australia, and the justice system. Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice systems and engage in an analysis of the extent to which our legal institutions are effective, and our justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness, equality, and access.

Unit 1: Criminal Law in Action

In this unit, students will examine the need for laws in society. Students investigate key features of criminal law and how it is enforced and adjudicated. Through real cases and issues, students will learn about crimes and explore rights and responsibilities under criminal law. Students will also learn about the role of parliament and the processes and procedures used by courts. You will also consider the effectiveness of the criminal justice system.

Unit 2: Issues in Civil Law

In this unit, students will examine the rights that are protected by civil law. Students investigate types of civil laws (such as negligence and defamation) and look at individual cases to develop an appreciation of how the law affects individuals. They will also consider how individuals can play a part in influencing change in the law by taking a case to court. In this unit, there is a focus on cases that have had a broad impact on the legal system and the rights of individuals.

Assessment:

May include a variety of activities including a folio of exercises, a structured question, test or exam, a classroom presentation, a role-play, a debate, or a report

Advice to Students:

Legal Studies would be considered a prerequisite for undertaking this subject and the Enhance subject Crime and Justice would also be highly recommended before taking this subject.

Students should have an interest in studying the law and a reasonable level of literacy due to the complexity of language required.

Legal Studies can lead to further studies in law and justice related courses and is highly recommended for those who wish to pursue a career in law or the justice system.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Humanities</i>	<i>Fight for Your Rights!</i>	<i>Crime & Justice</i>	<i>Legal Studies</i>	VCE Legal Studies Units 1 & 2	<i>VCE Legal Studies Units 3 & 4</i>
Acceleration Option			<i>Legal Studies</i>	VCE Legal Studies Units 1 & 2	<i>VCE Legal Studies Units 3 & 4</i>	

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Mr Qureshi, Ms Attard, Ms Ho or Mr Eldridge

HUMANITIES

LEGAL STUDIES UNITS 3 & 4

Subject Description:

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, lawmakers, key legal institutions, rights protection in Australia, and the justice system. Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice systems and engage in an analysis of the extent to which our legal institutions are effective, and our justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness; equality; and access.

Unit 3: Law Making

In this unit, students will develop an understanding of the institutions that determine our laws and their law-making powers and processes. Students learn to evaluate the effectiveness of law-making bodies such as parliament and the courts, and they will investigate the key features and operation of parliament and influences on law making. They will also consider Australia's most important court, the High Court, and the impact of its decisions.

Unit 4: Resolution and Justice

In this unit, students will examine the institutions that adjudicate criminal cases and civil disputes. They also look at alternatives to courts such as tribunals and the other methods used to resolve disputes. Students will investigate processes and procedures followed in courtrooms as well as pretrial and posttrial criminal and civil procedure. They will also develop an understanding of the adversary system of trial and the jury system.

Assessment:

May include a variety of activities including a folio of exercises, structured questions, test or exam, a classroom presentation, a role-play, a debate, or a report.

Advice to Students:

Legal Studies would be considered a prerequisite for undertaking this subject, and the Enhance subject Crime and Justice would also be highly recommended before taking this subject.

Students should have an interest in studying the law and a reasonable level of literacy due to the complexity of language required.

Legal Studies can lead to further studies in law and justice related courses and is highly recommended for those who wish to pursue a career in law or the justice system.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Humanities</i>	<i>Fight for Your Rights!</i>	<i>Crime & Justice</i>	<i>Excel 10 Legal Studies</i>	<i>VCE Legal Studies Units 1 & 2</i>	<i>VCE Legal Studies Units 3 & 4</i>
Acceleration Option			<i>Excel 10 Legal Studies</i>	<i>VCE Legal Studies Units 1 & 2</i>	<i>VCE Legal Studies Units 3 & 4</i>	

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Ms Attard, Ms Qureshi or Ms H

HUMANITIES

PHILOSOPHY UNITS 1 & 2

Subject Description:

Philosophy is a captivating discipline that invites students to critically examine fundamental questions about existence, knowledge, ethics, and the nature of reality. Through philosophical inquiry, students develop their critical thinking, analytical reasoning, and argumentation skills, enabling them to engage with complex concepts and grapple with profound philosophical dilemmas.

Unit 1: Introduction to Philosophy

In this unit, students will embark on a fascinating journey into the world of philosophy, exploring various branches such as metaphysics, epistemology, and ethics. They will delve into foundational philosophical questions, including the nature of reality, the limits of human knowledge, and the principles that guide ethical decision-making. Through engaging discussions and thought-provoking readings, students will develop their ability to analyze philosophical arguments, identify logical fallacies, and construct well-reasoned arguments of their own.

Unit 2: Ethical Reasoning and Philosophy of Mind

In Unit 2, students will delve deeper into the realm of ethics, examining different ethical theories and exploring the principles that underpin moral decision-making. They will analyze the complexities of ethical dilemmas and apply ethical frameworks to real-life scenarios. Additionally, students will explore the fascinating field of philosophy of mind, investigating questions related to consciousness, perception, the mind-body problem, and the nature of personal identity. Through engaging with these profound philosophical inquiries, students will sharpen their ability to think critically, evaluate arguments, and develop their own philosophical perspectives.

Assessment:

May include a variety of activities including a folio of exercises, structured questions, test or exam, a classroom presentation, a role-play, a debate, or a report.

Advice to Students:

Philosophy would be considered a prerequisite for undertaking this subject, and the Enhance subject Fight for your Rights would also be highly recommended before taking this subject.

Students should have an interest in studying the law and a reasonable level of literacy due to the complexity of language required.

Philosophy can lead to further studies in journalism and writing, business and consulting, law and justice related courses.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core Humanities</i>	<i>Fight for Your Rights!</i>	<i>Crime & Justice</i>	<i>Excel 10 Philosophy</i>	VCE Philosophy Units 1 & 2	<i>VCE Philosophy Units 3 & 4</i>
Acceleration Option			<i>Excel 10 Philosophy</i>	VCE Philosophy Units 1 & 2	<i>VCE Philosophy 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 Phelan

LANGUAGES

VCE Languages will not be offered at Hampton Park Secondary College for 2024. If you are interested in studying a language at VCE, please contact the Victorian School of Languages (VSL). The closest VSL centres are Hampton Park Secondary College, Dandenong High School and Berwick College for face-to-face classes. The VSL also offers distance education classes.

<https://www.vsl.vic.edu.au/>

Advice to Students:

Learning a language is an ongoing process. If you are considering undertaking VCE Languages, you should aim to study your Language for a minimum of 200 hours before moving into VCE Units 1 and 2.

VCE – Baccalaureate: Students who complete units 3 & 4 in any Language, complete Mathematical Methods or Specialist Mathematics, and who receive a study score of 33 in EAL or 30 in English or English Language or Literature will receive the VCE - Baccalaureate

Pre-requisites:

- It is highly recommended that students undertake languages to study Teaching/Linguistics/Literature/Law/Politics/Travel/International relations in the future.

Teachers to see for advice regarding this subject: Ms Ong

MATHEMATICS

VCE FOUNDATION MATHEMATICS UNITS 1 - 4

Subject Description:

In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work, and at study.

Units 1 & 2 focuses on providing students with the skills, applications, and opportunities to use Mathematics in many real-life contexts. Areas of study include 'Space, shape and design', 'Patterns and number', 'Data', and 'Measurement'.

Units 3 & 4 areas of study include 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'.

Assessment:

Students are required to demonstrate achievement of three outcomes. This will be done via investigations, projects, assignments, and the effective and appropriate use of technology.

For units 3 & 4, the School-assessed Coursework will contribute 60 per cent and the examination will contribute 40 per cent to the study score.

Advice to Students:

Foundation Mathematics provides for the continuing mathematical development of students entering VCE or VCE VM/VPC.

VCE VM/VPC students should be advised that upon completion of this subject they will receive two credits towards their VCE VM/VPC certificate.

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>	VCE Foundation Maths Units 1 & 2	VCE Foundation Maths Units 3 & 4
Option Two	<i>Core Maths</i>	<i>Core Maths</i>	<i>Maths for Life</i>	<i>Maths for Life</i>	VCE Foundation Maths Units 1 & 2	VCE Foundation Maths Units 3 & 4
Option Three	<i>Core Maths</i>	<i>Maths for Life</i>	<i>Maths for Life</i>	<i>VPC Foundation Numeracy</i>	VCE Foundation Maths Units 1 & 2	<i>VCE VM/VPC VM Numeracy</i>

**Please note these are sample options only*

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

MATHEMATICS

VCE GENERAL MATHEMATICS UNITS 1 & 2

Subject Description:

General Mathematics provides for different combinations of student interests and preparation for the study of VCE Mathematics at Units 3 and 4 level.

The areas of study for General Mathematics Unit 1 and Unit 2 are 'Data analysis, probability, and statistics, 'Algebra, number and structure', 'Functions, relations and graphs, 'Discrete mathematics', and 'Space and measurement.' In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, algebraic manipulation, equations, and graphs.

Assessment:

Assessment tasks include the following: SAC's, tests, summary or review notes, modelling tasks, problem-solving tasks, and performance on aspects of tasks completed using effective and appropriate technology.

Advice to Students:

- **Performance of greater than 50% on Year 10 Maths exam.**
- This subject is for students who are either considering attempting General Mathematics Units 3 & 4 or who require VCE units of General Mathematics at Units 1 & 2 level only.

Equipment required: Graphical Calculator – Casio Classpad

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>	VCE General Maths Units 1 & 2	<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</i>	VCE General Maths AND Maths Methods Units 1 & 2	<i>VCE General Maths AND Maths Methods Units 3 & 4</i>
Acceleration Option	<i>Core Maths</i>	<i>Year 9 Core Maths</i>	<i>Advanced Maths</i>	VCE General Maths Units 1 & 2 AND Algebra 101 & 102	<i>VCE Maths Methods AND General Maths AND/OR Specialist Maths Units 1 & 2</i>	<i>VCE Maths Methods AND/OR Specialist Maths Units 3 & 4</i>

**Please note these are sample options only*

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

MATHEMATICS

GENERAL MATHEMATICS UNITS 3 & 4

Subject Description:

General Mathematics Units 3 and 4 focus on real-life application of mathematics. Unit 3 comprises Data analysis and Recursion and financial modelling, and Unit 4 comprises Matrices and Networks and decision mathematics. Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics: 'Computation and practical arithmetic', 'Investigating and comparing data distributions', 'Investigating relationships between two numerical variables', 'Linear graphs and modelling', 'Linear relations and equations', and 'Number patterns and recursion'. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs.

Assessment:

Students complete a range of assessment tasks including application tasks and modelling or problem-solving. The two final exams for General Mathematics account for 66% of the final assessment. School- assessed coursework for Unit 3 will contribute 20% and for Unit 4 will contribute 14% to the study score for a total of 34%.

Advice to Students:

To complete this subject, you **need a score of greater than 60% on General Maths or 50% on Math Methods exam.**

Equipment required: Graphical Calculator – Casio Classpad

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>	VCE <i>General Maths Units 1 & 2</i>	VCE General Maths Units 3 & 4
Option Two	<i>Core Maths</i>	<i>Core Maths</i>	<i>Core Maths</i>	<i>Advanced Maths</i>	VCE <i>Maths Methods Units 1 & 2</i>	VCE General Maths AND Maths Methods Units 3 & 4
Acceleration Option	<i>Core Maths</i>	<i>Year 9 Core Maths</i>	<i>Advanced Maths</i>	VCE <i>General Maths Units 1 & 2 AND Algebra 101 & 102</i>	VCE Maths <i>Methods Units 1 & 2 AND General Maths Units 3 & 4 AND/OR Specialist Maths Units 1 & 2</i>	VCE <i>Maths Methods AND/OR Specialist Maths Units 3 & 4</i>

**Please note these are sample options only*

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

MATHEMATICS

MATHEMATICAL METHODS UNITS 1 - 4

Subject Description:

Mathematical Methods Units 1 and 2 provide an introductory study of functions, algebra, calculus, probability, and statistics and their applications in a variety of practical and theoretical contexts. This is designed as preparation for Mathematical Methods Units 3 and 4 and contains assumed knowledge and skills for these units.

Assessment:

- Units 1 & 2: Assessment tasks include the following: assignments, tests, summary or review notes, modelling tasks, problem-solving tasks, mathematical investigations, performance on aspects of tasks completed using effective and appropriate technology
- Units 3 & 4: Students complete a range of assessment tasks including application tasks and modelling or problem-solving
- The two VCAA End of Years Exams accounts for 66% of the final assessment
- School-Assessed Coursework contributes 34% to the total study score

Advice to Students:

A prerequisite is that students have **teacher recommendation and achieve higher than 70% on an entrance test**. Students should also aim to perform well on the end of Year 10 Maths exam, otherwise further course counselling will be necessary.

This subject is for students who are either considering undertaking Mathematical Methods Units 3 & 4 and or Specialist Maths 1 & 2.

Equipment required - Graphical Calculator – Casio Classpad

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>Advanced Maths</i>	VCE Maths Methods Units 1 & 2	VCE Maths Methods Units 3 & 4
Option Two	<i>Core Maths</i>	<i>Year 9 Core Maths</i>	<i>Advanced Maths AND Algebra 101</i>	<i>VCE General Maths Units 1 & 2 AND Algebra 102</i>	VCE Maths Methods AND General Maths AND/OR Specialist Maths Units 1 & 2	VCE Maths Methods AND/OR Specialist Maths Units 3 & 4
Option Three	<i>Core Maths</i>	<i>Core Maths</i>	<i>Core Maths</i>	<i>Core Maths AND Algebra 101 & 102</i>	VCE Maths Methods Units 1 & 2	VCE Maths Methods Units 3 & 4

**Please note these are sample options only*

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

MATHEMATICS

SPECIALIST MATHEMATICS UNITS 1 - 4

Subject Description:

Specialist Mathematics Units 1 & 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills, and processes related to mathematical structure, modelling, problem-solving, and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 & 2, the key knowledge and skills from Specialist Mathematics Units 1 & 2 topics 'Number systems and recursion' and 'Geometry in the plane and proof', and concurrent or previous study of Mathematical Methods Units 3 & 4.

Assessment:

- Two end of the year exams which account for 66% of the final assessment
- School-assessed coursework for Unit 3 will contribute 20% and for Unit 4 will contribute 14% to the study score. Students complete a range of assessment tasks including applications tasks, analysis tasks and topics tests

Advice to Students:

To be successful in this subject, students require a performance of **greater than 70% on Year 10 Maths exam** with teacher recommendation.

This subject is for students who are considering attempting both Mathematical Methods 3 & 4 and Specialist Mathematics 3 & 4 the following year. The subject is taken in conjunction with Mathematical Methods Units 1 & 2.

Equipment required: Graphical Calculator – Casio Classpad

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 Algebra 102</i>	<i>Advanced Maths AND Elite Algebra</i>	<i>VCE Math Methods AND/OR Specialist Maths Units 1 & 2</i>	<i>VCE Maths Methods AND/OR Specialist Maths Units 3 & 4</i>
Option Two	<i>Core Maths</i>	<i>Core Maths AND Geometry</i>	<i>Core Maths AND Algebra 101</i>	<i>Advanced Maths 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>Year 9 Core Maths</i>	<i>Advanced Maths AND Algebra 102</i>	<i>VCE General Maths AND Algebra 102</i>	<i>VCE Maths Methods AND General Maths AND/OR Specialist Maths Units 1 & 2</i>	<i>VCE Maths Methods AND/OR Specialist Maths Units 3 & 4</i>

*Please note these are sample options only

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

SCIENCE

Biology Units 1 & 2

Subject Description:

The study of Biology explores the diversity of life as it has evolved and changed over time and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and other sciences.

Unit 1: How do organisms regulate their functions?

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

Unit 2: How does inheritance impact on diversity?

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Assessments:

- Ongoing coursework, including engagement in practical work
- Topic tests
- Scientific poster
- Media/case study/data analysis
- Annotated logbook of practical activities

Advice to Students:

Pre-requisite: Students are strongly recommended to have completed Pre-VCE Biology and must have completed at least ONE semester of Science in the previous year.

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>Year 9 Science Inquiry</i>	<i>Environmental science</i>	VCE Biology Units 1 & 2	<i>VCE Biology Units 3 & 4</i>
Option Two	<i>Planet Earth</i>	<i>Fantastic Beasts</i>	<i>Medicine and Disease</i>	<i>Biology</i>	VCE Biology Units 1 & 2	<i>VCE Biology Units 3 & 4</i>
Acceleration Option		<i>Medicine and Disease</i>	<i>Biology</i>	VCE Biology Units 1 & 2	<i>VCE Biology Units 3 & 4</i>	

Teachers to see for advice regarding this subject: Ms. Peters & Ms. Chowdary

SCIENCE

BIOLOGY UNITS 3 & 4

Subject Description:

The study of Biology explores the diversity of life as it has evolved and changed over time and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences.

Unit 3: How cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

Unit 4: How does life change and respond to challenges?

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Assessment:

The student's level of achievement in Biology Units 3 and 4 will be determined by School-assessed Coursework (SACs) and/or School-assessed Tasks (SATs) as specified in the VCE study designs, and external assessment. Types of assessments could include:

- Ongoing coursework, including engagement in practical work
- Topic tests
- Scientific poster
- Media/case study/data analysis
- Annotated logbook of practical activities

Advice to Students

Pre-requisite: Students are strongly recommended to have completed Pre-VCE Biology and must have completed at least ONE semester of Science in the previous year.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Let's Experiment</i>	<i>Fantastic Beasts</i>	<i>Forensic Science</i>	<i>Biology</i>	<i>VCE Biology Units 1 & 2</i>	VCE Biology Units 3 & 4
Option Two	<i>Planet Earth</i>	<i>Year 8 Inquiry Science</i>	<i>Medicine and Disease</i>	<i>Biology</i>	<i>VCE Biology Units 1 & 2</i>	VCE Biology Units 3 & 4
Acceleration Option		<i>Medicine and Disease</i>	<i>Biology</i>	<i>VCE Biology Units 1 & 2</i>	VCE Biology Units 3 & 4	

Teachers to see for advice regarding this subject: Ms. Mraz & Ms. Marshall

SCIENCE

CHEMISTRY UNITS 1 & 2

Subject Description:

VCE Chemistry enables students to examine a range of chemical, biochemical, and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials. In VCE Chemistry, students develop a range of inquiry skills involving practical experimentation and research specific to the knowledge of the discipline, analytical skills including critical and creative thinking, and communication skills. Students use scientific skills, cognitive skills, and understanding to analyse contemporary chemistry-related issues and communicate their views from an informed position.

Unit 1: How Can the Diversity of Materials be Explained?

This unit explores the chemical and physical properties of a range of materials from metals to salts to polymers and nanomaterials. In Area of Study 1, students investigate the elements, their atomic structure, and their place in the periodic table. The study of metals and nanomaterials and the quantitative aspects of chemistry such as the mole. In Area of Study 2, students investigate and explain the properties of carbon lattices and molecular substances. They learn how to name organic compounds and how polymers are design. In Area of Study 3 (Research Investigation), students answer a specific question from a list of ten options.

Unit 2: What Makes Water Such a Unique Chemical?

Students investigate the importance of and the chemistry water. This includes bonding, pH, and calculations. In Area of Study 1, students explore the question of, how do substances interact with water? They explore the special properties (chemical and physical) of water and relate the properties to chemical bonding characteristics. In Area of Study 2, students explore the question of, how are substances in water measured and analysed? They will be able to measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases. In Area of Study 3 (Research Investigation), students will undertake a quantitative laboratory investigation on the properties of water.

Assessment:

- Ongoing school assessed coursework, including practical work
- Topic tests
- Research report

Advice to Students:

Students must undertake this subject in order to study Units 3 & 4 VCE Chemistry. Students considering undertaking this 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>Chemical Curiosity</i>	<i>Bright sparks</i>	<i>Chemistry</i>	VCE Chemistry Units 1 & 2	VCE Chemistry Units 3 & 4
Option Two	<i>Motion and Movement</i>	<i>Year 8 Core Inquiry Science</i>	<i>Chemical Curiosity</i>	<i>Chemistry</i>	VCE Chemistry Units 1 & 2	VCE Chemistry Units 3 & 4
Acceleration Option		<i>Chemical Curiosity</i>	<i>Chemistry</i>	VCE Chemistry Units 1 & 2	VCE Chemistry Units 3 & 4	

**Please note these are sample options only*

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

SCIENCE

CHEMISTRY UNITS 3 & 4

Subject Description:

VCE Chemistry enables students to examine a range of chemical, biochemical, and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

Unit 3 - How Can Chemical Processes be Designed to Optimise Efficiency?

This unit has a focus on investigating energy sources, production, and their efficiency. The unit also has a focus on industry and maximising the yield of the product.

Area of Study 1: What are the options for energy production?

Area of Study 2: Students investigate how to improve the yield from chemical industries. Students also investigate electrolytic cells including the application of Faraday's law.

Unit 4 - How are Organic Compounds Categorised, Analysed, and Used?

In this unit students study carbon chemistry and food chemistry.

Area of Study 1: Students study a wide range of organic compounds, their physical and chemical properties and reaction pathways. They investigate the structure of organic compounds through a range of instruments.

Area of Study 2: Students study the chemistry of foods and the way the body processes these foods. They also study how to determine the energy content of food.

Area of Study 3 (Research Investigation): The practical investigation can be chosen from food or energy.

Assessment:

- Ongoing coursework, including practical work
- Topic tests, data analysis
- Practical investigation

Advice to Students:

Students considering this subject must have satisfactorily completed Chemistry Units 1 and 2.

Chemistry is recommended for students with a broad interest in medical science, science, or environmental issues. It is highly recommended that students undertake this subject to study Science in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Let's Experiment</i>	<i>Chemical Curiosity</i>	<i>Year 9 inquiry science</i>	<i>Chemistry</i>	<i>VCE Chemistry Units 1 & 2</i>	<i>VCE Chemistry Units 3 & 4</i>
Option Two	<i>Motion and Movement</i>	<i>Year 8 Core Inquiry Science</i>	<i>Chemical Curiosity</i>	<i>Chemistry</i>	<i>VCE Chemistry Units 1 & 2</i>	<i>VCE Chemistry Units 3 & 4</i>
Acceleration Option		<i>Chemical Curiosity</i>	<i>Chemistry</i>	<i>VCE Chemistry Units 1 & 2</i>	<i>VCE Chemistry Units 3 & 4</i>	

**Please note these are sample options only*

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

SCIENCE

PHYSICS UNITS 1 & 2

Subject Description:

Physics is the science that attempts to describe how nature works. It is often considered the most fundamental of all the natural sciences and its theories attempt to describe the behaviour of the smallest building blocks of matter, light, the Universe, and everything in between.

Unit 1: What Ideas Explain the Physical World?

Unit One examines the thermodynamic principles related to heating processes, including concepts of temperature, energy, and work. In the second area of study, students investigate electricity and undertake practical investigations of circuit components. In the third area of study, students explore the nature of matter, and consider the origins of atoms, time, and space.

Unit 2: What do Experiments Reveal About the Physical World?

Unit Two examines key concepts of motion and optics. Students observe motion and explore the effects of balanced and unbalanced forces on motion. They analyse motion using concepts of energy, including energy transfers and transformations, and apply mathematical models during experimental investigations of motion. Students will also be required to apply the Scientific Method to design and conduct a practical investigation related to knowledge and skills developed in Units 1 and 2.

Units 1 and 2 can be done on their own, or continue onto Units 3 and 4, which are intended for students interested in pursuing Science, Technology, Engineering, and/or Mathematics (STEM) courses at University.

Assessment:

- Ongoing coursework
- Topic tests
- Practical investigations

Advice to Students:

It is recommended that students completing Physics are also completing VCE Maths, due to the level of mathematics included in this study and to aid with their overall understanding.

Pre-requisite: Students must undertake this subject in order to study VCE Physics Units 3 and 4.

There are no Acceleration Options for this subject.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Motion & Movement</i>	<i>Year 8 core inquiry science</i>	<i>Bright Sparks</i>	<i>Physics</i>	VCE Physics Units 1 & 2	<i>VCE Physics Units 3 & 4</i>
Option Two	<i>Let's Experiment</i>	<i>Bright sparks</i>	<i>Robotics: VEX V5 EDR</i>	<i>Physics</i>	VCE Physics Units 1 & 2	<i>VCE Physics Units 3 & 4</i>
Acceleration Options		<i>Bright Sparks</i>	<i>Physics</i>	VCE Physics Units 1 & 2	<i>VCE Physics Units 3 & 4</i>	

**Please note these are sample options only*

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

SCIENCE

PHYSICS UNITS 3 & 4

Subject Description:

Physics is the science that attempts to describe how nature works. It is often considered the most fundamental of all the natural sciences and its theories attempt to describe the behaviour of the smallest building blocks of matter, light, the Universe, and everything in between.

Unit 3 - How do Fields Explain Motion and Electricity?

In *Area of Study 1*, students examine the similarities and differences between three fields: Gravitational, electric, and magnetic. In *Area of Study 2*, students use empirical evidence and models of electric, magnetic, and electromagnetic effects to explain how electricity is produced and delivered to homes. They explore magnetic fields and the transformer as critical to the performance of electrical distribution systems. In *Area of Study 3*, students use Newton's laws of motion to analyse relative motion, circular motion, and projectile motion. Students compare Newton's and Einstein's explanations of motion and evaluate the circumstances in which they can be applied. They explore the relationships between force, energy, and mass.

Unit 4 - How can Two Contradictory Models Explain Both Light and Matter?

In *Area of Study 1*, students use evidence from experiments to explore wave concepts in a variety of applications. Students investigate the properties of mechanical waves and examine the evidence suggesting that light is a wave. In *Area of Study 2*, students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world: Light and matter. In *Area of Study 3*, a student-designed practical investigation related to waves, fields, or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4.

Assessment:

- Ongoing coursework, including practical work
- Topic tests, data analysis
- Practical investigation

Advice to Students:

Students considering this subject must have satisfactorily completed Physics Unit 1 and 2.

It is highly recommended that students undertake this subject to study Science, Engineering, or Aviation in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Motion & Movement</i>	<i>Year 8 core inquiry science</i>	<i>Bright Sparks</i>	<i>Physics</i>	<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>Robotics: VEX V5 EDR</i>	<i>Physics</i>	<i>VCE Physics Units 1 & 2</i>	<i>VCE Physics Units 3 & 4</i>
Acceleration Option		<i>Bright Sparks</i>	<i>Physics</i>	<i>VCE Physics Units 1 & 2</i>	<i>VCE Physics Units 3 & 4</i>	

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Ms Glenn

SCIENCE

PSYCHOLOGY UNITS 1 & 2

Subject Description:

VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological, and social factors that influence human thought, emotion, and behaviour.

Unit 1: How are Behaviour and Mental Processes Shaped?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence of brain damage on a person's psychological functioning.

Unit 2: How do External Factors Influence Behaviour and Mental Processes?

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values.

Students examine the contribution that research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

Assessment:

- Ongoing coursework
- Outcome tests
- Scientific investigations/student directed research investigation
- End of year examination

Advice to Students:

It is recommended that student's study either Neuroscience or Pre-VCE Psychology before studying Units 1 & 2 Psychology.

It is highly recommended that students undertake this subject to study Unit 3 & 4 Psychology

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Core Science	<i>Forensic Science</i>	<i>Neuroscience</i>	<i>Psychology</i>	VCE Psychology Units 1 & 2	<i>VCE Psychology Units 3 & 4</i>
Option Two	<i>Let's Experiment</i>	<i>Neuroscience</i>	<i>Medicine and Disease</i>	<i>Psychology</i>	VCE Psychology Units 1 & 2	<i>VCE Psychology Units 3 & 4</i>
Acceleration Option		<i>Neuroscience</i>	<i>Psychology</i>	VCE Psychology Unit 1 & 2	<i>VCE Psychology Units 3 & 4</i>	

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Ms. Kios and Ms. Dawson

SCIENCE

PHYCOLOGY UNITS 3 & 4

Subject Description:

VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological, and social factors that influence human thought, emotion, and behaviour.

Unit 3: How Does Experience Affect Behaviour and Mental Processes?

In this unit students investigate the contribution research has made to the understanding of the functioning of the nervous system and biological, psychological and social factors that influence learning and memory.

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process. Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory.

Unit 4: How is mental wellbeing supported and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They study the biological mechanisms that regulate sleep, the impact of changes to a person's sleep-wake cycle and sleep hygiene on psychological functioning. Students explore mental wellbeing as a multidimensional and holistic framework, including social and emotional wellbeing (SEWB). They explore mental wellbeing as a continuum and apply a biopsychosocial approach to understand specific phobias. They explore how mental wellbeing can be supported through biopsychosocial protective factors and cultural determinants.

Assessment:

- Ongoing coursework
- Five School Assessed Coursework (SAC) tasks which may include tests, a structured scientific poster, a student practical investigation, or an annotated folio
- End of year examination (60% of final mark)

Advice to Students:

Students considering this subject should have successfully completed Units 1 & 2 Psychology.

Students wanting to take up Unit 3 & 4 Psychology will be required to do a mini course in Research Methods.

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>Neuroscience</i>	<i>Psychology</i>	<i>VCE Psychology Units 1 & 2</i>	<i>VCE Psychology Units 3 & 4</i>
Option Two	<i>Let's Experiment</i>	<i>Neuroscience</i>	<i>Medicine and Disease</i>	<i>Psychology</i>	<i>VCE Psychology Units 1 & 2</i>	<i>VCE Psychology Units 3 & 4</i>
Acceleration Option		<i>Neuroscience</i>	<i>Psychology</i>	<i>VCE Psychology Unit 1 & 2</i>	<i>VCE Psychology Units 3 & 4</i>	

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Ms. Dawson

SCIENCE

ENVIRONMENTAL SCIENCE UNITS 1 & 2

Subject Description:

Environmental science is an interdisciplinary, investigative science that explores the interactions and interconnectedness between humans and their environments, and analyses the functions of both living and non-living elements that sustain Earth systems.

Unit 1: How are Earth's dynamic systems interconnected to support life?

In this unit students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.

Unit 2: What affects Earth's capacity to sustain life?

In this unit students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

Assessment:

- Ongoing coursework
- Five School Assessed Coursework (SAC) tasks which may include tests, a structured scientific poster, a student practical investigation, or an annotated folio

Advice to Students:

Students considering this subject should have successfully completed Environmental Science in year 10.

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>Disasters & Geology</i>	<i>Environmental Science</i>	VCE Environmental Science Units 1 & 2	VCE Environmental Science Units 3 & 4
Option Two	<i>Planet Earth</i>	<i>Medicine and disease</i>	<i>Fantastic Beasts</i>	<i>Environmental Science</i>	VCE Environmental Science Units 1 & 2	VCE Environmental Science Units 3 & 4
Acceleration Option		<i>Year 9 Inquiry Science</i>	<i>Environmental Science</i>	VCE Environmental Science Unit 1 & 2	VCE Environmental Science Units 3 & 4	

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Ms. Marshall

SCIENCE

ENVIRONMENTAL SCIENCE UNITS 3 & 4

Subject Description:

Environmental science is an interdisciplinary, investigative science that explores the interactions and interconnectedness between humans and their environments, and analyses the functions of both living and non-living elements that sustain Earth systems.

Unit 3: How can biodiversity and development be sustained?

In this unit students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyze the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species. Students use a selected environmental science case study with reference to sustainability principles and environmental management strategies to explore management from an Earth systems perspective, including impacts on the atmosphere, biosphere, hydrosphere and lithosphere.

Unit 4: How can climate change and the impacts of human energy use be managed?

In this unit students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use.

Assessment:

- Ongoing coursework
- Five School Assessed Coursework (SAC) tasks which may include tests, a structured scientific poster, a student practical investigation, or an annotated folio
- End of year examination (50% of final mark)

Advice to Students:

Students considering this subject should have successfully completed Environmental Science in year 10.

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>Disasters & Geology</i>	<i>Environmental Science</i>	<i>VCE Environmental Science Units 1 & 2</i>	<i>VCE Environmental Science Units 3 & 4</i>
Option Two	<i>Planet Earth</i>	<i>Medicine and Disease</i>	<i>Fantastic Beasts</i>	<i>Environmental Science</i>	<i>VCE Environmental Science Units 1 & 2</i>	<i>VCE Environmental Science Units 3 & 4</i>
Acceleration Option		<i>Year 9 Inquiry Science</i>	<i>Environmental Science</i>	<i>VCE Environmental Science Unit 1 & 2</i>	<i>VCE Environmental Science Units 3 & 4</i>	

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Ms. Marshall

DIGITAL & DESIGN TECHNOLOGIES

FOOD STUDIES UNITS 1 & 2

Subject Description:

Food Studies is all about building students' capacities for skills and knowledge in the kitchen and in the real world. Here students will be able to explore food as well as find pathways to health and wellbeing through the application of practical food skills. Students will explore food from a wide range of perspectives, study past and present patterns of eating, Australian and global food production systems, and physical and social roles of food in society.

Unit 1: Food Origins

This unit focuses on food from historical and cultural perspectives. Students will explore the origins and roles of food through time and across the world. Students will explore traditional hunting and gathering of food through to today's urban living and global trade of food. They will also investigate Australian Indigenous food prior to European settlement and how patterns have changed since, particularly through the influence of food production, processing and manufacturing industries, and immigration.

Unit 2: Food Makers

In this unit, students investigate food systems in contemporary Australia. Students will focus on food production industries and food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students use practical skills and knowledge to produce foods and consider a range of evaluations measure to compare their foods to commercial products.

Assessment:

- Practical assessment tasks
- Written assessment tasks

Advice to Students:

There are no prerequisites for undertaking this subject. But it is highly recommended that students have undertaken a selection of Food Studies subjects during Enhance.

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>	<i>Food Studies</i>	VCE Food Studies Units 1 & 2	VCE Food Studies Units 3 & 4
Option Two	<i>Innovate</i>	<i>Lights, Camera, Cook!</i>	<i>Grow, Cook, Eat</i>	<i>Food Studies</i>	VCE Food Studies Units 1 & 2	VCE Food Studies Units 3 & 4
Acceleration Option			<i>Food Studies</i>	VCE Food Studies Units 1 & 2	VCE Food Studies Units 3 & 4	

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Ms Blackmore & Ms Spoto

DIGITAL & DESIGN TECHNOLOGIES

FOOD STUDIES UNITS 3 & 4

Subject Description:

Food Studies at is all about building students' capacities for skills and knowledge in the kitchen and in the real world. Here students will be able to explore food as well as finding pathways to health and wellbeing through the application of practical food skills. Students will explore food from a wide range of perspectives, study past and present patterns of eating, Australian and global food production systems, and physical and social roles of food in society.

Unit 3: Food in Daily Life

This unit investigates the many roles and everyday influences of food. Students will explore the physiology of eating and appreciating food and the microbiology of digestion. Students will also investigate the functional properties of food and the changes that occur during cooking. They will explore food choices, how communities, families and individuals change their eating patterns over time, and how our food values and behaviours develop within social environments.

Unit 4: Food Issues, Challenges, and Futures

Students examine debates about global and Australian food systems. They will explore issues about the environment, ecology, ethics, farming practices, the development and application of technologies, the challenges of food security, food safety, food wastage, and the use of management of water and land. Students will investigate food knowledge, skills, and habits to empower consumers to make food choices. They will demonstrate their food production repertoire by reflecting on the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Assessment:

- Unit 3 School-assessed Coursework: 30%
- Unit 4 School-assessed Coursework: 30%
- End-of-year examination: 40%

Advice to Students:

Recommendation: It is highly recommended that students undertake this subject to have successfully completed Units 1 & 2 Food Studies.

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>	<i>Food Studies</i>	<i>VCE Food Studies Units 1 & 2</i>	VCE Food Studies Units 3 & 4
Option Two	<i>Let's Cook</i>	<i>Grow, Cook Eat</i>	<i>Global Bites</i>	<i>Food Studies</i>	<i>VCE Food Studies Units 1 & 2</i>	VCE Food Studies Units 3 & 4
Acceleration Option			<i>Food Studies</i>	<i>VCE Food Studies Unit 1 & 2</i>	VCE Food Studies Units 3 & 4	

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Ms Blackmore & Mr Spoto

DIGITAL & DESIGN TECHNOLOGIES

APPLIED COMPUTING UNITS 1 & 2

Subject Description:

VCE Computing focuses on the application of a problem-solving methodology and strategies and techniques for managing information systems in a range of contexts to create digital solutions that meet specific needs. VCE Computing is underpinned by four key concepts: Approaches to problem-solving, data and information, digital systems, and interactions and impact.

Unit 1: Applied Computing

In this unit, students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions. As an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet, and data visualisations solutions. Students select and use a programming language to create a working software solution. Students prepare, document, and monitor project plans, and engage in all stages of the problem-solving methodology.

Unit 2: Applied Computing

In this unit, students focus on developing innovative solutions to needs or opportunities that they have identified, and on proposing strategies for reducing security risks to data and information in a networked environment. Students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype, or a product. Students engage in all areas of the problem-solving methodology. As an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities, and risks to data and information. They propose strategies to protect the data accessed using a network.

Assessment:

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Advice to Students:

Recommendation: Students who undertake this subject must have essential knowledge of Microsoft Word, Microsoft Excel, data base, web design, and computer programming. *Pre-requisite:* Students must complete at least one of Web Design and Development or Computer game Design at Years 9 and Year 10. Students must undertake this subject in order to study Unit 3 and 4 Data Analytics OR Unit 3 and 4 Software Development.

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>Web Design & Development</i>	<i>Computer Programming</i>	VCE Applied Computing Unit 1 & 2	<i>VCE Data Analytics Unit 3 & 4</i>
Option Two	<i>Introduction to Robotics</i>	<i>Web Design & Development</i>	<i>Computer Programming</i>	<i>Computer Game Design</i>	VCE Applied Computing Unit 1 & 2	<i>VCE Data Analytics Unit 3 & 4</i>

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Ms Vu

DIGITAL & DESIGN TECHNOLOGIES

APPLIED COMPUTING UNITS 3 & 4

Subject Description:

VCE Computing focuses on the application of a problem-solving methodology and strategies and techniques for managing information systems in a range of contexts to create digital solutions that meet specific needs. It is underpinned by four concepts: approaches to problem-solving, data and information, digital systems and interactions and impact. An important component of the study is the opportunity for students to develop social capital, that is, the shared understanding in social networks that enable cooperation and a cooperative approach to problem-solving.

Unit 3: Data Analytics

In this unit students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet, and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design, and development stages of the problem-solving methodology. Students respond to teacher-provided solution requirements and designs. Students develop data visualisations and use appropriate software tools to present findings. Appropriate software tools include database, spreadsheet, and data visualisation software. Students propose a research question, prepare a project plan, collect, and analyse data, and design infographics or dynamic data visualisations.

Unit 4: Data Analytics

In this unit students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats. Students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into infographics or dynamic data visualisations, and evaluate the solutions and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). Students investigate security practices of an organisation. They examine the threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

Assessment:

- School-assessed Coursework for Unit 3 will contribute 10 per cent to the study score
- The School-assessed Task contributes 30 per cent to the study score
- School-assessed Coursework for Unit 4 will contribute 10 per cent to the study score
- End-of-year examination, which will contribute 50 per cent to the study score

Advice to Students:

Students must successfully complete Units 1 and 2 in order to study Unit 3 and 4 Data Analytics

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>Web Design & Development</i>	<i>Computer Programming</i>	<i>VCE Applied Computing Unit 1 & 2</i>	VCE Data Analytics Unit 3 & 4
Option Two	<i>Introduction to Robotics</i>	<i>Web Design & Development</i>	<i>Computer Programming</i>	<i>Computer Game Design</i>	<i>VCE Applied Computing Unit 1 & 2</i>	VCE Data Analytics Unit 3 & 4

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Ms Vu

DIGITAL & DESIGN TECHNOLOGIES

PRODUCT DESIGN AND TECHNOLOGY: TEXTILES/ FASHION 1 & 2

Subject Description:

In Product Design and Technology, students assume the role of a designer-maker. In adopting this role, they develop and apply knowledge of the design factors relevant to textile design. The knowledge and use of resources are integral to product design. These resources include a range of materials, tools, equipment, and machines needed to safely transform fabrics into clothes and other functional products.

Unit 1: Sustainable Product Redevelopment

Students are introduced to the product design process with an emphasis on materials and sustainability within the fashion and textile industry. Students will consider fashion and textile designers who use sustainable practices. Students will re-design a textile product using sustainable materials to improve aspects of the textile products aesthetics, functionality, or quality.

Unit 2: Collaborative Design

In this unit, students work individually and in teams to design and develop a product. It provides the students with the opportunity to work with others while taking responsibility for specific aspects of the design and production activities. On completion they should manage and use production processes to make a product and evaluate it individually or as a team member. This includes full scale prototypes of garments or fibre and fabric products.

Assessment:

- For this unit, students are required to demonstrate two outcomes. As a set, these outcomes encompass the areas of study in the unit

Advice to Students:

It is recommended for students who have a passion for textiles, craft, fashion and enjoy experimenting and manipulating objects to make them functional and aesthetically appealing.

Recommendation: It is highly recommended that students who wish to undertake this subject to have studied a Design Technology subject during Enhance.

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: Textiles/ Fashion</i>	<i>Pre-VCE Product Design and Technology</i>	VCE Product Design & Technology Units 1 & 2	<i>VCE Product Design & Technology Units 3 & 4</i>
Option Two	<i>Introduction to Robotics</i>	<i>Design Technology: Textiles/ Fashion</i>	<i>Design Technology: Jewellery</i>	<i>Engineering and Mechatronics</i>	VCE Product Design & Technology Units 1 & 2	<i>VCE Product Design & Technology Units 3 & 4</i>

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Mrs Long

DIGITAL & DESIGN TECHNOLOGIES

PRODUCT DESIGN AND TECHNOLOGY: TEXTILES/ FASHION UNITS 3 & 4

Subject Description:

In Product Design and Technology, students assume the role of a designer-maker. In adopting this role, they develop and apply knowledge of the design factors relevant to their textile design. The knowledge and use of resources are integral to product design. These resources include a range of materials and the tools, equipment, and machines needed to safely transform fabrics into clothes and other functional products.

Unit 3: Applying the Product Design process

This unit examines different settings and takes students through the product design process as they design for an end-user. In the initial stage of the product design process a design brief is prepared, outlining the context or situation around the design problem, and describing the needs and requirements in the form of constraints or considerations.

Unit 4: Product development, evaluation, and promotion

Students will apply a range of production skills in the area of textiles, including garment construction or fibre and fabrics to make the product designed in Unit 3.

Assessment:

- Students continue finalising their major projects with an emphasis on quality control and folio development. They undertake a detailed product evaluation of their SAT design and finalise their folios to a professional standard
- Students undertake detailed studies of commercially available products in preparation for the final exams
- Students complete a final exam based on knowledge gained in the design process and research in 3 & 4

Advice to Students:

This subject is recommended for students who have a passion for textiles, craft, fashion and enjoy experimenting and manipulating objects to make them functional and aesthetically appealing.

Recommendation: It is highly recommended that students who wish to undertake this subject to have studied a Design Technology subject during Enhance.

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: 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>Introduction to Robotics</i>	<i>Design Technology: Textiles/ Fashion</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>

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Mrs Long

DIGITAL & DESIGN TECHNOLOGIES

PRODUCT DESIGN & TECHNOLOGY: MIXED MATERIALS 1 & 2

Subject Description:

Product Design is a response to changing needs and to improve quality of life by designing creative, innovative, and sustainable products. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental, and cultural factors. These factors influence the aesthetics, form, and function of products. For VCE Product Design and Technology students assume the role of a designer-maker. In adopting this role, they develop and apply knowledge of the design factors relevant to their design situation.

Unit 1: Sustainable Product Redevelopment

In this unit, students focus on the processes, techniques, knowledge, and skills designers use to develop solutions to a problem. Students learn about the design skills necessary to improve or modify an existing design as well as use various production techniques to make a product. They will also be required to evaluate their design solution to the needs or requirements outlined in a design brief.

Unit 2: Collaborative Design

In this unit, students work individually and in teams to design and develop a product. It provides the students with the opportunity to work with others while taking responsibility for specific aspects of the design and production activities undertaken. On completion they should manage and use production processes to make a product and evaluate it individually or as a team member.

Assessment:

- For this unit, students are required to demonstrate two outcomes. As a set, these outcomes encompass the areas of study in the unit

Advice to Students:

It is recommended for students who have a passion for wood, metal or plastic and enjoy experimenting and manipulating objects to make them functional and aesthetically appealing.

Recommendation: It is highly recommended that students who wish to undertake this subject to have studied Design Technology subjects during Enhance.

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: Textiles/ Fashion</i>	<i>Pre-VCE Product Design and Technology</i>	VCE Product Design & Technology Units 1 & 2	<i>VCE Product Design & Technology Units 3 & 4</i>
Option Two	<i>Introduction to Robotics</i>	<i>Design Technology: Textiles/ Fashion</i>	<i>Design Technology: Jewellery</i>	<i>Pre-VCE Product Design and Technology</i>	VCE Product Design & Technology Units 1 & 2	<i>VCE Product Design & Technology Units 3 & 4</i>

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Mr Beveridge & Ms Long

DIGITAL & DESIGN TECHNOLOGIES

PRODUCT DESIGN & TECHNOLOGY: MIXED MATERIALS 3 & 4

Subject Description

Product Design is a response to changing needs and to improve quality of life by designing creative, innovative, and sustainable products. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental, and cultural factors. These factors influence the aesthetics, form, and function of products. For VCE Product Design and Technology students assume the role of a designer-maker. In adopting this role, they develop and apply knowledge of the design factors relevant to their design situation.

Unit 3: Applying the Product Design process

This unit examines different settings and takes students through the product design process as they design for an end-user. In the initial stage a design brief is prepared, outlining the context or situation around the design problem, and describing the needs and requirements in the form of constraints or considerations.

Unit 4: Product Development, Evaluation, and Promotion

This unit focuses on product analysis and comparison, product manufacture, and product evaluation. Students continue finalising their major projects with an emphasis on quality control and folio development. They undertake a detailed product evaluation of their SAT design and finalise their folios to a professional standard. They also undertake detailed studies of manufactured designed objects in preparation for the final exams.

Assessment:

- Units 3 and 4 School-assessed Coursework: 20%
- Units 3 and 4 School-assessed Task: 50%
- End-of-year examination: 30%
-

Advice to Students:

This subject is recommended for students who have a passion for wood, metal or plastic and enjoy experimenting and manipulating objects to make them functional and aesthetically appealing.

Recommendation: It is highly recommended that students who wish to undertake this subject to have studied Design Technology subjects during Enhance.

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>Engineering and Mechatronics</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: Textiles/ Fashion</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>

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Mr Beveridge & Ms Long

DIGITAL & DESIGN TECHNOLOGIES

SYSTEMS ENGINEERING UNITS 1 & 2

Subject Description:

VCE Systems Engineering involves the design, production, operation, evaluation, and iteration of integrated systems. Integral to VCE Systems Engineering is the identification and quantification of systems goals, the generation of system designs, trial and error, justified design trade-offs, selection, and implementation of the most appropriate design. Students test and evaluate how well the completed system meets the intended goals and reflect on the systems engineering process to create a satisfactory design outcome.

Unit 1: Mechanical Systems

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term 'mechanical systems' includes systems that utilise all forms of mechanical components and their linkages. The creation process draws heavily upon design and innovation processes. Students create an operational system using the systems engineering process. Students research and quantify how systems use or convert the energy supplied to them. Students are introduced to mechanical engineering principles including mechanical subsystems and devices, their motions, elementary applied physics, and related mathematical calculations that can be applied to define and explain their physical characteristics.

Unit 2: Electrotechnological Systems

In this unit students study fundamental electrotechnological (electrical/electronic circuitry including microelectronic circuitry) engineering principles. Using the systems engineering process, students create operational electrotechnological systems. Students study fundamental electrotechnological principles including applied electrical theory, standard representation of electronic components and devices, elementary applied physics in electrical circuits and mathematical processes that can be applied to define and explain the electrical characteristics of circuits.

Assessment:

- Construction projects
- Engineering logbook and student workbook
- Exam

Advice to Students:

Recommendation: It is highly recommended that students who wish to undertake this subject to have studied Design Technology or STEAM subjects during Enhance.

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>Engineering and Mechatronics</i>	<i>Pre-VCE Systems Engineering</i>	VCE Systems Engineering Units 1 & 2	<i>VCE Systems Engineering Units 3 & 4</i>
Option Two	<i>Innovate</i>	<i>Design to Innovate</i>	<i>Engineering and Mechatronics</i>	<i>Pre-VCE Systems Engineering</i>	VCE Systems Engineering Units 1 & 2	<i>VCE Systems Engineering Units 3 & 4</i>

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Mr Beveridge & Mr D'Auria

DIGITAL & DESIGN TECHNOLOGIES

SYSTEMS ENGINEERING UNITS 3 & 4

Subject Description:

VCE Systems Engineering involves the design, production, operation, evaluation, and iteration of integrated systems. Integral to VCE Systems Engineering is the identification and quantification of systems goals, the generation of system designs, trial and error, justified design trade-offs, selection, and implementation of the most appropriate design. Students test and evaluate how well the completed system meets the intended goals and reflect on the systems engineering process to create a satisfactory design outcome.

Unit 3: Integrated and controlled systems

In this unit students design and plan an operational, mechanical and electrotechnological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems. Students commence work on the creation of an integrated and controlled system using the systems engineering process. This production work has a strong emphasis on innovation, designing, producing, testing and evaluating and project management. Students develop their understanding of technological systems developed to capture and store renewable energy.

Unit 4: Systems Control

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

Assessment:

- Written reports
- Engineering folio
- End product

Advice to Students:

Recommendation: It is highly recommended that students who wish to undertake this subject to have studied Design Technology or STEAM subjects during Enhance.

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>Engineering and Mechatronics</i>	<i>Pre-VCE Systems Engineering</i>	<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>	<i>Engineering and Mechatronics</i>	<i>Pre-VCE Systems Engineering</i>	<i>VCE Systems Engineering Units 1 & 2</i>	<i>VCE Systems Engineering Units 3 & 4</i>

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Mr Beveridge & Mr D'Auria

VCE SUBJECTS

The following is a list of studies that will be offered at Hampton Park Secondary College in 2023. Refer to the relevant information about each study in the handbook, speak to the nominated staff listed in the subject description or view more detailed information at:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx>

PERFORMING & VISUAL ARTS
Dance
Drama
Media
Music
Art Making and Exhibiting
Visual Communication Design
ENGLISH
Vocational Major Literacy (Units 1 –4)
English (Units 1-4)
English as an Additional Language (EAL) (Units 1-4)
VCE Literature (Units 1-4)
English Language (Units 1-4)
Bridging English as an Additional Language (EAL) (Units 1&2)
Foundation English (Units 1&2)
HUMANITIES
Accounting
Business Management
Geography
History
Legal Studies
Philosophy
LANGUAGE
Not offered in 2024 – See VSL https://www.vsl.vic.edu.au/
MATHEMATICS
Numeracy Vocational Major
Foundation Mathematics (Units 1 - 4)
General Mathematics (Units 1 & 2)
General Mathematics (Units 3 & 4)
Mathematical Methods (Units 1 - 4)
Specialist Mathematics (Units 1 - 4)
PE & HEALTH
Health and Human Development
Physical Education
SCIENCE
Biology
Chemistry
Physics
Psychology
TECHNOLOGY
Food Studies
Applied Computing
Product Design and Technology: Fashion & Fabrics

VCE SUBJECTS

Product Design and Technology: Wood, Metal & Plastics
Systems Engineering

VCE SUBJECTS

NOTE:

Studies on offer in this handbook will run in 2024 only if sufficient numbers of students select them. Decisions about the subjects to be run in 2024 and individual student courses will be made after all students' subject selections are finalised during the Course Counselling process. These decisions can only be made once all information has been entered, therefore, it is imperative that students have thoroughly investigated their options and they are clear and decisive about the choices they have made. The organisation of the school in 2024, including the hiring of staff, is determined by these selections.

Other VCE studies may be available to study through Virtual School Victoria or Victorian School of Language. Please refer to the relevant information about Virtual School Victoria and Victorian School of Language in this Handbook to determine your eligibility.

VCE VM SUBJECTS

ENGLISH
Literacy Vocational Major
MATHEMATICS
Numeracy Vocational Major
PE & HEALTH
Personal Development Skills Vocational Major
HUMANITIES
Work Related Skills Vocational Major

VCE VM SUBJECTS

VCE VM LITERACY

Study Design:

Develop knowledge, skills and understanding relevant to reading, writing and oral communication in the social contexts of family, employment, further learning, and community.

Foundation Reading & Writing:

The purpose of this unit is to enable students to develop the knowledge, skills and attributes to read and write simple or short texts. Texts will deal mainly with personal and familiar topics but may include some unfamiliar aspects. 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.

Foundation Oral Communication:

At the end of this 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.

Intermediate Reading & Writing:

In this unit students develop the skills and knowledge to read and write a variety of texts. Students will use the writing process to produce texts that link several ideas or pieces of information. At the end of the units, students will have demonstrated that they can read, comprehend, and write a range of texts.

Intermediate Oral Communication:

In this unit students focus on the purposes of oral communication; developing an understanding of how language will vary with audience and purpose. At the end of the unit, students will be able to respond to spoken language including some unfamiliar materials within a variety of contexts.

Senior Reading & Writing:

The purpose of this unit is to enable students to develop the skills and knowledge to read and write complex texts. Students produce texts that incorporate a range of ideas, information, beliefs, or processes, and have control of the language devices appropriate to the type of text. In reading, the student identifies the views shaping the text and devices used to present that view and express an opinion on the effectiveness and content of the text. At the end of these units, students will be able to read, comprehend, and write a range of complex texts across a broad range of contexts.

Senior Oral Communication:

At the end of this unit students will be able to use and respond to spoken language with complex and abstract content across a broad range of contexts.

Assessment:

- Learning outcomes from each unit are assessed on multiple occasions throughout the year in a range of assessment tasks
- Successful completion of all learning outcomes is needed to be credited with each unit

Advice to Students:

Literacy is a compulsory strand within the VCE VM/VPC course, although BEAL, EAL and VCE English satisfy the Literacy requirement, they do not provide you with the necessary skills to complete Senior Literacy.

VCE VM SUBJECTS

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core English</i>	<i>Core English</i>	<i>Core English</i>	<i>Core English</i>	VCE VM Unit 1 & 2 Literacy	VCE VM Unit 3 & 4 Literacy
Option Two	<i>Core English</i>	<i>Core English</i>	<i>Core English</i>	<i>Core English</i>	VCE Unit 1 & 2 English or EAL <u>Add EAL or</u> BEAL	VCE Unit 3 & 4 English or EAL

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Ms Boyd & Ms Riley

VCE VM SUBJECTS

VCE VM NUMERACY

Study Design:

There are a variety of options when it comes to satisfying the VCE VM/VPC numeracy strand. **The table at the end of this Numeracy section shows the possible pathway options students can choose**, in conjunction with teacher recommendations.

Year 11:

Students choose between *VCE VM Numeracy Unit 1 & 2*.

OR

VCE Foundation Maths Units 1 & 2 (this is based on teacher recommendation and student results).

OR

VCE General Maths Units 1 & 2 (this is based on teacher recommendation and student results).

Year 12:

Students choose between *VCE VM Numeracy Unit 3 & 4* (this is based on teacher recommendation and student results).

OR

VCE Foundation Maths Units 3 & 4 (this is based on teacher recommendation and student results).

OR

VCE General Maths Units 3 & 4 (this is based on teacher recommendation and student results).

Please refer to subject descriptions in the VCE sections.

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

This unit is compulsory for students not completing VCE Maths to obtain numeracy units.

VCE Vocational Major Numeracy is designed around four complementary and essential components:

1. **Eight areas of study** (four in each unit) that name and describe a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

Unit 1 and Unit 3	Unit 2 and Unit 4
Area of Study 1: Number	Area of Study 5: Dimension and direction
Area of Study 2: Shape	Area of Study 6: Data
Area of Study 3: Quantity and measures	Area of Study 7: Uncertainty
Area of Study 4: Relationships	Area of Study 8: Systematics

2. **Outcome 1** is framed around working mathematically across six different **numeracy contexts**:

- a. Personal numeracy
- b. Civic numeracy
- c. Financial numeracy
- d. Health numeracy
- e. Vocational numeracy
- f. Recreational numeracy.

3. **Outcome 2** elaborates and describes a four-stage **problem-solving cycle** that underpins the capabilities required to solve a mathematical problem embedded in the real world.

VCE VM SUBJECTS

4. **Outcome 3** requires students to develop and use a technical **mathematical toolkit** as they undertake their numeracy activities and tasks. Students should be able to confidently use multiple mathematical tools, both analogue and digital/technological.

Assessments:

In each of the Numeracy Units students must demonstrate achievement in all the learning outcomes to be credited with the unit. Examples of assessments may include investigations, projects, Multimedia presentation, poster, report or portfolio.

Furthermore, 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:

There are a range of numeracy choices in the VCE VM program. Students are required to complete **two Units of Numeracy each year**. The combination of these Units will be determined by teacher recommendation, student choice and student ability.

Please see the table below for the possible pathway options students can choose, in conjunction with teacher recommendations.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Year 7 Core Maths</i>	<i>Year 8 Core Maths</i>	<i>Year 9 Core Maths</i>	<i>Year 10 Core Maths</i>	VCE General Maths Unit 1 and 2	VCE VM Numeracy Units 3 & 4
Option Two	<i>Year 7 Core Maths</i>	<i>Year 8 Core Maths</i>	<i>Year 9 Maths for Life</i>	<i>Year 10 Maths for life</i>	VCE VM Numeracy Units 1 & 2	VCE VM Numeracy Units 3 & 4
Option Three	<i>Year 7 Core Maths</i>	<i>Year 8 Core Maths</i>	<i>Year 9 Core Maths</i>	<i>Year 10 Maths for life</i>	VCE VM Numeracy Units 1 & 2	VCE Foundation Maths Unit 3 and 4

**Please note these are sample options only*

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

VCE VM SUBJECTS

PERSONAL DEVELOPMENT SKILLS (PDS) VM

Study Design:

The purpose of the Personal Development Skills is to take an active approach to personal development, self-realisation and citizenship. It focuses on health, wellbeing, community engagement and social sciences in which students work to understand their role as members of their community. PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

Personal Development Skills VM Unit 1 - Healthy Individuals:

This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. Students explore personal identity and use the findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing.

Personal Development Skills VM Unit 2 – Connecting with Community:

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. Students explore the meaning of community and the different types of communities at a local, national and global level. They will investigate the barriers and enablers to problem solving within the community, reflect on relationships between community issues, social cohesion and health and wellbeing. Students plan, implement and evaluate an active response to an individual's need for community support.

Personal Development Skills VM Unit 3 – Leadership and Teamwork:

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

Personal Development Skills VM Unit 4 – Community Project:

This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved. Students will engage in a process of planning, implementing and evaluating a response to a selected community issue. They will conduct research, analyse findings and make decisions on how to present work. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

Assessments:

- Students must demonstrate achievement in all the outcomes in each area of study to be credited with each unit
- Assessment tasks will occur with each outcome for students to demonstrate practical application of the outcome.

VCE VM SUBJECTS

Advice to Students:

PDS is a compulsory strand in VCE VM and can only be met through this subject. Students need to be able to work with others to be successful in PDS.

Please see the table below for the possible pathway options students can choose.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One			<i>Outdoor Education OR Sport & Recreation OR Mind Body Spirit</i>	<i>Leadership Skills AND/OR Sustainability & Community Involvement</i>	<i>PDS VCE VM Unit 1</i>	<i>PDS VCE VM Unit 3</i>
					<i>PDS VCE VM Unit 2</i>	<i>PDS VCE VM Unit 4</i>

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Ms Louden or Ms Kios.

VCE VM SUBJECTS

WORK RELATED SKILLS (WRS) VM

Study Design:

Work Related Skills VM Unit 1 – Careers and Learning for the Future:

In this area of study students will evaluate information relating to employment. They will consider the reliability and credibility of information sources and the scope of labour market information available, including skills shortages and industry growth areas, emerging industries and current and future trends. Students will apply strategies to improve planning and decision-making related to gaining employment. They will develop research skills and collate evidence and artefacts relating to their future employment prospects.

Work Related Skills VM Unit 2 – Workplace Skills and Capabilities:

In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

Work Related Skills VM Unit 3 - Industrial relations, workplace environment and practice

In this unit, students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

Work Related Skills VM Unit 4 - Portfolio preparation and presentation

In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers. Students will present a completed portfolio in a panel style interview and an evaluation of the end product.

Assessments:

- Students must demonstrate achievement in all the outcomes in each area of study to be credited with each unit
- Assessment tasks will occur with each outcome for students to demonstrate practical application of the outcome.

Advice to Students:

- WRS VM is a compulsory strand within VCE VM, all VCE VM students are required to complete the WRS VM subject.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One			<i>My Money OR World of Work</i>	<i>Like a Boss: Running Your Own Business</i>	WRS VM Unit 1	WRS VM Unit 3
					WRS VM Unit 2	WRS VM Unit 14

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Ms Glenn, Ms Kios and Ms Taylor

VPC SUBJECTS

Victorian Pathways Certificate (VPC) SUBJECTS

ENGLISH
VPC Literacy
HUMANITIES
VPC Work Related Skills
MATHEMATICS
VPC Numeracy
PE & HEALTH
VPC Personal Development Skills

VPC SUBJECTS

VPC LITERACY

Curriculum Design:

In VPC Literacy students undertake modules in each Unit.

Literacy VPC Unit 1:

Literacy for personal use and understanding and creating digital texts The purpose of this module is to enable students to develop their knowledge and skills to read and write simple or short texts. Texts should be chosen from a range of local and global perspectives including First Nations peoples' and multi-cultural perspectives and should include film, TV, online videos, song, poetry, biographies, digital content and social media, and other texts of interest to the cohort. Through discussions and class activities students will develop their understanding of the structures and features of these text types, and examine how these are influenced by purpose, context and audience. The purpose of this module is to enable students to develop capacity to engage with, understand and respond to digital texts, including webpages for vocational and workplace settings, podcasts and social media. Students will identify and explain the structure of a variety of digital platforms, as well as the types and purposes of different digital texts. Students will discuss the reliability and effectiveness of digital sites and content in connecting with audiences and delivering a message.

Literacy VPC Unit 2:

Exploring and understanding issues and voices and informed discussion: The purpose of this module is to enable students to engage in issues that create discussion and debate in a community of which they are part. Students will consider the values that underpin different communities and how these values create different opinions and perspectives. Students will read, view and listen to a range of diverse opinions and consider the language and purpose of the content, and how these change depending on the audience and context. This module enables students to practice and participates in debate, either in print, orally or via a digital platform. Students will consider personal perspectives of community and workplace issues and develop logical responses to these debates in a respectful and thoughtful manner, supported by evidence.

Literacy VPC Unit 3:

Literacy for civic participation and literacy for pathways and further learning: This module enables students to develop the skills and knowledge required to understand and complete a range of familiar and less familiar activities for civic participation purposes. Selection of suitable texts should take into consideration the interests and abilities of the student cohort and the information that students typically need for learning, employment and vocational activities. Students will engage with a range of texts and information including timetables, forms, government documentation and contracts, in print and digital forms, and locate information, identify the audience and purpose of the text and develop the skills necessary to complete documentation. This module enables students to develop the skills and knowledge to investigate pathway options and plan skill development in order to move into further training or employment. Students will research and identify possible pathways and plan, document and monitor progress towards achieving personal goals.

Literacy VPC Unit 4:

Negotiated project: In this module, students will develop a range of written and oral communication skills through practical application in an activity around a specific content area. Content for the unit can be drawn from any area of learner interest or aspirations. Students will be encouraged to connect this area of study to learning in Unit 4 of Work Related Skills. This project needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus.

VPC SUBJECTS

Assessments:

- The successful completion of a unit can only occur when all learning goals within the modules of the unit have been achieved
- Teachers will use a variety of assessment tasks and activities that provide a range of opportunities for students to demonstrate attainment of the learning goals

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Core English</i>	<i>Core English</i>	<i>Core English</i>	<i>Core English</i>	VPC Unit 1 & 2 Literacy	VCE VM Unit 3 & 4 Literacy
Option Two	<i>Core English</i>	<i>Core English</i>	<i>Core English</i>	<i>Core English</i>	VCE Unit 1 & 2 English or EAL <i>Add EAL or BEAL</i>	VCE Unit 3 & 4 English or EAL

**Please note these are sample options only.*

Teachers to see for advice regarding this subject: Ms Boyd & Ms Riley

VPC SUBJECTS

VPC WORK RELATED SKILLS (WRS)

Curriculum Design:

In work related skills students undertake modules in each Unit.

Work Related Skills VM Unit 1 – Careers and Learning for the Future:

In Unit 1, students examine the skills, capabilities and personal attributes that are required within the workplace. Students will develop an understanding of how employability skills and capabilities can be applied in a variety of settings and how personal interests can be aligned with pathway opportunities. Students will explore employment opportunities that exist within a workplace and how qualifications and further study can increase their opportunities. Students will identify and describe employee and employer rights and responsibilities in the workplace relating to pay and conditions within a selected setting. Students will work through the process of identifying employment opportunities and develop their resume and cover letter writing.

Work Related Skills VM Unit 2 – Workplace Skills and Capabilities:

In Unit 2, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities. They will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation. Students will identify and describe employee and employer rights and responsibilities in the workplace relating to pay and conditions within a selected setting. They will develop their communication and technology skills through reporting on small-scale work-related activities and will learn about the structure and conventions of writing a report for a small-scale work-related activity. Students will reflect on how they can improve future work-related outcomes.

Work Related Skills VM Unit 3 - Industrial relations, workplace environment and practice

In Unit 3, students will investigate the role of physical and mental health in the workplace. Students will examine how employees and employers can contribute to the physical and mental health of self, colleagues, and customers/clients. Students will explore safe and an unsafe workplace and how to address unlawful practices including bullying, harassment and discrimination, and internal and external processes to report unsafe practices. Students will describe strategies to reduce harm in a workplace or environment that is familiar to them, including processes to assess risk, analyse safety, report hazards and harms and make recommendations to improve safety in the workplace.

Work Related Skills VM Unit 4 - Portfolio preparation and presentation

In Unit 4 students will explore potential employment and educational pathway options, to support the development and refinement of a future pathway plan. Students will identify strategies to support the collecting and assessing of information about employment opportunities. Students will apply knowledge and skills by preparing a job application in response to a job advertisement, including a resume and cover letter. This module prepares students for future job interviews. Students will engage with sources to identify possible interview questions, plan suitable responses and prepare relevant questions to ask a potential employer. Students will participate in a mock interview and apply strategies to reflect on and evaluate performance to improve future employment prospects.

VPC SUBJECTS

Assessments:

- The successful completion of a unit can only occur when all learning goals within the modules of the unit have been achieved.
- Teachers will use a variety of assessment tasks and activities that provide a range of opportunities for students to demonstrate attainment of the learning goals.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One			<i>My Money OR World of Work</i>	<i>Like a Boss: Running Your Own Business</i>	WRS VPC Unit 1	WRS VCE VM Unit 3
					WRS VPC Unit 2	WRS VCE VM Unit 4

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Ms Kios

VPC SUBJECTS

VPC NUMERACY

Curriculum Design:

This numeracy study design is designed around four complementary and essential components. The Modules are framed around working mathematically across four numeracy contexts:

Unit 1 & 2 is made up of 4 Modules:

- a) **Personal numeracy:** targets the personal, daily lives of the students mathematical requirements for personal organisational matters involving money, time and travel, or for participation in community-based activities and events
- b) **Financial numeracy:** involves managing relevant personal, social or work-related everyday financial costs, charges, income and expenditure.
- c) **Health and Recreational numeracy:** covers students' interests in sports or art and crafts, or as a way of addressing concerns related to personal health and wellbeing.
- d) **Civic numeracy:** address the particular personal and community interests the students might have in relation to their involvement and participation in their local communities and its activities, or in broader social issues such as the environment.

Each unit requires 100 nominal hours, of which at least 50 hours are scheduled classroom instruction. Within each module, students need to demonstrate each of the skills below:

- a) **Identify the mathematics:** recognise, select and interpret the mathematical information embedded in a real-world context and decide what mathematics to use
- b) **Act on and use mathematics:** perform mathematical actions and processes in order to complete a task - this includes the use and application of a range of technologies
- c) **Evaluate and reflect:** check and reflect on the mathematical problem-solving processes and outcomes in relation to the real world context
- d) **Communicate and report:** use a combination of informal and formal mathematical representations to document and report outcomes and results.

Assessments:

- In each of the Numeracy Units students must demonstrate achievement in all the learning outcomes to be credited with the unit.
- Furthermore, 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.

VPC SUBJECTS

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Year 7 Core Maths</i>	<i>Year 8 Core Maths</i>	<i>Year 9 Core Maths</i>	<i>Year 10 Core Maths</i>	VCE General Maths Unit 1 and 2	Numeracy VPC Units 1 & 2
Option Two	<i>Year 7 Core Maths</i>	<i>Year 8 Core Maths</i>	<i>Year 9 Maths for Life</i>	<i>Year 10 Maths for life</i>	Numeracy VPC Units 1 & 2	Numeracy VPC Units 3 & 4
Option Three	<i>Year 7 Core Maths</i>	<i>Year 8 Core Maths</i>	<i>Year 9 Core Maths</i>	<i>Year 10 Maths for life</i>	Numeracy VPC Units 1 & 2	Numeracy VPC Units 3 & 4

**Please note these are sample options only*

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

VPC SUBJECTS

VPC PERSONAL DEVELOPMENT SKILLS (PDS)

Curriculum Design:

The purpose of the Personal Development Skills is to take an active approach to personal development, self-realisation and citizenship. It focuses on health, wellbeing, community engagement and social sciences in which students work to understand their role as members of their community. PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

Personal Development Skills VPC Unit 1:

In this Unit students explore personal development through self-reflection and self-care. The focus of this Unit is on four skills: teamwork, communication, time management and problem-solving. Students will participate in an activity that investigates how personal development can help them achieve their goals. They will investigate influences on motivation, and relationships between purposefulness and health and wellbeing. Students will identify their personal strengths, abilities and potential and apply this to set personal goals. Students will investigate key pillars of physical, social, emotional health and wellbeing, and how to practise self-care in a range of contexts – including relationships and online environments – in order to protect and improve their own health and wellbeing. Students will explore concepts of consent, equity and access, and how to express themselves in safe, assertive and effective ways.

Personal Development Skills VPC Unit 2:

In this Unit students explore the concept of community, and to the types of communities to which individuals may belong. There is an emphasis on personal and emotional growth through active group participation and membership or belongingness, and an introduction to the significance of community engagement. Students will consider various ways of expressing community belongingness. They will look at how communities are structured through investigation of community leaders and organisations. Students will identify and explore options and opportunities for connecting with their local community.

Assessments:

- The successful completion of a unit can only occur when all learning goals within the modules of the unit have been achieved.
- Teachers will use a variety of assessment tasks and activities that provide a range of opportunities for students to demonstrate attainment of the learning goals.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One			<i>Outdoor Education OR Sport & Recreation OR Mind Body Spirit</i>	<i>Leadership Skills AND/OR Sustainability & Community Involvement</i>	<i>PDS VCE VM Unit 1</i>	
					<i>PDS VCE VM Unit 2</i>	

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Ms Kios.

VPC SUBJECTS

CHC24015 CERT II ACTIVE VOLUNTEERING

Students who complete the year 10 Pre-VPC are able to work towards the Cert II in Active Volunteering.

Subject Description:

This VET offers students the opportunity to acquire entry level skills for volunteer work. Students will undertake units that prepare them for interacting with others, basic first aid skills, and undertaking work experience in a voluntary capacity throughout the year by completing a minimum of 20 hours of compulsory volunteering.

*This course is completed in **one** year and is only offered to students in the Pre-VPC course.*

Credit to VCE:

- Recognition of up to four VET units at units 1 and 2 sequence

Sample Units of Study:

- Be an effective volunteer
- Work with diverse people
- Interact effectively with others at work
- Provide first point of contact
- Provide first aid

Assessment:

A combination of structured questions, practical assessment tasks and hands-on real-world activities.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One				VET Cert II Active Volunteering	SBAT	Community Services II (external)

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Mr Wilson

AT SCHOOL VET SUBJECTS

INTERNAL (at school) VET SUBJECTS

BSB20120 CERT II WORKPLACE SKILLS

Subject Description:

An entry level qualification which provides students with the knowledge and skills to enhance their employment prospects in a business or office environment. The certificate provides an understanding of business fundamentals within the Australian context and will assist students to gain employment opportunities in an entry level administrative or customer service role, or onto further study in business, real estate qualifications or human resources.

*This course is completed in **one** year. Students will need to source a VET the following year or complete the first year only of a two-year VET at the school. This course is NOT a Scored VET option.*

Credit to VCE:

- Recognition of up to two VET units at units 1 and 2 sequence

Sample Units of Study:

- Process and maintain workplace information
- Communicate in the workplace
- Produce digital text documents
- Use business technology
- Contribute to health and safety of self and others

Assessment:

A combination of structured questions, practical assessment tasks and hands-on real-world activities.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One		<i>Like a Boss: Running Your Own Business</i>	<i>My Money</i>	<i>Excel 10 Accounting</i>	<i>VET Cert II Workplace Skills</i>	<i>VET Cert III Business (Partial completion)</i>
Option Two		<i>My Money</i>	<i>Like a Boss: Running Your Own Business</i>	<i>Excel 10 Business Management</i>	<i>VCE Business Management Units 1 & 2</i>	<i>VET Cert III Business (Partial completion)</i>
Acceleration Option		<i>Like a Boss: Running Your Own Business</i>	<i>Excel 10 Business Management</i>	<i>VET Cert II Workplace Skills</i>	<i>VET Cert III Business</i>	<i>VET Cert III Business</i>

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Mr Andrews

AT SCHOOL VET SUBJECTS

BSB30120 CERT III BUSINESS (SCORED VCE VET)

Subject Description:

The VCE VET Business program, delivered across two years, is drawn from a national training package offering a portable qualification that is recognised throughout Australia. This qualification provides students with a broad range of knowledge and skills in information and communications technology, administration, communication, creativity and innovation, design, finance, management, leadership, regulation, stakeholder relations and workforce development. This is an entry-level Certificate for students wanting to pursue a career or further training in business studies. Scored assessment is available in the second year of the program.

Credit to VCE:

- Recognition of up to two VCE VET units at units 1 and 2 sequence
- Recognition of up to two VCE VET unit at units 3 and 4 sequence

**Please note: VCE VET Business can be studied in both a VCE Gen and VCE VM*

Sample Units of Study:

- Design and produce workplace documents
- Organise workplace information
- Deliver and monitor a service to customers

Assessment:

A combination of structured questions, practical assessment tasks and hands-on real-world activities. Scored assessment is available in the second year of this program. Students wishing to receive an ATAR contribution must undertake scored assessment, consisting of three coursework tasks (SATs) and an end of year exam. Scored assessment is available in the second year of this program. Students wishing to receive an ATAR contribution must undertake scored assessment, consisting of three coursework tasks (SATs) and an end of year exam.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One			<i>Like a Boss: Running Your Own Business</i>	<i>My Money</i>	<i>Vet Cert III Business</i>	<i>Vet Cert III Business</i>
Option Two		<i>My Money</i>	<i>Like a Boss: Running Your Own Business</i>	<i>Pre-VCE Business Management</i>	<i>VCE Business Management Units 1 & 2</i>	<i>VET Cert III Business year 2 (Partial completion, scored)</i>
Acceleration Option				<i>Vet Cert II Workplace Skills</i>	<i>Vet Cert III Business</i>	<i>Vet Cert III Business</i>

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Mr Andrews

AT SCHOOL VET SUBJECTS

22470VIC CERT II ENGINEERING STUDIES

Subject Description:

Graduates from Certificate II in Engineering Studies will have basic factual, technical and procedural knowledge in a defined area of work and learning covering a range of engineering streams and related area. The aim of this course is to provide pre-employment training and a pathway into the engineering, manufacturing or related industries.

This course is completed in two years. This course may be delivered as a Scored VET option so VCE VET Engineering can be studied in both a VCE Gen and VCE VM

Credit to VCE:

- Recognition of up to two VCE VET units at units 1 and 2 sequence
- Recognition of up to two VCE VET unit at units 3 and 4 sequence

Sample Units of Study:

- Perform metal machining operations
- Apply principals of occupational health and safety in the work environment
- Use hand tools
- Report on a range of sectors in the manufacturing, engineering and related industries
- Create engineering drawings
- Perform basic machining processes
- Perform intermediate engineering computations
- Undertake a basic engineering project

Assessment:

A combination of structured questions, practical assessment tasks and hands-on real-world activities.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One		<i>Robotics</i>	<i>Design to Innovate Intermediate</i>	<i>Pre-VCE Product, Design and Technology</i>	<i>Engineering Studies year 1</i>	<i>Engineering Studies year 2</i>
Option Two		<i>Design to Innovate</i>	<i>Innovate Intermediate</i>	<i>Innovate Advanced</i>		
Acceleration Option		<i>Design to Innovate</i>	<i>Innovate Advanced</i>	<i>Pre-VCE Product, Design and Technology</i>	<i>Engineering Studies year 1 AND VCE Product Design & Technology</i>	<i>Engineering Studies year 2 AND VCE Product Design & Technology</i>

Please note these are sample options only* **Teachers to see for advice regarding this subject: Ms Mraz

AT SCHOOL VET SUBJECTS

SIT20421 CERT II COOKERY (SCORED VCE VET)

Subject Description:

This Australia wide recognised qualification reflects the role of individuals working in kitchens who use a defined range of food preparation and cookery skills to prepare food and menu items. They are involved in mainly routine and repetitive tasks and work under direct supervision. This qualification is a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, and coffee shops, as well as institutions such as aged care, hospitals, prisons and schools. Scored assessment is available in the second year of this program.

This course is delivered over two years. This course may be delivered as a Scored VET option so VCE VET Cookery can be studied in both a VCE Gen and VCE VM.

Credit to VCE:

- Recognition of up to two VCE VET units at units 1 and 2 sequence
- Recognition of up to two VCE VET unit at units 3 and 4 sequence

Sample Units of Study:

- Use hygienic practices for food safety
- Participate in safe work practices
- Use food preparation equipment
- Prepare and present simple dishes
- Prepare dishes using basic methods of cookery
- Maintain the quality of perishable items
- Prepare vegetable, fruit, eggs, and farinaceous dishes
- Prepare appetisers and salads
- Prepare poultry dishes
- Prepare stocks, sauces. and soups
- Use cookery skills effectively

Assessment:

A combination of structured questions, practical assessment tasks and hands-on real-world activities.

Scored assessment is available in the second year of this program. Students wishing to receive an ATAR contribution must undertake scored assessment, consisting of three coursework tasks (SATs) and an end of year exam.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One		<i>Let's Cook</i>	<i>Global Bites</i>	<i>Instant Restaurant</i>	<i>VET Cert II Cookery</i>	<i>VET Cert II Cookery</i>
Acceleration Option		<i>Global Bites</i>	<i>Instant Restaurant</i>	<i>Vet Cert II Cookery</i>	<i>VET Cert II Cookery (Scored)</i>	<i>VCE Food Studies Units 3 & 4</i>

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Ms Chong

AT SCHOOL VET SUBJECTS

HLT33115 CERT III HEALTH SERVICES ASSISTANCE (SCORED VCE VET)

This qualification is drawn from a national training package offering a portable qualification that is recognised throughout Australia. It provides students with a broad range of skills and knowledge in being able to manage client movement/transport patients, recognise healthy body systems in a health care context, understanding basic medical terminology and health specific communication skills, taking clinical measurements, responding to difficult clients and first aid skills. This qualification assists students to provide a range of services to clients in areas such as in-home care, rehab, hospitals, aged care and disability centres. With further education and training, students can work in careers such as physiotherapy, nursing, exercise physiology, dental assisting, aged care, disability support, and occupational therapy. Scored assessment is available in the second year of this program.

This course is delivered over two years. *This course may be delivered as a Scored VET option so VCE VET Health Services can be studied in both a VCE Gen and VCE VM.*

Credit to VCE:

- Recognition of up to two VCE VET units at units 1 and 2 sequence
- Recognition of up to two VCE VET unit at units 3 and 4 sequence

Sample Units of Study:

- Recognise healthy body systems
- Interpret and apply medical terminology
- Infection prevention and control policies
- Take clinical measurements
- Assist with movement
- Respond to behaviours of concern

Assessment:

Combination of structured questions, practical assessment tasks and hands-on real-world activities. Scored assessment is available in the second year of this program. Students wishing to receive an ATAR contribution must undertake scored assessment, consisting of three coursework tasks (SATs) and an end of year examination.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One					<i>VET Cert III Health Services Assistance</i>	<i>VET Cert III Health Services Assistance</i>
Acceleration Option				<i>VET Cert III Health Services Assistance</i>	<i>VET Cert III Health Services Assistance</i>	<i>VCE Health and Human Development</i>

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Ms Tregidga

AT SCHOOL VET SUBJECTS

SIS30122 CERT III SPORT, AQUATICS AND RECREATION (SCORED VCE VET)

This qualification reflects the multi-skilled role of individuals in operational and customer support positions in the sport or community recreation industry. These individuals are competent in a range of activities and functions requiring autonomous work within a defined range of situations and environments. They work in locations such as fitness centres, sporting grounds or complexes, leisure and aquatic centres and community recreation centres.

This is a two-year program. Scored assessment is available in the second year of this program so VCE VET Sport, Aquatics & Recreation can be studied in both a VCE Gen and VCE VM.

Credit to VCE:

- Recognition of up to two VCE VET units at units 1 and 2 sequence
- Recognition of up to two VCE VET unit 3 and 4 sequence

Sample Units of Study:

- Organise personal work priorities and development
- Participate in workplace health and safety
- Conduct non-instructional sport, fitness, and recreation sessions
- Respond to emergency situations and provide first aid
- Use social media tools for collaboration and engagement
- Conduct sport, fitness, or recreation events
- Conduct sport coaching sessions with foundation level participants
- Provide equipment for activities
- Plan and conduct programs
- Participate in WHS Hazard Identification, Risk assessment and Risk control

Assessment:

Combination of structured questions, practical assessment tasks and hands-on real-world activities. Scored assessment is available in the second year of this program. Students wishing to receive an ATAR contribution must undertake scored assessment, consisting of three coursework tasks (SATs) and an end of year examination.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One		<i>Team Sports</i>	<i>Recreation Sports</i>	<i>Personal Training</i>	<i>VET Cert III Sport & Recreation</i>	<i>VET Cert III Sport & Recreation</i>
Acceleration Option		<i>Recreation Sports</i>	<i>Personal Training OR Team Sports</i>	<i>VET Cert III Sport & Recreation</i>	<i>VET Cert III Sport & Recreation</i>	<i>Cert II Workplace Skills</i>

**Please note these are sample options only*

Teachers to see for advice regarding this subject: Mr Jessop & Mr Hare

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 (VCE)/MODULE (VPC)	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 scored VCE VET subjects, 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 VM/VPC.
VCE	Victorian Certificate of Education.
VDSS	Vocational Education and Training (VET) delivered to school students
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 2024 due to timetabling or staffing issues. The most up-to-date information regarding subjects, qualifications, or accredited courses is kept on the school website.

Acceleration Exemption Application Form 2024

This form is to be completed for students identified as High Ability who do not wish to undertake a Year 10 in Year 9 or a VCE or VET subject in Year 10 and are seeking an exemption.

Student Surname: _____ **Given Name:** _____

2023 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: _____

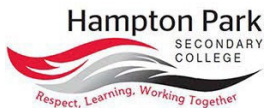
Student Signature: _____ Date: _____

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 2024

This is for a Year 7 student who wishes to study an Enhance subject

Student Surname: _____ **Given Name:** _____

2023 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 ~~2024~~ 2024.

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: _____

