

SUBJECT HANDBOOK

ENHANCE CURRICULUM PROGRAMME



2025

**Hampton Park Secondary
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“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 ~~not~~ 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

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.

LEARNING CREDITS MAP

The following Credits Map outlines the HPSC Curriculum Plan which shows how the eight 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 to 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) | (Year 10) | |
| 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 | 2 Credits | 1 Credit | 1 Credit | 1 Credit | 5 Humanities 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 |
| STEM | 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 |

COLLEGE VALUES

Respect, Learning, and Working Together

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 programme. 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 programmes 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.

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. 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 as we develop confident and empathetic individuals who have the skills and values that empower them to successfully navigate the world in which they live.

Our Learning Dispositions are:

- **Critical and creative thinking**
- **Collaboration**
- **Resilience**
- **Resourcefulness**

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 years 7 to 10, identified as needing additional support in literacy, will be enrolled in our Literacy Support programme. Students in years 7 to 10, identified as needing additional support in numeracy, will be enrolled in our Numeracy Support 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 programme 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 programme 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 programme 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.

ENHANCE PROGRAMME

YEAR 8 ENHANCE COURSE OUTLINE

| CORE (compulsory for all students) | | GUIDED CHOICE ELECTIVES (students need to select an elective from these learning areas) | | FREE CHOICE ELECTIVES | | |
|--|--|--|--|-----------------------|--|--|
| 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 | | | | |
| <p><u>Six electives across the year</u></p> <p>All nominal Year 8 students are required to select at least ONE elective subject (one 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 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 elective 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 a Humanities elective as a free choice elective.</p> <ul style="list-style-type: none"> • STEM <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> | HPE CREDIT | ARTS CREDIT | | | | |
| | STEAM CREDIT | HUMANITIES CREDIT | | | | |
| | FREE CHOICE or HUMANITIES WITH LITERACY SUPPORT CREDIT | FREE CHOICE CREDIT | | | | |
| | | | | | | |
| | | | | | | |

Languages Note:

- An exemption has been granted by the Victorian Registration and Qualifications Authority (VRQA).
- 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](#).

ENHANCE PROGRAMME

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 | | |
|--|--|--|----------------------|-----------------------|--|--|
| Subjects | 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. | SCIENCE CREDIT | | HPE CREDIT | | | |
| <p><u>Seven electives across the year</u></p> <p>All nominal Year 9 students are required to select at least ONE elective subject (one 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 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 <u>not 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 Skills <ul style="list-style-type: none"> • STEAM <p><i>Note:</i> All STEAM 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 & Physical Education elective.</p> | HPE CREDIT | ARTS CREDIT | | | | |
| | STEAM CREDIT | HUMANITIES CREDIT | | | | |
| | FREE CHOICE or HUMANITIES WITH LITERACY SUPPORT CREDIT | | FREE CHOICE CREDIT | | | |

Languages Note:

- An exemption has been granted by the Victorian Registration and Qualifications Authority (VRQA).
- 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](#).

ENHANCE PROGRAMME

ENHANCE SUBJECTS

The following is a list of Enhance studies offered at Hampton Park Secondary College. Please refer to the relevant information about each study in the handbook and speak to the nominated staff listed in the subject description. Students need to refer to the Year 10 Subject Handbook to select their accelerated subject.

| ARTS (VISUAL & PERFORMING) |
|---|
| 3D Drawing (Visual Communication Design) |
| Acting Out (Drama) |
| Animation (Media) |
| Architecture (Visual Communication Design) |
| Comics and Graphic Novels (Art Making and Exhibiting & Media) |
| Drawing and 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 |
| Year 8 Core English/EAL |
| Year 9 Core English/EAL |
| Gothic Literature: Madmen & Murderers |
| Plot Twists: Creative Writing and Getting Published |
| Rhythm and Poetry |
| HEALTH & PHYSICAL EDUCATION |
| Year 8 Core Health and Physical Education |
| Year 9 Core Health and Physical Education |
| Elite Basketball (Physical Education) |
| Rugby Academy (Physical Education) |
| Soccer Academy (Physical Education) |
| Healthy Body, Healthy Mind (Health and Human Development) |

ENHANCE PROGRAMME

| |
|---|
| Outdoor Education (Outdoor and Environmental Education & Geography) |
| Personal Training (Physical Education) |
| Team Sports (Physical Education) |
| HUMANITIES |
| Australian Political Systems Power and Policies (Politics & Legal Studies) |
| Crime and Justice (Legal Studies) |
| Disasters and Geology (Environmental Science & Geography & Outdoor & Environmental Studies) |
| Fight for Your Rights! (Politics, Legal Studies & History) |
| Like a Boss: Running Your Own Business (Business Management, Accounting, & Economics) |
| My Money (Accounting, Business Management, & Economics) |
| Myths and Legends (History) |
| World of Work (Business Management & Work-Related Skills) |
| World Wars (History & Politics) |
| LANGUAGES |
| Arabic |
| French |
| Japanese |
| Persian |
| MATHEMATICS |
| Year 8 and Year 9 Maths for Life |
| Year 8 Core Maths |
| Year 9 Core Maths |
| Year 9 Advanced Maths |
| Algebra 101 |
| Algebra 102 |
| Geometry |
| SCIENCE |
| Year 8 Core Science |
| Year 9 Core Science |
| Bright Sparks (Physics) |
| Chemical Curiosity (Chemistry) |
| Fantastic Beasts (Environmental Science) |

ENHANCE PROGRAMME

| |
|---|
| Medicine and Disease (Biology) |
| Neuroscience (Psychology) |
| STEAM (DIGITAL & DESIGN TECHNOLOGIES) |
| Computer Game Design (Applied Computing) |
| Creative Cooking (Food Studies) |
| Digital Technologies and Gaming |
| Global Bites (Food Studies) |
| Innovate Intermediate: Mixed Materials OR Textiles (Product Design and Technology) |
| Robotics: VEX V5 EDR (Systems Engineering) |

ENHANCE PROGRAMME

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 process occurs in different disciplines.

The Arts present ideas that are dynamic as well as 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 art 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.

ENHANCE 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. 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>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> | 3D Drawing | <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 Three | <i>Logo Making</i> | 3D Drawing | <i>Graphic Design</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> | 3D Drawing | <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. Please consider all appropriate Visual & Performing Arts subjects.*

Teachers to see for advice regarding this subject: Ms Grove

ENHANCE 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 assorted 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.
- Analysis and evaluation of own and others' work.
- Research assignment and scriptwriting.

Advice to Students:

There are no prerequisites for undertaking any Drama subject, however students must be willing to participate in all activities, work with others, and bring positive energy! It is **recommended** that students undertake this subject to study VCE Drama in the future.

Possible Pathways:

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|----------------------------|----------------------------|-----------------------|---|----------------------------------|----------------------------------|----------------------------------|
| Option One | <i>Stand & Deliver</i> | Acting Out | <i>Backstage Pass</i> | <i>Year 10 Drama</i> | <i>VCE Drama Units 1 & 2</i> | <i>VCE Drama Units 3 & 4</i> |
| Option Two | <i>Stand & Deliver</i> | <i>Backstage Pass</i> | Acting Out | <i>Year 10 Drama</i> | <i>VCE Drama Units 1 & 2</i> | <i>VCE Drama Units 3 & 4</i> |
| Acceleration Option | <i>Stand & Deliver</i> | Acting Out | <i>Year 10 Drama</i> AND <i>Year 10 Backstage Pass</i> | <i>VCE Drama Units 1 & 2</i> | <i>VCE Drama Units 3 & 4</i> | |

**Please note, these are sample options only. Please consider all appropriate Visual & Performing Arts subjects.*

Teachers to see for advice regarding this subject: Ms Krieg

ENHANCE 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 are no pre-requisites 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. It is **recommended** that students undertake this subject prior to studying 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>Film Making</i> | Animation | <i>Year 10 Media</i> | <i>VCE Media Units 1 & 2</i> | <i>VCE Media Units 3 & 4</i> |
| Option Two | <i>Filmmaking 101</i> | <i>Photography</i> | Animation | <i>Year 10 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>Year 10 Media</i> | <i>VCE Media Units 1 & 2</i> | <i>VCE Media Units 3 & 4</i> |
| Acceleration Option | <i>Filmmaking 101</i> | Animation | <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. Please consider all appropriate Visual & Performing Arts subjects.*

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

ENHANCE 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. Students 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 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. This subject is 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> | Architecture | <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> | Architecture | <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 Three | <i>Logo Making</i> | Architecture | <i>Graphic Design</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> | Architecture | <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. Please consider all appropriate Visual & Performing Arts subjects.*

Teachers to see for advice regarding this subject: Ms Grove

ENHANCE VISUAL & PERFORMING ARTS

COMICS AND 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 diverse ways to put one picture after another to tell a story.

Students will learn 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 of developmental and finished artworks and products.
- A text written specifically for the student's graphic novel.
- 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 | Art | Photography | Comics & Graphic Novels | <i>Year 10 Art Making & Exhibiting</i> | VCE Media Units 1 & 2 | VCE Media Units 3 & 4 |
| Option Two | <i>Filmmaking 101</i> | Comics & Graphic Novels | <i>Animation</i> | <i>Year 10 Media</i> | <i>VCE Media Units 1 & 2</i> | <i>VCE Media Units 3 & 4</i> |
| Option Three | Art | <i>Drawing & Painting</i> | Comics & Graphic Novels | <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> |
| Acceleration Option | <i>Filmmaking 101</i> | Comics & Graphic Novels | <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. Please consider all appropriate Visual & Performing Arts subjects.*

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

ENHANCE VISUAL & PERFORMING ARTS

DRAWING AND 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:

- Written and aural tasks about the studio practice of renowned artists from various times and places.
- Planning and management individually and within teams.
- A folio of developmental and finished artworks.
- Peer review and self-assessment.

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking this unit should be confident, independent, and self-managed learners who are passionate about the creative process of artmaking. It is **highly recommended** that students undertake this subject prior to studying 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>Comics & Graphic Novels</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>Drawing & Painting</i> | <i>Sculpting with Multi Materials</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 Three | <i>Art</i> | <i>Photography</i> | <i>Drawing & Painting</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> |
| Acceleration Option | <i>Art</i> | <i>Drawing & Painting</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> | |

**Please note, these are sample options only. Please consider all appropriate Visual & Performing Arts subjects.*

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

ENHANCE 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:

- Ongoing portfolio of short media products.
- Research 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. Film Making is a vibrant programme 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, students will come to understand the social, cultural, aesthetic, and political dimensions of cinema in different contexts and at various times. It is **recommended** that students undertake this subject prior to studying VCE Media in the future.

Possible Pathways:

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|----------------------------|-----------------------|--------------------|----------------------|----------------------------------|----------------------------------|----------------------------------|
| Option One | Filmmaking 101 | Photography | Film Making | <i>Year 10 Media</i> | VCE Media Units 1 & 2 | VCE Media Units 3 & 4 |
| Option Two | <i>Filmmaking 101</i> | Film Making | <i>Animation</i> | <i>Year 10 Media</i> | <i>VCE Media Units 1 & 2</i> | <i>VCE Media Units 3 & 4</i> |
| Option Three | <i>Filmmaking 101</i> | <i>Animation</i> | Film Making | <i>Year 10 Media</i> | <i>VCE Media Units 1 & 2</i> | <i>VCE Media Units 3 & 4</i> |
| Acceleration Option | <i>Filmmaking 101</i> | Film Making | <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. Please consider all appropriate Visual & Performing Arts subjects.*

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

ENHANCE VISUAL & PERFORMING ARTS

GRAPHIC DESIGN (VISUAL COMMUNICATION DESIGN)

Subject Description:

In this subject, students will learn about digital drawing methods using programmes 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 and evaluation.

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 in the future 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. It is **highly recommended** that students undertake this subject prior to studying 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> | <i>3D Drawing</i> | Graphic Design | <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> | Graphic Design | <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> |
| Option Three | <i>Logo Making</i> | <i>Architecture</i> | Graphic Design | <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> | Graphic Design | <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. Please consider all appropriate Visual & Performing Arts subjects.*

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

ENHANCE 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.
- Analysis and evaluation of own and others' work.
- Demonstrate music literacy at a fundamental level.

Advice to Students:

This subject is for beginner students as well as those with one 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. It is **recommended** that students undertake this subject to study Year 10 and 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>Year 10 Music</i> | <i>VCE Music Units 1 & 2</i> | <i>VCE Music Inquiry Units 3 & 4</i> |
| Option Two | <i>Try an Instrument</i> | <i>Music Studio</i> | Music Band Performance | <i>Year 10 Music</i> | <i>VCE Music Units 1 & 2</i> | <i>VCE Music Inquiry Units 3 & 4</i> |
| Acceleration Option | <i>Try an Instrument</i> | Music Band Performance | <i>Year 10 Music</i> | <i>VCE Music Units 1 & 2</i> | <i>VCE Music Units 3 & 4</i> | |

**Please note, these are sample options only. Please consider all appropriate Visual & Performing Arts subjects*

Teachers to see for advice regarding this subject: Mr Evangelista

ENHANCE 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, 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, including ensemble and group work.
- A research assignment.
- An online portfolio of musical creations.
- 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 prior to studying 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>Year 10 Music</i> | <i>VCE Music Units 1 & 2</i> | <i>VCE Music Inquiry Units 3 & 4</i> |
| Option Two | <i>Try an Instrument</i> | Music Studio | <i>Music Band Performance</i> | <i>Year 10 Music</i> | <i>VCE Music Units 1 & 2</i> | <i>VCE Music Inquiry Units 3 & 4</i> |
| Acceleration Option | <i>Filmmaking 101</i> | Music Studio | <i>Year 10 Music</i> | <i>VCE Music Units 1 & 2</i> | <i>VCE Music Inquiry Units 3 & 4</i> | |

**Please note, these are sample options only. Please consider all appropriate Visual & Performing Arts subjects.*

Teachers to see for advice regarding this subject: Mr Evangelista

ENHANCE 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 and post-production with Adobe Photoshop and Lightroom.

Assessment:

- Folio based assessment: An ongoing studio process involving brainstorming, concept development, individual student projects, and collaborative projects in a range of photographic forms.
- Written worksheets and research tasks.
- Written reflection and evaluation of student's own art.

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.

Possible Pathways:

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|----------------------------|-----------------------|--------------------|---------------------------------------|--|--|--|
| Option One | <i>Filmmaking 101</i> | Photography | <i>Sculpting with Multi Materials</i> | <i>Year 10 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> | Photography | <i>Year 10 Media</i> | <i>VCE Media Units 1 & 2</i> | <i>VCE Media Units 3 & 4</i> |
| Option Three | <i>Art</i> | Photography | <i>Drawing & Painting</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> |
| Acceleration Option | <i>Filmmaking 101</i> | Photography | <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. Please consider all appropriate Visual & Performing Arts subjects.*

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

ENHANCE 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. 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 | <i>Art</i> | <i>Sculpting with Multi Materials</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>Comics & Graphic Novels</i> | <i>Sculpting with Multi Materials</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>Art</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 Units 1 & 2</i> | <i>VCE Art Making & Exhibiting Units 3 & 4</i> | |

**Please note, these are sample options only. Please consider all appropriate Visual & Performing Arts subjects.*

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

ENHANCE ENGLISH & EAL

ENGLISH & ENGLISH AS AN ADDITIONAL LANGUAGE

The study of English 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 become ethical, thoughtful, informed, and active members of society.

What distinguishes English from other subjects is not only the skills it develops, but its central subject matter. The central concern of English is with the study and application of how language works in a range of contexts and media. English is further defined by the nature of the texts with which it engages. English is essentially the study of language as a social and cultural semiotic in its multiplicity of textual forms. English is also defined by the values it tries to create. English has been about the shaping of the 'self'. This has meant the promotion of humane values, the enrichment of the imaginative life, and the development of aesthetic sensibility through engagement with literary texts. Today, this includes a self-reflexivity that enables students to understand how their 'self' is located within social and cultural contexts and constructed through language and text. Accordingly, students are able deliberately to conform to or challenge relations of power and the social processes inherent in textual practices.

Contemporary English includes the study of text in terms of "how?" and "can?": "How does it ask to be read?" and "Can I read it another way?" English embraces such a "critical" literacy but works to ensure that it is not developed at the expense of the imaginative and the aesthetic. Such study of language foregrounds a new sense of "the personal" - explorations of self and identity as they are socially, culturally, historically, and politically constituted in and through language and text. Above all, English makes possible the (re) imagining of other ways of being. At this point, students are in a position to become "designers" of social futures (Kress). The concept of design restores to the centre of English the fundamental role of the development of an aesthetic sense, and the development of the imagination - ideas which mass standardised literacy testing can never aspire to assess.

**Adapted from The English Teachers' Association NSW*

ENHANCE 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: creative, persuasive, and analytical. Years 8 and 9 English/EAL aims to build the skills and demands students will experience in General VCE English and VCE VM or VPC Literacy. Students engage with texts to develop their understanding, and they write in-depth analyses in response to a given prompt. They further develop their writing skills by producing a creative or persuasive piece and documenting the writing process. Students extend their skills in argument analysis by analysing a range of persuasive texts. They also learn how to present their point of view on a recent and relevant issue.

Assessment:

- Text analysis essays and analysing argument essays.
- Creation of own texts in response to a specific context and audience to achieve a stated purpose.
- Written reflections and an oral presentation.

Advice to Students:

Students **must** undertake this subject. 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 One | <i>Year 7 Core English/EAL</i> | Year 8 Core English/EAL | <i>Year 9 Core English/EAL</i> | <i>Year 10 Core English/EAL</i> | <i>VCE English/EAL Units 1 & 2</i> | <i>VCE English/EAL Units 3 & 4</i> |
| Option Two | <i>Year 7 Core English/EAL</i> | Year 8 Core English/EAL | <i>Year 9 Core English/EAL</i> | <i>Year 10 Core English/EAL</i> | <i>VCE VM Literacy Units 1 & 2</i> | <i>VCE VM Literacy Units 3 & 4</i> |
| Advanced English (Literature) | <i>Year 7 Core English/EAL</i> | Year 8 Core English/EAL AND Plot Twists | <i>Year 9 Core English/EAL AND Gothic Literature</i> | <i>Year 10 Core English AND Year 10 English Literature</i> | <i>VCE English Units 1 & 2 AND VCE Literature Units 1 & 2</i> | <i>VCE English Units 3 & 4 AND VCE Literature Units 3 & 4</i> |
| Advanced English (English Language) | <i>Year 7 Core English/EAL</i> | Year 8 Core English/EAL AND Plot Twists | <i>Year 9 Core English/EAL AND Rhythm & Poetry</i> | <i>Year 10 Core English AND Year 10 English Language</i> | <i>VCE English Units 1 & 2 AND VCE English Language Units 1 & 2</i> | <i>VCE English Units 3 & 4 AND VCE English Language Units 3 & 4</i> |

Teachers to see for advice regarding this subject: Ms Spence and Ms Larcomb

ENHANCE 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: creative, persuasive, and analytical. Years 8 and 9 English/EAL aims to build the skills and demands students will experience in General VCE English and VCE VM or VPC Literacy. Students engage with texts to develop their understanding, and they write in-depth analyses in response to a given prompt. They further develop their writing skills by producing a creative or persuasive piece and documenting the writing process. Students extend their skills in argument analysis by analysing a range of persuasive texts. They also learn how to present their point of view on a recent and relevant issue.

Assessment:

- Text analysis essays and analysing argument essays.
- Creation of own texts in response to a specific context and audience to achieve a stated purpose.
- Written reflections and an oral presentation.

Advice to Students:

Students **must** undertake this subject. 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 One | <i>Year 7 Core English/EAL</i> | <i>Year 8 Core English/EAL</i> | <i>Year 9 Core English/EAL</i> | <i>Year 10 Core English/EAL</i> | <i>VCE English/EAL Units 1 & 2</i> | <i>VCE English/EAL Units 3 & 4</i> |
| Option Two | <i>Year 7 Core English/EAL</i> | <i>Year 8 Core English/EAL</i> | <i>Year 9 Core English/EAL</i> | <i>Year 10 Core English/EAL</i> | <i>VCE VM Literacy Units 1 & 2</i> | <i>VCE VM Literacy Units 3 & 4</i> |
| Advanced English (Literature) | <i>Year 7 Core English/EAL</i> | <i>Year 8 Core English/EAL AND Plot Twists</i> | <i>Year 9 Core English/EAL AND Gothic Literature</i> | <i>Year 10 Core English AND Year 10 English Literature</i> | <i>VCE English Units 1 & 2 AND VCE Literature Units 1 & 2</i> | <i>VCE English Units 3 & 4 AND VCE Literature Units 3 & 4</i> |
| Advanced English (English Language) | <i>Year 7 Core English/EAL</i> | <i>Year 8 Core English/EAL AND Plot Twists</i> | <i>Year 9 Core English/EAL AND Rhythm & Poetry</i> | <i>Year 10 Core English AND Year 10 English Language</i> | <i>VCE English Units 1 & 2 AND VCE English Language Units 1 & 2</i> | <i>VCE English Units 3 & 4 AND VCE English Language Units 3 & 4</i> |

Teachers to see for advice regarding this subject: Ms Spence and Ms Larcombe

ENHANCE ENGLISH & EAL

GOTHIC LITERATURE: MADMEN AND MURDERERS

Subject Description:

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. 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.

Assessment:

- A close analysis of a text, supported by an examination of textual details, based on a selection of passages.
- An analysis of how textual form influences meaning.
- A creative response to text.

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>Year 7 Core English/EAL</i> | <i>Year 8 Core English/EAL AND Gothic Literature</i> | <i>Year 9 Core English/EAL</i> | <i>Year 10 Core English</i> | <i>VCE English Units 1 & 2</i> | <i>VCE English Units 3 & 4</i> |
| Advanced English | <i>Year 7 Core English/EAL</i> | <i>Year 8 Core English/EAL AND Plot Twists</i> | <i>Year 9 Core English/EAL AND Gothic Literature</i> | <i>Year 10 Core English AND Year 10 English Literature</i> | <i>VCE English Units 1 & 2 AND VCE Literature Units 1 & 2</i> | <i>VCE English Units 3 & 4 AND VCE Literature Units 3 & 4</i> |

Teachers to see for advice regarding this subject: Ms Spence, Ms Larcombe, and Ms Soo

ENHANCE 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 learnt to improve their own writing.

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

Assessment:

- 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.

Possible Pathways:

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

Teachers to see for advice regarding this subject: Ms Spence, Ms Larcombe, and Mr Marriot

ENHANCE ENGLISH AND EAL

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 is used to craft lyrics to influence listeners in a manner that draws them into the world of the writer. A blend 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, either through slam poetry, rap cyphers, spoken word, or performance.

Assessment:

- Throughout the semester, students will develop a portfolio of poetry and rap, showcasing the development and progress of student understanding of language.
- Performance of a rap poem to class and/or larger group.
- Close analysis of selected pieces.

Advice to Students:

Rhythm and Poetry is recommended for students who have a passion for words and music. This subject will build on the development of students' ability to interpret and analyse meaning in text as well as to craft their own pieces of writing.

Possible Pathways:

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|-------------------------|--|--|--|---|--|--|
| Option One | <i>Year 7 Core English/EAL</i> | <i>Year 8 Core English/EAL</i> | <i>Year 9 Core English/EAL AND Rhythm & Poetry</i> | <i>Year 10 Core English</i> | <i>VCE English Units 1 & 2</i> | <i>VCE English Units 3 & 4</i> |
| Advanced English | <i>Year 7 Core English/EAL</i> | <i>Year 8 Core English/EAL AND Rhythm & Poetry</i> | <i>Year 9 Core English/EAL AND Gothic Literature</i> | <i>Year 10 Core English AND Year 10 English Literature</i> | <i>VCE English Units 1 & 2 AND VCE Literature Units 1 & 2</i> | <i>VCE English Units 3 & 4 AND VCE Literature Units 3 & 4</i> |

Teachers to see for advice regarding this subject: Ms Spence and Ms Larcombe

ENHANCE PROGRAMME

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 participate in a range of physical activities confidently, competently, and creatively. 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.

ENHANCE PROGRAMME

YEAR 8 CORE 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 subject 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 participate in a range of physical activities confidently, competently, and creatively, with a particular focus on the importance of applying personal and social skills to fulfil a role in a sporting tournament. Throughout the health sessions students develop their understanding of nutrition and their ability to analyse health information and data. Students explore consent, respectful relationships, and sexual health in line with the Victorian Government's Respectful Relationships curriculum and Health curriculum. Additionally, they examine the barriers to seeking support and learn how to overcome them. This curriculum helps students to be resilient, to make decisions and take actions to promote their health, safety, and physical activity participation.

Assessment:

- Sport Education in Physical Education Program (SEPEP)
- Nutrition - Structured questions and data analysis

Advice to Students:

All Health and Physical Education subjects lead to a General VCE Physical Education or Health and Human Development pathway, VCE VET Health Services Certificate, or VCE VM Personal Development Skills pathway. This subject combines both practical and theory classes in a manner similar to VCE Physical Education. This core subject runs for one semester and is comprised of one practical session and two theory lessons per week.

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>Year 7 Core Health & Physical Education</i> | Year 8 Core Health & Physical Education AND Team Sports | <i>Personal Training AND Year 9 Core Health & Physical Education</i> | <i>Year 10 Core Health and Physical Education AND Year 10 Health & Human Development</i> | <i>VCE Physical Education Units 1 & 2 AND/OR Health & Human Development Units 1 & 2</i> | <i>VCE Physical Education Units 3 & 4 AND/OR Health & Human Development Units 3 & 4</i> |
| Option Two | <i>Year 7 Core Health & Physical Education AND Let's Cook!</i> | Year 8 Core Health & Physical Education AND Healthy Body, Healthy Mind | <i>Elite Basketball AND Year 9 Core Health & Physical Education</i> | <i>Year 10 Core Health and Physical Education AND Year 10 Advanced Physical Education</i> | <i>VCE Physical Education Units 1 & 2 AND/OR Health & Human Development Units 1 & 2</i> | <i>VCE Physical Education Units 3 & 4 AND/OR Health & Human Development Units 3 & 4</i> |
| Acceleration Option | <i>Year 7 Core Health & Physical Education</i> | Year 8 Core Health & Physical Education AND Creative Cooking | <i>Year 9 Core Health & Physical Education</i> | <i>VCE Physical Education Units 1 & 2</i> | <i>VCE Physical Education Units 3 & 4</i> | |

**Please note, these are sample options only. Please consider all appropriate Health & Physical Education subjects.*

Teachers to see for advice regarding this subject: Miss Raynes and Miss Prosser

ENHANCE PROGRAMME

YEAR 9 CORE HEALTH AND PHYSICAL EDUCATION

Subject Description:

Throughout this subject, students participate in physical activities that develop health-related and skill-related fitness components and they create and monitor personal fitness plans. Students focus on physical activity for fitness and lifelong movement rather than competitive sport. They investigate ways to be active and to promote their physical health. Students also modify rules to promote fair play, inclusivity, and safety in PE. They incorporate these concepts within a sport ‘mash up’ unit through which they combine two sports to create a new game and lead a session in this new sport for their peers. In health sessions, students develop their understanding of factors that influence decision making, risk and protective factors, and the impact of alcohol, drugs, vaping, and smoking on the body. Students develop the skills of basic CPR and apply their understanding in first aid scenarios. Students develop their assertive communication skills and help seeking strategies to assist them in making positive choices for their health. This core subject runs for one semester and is comprised of two practical sessions and one theory lesson per week.

Assessment:

- Students plan, develop, lead, and reflect upon a physical education session for their class.
- Case study investigation and structured questions.

Advice to Students:

All Health and Physical Education subjects lead to a General VCE Physical Education or Health and Human Development pathway, VCE VET Health Services Certificate, or VCE VM Personal Development Skills pathway. This subject combines both practical and theory classes in a manner similar to VCE Physical Education. This core subject runs for one semester and is comprised of one practical session and two theory lessons per week.

This subject requires the College Physical Education uniform.

Possible Pathways:

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|----------------------------|---|--|---|---|---|---|
| Option One | Year 7 Core Health & Physical Education | Year 8 Core Health & Physical Education AND Team Sports | Personal Training AND Year 9 Core Health & Physical Education | Year 10 Core Health and Physical Education AND Year 10 Health & Human Development | VCE Physical Education Units 1 & 2 AND/OR Health & Human Development Units 1 & 2 | VCE Physical Education Units 3 & 4 AND/OR Health & Human Development Units 3 & 4 |
| Option Two | Year 7 Core Health & Physical Education AND Let's Cook! | Year 8 Core Health & Physical Education AND Healthy Body, Healthy Mind | Elite Basketball AND Year 9 Core Health & Physical Education | Year 10 Core Health and Physical Education AND Year 10 Advanced Physical Education | VCE Physical Education Units 1 & 2 AND/OR Health & Human Development Units 1 & 2 | VCE Physical Education Units 3 & 4 AND/OR Health & Human Development Units 3 & 4 |
| Acceleration Option | Year 7 Core Health & Physical Education | Year 8 Core Health & Physical Education AND Creative Cooking | Year 9 Core Health & Physical Education | VCE Physical Education Units 1 & 2 | VCE Physical Education Units 3 & 4 | |

**Please note, these are sample options only. Please consider all appropriate Health & Physical Education subjects.*

Teachers to see for advice regarding this subject: Mr Hare & Miss Beattie

ENHANCE PROGRAMME

ELITE BASKETBALL (PHYSICAL EDUCATION)

Subject Description:

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

Assessment:

- Create, plan, and lead training sessions.
- Write a detailed lesson plan with timing, teacher activity, student activity, and resources required to complete the session.
- Personal analysis and goal setting.

Advice to Students:

Elite 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 a girls' basketball programme. Students are encouraged to choose the programme with which they best identify.*** All Health and Physical Education subjects lead to a General VCE Physical Education or Health and Human Development pathway, VCE VET Health Services Certificate, or VCE VM Personal Development Skills pathway.

Students MUST purchase the College Physical Education uniform to undertake this subject.

Possible Pathways:

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|----------------------------|--|---|---|--|---|---|
| Option One | <i>Year 7 Core Health & Physical Education</i> | <i>Elite Basketball</i> AND <i>Year 8 Core Health & Physical Education</i> | <i>Personal Training</i> AND <i>Year 9 Core Health & Physical Education</i> | <i>Year 10 Core Health & Physical Education</i> AND <i>Year 10 Sport & Recreation</i> | <i>VCE Physical Education Units 1 & 2</i> | <i>VCE Physical Education Units 3 & 4</i> |
| Option Two | <i>Let's Cook!</i> AND <i>Year 7 Core Health & Physical Education</i> | <i>Healthy Body, Healthy Mind</i> AND <i>Year 8 Core Health & Physical Education</i> | <i>Elite Basketball</i> AND <i>Year 9 Core Health & Physical Education</i> | <i>Year 10 Core Health & Physical Education</i> AND <i>Year 10 Advanced Physical Education</i> | <i>VCE Physical Education Units 1 & 2</i> | <i>VCE Physical Education Units 3 & 4</i> |
| Acceleration Option | <i>Year 7 Core Health & Physical Education</i> | <i>Elite Basketball</i> AND <i>Year 8 Core Health & Physical Education</i> | <i>Year 10 Health & Human Development</i> AND <i>Year 9 Core Health & Physical Education</i> | <i>VCE Physical Education Units 1 & 2</i> AND <i>Year 10 Core Health & Physical Education</i> | <i>VCE Physical Education Units 3 & 4</i> | |

**Please note, these are sample options only. Please consider all appropriate Health & Physical Education subjects.*

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

ENHANCE PROGRAMME

RUGBY ACADEMY (PHYSICAL EDUCATION) – Year 8, 9 & 10 Students

Subject Description:

The Rugby Academy 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 programme 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 they are expected to represent the College in a variety of interschool sporting events. The Academy requires students to participate in Gala Days and has engaged a professional coach.

Assessment:

- Practical and fitness assessments.
- Umpiring and coaching.
- Performance and reflections in competitive events.

Advice to Students:

Elite Rugby is a **year-long** subject which is part of a **three-year programme** that will prepare students for their chosen pathway. Therefore, students interested in this subject need to ensure they select Rugby Academy for both semesters.

All Health and Physical Education subjects lead to a General VCE Physical Education or Health and Human Development pathway, VCE VET Health Services Certificate, or VCE VM Personal Development Skills pathway.

Students MUST purchase the College Physical Education uniform, as well as rugby boots and mouthguard to undertake this subject.

Possible Pathways:

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|--------------------------------|---|--|--|---|--|--|
| Option One | Year 7 Core Health & Physical Education | Rugby Academy AND Year 8 Core Health & Physical Education | Personal Training AND Year 9 Core Health & Physical Education | Year 10 Core Health & Physical Education AND Year 10 Sport & Recreation | VCE VM Rugby Academy PDS Units 1 & 2 | VCE VM Rugby Academy PDS Units 3 & 4 |
| Option Two | Let's Cook! AND Year 7 Core Health & Physical Education | Healthy Body, Healthy Mind AND Year 8 Core Health & Physical Education | Rugby Academy AND Year 9 Core Health & Physical Education | Year 10 Core Health & Physical Education AND Year 10 Advanced Physical Education | VCE Physical Education Units 1 & 2 | VCE Physical Education Units 3 & 4 |
| Acceleration Option | Year 7 Core Health & Physical Education | Rugby Academy AND Year 8 Core Health & Physical Education | Year 10 Health & Human Development AND Year 9 Core Health & Physical Education | VCE Physical Education Units 1 & 2 AND Year 10 Core Health & Physical Education | VCE Physical Education Units 3 & 4 | |

**Please note, these are sample options only. Please consider all appropriate Health & Physical Education subjects.*

Teachers to see for advice regarding this subject: Ms Louden

ENHANCE PROGRAMME

SOCCKER ACADEMY (PHYSICAL EDUCATION) – Year 8 & 9 Students

Subject Description:

The Soccer Academy aims to provide an opportunity for students who are passionate about Soccer to develop their skills, fitness, and game play in a variety of Soccer codes (i.e., Outdoor 11 aside, Indoor 6-aside and Futsal). 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 programme explores culture, identity, and what it means to actively contribute to a team through personal development. Students can develop their leadership and teamwork skills, and throughout the unit they are expected to represent the College in a variety of interschool sporting events. The Academy requires students to participate in weekly extra trainings and Gala Days and competitive events as part of their assessments.

Assessment:

- Data analysis and individual training program.
- Umpiring and coaching.
- Performance and reflections in competitive events.
- Progress in skill development.

Advice to Students:

Soccer Academy is a **year-long** subject which is part of a **two-year programme** that will prepare students for their chosen pathway. Therefore, students interested in this subject need to ensure they select Soccer Academy for both semesters. This Soccer programme is both a male and female subject with opportunities for students to participate in training sessions in mixed gender groups as well as gender-based groups. Students can participate with the group they best identify. All Health and Physical Education subjects lead to a General VCE Physical Education or Health and Human Development pathway, VCE VET Sport & Recreation Certificate, or VCE VM Personal Development Skills pathway.

Students MUST purchase the College Physical Education uniform, as well as football boots, mouthguard, and shin guards to undertake this subject.

Possible Pathways:

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|--------------------------------|--|---|---|---|--|--|
| Option One | Year 7 Core Health & Physical Education | Soccer Academy AND Year 8 Core Health & Physical Education | Personal Training AND Year 9 Core Health & Physical Education | Year 10 Core Health & Physical Education AND Year 10 Sport & Recreation | VCE Physical Education Units 1 & 2 | VCE Physical Education Units 3 & 4 |
| Option Two | Let's Cook! AND Year 7 Core Health & Physical Education | Healthy Body, Healthy Mind AND Year 8 Core Health & Physical Education | Soccer Academy AND Year 9 Core Health & Physical Education | Year 10 Core Health & Physical Education AND Year 10 Advanced Physical Education | VCE Physical Education Units 1 & 2 | VCE Physical Education Units 3 & 4 |
| Acceleration Option | Year 7 Core Health & Physical Education | Soccer Academy AND Year 8 Core Health & Physical Education | Year 10 Health & Human Development Education AND Year 9 Core Health & Physical Education | VCE Physical Education Units 1 & 2 AND Year 10 Core Health & Physical Education | VCE Physical Education Units 3 & 4 | |

**Please note, these are sample options only. Please consider all appropriate Health & Physical Education subjects.*

Teachers to see for advice regarding this subject: Miss Porter & Mr Jessop

ENHANCE PROGRAMME

HEALTHY BODY, HEALTHY MIND (HEALTH AND HUMAN DEVELOPMENT)

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. Students have one active session per 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 as well as exploring a range of health priorities such as diversity, inclusion, safety, sun protection, and mental and physical health. Students choose a mental health topic that they are passionate about, they then investigate this topic and present a data analysis through their own survey questions.

Assessment:

- Health map.
- Mental health data project.

Advice to Students:

Students interested in pursuing General VCE Health and Human Development or Physical Education gain a basic introduction to some key concepts that can be carried into the VCE subjects as well as transferred into the real world. All Health and Physical Education subjects lead to a General VCE Physical Education or Health and Human Development pathway, VCE VET Health Services Certificate, or VCE VM Personal Development Skills pathway.

Students MUST purchase the College Physical Education uniform to undertake this subject.

Possible Pathways:

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

** These are sample options. Please consider all appropriate Health & Physical Education subjects.*

Teachers to see for advice regarding this subject: Ms Newton and Ms Walsh

ENHANCE PROGRAMME

OUTDOOR EDUCATION (OUTDOOR AND ENVIRONMENTAL STUDIES)

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 enactment of safety processes and procedures as well as 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:

- Environmental Innovation Creation
- Planning an outdoor excursion/event

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 this subject commit to this important form of learning and assessment in Outdoor Education. All Health and Physical Education subjects lead to a General VCE Physical Education, Health and Human Development, or Outdoor and Environmental Studies pathway, VCE VET Health Services Certificate, or VCE VM Personal Development Skills pathway.

Students MUST purchase the College Physical Education uniform to undertake this subject.

Possible Pathways:

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|--------------------------------|--|--|--|--|---|---|
| Option One | Year 7 Core Health & Physical Education | Team Sports AND Year 8 Core Health & Physical Education | Healthy Body, Healthy Mind AND Outdoor Education | Year 10 Core Health & Physical Education AND Year 10 Sport & Recreation | VET Cert III Sport, Aquatics, & Recreation | VET Cert III Sport, Aquatics, & Recreation |
| Option Two | Year 7 Core Health & Physical Education | Outdoor Education AND Year 8 Core Health & Physical Education | Disasters & Geology AND Year 9 Core Health & Physical Education | Year 10 Environmental Science AND Year 10 Sport & Recreation | VCE Physical Education Units 1 & 2 | VCE Physical Education Units 3 & 4 |
| Acceleration Option | Year 7 Core Health & Physical Education AND Planet Earth | Outdoor Education AND Disasters & Geology | Year 10 Environmental Science AND Year 10 Sport & Recreation | VET Cert III Sport, Aquatics, & Recreation AND Year 10 Core Health & Physical Education | VET Cert III Sport, Aquatics, & Recreation | Cert II Workplace Skills |

**These are sample options. Please consider all appropriate Health & Physical Education and Humanities subjects.*

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

ENHANCE HEALTH & PHYSICAL EDUCATION

PERSONAL TRAINING (PHYSICAL EDUCATION)

Subject Description:

This subject provides the opportunity for students to set goals and learn how they can make improvements to their 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. Students will develop an understanding of fitness training principles and fitness components as they build skills that will enable them to write a safe, effective, and specific training programme for their needs, which they will follow and modify over the semester.

Assessment:

- Design and deliver a fitness session.
- Structured questions – training principles and anatomy.

Advice to Students:

Students do not need to have prominent levels of fitness to choose this subject, however, they 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 General VCE Physical Education, which explores similar concepts in greater detail. All Health and Physical Education subjects lead to a General VCE Physical Education or Health and Human Development pathway, VCE VET Health Services Certificate, or VCE VM Personal Development Skills pathway. **Students MUST purchase the College Physical Education uniform to undertake this subject.**

Possible Pathways:

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|--------------------------------|---|--|--|--|--|--|
| Option One | Year 7 Core Health & Physical Education | Team Sports AND Year 8 Core Health & Physical Education | Personal Training AND Year 9 Core Health & Physical Education | Year 10 Core Health & Physical Education AND Year 10 Sport & Recreation | VCE Physical Education Units 1 & 2 | VCE Physical Education Units 3 & 4 |
| Option Two | Year 7 Core Health & Physical Education AND Let's Cook! | Personal Training AND Creative Cooking AND Year 8 Core Health & Physical Education | Elite Basketball AND Year 9 Core Health & Physical Education | Year 10 Core Health & Physical Education AND Year 10 Advanced Physical Education | VCE Physical Education Units 1 & 2 | VCE Physical Education Units 3 & 4 |
| Acceleration Option | Year 7 Core Health & Physical Education | Personal Training AND Year 8 Core Health & Physical Education | Year 9 Core Health & Physical Education | VCE Physical Education Units 1 & 2 AND Year 10 Core Health & Physical Education | VCE Physical Education Units 3 & 4 | |

**Please note, these are sample options only. Please consider all appropriate Health & Physical Education subjects.*

Teachers to see for advice regarding this subject: Mr Illangakoon and Ms Newton

ENHANCE HEALTH & PHYSICAL EDUCATION

TEAM SPORTS (PHYSICAL EDUCATION)

Subject Description:

The Team Sports elective provides students with authentic sporting experiences as well as opportunities to work as a part of a team. Students 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 subject, students will work through an activity booklet that includes goal setting and reflections on their performance within a team.

Within the Team Sports elective, students will learn to:

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

Assessment:

- Plan, develop, lead, and reflect upon tournament design and implementation.
- Teamwork skills goal setting and reflections

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 General VCE Physical Education or Health and Human Development pathway, VCE VET Health Services Certificate, or VCE VM Personal Development Skills pathway.

Students MUST purchase the College Physical Education uniform to undertake this subject.

Possible Pathways:

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|----------------------------|--|---|---|--|---|---|
| Option One | <i>Year 7 Core Health & Physical Education</i> | Team Sports AND <i>Year 8 Core Health & Physical Education</i> | <i>Personal Training AND Year 9 Core Health & Physical Education</i> | <i>Year 10 Core Health & Physical Education AND Year 10 Sport & Recreation</i> | <i>VCE Physical Education Units 1 & 2</i> | <i>VCE Physical Education Units 3 & 4</i> |
| Option Two | <i>Let's Cook! AND Year 7 Core Health & Physical Education</i> | <i>Healthy Body, Healthy Mind AND Year 8 Core Health & Physical Education</i> | Team Sports AND <i>Year 9 Core Health & Physical Education</i> | <i>Year 10 Core Health & Physical Education AND Year 10 Advanced Physical Education</i> | <i>VCE Physical Education Units 1 & 2</i> | <i>VCE Physical Education Units 3 & 4</i> |
| Acceleration Option | <i>Year 7 Core Health & Physical Education</i> | Team Sports AND <i>Year 8 Core Health & Physical Education</i> | <i>Year 10 Health & Human Development AND Year 9 Core Health & Physical Education</i> | <i>VCE Physical Education Units 1 & 2 AND Year 10 Core Health & Physical Education</i> | <i>VCE Physical Education Units 3 & 4</i> | |

*Please note, these are sample options only. Please consider all appropriate Health & Physical Education subjects.

Teachers to see for advice regarding this subject: Mr Moschetti and Miss Porter

ENHANCE PROGRAMME

HUMANITIES

The Humanities include the study of Politics, Law, Economics, Business, Geography, History, and Philosophy.

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 Politics, Law, Economics, 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, Geography, and Philosophy, 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.

ENHANCE HUMANITIES

POWER & POLICY (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. Students 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, students will gain insights into the diversity of political ideologies and the importance of effective representation. By the end of this subject, students will not only possess a comprehensive understanding of the Australian political landscape, but they will also have developed 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. It is **highly recommended** that students undertake this subject to study VCE 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>Year 7 Core Humanities</i> | <i>Fight for Your Rights!</i> | Australian Political Systems | <i>Year 10 Legal Studies</i> | <i>VCE Legal Studies Units 1 & 2</i> | <i>VCE Legal Studies Units 3 & 4</i> |
| Option Two | <i>National Identity: Australian History & Politics</i> AND <i>Year 7 Core Humanities</i> | <i>Crime & Justice</i> AND Australian Political Systems | <i>Fight for Your Rights!</i> AND <i>World Wars</i> | <i>Year 10 Legal Studies</i> AND <i>Year 10 Philosophy</i> | <i>VCE Legal Studies Units 1 & 2</i> AND <i>VCE Politics Units 1 & 2</i> | <i>VCE Legal Studies Units 3 & 4</i> AND <i>VCE Politics Units 3 & 4</i> |
| Acceleration Option | <i>Year 7 Core Humanities</i> | Australian Political Systems AND <i>Fight for Your Rights!</i> | <i>Year 10 History</i> AND <i>Year 10 Philosophy</i> | <i>VCE Politics Units 1 & 2</i> | <i>VCE Politics Units 3 & 4</i> | |

*Please note, these are sample options only. Please consider all appropriate Humanities subjects.

Teachers to see for advice regarding this subject: Mr Antill

ENHANCE HUMANITIES

CRIME AND JUSTICE (LEGAL STUDIES)

Subject Description:

Students will examine criminal law and how it protects the community. This unit will support students who wish to continue to study Australian law and law enforcement as well as the Australian Political system. This subject is a great avenue into VCE Legal Studies and VCE Politics. Students will explore diverse 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:

- A 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 this 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. It is **highly recommended** that students undertake this subject prior to studying General VCE Legal Studies or General VCE Politics in the future.

Possible Pathways:

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|----------------------------|--|-------------------------------|---|--|---|---|
| Option One | <i>Year 7 Core Humanities</i> | <i>Fight for Your Rights!</i> | Crime & Justice | <i>Year 10 Legal Studies</i> | <i>VCE Legal Studies Units 1 & 2</i> | <i>VCE Legal Studies Units 3 & 4</i> |
| Option Two | <i>National Identity: Australian History & Politics AND Year 7 Core Humanities</i> | <i>Fight for Your Rights!</i> | Crime & Justice AND Australian Political Systems | <i>Year 10 Legal Studies</i> | <i>VCE Legal Studies Units 1 & 2 AND VCE Politics Units 1 & 2</i> | <i>VCE Legal Studies Units 3 & 4 AND VCE Politics Units 3 & 4</i> |
| Acceleration Option | <i>Year 7 Core Humanities</i> | Crime & Justice | <i>Year 10 Legal Studies AND Year 10 Philosophy</i> | <i>VCE Legal Studies Units 1 & 2</i> | <i>VCE Legal Studies Units 3 & 4</i> | |

**Please note, these are sample options only. Please consider all appropriate Humanities subjects.*

Teachers to see for advice regarding this subject: Ms Attard, Ms Ho, Ms Riley, and Ms Qureshi

ENHANCE HUMANITIES

DISASTERS AND GEOLOGY (ENVIRONMENTAL SCIENCE, GEOGRAPHY, & OUTDOOR AND ENVIRONMENTAL STUDIES)

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 from, 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 on 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>Travel the World AND Year 7 Core Humanities</i> | <i>Outdoor Education</i> | Disasters & Geology | <i>Year 10 Geography AND Year 10 Sport & Recreation</i> | <i>VCE Geography Units 1 & 2</i> | <i>VCE Geography Units 3 & 4</i> |
| Option Two | <i>Year 7 Core Humanities</i> | Disasters & Geology | <i>Outdoor Education</i> | <i>Year 10 Geography AND Year 10 Environmental Science</i> | <i>VCE Geography Units 1 & 2</i> | <i>VCE Geography Units 3 & 4</i> |
| Acceleration Option | <i>Planet Earth AND Year 7 Core Humanities</i> | <i>Outdoor Education AND Disasters & Geology</i> | <i>Year 10 Geography AND Year 10 Environmental Science</i> | <i>VCE Geography Units 1 & 2</i> | <i>VCE Geography Units 3 & 4</i> | |

**Please note these are sample options only. Please consider all appropriate Humanities, Science, and Health & Physical Education subjects.*

Teachers to see for advice regarding this subject: Mr O'Grady and Ms Riley

ENHANCE HUMANITIES

FIGHT FOR YOUR RIGHTS! (POLITICS, LEGAL STUDIES, & HISTORY)

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 seek 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 who 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. 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>Year 7 Core Humanities</i> | <i>Fight for Your Rights!</i> | <i>Australian Political Systems</i> | <i>Year 10 Legal Studies</i> | <i>VCE Legal Studies Units 1 & 2</i> | <i>VCE Legal Studies Units 3 & 4</i> |
| Option Two | <i>National Identity: Australian History & Politics</i> AND <i>Year 7 Core Humanities</i> | <i>Crime & Justice</i> AND <i>Australian Political Systems</i> | <i>Fight for Your Rights!</i> AND <i>World Wars</i> | <i>Year 10 Legal Studies</i> AND <i>Year 10 Philosophy</i> | <i>VCE Legal Studies Units 1 & 2</i> AND <i>VCE Politics Units 1 & 2</i> | <i>VCE Legal Studies Units 3 & 4</i> AND <i>VCE Politics Units 3 & 4</i> |
| Acceleration Option | <i>Year 7 Core Humanities</i> | <i>World Wars</i> AND <i>Fight for Your Rights!</i> | <i>Year 10 History</i> AND <i>Year 10 Philosophy</i> | <i>VCE Politics Units 1 & 2</i> | <i>VCE Politics Units 3 & 4</i> | |

**Please note, these are sample options only. Please consider all appropriate Humanities subjects.*

Teachers to see for advice regarding this subject: Ms Phelan, Ms Qureshi, and Ms Larcombe

ENHANCE HUMANITIES

LIKE A BOSS: RUNNING YOUR OWN BUSINESS (BUSINESS MANAGEMENT, ECONOMICS, AND ACCOUNTING)

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 \$5 - \$10 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 Programme, 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 stalls during lunchtimes.

Assessment:

- Development of a business plan based on the student's own business idea.
- A case study analysis, business research report, simulation exercise, and survey with analysis task.
- 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 innovative 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 be required to think innovatively and be creative with their ideas and solutions.

Possible Pathways:

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|----------------------------|--|--|--|--|--|---------------------------------------|
| Option One | <i>Year 7 Core Humanities</i> | <i>Like a Boss: Running Your Own Business</i> | <i>My Money</i> | <i>Year 10 Accounting</i> | <i>VCE Accounting Units 1 & 2</i> | <i>VCE Accounting Units 3 & 4</i> |
| Option Two | <i>Year 7 Core Humanities AND Travel the World</i> | <i>Invest Like the Best</i> | <i>World of Work AND Like a Boss: Running Your Own Business</i> | <i>Year 10 Business Management</i> | <i>VET Cert III Business</i> | <i>VET Cert III Business</i> |
| Acceleration Option | <i>Year 7 Core Humanities</i> | <i>Like a Boss: Running Your Own Business</i> | <i>Year 10 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. Please consider all appropriate Humanities and Mathematics subjects.*

Teachers to see for advice regarding this subject: Ms Harrod, Mr O'Grady, Mr Aracas or Ms Qureshi

ENHANCE HUMANITIES

MY MONEY (BUSINESS MANAGEMENT, ACCOUNTING, & 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 lives. In Unit 1, the course includes an exploration of salary and wages, cost of living, budgeting, tax, and insurance. Moreover, students 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 several types of financial frauds and learn how to protect themselves from unfair practices under Australian Consumer Law. They also learn about investment as a source of future income, including savings and the share market.

Assessment:

- Research assignment investigating 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. 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 | <i>Year 7 Core Humanities</i> | <i>Like a Boss: Running Your Own Business</i> | My Money | <i>Year 10 Accounting</i> | <i>VCE Accounting Units 1 & 2</i> | <i>VCE Accounting Units 3 & 4</i> |
| Option Two | <i>Year 7 Core Humanities AND Travel the World</i> | <i>Invest Like the Best</i> | My Money | <i>Year 10 Business Management</i> | <i>VET Cert III Business</i> | <i>VET Cert III Business</i> |
| Acceleration Option | <i>Year 7 Core Humanities</i> | My Money | <i>Year 10 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. Please consider all appropriate Humanities and Mathematics subjects.*

Teachers to see for advice regarding this subject: Ms Attard, Ms Strachan

ENHANCE HUMANITIES

MYTHS AND LEGENDS (HISTORY)

Subject Description:

Myths and Legends explores the fact and fiction surrounding the tales and beliefs of a variety of past societies. Students study the myths, legends, and beliefs of a self-selected Ancient and Medieval civilisation, 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 legendary people and places and analyse sources to find the 'truth'. Furthermore, they will also investigate how science is being used to explain the 'facts' 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.
- Japanese legends and mythology.

Assessment:

- Re-telling of stories through visual presentation of organised information
- Source analysis activities.
- Research assignment on a chosen myth or legend

Advice to Students:

Myths and 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>Year 7 Core Humanities</i> | Myths & Legends | <i>World Wars</i> | <i>Year 10 History</i> | <i>VCE History Units 1 & 2</i> | <i>VCE History Units 3 & 4</i> |
| Option Two | <i>Year 7 Core Humanities AND National Identity: Australian History & Politics</i> | <i>Fight for Your Rights!</i> | <i>Australian Political Systems AND Myths & Legends</i> | <i>Year 10 History</i> | <i>VCE History Units 1 & 2</i> | <i>VCE History Units 3 & 4</i> |
| Acceleration Option | <i>Year 7 Core Humanities AND Great Rulers of the Ancient World</i> | <i>World Wars AND Myths & Legends</i> | <i>Year 10 History</i> | <i>VCE History Units 1 & 2</i> | <i>VCE History Units 3 & 4</i> | |

**Please note these are sample options only. Please consider all appropriate Humanities subjects.*

Teachers to see for advice regarding this subject: Ms Fiddes, Ms Strachan, or Ms Riley

ENHANCE HUMANITIES

WORLD WARS (HISTORY & POLITICS)

Subject Description:

In this subject, students will study the causes and effects of both World War I and World War II. They will explore the distinct roles people played in both conflicts and the impact of the wars on civilians or non-combatants, as well as on the trajectories of the belligerent nation states. Students will explore how each of these conflicts fuelled rapid and often unthinkable changes to the nature of warfare, including the development of nuclear weapons. Students will investigate how these ‘total’ wars worked to unravel the Laws of War and led to a focus on humanitarian law. Moreover, they will consider whether the famous definition of war by political theorist, Carl von Clausewitz, that war is “a true political instrument, a continuation of political intercourse, carried on with other means” can be applied to these wars or any thereafter. In the World Wars class, students will encounter mature content, including war images, that reflect the realities of historical events.

Assessment:

- Critical analysis of historical sources.
- Research essay on a negotiated topic.
- Debate on whether Just War Theory can be applied to these wars either to the decision to engage in war (Jus ad bellum) or to conduct during war (Jus in bello).

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 and politics. It is **highly recommended** that students undertake this subject to study VCE History or VCE Politics in the future.

Possible Pathways:

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|----------------------------|--|--|--|---|-------------------------------------|-------------------------------------|
| Option One | <i>Year 7 Core Humanities</i> | <i>Myths & Legends</i> | World Wars | <i>Year 10 History</i> | <i>VCE History Units 1 & 2</i> | <i>VCE History Units 3 & 4</i> |
| Option Two | <i>Year 7 Core Humanities</i> AND <i>National Identity: Australian History & Politics</i> | <i>Fight for Your Rights!</i> | <i>Australian Political Systems</i> AND World Wars | <i>Year 10 History</i> AND <i>Year 10 Philosophy</i> | <i>VCE Politics Units 1 & 2</i> | <i>VCE Politics Units 3 & 4</i> |
| Acceleration Option | <i>Year 7 Core Humanities</i> AND <i>Great Rulers of the Ancient World</i> | World Wars AND <i>Fight for Your Rights!</i> | <i>Year 10 History</i> AND <i>Year 10 Philosophy</i> | <i>VCE History Units 1 & 2</i> | <i>VCE History Units 3 & 4</i> | |

**Please note, these are sample options only. Please consider all appropriate Humanities subjects.*

Teachers to see for advice regarding this subject: Ms Wood, Ms Riley, and Ms Fiddes

ENHANCE PROGRAMME

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 unfamiliar 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.

To know more about the benefits of learning a new language, watch this YouTube video:

<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.

ENHANCE 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. 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 civilisation, including to 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. To know more about the benefits of learning Arabic, please visit [Why learn Arabic? \(https://www.youtube.com/watch?v=Ypu2am5-Kn0\)](https://www.youtube.com/watch?v=Ypu2am5-Kn0).

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:

- Oral presentation.
- Reading and listening comprehension task.
- Short written piece in Arabic.

Advice to Students:

Arabic is recommended to students who have a passion for languages and cultures. 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 (three semesters) before moving into VCE Units 1 & 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 Enhance and year 10 in consecutive units. Students **must** undertake this subject in order to study VCE Arabic. It is **highly recommended** that students undertake Arabic to enhance the study of linguistics, literature, law, politics, travel, or international relations in the future.

Possible Pathways:

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

**Please note, these are sample options. Please consider all appropriate Languages subjects.*

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

ENHANCE LANGUAGES

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 that have set up offices, subsidiaries, or headquarters here in fields such as transport. French studies in Enhance and year 10 will include cultural studies, excursions, and student-led projects (for example, a French café).

To know more about the benefits of learning French please visit https://www.youtube.com/watch?v=V7_Z48d4XQI – [Why Learn French?](#)

Assessment:

- Oral presentation.
- Reading and listening comprehension task.
- Short written piece in French.

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 (three semesters) before moving into VCE Units 1 & 2. In Enhance and year 10, 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 Enhance and year 10 in consecutive units: Students **must** undertake this subject in order to study VCE French. It is **highly recommended** that students undertake French to enhance the study of linguistics, literature, law, politics, travel, or international relations in the future.

Possible Pathways:

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------------|------------------------------------|---|---|----------------------------------|------------------------------------|------------------------------------|
| Option One | Taster French (Double elective) | French (One or two semesters) | French (One or two semesters) | French (One or two semesters) | VCE French Units 1 & 2 | VCE French Units 3 & 4 |
| Option Two | | French (One or two semesters) | French (One or two semesters) | French (One or two semesters) | VCE French Units 1 & 2 (VSL) | VCE French Units 3 & 4 (VSL) |

**Please note, these are sample options only. Please consider all appropriate Languages subjects.*

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

ENHANCE LANGUAGES

JAPANESE

Subject Description:

Japanese is the official language of Japan, Australia's northern neighbour in the Asia region. Japanese 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 South Korea, China, Indonesia, and Australia. Japan holds the world's third largest economy, moreover, it is 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 hand, it is a society in a constant state of rapid flux, with continually shifting fads and fashions and technological development that continuously pushes back the boundaries of the possible.

In this subject, students will learn Japanese greetings, how to introduce themselves, as well as other basic vocabulary. Students learn about the differences between the three Japanese scripts, *Hiragana*, *Katakana*, and *Kanji*. They will learn about the culture of Japan and Japanese-speaking communities. To know more about the benefits of learning Japanese, please visit [Why study Japanese? 5 reasons to get started \(https://www.youtube.com/watch?v=IN5F8rzaH5c\)](https://www.youtube.com/watch?v=IN5F8rzaH5c)

Assessment:

- Oral presentation.
- Reading and listening comprehension task.
- Short written piece in Japanese.

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 (three semesters) before moving into VCE Units 1 & 2. In Enhance and year 10, 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 Enhance and year 10 in consecutive units. It is **highly recommended** that students undertake Japanese to enhance the study of linguistics, literature, law, politics, travel, or international relations in the future.

Possible Pathways:

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

**Please note, these are sample options only. Please consider all appropriate Languages subjects.*

Teachers to see for advice regarding this subject: Ms Ong

ENHANCE LANGUAGES

PERSIAN

Subject Description:

Students acquire communication skills in Persian, which encompasses both Dari and Farsi. They develop an understanding of the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts. Persian, with its rich history and literary tradition, offers students insights into the vibrant cultures of Iran, Afghanistan, and Tajikistan. Learning Persian enables students to connect with their heritage, explore Persian literature and poetry, and appreciate the significant contributions of Persian-speaking nations to art, science, and philosophy. An understanding of Persian opens doors to exploring the rich traditions of storytelling, music, and the culinary arts, enriching students' global perspectives.

Assessment:

- Oral presentation.
- Reading and listening comprehension task.
- Short written piece in Persian.

Advice to Students:

Learning a language is an ongoing process. If you are considering undertaking VCE Persian, you should aim to study Persian for a minimum of 200 hours (three semesters) before moving into VCE Units 1 & 2. In Enhance and year 10, you may choose to study Persian each semester. Each semester is approximately 65 hours duration. To prepare yourself to perform at the highest level in Persian at VCE, you should consider taking Persian in Enhance and year 10 in consecutive units: Students must undertake this subject in order to study VCE Persian. It is highly recommended that students undertake Persian to enhance the study of linguistics, literature, law, politics, travel, or international relations in the future.

Possible Pathways:

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|-------------------|--------|--|--|--|--|--|
| Option One | | <i>Persian</i> (One or two semesters) | <i>Persian</i> (One or two semesters) | <i>Persian</i> (One or two semesters) | VCE <i>Persian</i> Units 1 & 2 (VSL) | VCE <i>Persian</i> Units 3 & 4 (VSL) |
| Option Two | | | <i>Persian</i> (One or two semesters) | <i>Persian</i> (Two semesters) | VCE <i>Persian</i> Units 1 & 2 (VSL) | VCE <i>Persian</i> Units 3 & 4 (VSL) |

**Please note, these are sample options only. Please consider all appropriate Languages subjects.*

Teachers to see for advice regarding this subject: Ms Davoodi, and Ms Ong

ENHANCE PROGRAMME

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.

ENHANCE MATHEMATICS

YEAR 8 AND YEAR 9 MATHS FOR LIFE

Subject Description:

Maths for Life is an alternative Core Maths for Year 8 and Year 9 students who may have difficulties with Maths. 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. 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 maths 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 would benefit from more of an individualised programme. 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>Year 7 Core Maths</i> | <i>Year 8 Core Maths</i> | <i>Maths for Life</i> | <i>Year 10 Maths for Life</i> | <i>VCE Foundation Maths Units 1 & 2</i> | <i>VCE Foundation Maths Units 3 & 4</i> |
| Option Two | <i>Year 7 Core Maths</i> | <i>Maths for Life</i> | <i>Maths for Life</i> | <i>Year 10 Maths for Life</i> | <i>VCE VM Numeracy Units 1 & 2</i> | <i>VCE VM Numeracy Units 3 & 4</i> |

**Please note, these are sample options only. Please consider all appropriate Mathematics subjects.*

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

ENHANCE MATHEMATICS

YEAR 8 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.
- Maths project.
- Problem-solving tasks.

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

**Please note, these are sample options only. Please consider all appropriate Mathematics subjects.*

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

ENHANCE MATHEMATICS

YEAR 9 CORE MATHS

Subject Description:

Year 9 Core Maths 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 a significant role in people's understanding of the natural and human worlds, and the interactions 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. 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>Year 7 Core Maths</i> | <i>Year 8 Core Maths</i> | <i>Year 9 Core Maths</i> | <i>Year 10 Core Maths</i> | <i>VCE General Maths Units 1 & 2</i> | <i>VCE General Maths Units 3 & 4</i> |
| Option Two | <i>Year 7 Core Maths</i> | <i>Year 8 Core Maths</i> | <i>Year 9 Core Maths</i> | <i>Year 10 Advanced Maths</i> | <i>VCE General Maths Units 1 & 2 AND VCE Maths Methods Units 1 & 2</i> | <i>VCE General Maths Units 3 & 4 AND VCE Maths Methods Units 3 & 4</i> |
| Acceleration Option | <i>Year 8 Core Maths</i> | <i>Year 9 Core Maths</i> | <i>Year 10 Advanced Maths</i> | <i>VCE General Maths Units 1 & 2 AND Algebra 101 AND Algebra 102</i> | <i>VCE Maths Methods Units 1 & 2 AND VCE General Maths Units 3 & 4 AND/OR VCE Specialist Maths Units 1 & 2</i> | <i>VCE Maths Methods Units 3 & 4 AND/OR VCE Specialist Maths Units 3 & 4</i> |

**Please note, these are sample options only. Please consider all appropriate Mathematics subjects.*

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

ENHANCE MATHEMATICS

YEAR 9 ADVANCED MATHS

Subject Description:

Year 9 Advanced Maths is an alternative Core Maths for students who have advanced beyond the level 9 Maths Curriculum. 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>Year 7 Core Maths</i> | <i>Year 8 Core Maths</i> | <i>Year 9 Advanced Maths</i> | <i>Year 10 Advanced Maths AND Algebra 102</i> | <i>VCE General Maths Units 1 & 2 AND VCE Maths Methods Units 1 & 2</i> | <i>VCE General Maths Units 3 & 4 AND VCE Maths Methods Units 3 & 4</i> |
| Option Two | <i>Year 7 Core Maths</i> | <i>Year 8 Core Maths AND Algebra 101</i> | <i>Year 9 Advanced Maths AND Geometry</i> | <i>Year 10 Advanced Maths AND Algebra 102</i> | <i>VCE General Maths Units 1 & 2 AND VCE Foundation Maths Units 3 & 4</i> | <i>VCE General Maths Units 3 & 4</i> |
| Acceleration Option | <i>Year 8 Core Maths</i> | <i>Year 9 Advanced Maths</i> | <i>Year 10 Advanced Maths</i> | <i>VCE General Maths Units 1 & 2 AND Algebra 101 AND Algebra 102</i> | <i>VCE Maths Methods Units 1 & 2 AND VCE General Maths Units 3 & 4 AND/OR VCE Specialist Maths Units 1 & 2</i> | <i>VCE Maths Methods Units 3 & 4 AND/OR VCE Specialist Maths Units 3 & 4</i> |

**Please note, these are sample options only. Please consider all appropriate Mathematics and Design & Digital Technology subjects.*

Teachers to see for advice regarding this subject: Ms Fernando and Ms Murdoc

ENHANCE 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 also develop the mathematical skills students require 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.

Students MUST purchase a Casio Classpad CAS Calculator to undertake this subject.

Possible Pathways:

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

**Please note, these are sample options only. Please consider all appropriate Mathematics subjects.*

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

ENHANCE 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 students' minds to think logically and break down and solve mathematical problems. One of the main reasons for studying algebra is that it allows students to build the skills needed to generalise situations. Algebraic thinking is essential in modelling real-life situations and predicting possible scenarios.

Assessment:

- Skill-based formative assessments: Mathspace/ DESMOS/Quizzes
- Project tasks
- ClassPad calculator activities.
- 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.

Students MUST purchase a Casio Classpad CAS Calculator to undertake this subject.

Possible Pathways:

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

**Please note, these are sample options only. Please consider all appropriate Mathematics subjects.*

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

ENHANCE 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, VCE Maths Methods, and VCE Specialist Maths in the future.

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

**Please note, these are sample options only. Please consider all appropriate Mathematics subjects.*

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

ENHANCE MATHEMATICS

INVEST LIKE THE BEST (BUSINESS MANAGEMENT, 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 programmes. 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 | Year 7 Core Maths | Year 8 Core Maths AND Invest Like the Best | Year 9 Core Maths AND My Money | Year 10 Core Maths AND Year 10 Accounting | VCE General Maths Units 1 & 2 AND Accounting Units 1 & 2 | VCE General Maths Units 3 & 4 AND Accounting Units 3 & 4 |
| Option Two | Year 7 Core Maths | Year 8 Core Maths | Year 9 Core Maths AND Invest Like the Best | Year 10 Advanced Maths AND Year 10 Accounting | VCE Maths Methods Units 1 & 2 AND Accounting Units 1 & 2 | VCE Maths Methods Units 3 & 4 AND Accounting Units 3 & 4 |
| Acceleration Option | Year 8 Core Maths | Year 9 Core Maths AND Like a Boss: Running a Business | Year 10 Advanced Maths AND Invest Like the Best | VCE General Maths Units 1 & 2 AND Algebra 101 AND Algebra 102 | VCE Maths Methods Units 1 & 2 AND VCE General Maths Units 3 & 4 AND/OR VCE Specialist Maths Units 1 & 2 | VCE Maths Methods Units 3 & 4 AND/OR VCE Specialist Maths Units 3 & 4 |

*Please note, these are sample options only. Please consider all appropriate Mathematics and Humanities subjects.

Teachers to see for advice regarding this subject: Ms Murdoch

ENHANCE MATHEMATICS

MATHS IN SPORT (HEALTH AND PHYSICAL EDUCATION & MATHEMATICS)

Subject Description:

Although not always realised, mathematics plays a particularly significant 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, students 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 in which they are interested.

Assessment:

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

Advice to Students:

There are no prerequisites for undertaking this subject. This subject is recommended for any student who enjoys sports and maths! It is especially recommended for those students who may find that they struggle to engage in their regular maths class. Mathematical skills are incredibly important not only to successfully finish school, but also to be able to function successfully in the outside world. Maths in Sport provides an opportunity for students to link maths with a topic in which they have a strong interest, it also allows students to learn mathematical skills in a practical real-world context.

Possible Pathways:

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------|--|---|---|--|--|--|
| Option One | Year 7 Core Maths AND Year 7 Core Health & Physical Education | Year 8 Core Maths AND Maths in Sport | Year 9 Core Maths | Year 10 Core Maths AND Year 10 Health & Human Development | VCE General Maths Units 1 & 2 AND VCE Health & Human Development Units 1 & 2 | VCE General Maths Units 3 & 4 AND VCE Health & Human Development Units 3 & 4 |
| Option Two | Year 7 Core Maths AND Year 7 Core Health & Physical Education | Year 8 Core Maths AND Elite Soccer | Year 9 Core Maths AND Maths in Sport | Year 10 Core Maths AND Year 10 Physical Education | VCE General Maths Units 1 & 2 AND VCE Physical Education Units 1 & 2 | VCE General Maths Units 3 & 4 AND VCE Physical Education Units 3 & 4 |
| Option Three | Year 7 Core Maths AND Year 7 Core Health & Physical Education | Year 8 Core Maths AND Team Sports | Maths for Life AND Maths in Sport | Maths for Life AND Year 10 Physical Education | VCE Foundation Maths Units 1 & 2 AND VCE Physical Education Units 1 & 2 | VCE Foundation Maths Units 3 & 4 AND VCE Physical Education Units 3 & 4 |

Please note, these are sample options only. Please consider all appropriate Mathematics and Health & Physical Education subjects.

Teachers to see for advice regarding this subject: Ms Murdoch and Mr Illangakoon

ENHANCE PROGRAMME

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.

ENHANCE SCIENCE

YEAR 8 CORE SCIENCE

Subject Description:

This subject focuses on key inquiry skills which are central to all sciences. These skills are explored through two contextual units, covering the Physical and Biological sciences. Having a solid 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 with challenging questions designed to prompt curiosity and inquiry, hone their skills in using the scientific method, and build their overall scientific literacy.

Assessment:

- Ongoing coursework, including engagement in practical work.
- Student led practical investigations and communication.
- Written responses and ethical case studies.

Advice to Students:

All students undertake Year 8 Core Science. Engagement in this subject builds the knowledge, skills, and understandings needed to participate in the VCE Science subjects.

Possible Pathways:

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------|----------------------------|---|--------------------------------|--------------------------------------|--|--|
| Option One | <i>Planet Earth</i> | Year 8 Core Science AND <i>Fantastic Beasts</i> | <i>Medicine & Disease</i> | <i>Year 10 Biology</i> | <i>VCE Biology</i> <i>Units 1 & 2</i> | <i>VCE Biology</i> <i>Units 3 & 4</i> |
| Option Two | <i>Let's Experiment</i> | Year 8 Core Science AND <i>Chemical Curiosity</i> | <i>Year 9 core science</i> | <i>Year 10 Chemistry</i> | <i>VCE Chemistry</i> <i>Units 1 & 2</i> | <i>VCE Chemistry</i> <i>Units 3 & 4</i> |
| Option Three | <i>Planet Earth</i> | Year 8 Core Science AND <i>Fantastic Beasts</i> | <i>Disasters & Geology</i> | <i>Year 10 Environmental Science</i> | <i>VCE Environmental Science</i> <i>Units 1 & 2</i> | <i>VCE Environmental Science</i> <i>Units 3 & 4</i> |
| Option Four | <i>Year 7 core science</i> | Year 8 Core Science AND <i>Bright Sparks</i> | <i>Robotics: VEX V5 EDR</i> | <i>Year 10 Physics</i> | <i>VCE Physics</i> <i>Units 1 & 2</i> | <i>VCE Physics</i> <i>Units 3 & 4</i> |
| Option Five | <i>Year 7 Core Science</i> | Year 8 Core Science Inquiry | <i>Neuroscience</i> | <i>Year 10 Psychology</i> | <i>VCE Psychology</i> <i>Units 1 & 2</i> | <i>VCE Psychology</i> <i>Units 3 & 4</i> |

**Please note, these are sample options only. Please consider all appropriate Science subjects.*

Teachers to see for advice regarding this subject: Ms Marshall

ENHANCE SCIENCE

YEAR 9 CORE SCIENCE

Subject Description:

This subject continues to focus on key skills of inquiry which are central to all sciences. Students will investigate the fields of Earth and Chemical sciences, performing data analysis tasks and scientific inquiries into a variety of scientific questions. Having a solid 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 with challenging questions designed to prompt curiosity and inquiry, hone their skills in using the scientific method, build their overall scientific literacy and numeracy skills.

Assessment:

- Ongoing coursework, including engagement in practical work.
- Student led practical investigations presented through a poster.
- Written responses and data analysis tasks.

Advice to Students:

All students undertake Year 9 Core Science. Engagement in this subject builds the knowledge, skills, and understandings needed to participate in the VCE Science subjects.

Possible Pathways:

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------|----------------------------|----------------------------|--|--------------------------------------|--|--|
| Option One | <i>Planet Earth</i> | <i>Fantastic Beasts</i> | Year 9 Core science AND Medicine & Disease | <i>Year 10 Biology</i> | <i>VCE Biology Units 1 & 2</i> | <i>VCE Biology Units 3 & 4</i> |
| Option Two | <i>Let's Experiment</i> | <i>Chemical Curiosity</i> | Year 9 Core science AND Bright Sparks | <i>Year 10 Chemistry</i> | <i>VCE Chemistry Units 1 & 2</i> | <i>VCE Chemistry Units 3 & 4</i> |
| Option Three | <i>Planet Earth</i> | <i>Fantastic Beasts</i> | Year 9 Core science AND Disasters & Geology | <i>Year 10 Environmental Science</i> | <i>VCE Environmental Science Units 1 & 2</i> | <i>VCE Environmental Science Units 3 & 4</i> |
| Option Four | <i>Year 7 Core science</i> | <i>Bright Sparks</i> | Year 9 Core science AND Robotics: VEX V5 EDR | <i>Year 10 Physics</i> | <i>VCE Physics Units 1 & 2</i> | <i>VCE Physics Units 3 & 4</i> |
| Option Five | <i>Year 7 Core Science</i> | <i>Year 8 Core science</i> | Year 9 Core science AND Neuroscience | <i>Year 10 Psychology</i> | <i>VCE Psychology Units 1 & 2</i> | <i>VCE Psychology Units 3 & 4</i> |

**Please note, these are sample options only. Please consider all appropriate Science subjects.*

Teachers to see for advice regarding this subject: Ms Peters

ENHANCE 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.

Assessments:

- Skill-based formative assessments.
- Scientific Experiments.
- Recording and reporting of scientific data.
- Group based investigation projects.

Advice to Students:

Bright Sparks is for students looking for a pathway to Year 10 Physics and VCE Physics subjects. It is advantageous for students who wish to study Year 10 Physics and 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>Year 7 Core science</i> | <i>Year 8 Core science</i> | Bright Sparks | <i>Year 10 Physics</i> | <i>VCE Physics Units 1 & 2</i> | <i>VCE Physics Units 3 & 4</i> |
| Option Two | <i>Let's Experiment</i> | Bright Sparks | <i>Robotics: VEX V5 EDR</i> | <i>Year 10 Physics</i> | <i>VCE Physics Units 1 & 2</i> | <i>VCE Physics Units 3 & 4</i> |
| Option Three | <i>Year 7 Core science</i> | Bright sparks | <i>Year 9 Core science</i> | <i>Year 10 Core Science</i> | <i>VCE VM pathway</i> | <i>VCE VM pathway</i> |
| Option Three | <i>Let's Experiment</i> | <i>Chemical Curiosity</i> | <i>Bright Sparks</i> | <i>Year 10 Chemistry</i> | <i>VCE Chemistry Units 1 & 2</i> | <i>VCE Chemistry Units 3 & 4</i> |
| Acceleration Option | <i>Year 7 Core Science</i> | Bright Sparks | <i>Year 10 Physics</i> | <i>VCE Physics Units 1 & 2</i> | <i>VCE Physics Units 3 & 4</i> | |

**Please note, these are sample options only. Please consider all appropriate Science subjects.*

Teachers to see for advice regarding this subject: Mr Pelecanos

ENHANCE SCIENCE

CHEMICAL CURIOSITY (CHEMISTRY)

Subject Description:

In Chemical Curiosity, students will continue to develop their knowledge and skills in the core field 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, and an introduction to writing and balancing chemical equations. Practical tasks and scientific investigations are a key focus throughout this subject. This aims to spark student curiosity and enhance their understanding of chemistry in the world around them.

Assessments:

- Ongoing coursework, including practical work.
- Written responses and topic tests.
- A scientific research investigation.

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking this subject should be confident, independent, and self-managed learners who have an interest in going further with science and chemistry topics. Chemical Curiosity is recommended for students with a broad interest in science and chemistry. It is **highly recommended** that students undertake this subject to study Year 10 Chemistry and VCE Chemistry in the future.

Possible Pathways:

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|----------------------------|----------------------------|-----------------------------|--|--------------------------------------|--|--|
| Option One | <i>Let's Experiment</i> | Chemical Curiosity | <i>Bright Sparks</i> | <i>Year 10 Chemistry</i> | <i>VCE Chemistry Units 1 & 2</i> | <i>VCE Chemistry Units 3 & 4</i> |
| Option Two | <i>Year 7 Core science</i> | <i>Year 8 Core science</i> | Chemical Curiosity | <i>Year 10 Chemistry</i> | <i>VCE Chemistry Units 1 & 2</i> | <i>VCE Chemistry Units 3 & 4</i> |
| Option Two | <i>Let's Experiment</i> | <i>Bright Sparks</i> | Chemical Curiosity | <i>Year 10 Physics</i> | <i>VCE Physics Units 1 & 2</i> | <i>VCE Physics Units 3 & 4</i> |
| Option Three | <i>Planet Earth</i> | Chemical Curiosity | <i>Year 9 Core science AND Disasters & Geology</i> | <i>Year 10 Environmental Science</i> | <i>VCE Environmental Science Units 1 & 2</i> | <i>VCE Environmental Science Units 3 & 4</i> |
| Option One | <i>Planet Earth</i> | <i>Medicine and disease</i> | Chemical Curiosity | <i>Year 10 Biology</i> | <i>VCE Biology Units 1 & 2</i> | <i>VCE Biology Units 3 & 4</i> |
| Acceleration Option | <i>Year 7 Core Science</i> | Chemical Curiosity | <i>Year 10 Chemistry</i> | <i>VCE Chemistry Units 1 & 2</i> | <i>VCE Chemistry Units 3 & 4</i> | |

**Please note, these are sample options only. Please consider all appropriate Science subjects.*

Teachers to see for advice regarding this subject: Ms Glenn and Mr Stucley

ENHANCE SCIENCE

FANTASTIC BEASTS (ENVIRONMENTAL SCIENCE)

Subject Description:

In this subject, students learn about abiotic and biotic factors, food chains and food webs, how the environment is impacted by humans, and how animals adapt to their environment. Students learn about the differences between artificial and natural environments and interact with and care for animals as they build their understanding of environments and adaptations. The key skills learnt throughout this unit can be applied to Year 10 environmental science, VCE Biology, and VCE Environmental Science. Through this subject, students engage in a variety of learning experiences, including incursions and excursions.

Assessment:

- Scientific investigations.
- Ongoing coursework, including practical work, animal care, and maintenance of animal records.
- Research projects.

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. It is **highly recommended** that students undertake this subject to study Year 10 environmental science and VCE Biology or VCE Environmental Science in the future.

Possible Pathways:

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|----------------------------|----------------------------|--|---|--|--|--|
| Option One | <i>Year 7 Core Science</i> | <i>Year 8 Core science</i> | <i>Year 9 Core science AND Fantastic Beasts</i> | <i>Year 10 Environmental Science AND Year 10 Biology</i> | <i>VCE Environmental Science Units 1 & 2</i> | <i>VCE Environmental Science Units 3 & 4</i> |
| Option Two | <i>Planet Earth</i> | <i>Fantastic Beasts</i> | <i>Medicine & Disease</i> | <i>Year 10 Biology</i> | <i>VCE Biology Units 1 & 2</i> | <i>VCE Biology Units 3 & 4</i> |
| Option Four | <i>Year 7 Core Science</i> | <i>Neuroscience</i> | <i>Fantastic Beasts</i> | <i>Year 10 Psychology</i> | <i>VCE Psychology Units 1 & 2</i> | <i>VCE Psychology Units 3 & 4</i> |
| Option One | <i>Let's experiment</i> | <i>Fantastic Beasts</i> | <i>Bright Sparks</i> | <i>Year 10 general science</i> | <i>VCE VM pathway</i> | <i>VCE VM pathway</i> |
| Acceleration Option | <i>Year 7 Core Science</i> | <i>Medicine & Disease AND Fantastic Beasts</i> | <i>Year 10 Biology</i> | <i>VCE Biology Units 1 & 2</i> | <i>VCE Biology Units 3 & 4</i> | |

**Please note, these are sample options only. Please consider all appropriate Science subjects.*

Teachers to see for advice regarding this subject: Ms Owen

ENHANCE SCIENCE

MEDICINE AND DISEASE (BIOLOGY)

Subject Description:

In this subject, students learn about human anatomy, physiology, and disease. They will explore how the requirements for life are provided through the coordinated function of body systems working together. Students investigate how the human body responds to changes as a result of disease, and they discuss how different diseases are managed with modern medicine and lifestyle changes. They learn how to use specialised medical equipment and they conduct scientific investigations, dissections, and medical simulations to collect data for analysis. Students examine medical case studies to determine potential causes of disease and justify their 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).
- Scientific reports.
- Simulation investigations.

Advice to Students:

There are no prerequisites for undertaking Medicine and Disease. Medicine and Disease is recommended for students with an interest in pursuing pathways in VCE Biology. Medicine and 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>Year 10 Biology</i> | <i>VCE Biology Units 1 & 2</i> | <i>VCE Biology Units 3 & 4</i> |
| Option Two | <i>Let's Experiment</i> | <i>Chemical Curiosity</i> | Medicine & Disease | <i>Year 10 Chemistry</i> | <i>VCE Chemistry Units 1 & 2</i> | <i>VCE Chemistry Units 3 & 4</i> |
| Option Three | <i>Planet Earth</i> | <i>Fantastic Beasts</i> | <i>Disasters & Geology</i> AND Medicine & Disease | <i>Year 10 Environmental Science</i> | <i>VCE Environmental Science Units 1 & 2</i> | <i>VCE Environmental Science Units 3 & 4</i> |
| Option Four | <i>Year 7 Core science</i> | <i>Bright Sparks</i> AND Medicine & Disease | <i>Robotics: VEX V5 EDR</i> | <i>Year 10 Physics</i> | <i>VCE Physics Units 1 & 2</i> | <i>VCE Physics Units 3 & 4</i> |
| Option Five | <i>Year 7 Core Science</i> | Medicine & Disease | <i>Neuroscience</i> | <i>Year 10 Psychology</i> | <i>VCE Psychology Units 1 & 2</i> | <i>VCE Psychology Units 3 & 4</i> |

**Please note, these are sample options only. Please consider all appropriate Science subjects.*

Teachers to see for advice regarding this subject: Mr Mahon

ENHANCE SCIENCE

NEUROSCIENCE (PSYCHOLOGY)

Subject Description:

Neuroscience promotes a deep understanding of how nerve cells in the human brain are born, how they grow, and how they 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 previously 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 such as reading or speaking. Students will investigate what happens in the event of brain injury and how the brain can recover.

Assessment:

- Practical investigations presented through a poster.
- Written responses and topic tests.
- Case studies.

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking this subject should be confident, independent, and self-managed learners. Neuroscience is recommended for students with a broad interest in science and it is **highly recommended** that students undertake this subject in order to study Year 10 Psychology and VCE Psychology in the future.

Possible Pathways:

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|--------------------------------|-----------------------------|-----------------------------------|-----------------------------------|---|---|---|
| Option One | Year 7 Core Science | <i>Year 8 Core science</i> | Neuroscience | <i>Year 10 Psychology</i> | <i>VCE Psychology Units 1 & 2</i> | <i>VCE Psychology Units 3 & 4</i> |
| Option Two | <i>Let's Experiment</i> | Neuroscience | <i>Medicine & Disease</i> | <i>Year 10 Psychology</i> | <i>VCE Psychology Units 1 & 2</i> | <i>VCE Psychology Units 3 & 4</i> |
| Option Three | <i>Planet Earth</i> | <i>Medicine & Disease</i> | Neuroscience | <i>Year 10 Biology</i> | <i>VCE Biology Units 1 & 2</i> | <i>VCE Biology Units 3 & 4</i> |
| Option Three | <i>Let's Experiment</i> | <i>Chemical Curiosity</i> | Neuroscience | <i>Year 10 general science</i> | <i>VCE VM pathway</i> | <i>VCE VM pathway</i> |
| Acceleration Option | Year 7 Core Science | Neuroscience | <i>Year 10 Psychology</i> | <i>VCE Psychology Units 1 & 2</i> | <i>VCE Psychology Units 3 & 4</i> | |

**Please note, these are sample options only. Please consider all appropriate Science subjects.*

Teachers to see for advice regarding this subject: Ms Dawson

ENHANCE PROGRAMME

STEM

STEM is an acronym for Science, Technology, Engineering and Mathematics. STEM enables students to apply knowledge from these subject areas to solve problems creatively using the scientific method, design process, and various mathematical skills. STEM encourages teamwork and high-level communication, which are both necessary skills in industry as workplaces become more collaborative and digitised. Working on STEM projects and learning tasks helps build resilience as not all of endeavours will succeed the first time. Processes must be modified and refined using a methodical process to achieve success. Put simply, STEM helps to develop students into creative problem-solvers and lifelong learners. There is a key focus on **Digital Technology** and **Design Technology** in all STEM subjects.

Digital Technology is a major part of our lives and thus, our education. Anything that can be digitised is stored online. Our STEM 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 of society. 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 STEM 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.

ENHANCE STEM

COMPUTER GAME DESIGN (APPLIED COMPUTING)

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. 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> | <i>Innovate Intermediate</i> | Computer Game Design | <i>Year 10 Computer Programming</i> | <i>VCE Applied Computing Units 1 & 2</i> | <i>VCE Data Analytics Units 3 & 4</i> |
| Option Two | <i>Introduction to Robotics</i> | <i>Robotics: VEX V5 EDR</i> | Computer Game Design | <i>Year 10 Computer Programming AND Year 10 Engineering & Mechatronics</i> | <i>VCE Applied Computing Units 1 & 2</i> | <i>VCE Algorithmics (HESS) Units 3 & 4</i> |
| Acceleration Option | <i>Introduction to Robotics</i> | Computer Game Design | <i>Year 10 Computer Programming</i> | <i>VCE Applied Computing Units 1 & 2</i> | <i>VCE Software Development Units 3 & 4</i> | |

**Please note, these are sample options only. Please consider all appropriate STEAM and Design and Digital Technologies subjects.*

Teachers to see for advice regarding this subject: Mr D'Auria

ENHANCE STEM

CREATIVE COOKING (FOOD STUDIES)

Subject Description:

Creative Cooking students will create and style food. Students investigate 'tricks of the trade', unconventional ingredients, and decorating and garnishing of food. Students select, produce and photograph meals. They will investigate Australian food innovators within the food styling industry as well as food trends and fads. Food safety is a key focus throughout all practicums and students are able to experience using a variety of tools and equipment. Students will be involved in tending to the Kitchen Garden and utilising these fresh seasonal ingredients in their cooking. Students will be exposed to real world situations where they will use the design process to creatively solve the identified need or problem before evaluating the effectiveness of their solution.

Assessment:

- Practical assessment tasks with records that reflect on these activities.
- Design, produce, and evaluate a practical food solution.
- Design, produce, and evaluate a 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 various aspects of food, food styling, and food trends/fads. This subject is for those who enjoy exploring and discovering new and exciting innovations. Students will consolidate their understanding of skills learnt in Explore. 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>Year 10 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> | Creative Cooking | <i>Year 10 Food Studies</i> | <i>VET Cert II Cookery</i> | <i>VET Cert II Cookery</i> |
| Acceleration Option | <i>Let's Cook!</i> | Creative Cooking | <i>Year 10 Food Studies</i> | <i>VCE Food Studies Units 1 & 2</i> | <i>VCE Food Studies Units 3 & 4</i> | |

**Please note, these are sample options only. Please consider all appropriate STEAM and Design and Digital Technologies subjects.*

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

ENHANCE STEM

GLOBAL BITES (FOOD STUDIES)

Subject Description:

Global Bites students will go on a journey where they explore the evolution of Australian cuisine, beginning with foods native to Australia, and then discovering a range of cuisines from other cultures. Students will experience a wide variety of foods and extend their food knowledge. Food safety is a key focus throughout all practicums and students are able to experience using a variety of tools and equipment. Students will work in small groups to research a country that they are curious about. They will present these findings and then plan and produce a selection of meals from their chosen country's cuisine. Students will be involved in tending to the Kitchen Garden and utilising these fresh seasonal ingredients in their cooking. Students will be exposed to real world situations where they will use the design process to creatively solve the identified need or problem before evaluating the effectiveness of their solution.

Assessment:

- Practical assessment tasks with records that reflect on these activities.
- Investigate and design a meal reflective of a foreign cuisine.
- Produce, and evaluate a meal reflective of a foreign 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 unfamiliar cultures and cuisines. This subject is for those who enjoy exploring and discovering new and exciting innovations. Students will consolidate their understanding of skills learnt in Explore. 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> | Global Bites | <i>Year 10 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> | Global Bites | <i>Creative Cooking</i> | <i>Year 10 Food Studies</i> | <i>VET Cert II Cookery</i> | <i>VET Cert II Cookery</i> |
| Acceleration Option | <i>Let's Cook!</i> | Global Bites | <i>Year 10 Food Studies</i> | <i>VCE Food Studies Units 1 & 2</i> | <i>VCE Food Studies Units 3 & 4</i> | |

**Please note, these are sample options only. Please consider all appropriate STEAM and Design and Digital Technologies subjects.*

Teachers to see for advice regarding this subject: Ms Long and Ms Zhao

ENHANCE STEM

INNOVATE INTERMEDIATE: MIXED MATERIALS OR TEXTILES (PRODUCT DESIGN AND TECHNOLOGY)

Subject Description:

Have you ever thought about how designers develop innovative and amazing products? In Innovate Intermediate students 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 innovative technologies such as Computer Aided Design, as well as a range of tool technologies and their safety requirements.

Assessment:

- Multimodal records of evidence of research, development, and conceptualisation of products and reflection.
- Practical work: demonstrations of graphical and physical product concepts including prototyping and making final proofs of concept along with finished 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 whilst using a variety of materials. It is **highly recommended** that students undertake this subject to study any Design and 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>Computer Game Design</i> | <i>Year 10 Innovate Advanced</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>Robotics: VEX V5 EDR</i> | <i>Innovate Intermediate</i> | <i>Year 10 Innovate Advanced</i> | <i>VCE Product Design & Technology Units 1 & 2</i> | <i>VCE Product Design & Technology Units 3 & 4</i> |
| Acceleration Option | <i>Innovate</i> | <i>Innovate Intermediate</i> | <i>Year 10 Innovate Advanced</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. Please consider all appropriate STEAM and Design and Digital Technologies subjects.*

Teachers to see for advice regarding this subject: Mr D'Auria, Ms Long, and Mr Beveridge

ENHANCE STEM

ROBOTICS: VEX V5 EDR (SYSTEMS ENGINEERING)

Subject Description:

In this subject, students will learn how to design, build, and code VEX V5 EDR robots with the capacity to solve problems and compete in a variety of challenges. Students will see first-hand how coding and technological systems interact. They 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, as well as the social, economic, and environmental impacts of robots in society.

Assessment:

- Engineering logbook: documenting the application of the design process used to solve an identified need or problem and then 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. Robotics is recommended for students who have passion for machines, creating designed solutions, coding, and practical maths. It is **highly recommended** that students undertake this subject to study any STEAM, physical science, or digital and 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: VEX V5 EDR | <i>Innovate Intermediate</i> | <i>Year 10 Engineering & 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>Innovate Intermediate</i> | Robotics: VEX V5 EDR | <i>Year 10 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: VEX V5 EDR AND Computer Game Design | <i>Year 10 Computer Programming</i> | <i>VCE Applied Computing Units 1 & 2</i> | <i>VCE Applied Computing Units 3 & 4</i> | |

**Please note, these are sample options only. Please consider all appropriate STEAM and Design and Digital Technologies subjects.*

Teachers to see for advice regarding this subject: Mr Beveridge, Mr D'Auria, and Mr Pelica

ENHANCE STEM

DIGITAL TECHNOLOGIES & GAMING

Subject Description:

Digital Technologies and Gaming explores the ever-expanding digital world. In this subject we explore the impact that new technologies have had on society and how this has both positively and negatively impacted on our lives. We explore the world of cyber security and learn how to be safe online, while also learning some skills to combat cyber threats. We also look at video games and how these have changed over time. We practice different gaming skills and explore how video games fit into our daily lives. Students create and participate in gaming tournaments throughout the semester and need to develop teamwork and organisational skills in order to be successful. Lastly, we explore the impact of AI, especially in recent times and how this will continue to impact the world in coming years.

Assessment:

Student led inquiry and work design process, including folio.

Data interpretation and evaluation.

Creation of a gaming tournament.

Utilising and assessment of AI functions.

Advice to Students:

There are no prerequisites for undertaking this subject. It is recommended that students undertake this subject to study any digital technology subject in Year 10 and beyond.

Possible Pathways:

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|----------------------------|---------------------------------|--|--|--|---|--|
| Option One | <i>Tech Explorers</i> | <i>Computer Game Design</i> | Digital Technologies and Gaming | <i>Year 10 Computer Programming</i> | <i>VCE Applied Computing Units 1 & 2</i> | <i>VCE Data Analytics Units 3 & 4</i> |
| Option Two | <i>Introduction to Robotics</i> | Digital Technologies and Gaming | <i>Robotics</i> | <i>Year 10 Computer Programming AND Year 10 Engineering & Mechatronics</i> | <i>VCE Applied Computing Units 1 & 2</i> | <i>VCE Algorithmics (HESS) Units 3 & 4</i> |
| Acceleration Option | <i>Tech Explorers</i> | Digital Technologies and Gaming | <i>Year 10 Computer Programming</i> | <i>VCE Applied Computing Units 1 & 2</i> | <i>VCE Software Development Units 3 & 4</i> | |

**Please note, these are sample options only. Please consider all appropriate STEAM and Design and Digital Technologies subjects.*

Teachers to see for advice regarding this subject: Mr Kriaris, Mr Trewin, Mr D'Auria

Hampton Park Secondary College has proudly celebrated the exceptional achievements of its Year 12 students, marking the culmination of their educational journey with the Class of 2023. These graduates have demonstrated dedication, resilience, and academic excellence throughout their final year.

An impressive 87% of the graduating class achieved ATARs above 50, highlighting the school's commitment to fostering not only academic success but also the holistic growth of each student. Additionally, 21 graduates earned ATARs over 80, with eight students achieving study scores above 40. These remarkable outcomes reflect the hard work and dedication of both the Year 12 cohort and their dedicated teachers.

At the forefront of these accomplishments is Jessica Dekazos, a former student of Lynbrook Primary School, who achieved an outstanding ATAR of 96.35. Her commitment to excellence, supported by her teachers and school community, has set her on the path to studying Biomedical Science at Monash University. Jessica expressed her surprise and delight at her results, attributing her success to self-belief and consistently giving her best.

Another top achiever, Isabelle Foo Soo Chan, earned an impressive ATAR of 96.00. A former Kilberry Valley Primary School student, Isabelle expressed relief and gratitude, crediting her teachers, friends, and family for their unwavering support throughout the year.

Raymond Ly, a graduate of Keysborough Primary School, also stood out with an ATAR of 90.65. His focus on continuous self-improvement and applying feedback has driven his success. Raymond aspires to pursue a Bachelor of Commerce and Biomedical Science at Monash University.

As we reflect on these remarkable accomplishments, we commend the determination and perseverance of our students. Their success brings pride to the Hampton Park community and inspires future generations to pursue their academic goals with confidence.

Congratulations to the Class of 2023 on their extraordinary achievements. We look forward to witnessing their continued success in the years to come!



| 2023 VCE SCORES | | |
|---------------------------------|-----------------------------------|--|
| Mean ATAR 68.46 | Median Study Score 29 | 21 students with an ATAR over 80 |
| 3 students with an ATAR over 90 | DUX 96.35 | 87% of Students had an ATAR score over 50! |
| 8 study scores over 40! | Study Score of 47 in General Math | 52 study scores over 35! |

Hampton Park Secondary College extends a warm welcome to our community to join us.



**Empowering
Minds, Inspiring
Futures!**

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



Hampton Park Secondary College

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