

SUBJECT HANDBOOK

EXPLORE CURRICULUM PROGRAMME



2025

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PRINCIPAL'S INTRODUCTION



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

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

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

Sir Ken Robinson

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

Principal Wayne Haworth

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

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

LEARNING AT HAMPTON PARK SECONDARY COLLEGE

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'.

Whilst many students merely *survive* their time at high school, ***students at Hampton Park Secondary College 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
Learning Areas	Explore Year 7	Enhance (Year 8)	Enhance (Year 9)	(Year 10)	Total
Mentoring	2 Credits	2 Credits	2 Credits	2 Credits	8 Mentoring Credits
English / EAL	2 Credits	2 Credits	2 Credits	2 Credits	8 English Credits
Mathematics	2 Credits	2 Credits	2 Credits	2 Credits	8 Maths Credits
Health & Physical Education	2 Credits	2 Credits (1 Core & 1 Elective)	2 Credits (1 Core & 1 Elective)	2 Credits (1 Core & 1 Elective)	8 HPE Credits
Humanities	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 STEM Credits
Free Choice Credits from any Learning Area including Languages	4 Taster Credits	2 Credits	2 Credits	2 Credits	10 Free Choice Credits
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 approach. 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 can 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 receive additional support to ensure that they can 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 using 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 opportunities 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 literacy support, 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.

EXPLORE COURSE OUTLINE

CORE SUBJECTS Compulsory for all students	GUIDED CHOICE ELECTIVES Students need to select an elective from these learning areas		FREE CHOICE ELECTIVES	
Subject	Term One	Term Two	Term Three	Term Four
Mentoring	MENTORING CREDIT			
English OR EAL	CORE ENGLISH / EAL CREDIT			
Mathematics	CORE MATHS CREDIT			
Health & Physical Education	CORE HPE CREDIT			
Humanities	CORE HUMANITIES CREDIT			
Science	CORE SCIENCE CREDIT			
Visual & Performing Arts	ARTS CREDIT Select at least one elective			
STEM & Digital & Design Technologies	STEM CREDIT Select at least one elective			
Students choose four electives from any learning area. *Students in Literacy Support must select at least one Humanities taster subject.	FREE CHOICE ELECTIVE			
	FREE CHOICE ELECTIVE			
	FREE CHOICE ELECTIVE			
	FREE CHOICE ELECTIVE			

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.
- All Taster Languages subjects use 2 Free Choice credits.

Science Note:

- All Enhance Science electives ensure students participate in both strands of Science Understanding and Science Inquiry Skills.

Visual & Performing Arts Note:

- Students must select from both Visual Arts and Performing Arts subjects across years 7 to 10.

Humanities Note:

- All year 10 students are required to select one Humanities elective. Across years 7, 8, 9, and 10, students must participate in all four Humanities disciplines through the selection of electives that address History, Geography, Civics & Citizenship, and Economics & Business.
- Year 10 students enrolled in Humanities with Literacy Support participate in all disciplines all year and therefore are not required to but can select Humanities elective as a free choice elective.

STEM Note:

- Students must select from both Digital Technologies and Design Technologies subjects across years 7 to 10.

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

EXPLORE SUBJECTS

The following is a list of Explore 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.

ARTS (VISUAL & PERFORMING)

Art (Art Making and Exhibiting)

Film Making 101 (Media)

Logo Making (Visual Communication Design)

Stand and Deliver (Drama)

Try an Instrument (Music)

ENGLISH

Year 7 Core English & EAL

HEALTH & PHYSICAL EDUCATION

Year 7 Core Health and Physical Education

HUMANITIES

Year 7 Core Humanities

Great Rulers of the Ancient World (History & Politics)

National Identity: Australian History and Politics (History and Politics)

Travel the World (Geography, Business Management, & Politics)

LANGUAGES

Taster French

Taster Japanese

MATHEMATICS

Advanced Year 7 Math

Year 7 Core Math

EXPLORE PROGRAMME

SCIENCE

Year 7 Core Science

Let's Experiment (Science Inquiry)

Planet Earth (Biology, Environmental Science, & Geography)

STEM (DIGITAL & DESIGN TECHNOLOGIES)

Innovate: Mixed Materials **OR** Textiles (Product Design and Technology)

Introduction to Robotics (Systems Engineering)

Let's Cook! (Food Studies)

EXPLORE 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.

EXPLORE VISUAL & PERFORMING ARTS

ART (ART MAKING AND EXHIBITING)

Subject Description:

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

Assessment:

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

Advice to Students:

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

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<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>Comics & Graphic Novels</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 3 & 4</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

EXPLORE VISUAL & PERFORMING ARTS

DANCE (DANCE)

Subject Description:

Students in Dance will either begin their dance journey or further develop their dancing skill and technique. They will be introduced to dance terminology as they learn and practise skills and technique throughout their classes. This will also assist in their learning to analyse their own dance movement as well as the movement of others.

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

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

Assessment:

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

Advice to Students:

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

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

Possible Pathways:

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

EXPLORE VISUAL & PERFORMING ARTS

FILM MAKING 101 (MEDIA)

Subject Description:

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

Assessment:

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

Advice to Students:

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

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

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Filmmaking 101</i>	<i>Film Making</i>	<i>Animation</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>	<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>	<i>Film Making</i>	<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

EXPLORE VISUAL & PERFORMING ARTS

LOGO MAKING (VISUAL COMMUNICATION DESIGN)

Subject Description:

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

Assessment:

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

Advice to Students:

This subject is perfect for students who love design and want to create and make graphics using computers. Students will learn Adobe Illustrator and Photoshop skills that will provide a foundation for other design subjects as they progress through school. This subject is recommended to any students who are creative, and it should be appealing to those who also enjoy drawing, designing, or working on a computer.

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

Possible Pathways:

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

**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

EXPLORE VISUAL & PERFORMING ARTS

STAND AND DELIVER (DRAMA)

Subject Description:

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

Assessment:

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

Advice to Students:

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

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

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Stand & Deliver	<i>Acting Out</i>	<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	Stand & Deliver	<i>Backstage Pass</i>	<i>Acting Out</i>	<i>Year 10 Backstage Pass</i>	<i>VCE Drama Units 1 & 2</i>	<i>VCE Drama Units 3 & 4</i>
Acceleration Option	Stand & Deliver	<i>Acting Out</i>	<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 Windross and Ms Scerri

EXPLORE VISUAL & PERFORMING ARTS

TRY AN INSTRUMENT (MUSIC)

Subject Description:

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

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

Skills taught in this subject:

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

Assessment:

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

Advice to Students:

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

It is **highly recommended** that students undertake this subject in order to study Enhance and Excel music subjects in the future.

Possible Pathways:

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

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

Teachers to see for advice regarding this subject: Mr Evangelista

EXPLORE PROGRAMME

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. 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*

EXPLORE ENGLISH

YEAR 7 CORE ENGLISH & EAL

Subject Description:

English/EAL is a core subject from years 7 to 12. The big idea for English and EAL is communication. Students learn in four key areas: **Speaking, listening, reading, and writing**. Students learn to write in three key genres: Narrative, persuasive, and analytical.

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

Assessment:

- Text analysis essays and persuasive essays.
- Creation of own texts.
- Written reflections and an oral presentation.

Advice to Students:

Students **must** undertake this subject to study VCE English or VCE VM/VPC Literacy. To enter a university course, mainstream VCE English students must achieve a minimum study score of 25 and VCE EAL students must achieve a minimum study score of 30.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option 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

EXPLORE PROGRAMME

HEALTH & PHYSICAL EDUCATION

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing, and physical activity and 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.

EXPLORE HEALTH & PHYSICAL EDUCATION

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

Assessment:

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

Advice to Students:

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

Students MUST Purchase the College Physical Education uniform to participate in practical sessions.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Year 7 Core Health & Physical Education	<i>Team Sports</i>	<i>Personal Training</i>	<i>Year 10 Physical Education</i>	<i>VCE Physical Education Units 1 & 2</i>	<i>VCE Physical Education Units 3 & 4</i>
Option Two	Year 7 Core Health & Physical Education	<i>Healthy Body, Healthy Mind</i>	<i>Elite Basketball OR Elite Soccer</i>	<i>Year 10 Physical Education</i>	<i>VCE Physical Education Units 1 & 2</i>	<i>VCE Physical Education Units 3 & 4</i>
Acceleration Option	Year 7 Core Health & Physical Education	<i>Healthy Body, Healthy Mind</i>	<i>Year 10 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: Ms Porter and Miss Newton

EXPLORE 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

EXPLORE HUMANITIES

YEAR 7 CORE HUMANITIES

Subject Description:

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

In History, students explore how Ancient Civilisations developed over time and they will develop their skills in interpreting and analysing historical sources. In Civics and Citizenship, students will explore how societies maintain social cohesion through the development of shared values and ideals. In Economics and Business, students will explore how the scarce resource of human labour and energy is divided in society to meet the needs and wants of the community. In Geography, students will explore how societies meet the challenges of water scarcity.

Assessment:

- Curation of a museum display and written responses to case studies.
- Research assignments and source analysis tasks.
- Data analysis tasks and mapping activities.

Advice to Students:

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

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Year 7 Core Humanities AND Great Rulers of the Ancient World</i>	<i>Myths & Legends</i>	<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>Australian Political Systems</i>	<i>Fight for Your Rights! AND Crime & Justice</i>	<i>Year 10 Legal Studies AND Year 10 Philosophy</i>	<i>VCE Politics Units 1 & 2</i>	<i>VCE Politics Units 3 & 4</i>
Option Three	<i>Year 7 Core Humanities AND Planet Earth</i>	<i>Disasters & Geology</i>	<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>
Option Four	<i>Year 7 Core Humanities AND Travel the World</i>	<i>Like a Boss: Running Your Own Business</i>	<i>My Money</i>	<i>Year 10 Business Management</i>	<i>VCE Business Management Units 1 & 2 OR VCE Accounting Units 1 & 2</i>	<i>VCE Business Management Units 3 & 4 OR VCE Accounting Units 3 & 4</i>
Acceleration Option	<i>Year 7 Core Humanities</i>	<i>Australian Political Systems</i>	<i>Year 10 Legal Studies AND 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 Riley, Ms Dawson, and Ms Mikhail

EXPLORE HUMANITIES

GREAT RULERS OF THE ANCIENT WORLD (HISTORY & POLITICS)

Subject Description:

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

Assessment:

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

Advice to Students:

Great Rulers and Leaders of the Ancient World is recommended for students with a broad interest in History and Leadership. Students will develop skills that could lead to pathways into civics and politics-based subjects or into history-based subjects. Students have a range of History and Politics subjects they can continue with in the following years, including Fight for Your Rights!, Myths and Legends, World Wars, Australian Political Systems, Year 10 History, Year 10 Philosophy, VCE History, and VCE Politics.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Great Rulers of the Ancient World</i>	<i>Myths & Legends</i>	<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>Great Rulers of the Ancient World</i>	<i>Fight for Your Rights!</i>	<i>Australian Political Systems</i>	<i>Year 10 History</i>	<i>VCE History Units 1 & 2</i>	<i>VCE History Units 3 & 4</i>
Acceleration Option	<i>Great Rulers of the Ancient World</i>	<i>World Wars</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 Riley

EXPLORE HUMANITIES

NATIONAL IDENTITY: AUSTRALIAN HISTORY AND POLITICS (HISTORY & POLITICS)

Subject Description:

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

Assessment:

- Case studies.
- Bill/Policy proposal.
- Mock Parliament.

Advice to Students:

National Identity is recommended for students with a broad interest in history, politics, government, and national issues. Students have a range of History and Politics subjects they can continue with in the following years, including Fight for Your Rights!, Myths and Legends, World Wars, Australian Political Systems, Year 10 History, Year 10 Philosophy, VCE History, and VCE Politics.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	National Identity: Australian History & Politics	<i>Australian Political Systems</i>	<i>Fight for Your Rights!</i>	<i>Year 10 Legal Studies</i>	<i>VCE Politics Units 1 & 2</i>	<i>VCE Politics Units 3 & 4</i>
Option Two	National Identity: Australian History & Politics	<i>Rhythm & Poetry</i>	<i>Fight for Your Rights!</i>	<i>Year 10 Philosophy AND Year 10 World Wars</i>	<i>VCE Politics Units 1 & 2</i>	<i>VCE Politics Units 3 & 4</i>
Acceleration Option	National Identity: Australian History & Politics	<i>Australian Political Systems AND Fight for Your Rights!</i>	<i>Year 10 Legal Studies AND Year 10 World Wars</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 and English subjects.*

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

EXPLORE HUMANITIES

TRAVEL THE WORLD (GEOGRAPHY, BUSINESS MANAGEMENT, & ECONOMICS)

Subject Description:

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

Assessment:

- Mapping activities.
- Budgeting activities.
- Organising information into presentations.
- Dream holiday research assignment.

Advice to Students:

Travel the World is recommended for students with an interest in travel. Students will develop skills that could lead to pathways into economics and business-based subjects or into geography-based subjects. Students have a range of Geography, Business Management, Economics, Environmental Science, and Physical Education subjects they can continue with in the following years, including Disasters and Geology, My Money, Outdoor Education, Year 10 Business Management, Year 10 Geography, VCE Business Management, and VCE Geography.

Possible Pathways:

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

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

Teachers to see for advice regarding this subject: Ms Riley, Ms Naidoo or Ms Noble

EXPLORE 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.

EXPLORE LANGUAGES

TASTER FRENCH

Subject Description:

French is a young, vibrant, international language. Among its 275 million speakers, more than 96 million live in Africa, and it also represents the second most widely spoken native language and foreign language in Europe. By the year 2050, it is estimated that French will be the language most spoken in the world - the latest projection is that French will be spoken by 750 million people by 2050. France itself is known as a home of great food, wine, the arts, science, and fashion. A knowledge of French can provide you with enhanced vocational opportunities in many fields, including banking, international finance, commerce, diplomacy, translating and interpreting. In Melbourne there are now 120 French companies which have set up offices, subsidiaries, or headquarters here in fields such as infrastructure and transport.

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

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.

Advice to Students:

Learning a language is an ongoing process. If students are considering undertaking VCE French, they should aim to study French for a minimum of 200 hours (3 semesters) before moving into VCE Units 1 & 2.

In Enhance and Year 10, students may choose to study French each semester. Each semester is approximately 65 hours duration. For students to prepare to perform at the highest level in French at VCE, they should consider taking French in consecutive units across each year of secondary school.

Possible Pathways:

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

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

EXPLORE LANGUAGES

TASTER 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.
- Listening comprehension task.

Advice to Students:

Learning a language is an ongoing process. If students are considering undertaking VCE Japanese as a Second Language, they 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, students may choose to study Japanese each semester. Each semester is approximately 65 hours duration. For students to prepare to perform at the highest level in Japanese at VCE, they 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)	<i>Japanese</i> (One or two semesters)	<i>Japanese</i> (One or two semesters)	<i>Japanese</i> (One or two semesters)	<i>VCE Japanese Second Language Units 1 & 2</i>	<i>VCE Japanese Second Language Units 3 & 4</i>
Option Two	<i>Taster Japanese</i> (double elective)	<i>Japanese</i> (One or two semesters)	<i>Japanese</i> (One or two semesters)	<i>Japanese</i> (Two semesters)	<i>VCE Japanese Second Language Units 1 & 2</i>	<i>VCE Japanese Second Language Units 3 & 4</i>
Acceleration Option	<i>Taster Japanese</i> (double elective)	<i>Japanese</i> (Two semesters)	<i>Japanese</i> (Two semesters)	<i>VCE Japanese Second Language Units 1 & 2</i>	<i>VCE Japanese Second Language Units 3 & 4</i>	

Teachers to see for advice regarding this subject: Ms Ong

EXPLORE 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.

EXPLORE MATHEMATICS

YEAR 7 CORE MATHS

Subject Description:

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

Assessment:

- Pre and post testing using Essential Assessment tasks.
- Application tasks.
- A maths investigation project.
- Problem-solving tasks.

Advice to Students:

Maths is a core subject for Years 7 to 10.

Possible Pathways:

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

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

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

EXPLORE MATHEMATICS

YEAR 7 ADVANCED MATHS

Subject Description:

Year 7 Advanced Maths is an alternative Core Maths for students who have advanced beyond the level 7 Maths Curriculum. This course covers material from Victorian Curriculum level 7 (Core Year 7) as well as content from level 8, 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 7 students 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 previous ACER testing and data received from primary school and teacher recommendation from the current year 7 core maths teacher.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
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 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>
Option One	<i>Year 7 Advanced Maths</i>	<i>Year 8 Core Maths</i>	<i>Year 9 Advanced Maths</i>	<i>Year 10 Advanced Maths AND Elite Algebra</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 Advanced 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 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. Please consider all appropriate Mathematics subjects.*

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

EXPLORE 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.

EXPLORE SCIENCE

YEAR 7 CORE SCIENCE

Subject Description:

Core Science will introduce students to three core fields of science – Chemistry, Biology and Earth science. As students explore these sciences, they will develop important science safety skills as they learn to navigate the science classroom and identify and use scientific equipment. Students will complete a variety of practical experiments as they begin to build upon inquiry and investigative strategies that are essential to science. At the heart of learning science is the development of critical thinking and analysing skills. Core Science will develop and build upon these essential skills that students will be able to apply not only to science subjects, but to a range of subjects across the curriculum and to their everyday lives.

Assessment:

- Formative assessment strategies such as review quizzes and exit slips.
- Completion of a variety of practical experiments through scientific inquiry projects
- Scientific reports and communication.

Advice to Students:

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

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Year 7 Core Science</i>	<i>Medicine and disease</i>	<i>Year 9 core science</i>	<i>Year 10 Biology</i>	<i>VCE Biology Units 1 & 2</i>	<i>VCE Biology Units 3 & 4</i>
Option Two	<i>Year 7 Core Science</i>	<i>Chemical Curiosity</i>	<i>Year 9 core science</i>	<i>Year 10 Chemistry</i>	<i>VCE Chemistry Units 1 & 2</i>	<i>VCE Chemistry Units 3 & 4</i>
Option Three	<i>Year 7 Core Science</i>	<i>Fantastic Beasts</i>	<i>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 Four	<i>Year 7 Core Science</i>	<i>Bright Sparks</i>	<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>	<i>Year 8 core science</i>	<i>Neuroscience</i>	<i>Year 10 Psychology</i>	<i>VCE Psychology Units 1 & 2</i>	<i>VCE Psychology Units 3 & 4</i>
Acceleration Option	<i>Year 7 Core Science</i>	<i>Bright Sparks</i>	<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 Mahon and Ms Marshall

EXPLORE SCIENCE

LET'S EXPERIMENT (SCIENCE INQUIRY)

Subject Description:

Let's Experiment at the Explore level is a science taster that runs for one term. In this elective, students will be provided with the opportunity to master the basics required to carry out the scientific method accurately and effectively. Through a variety of practical tasks and experiments, students will learn how to make observations, conduct background research, form a hypothesis, conduct experiments, discuss results, and draw conclusions from their findings. Let's Experiment will complement all Science subjects and will assist in developing a deeper understanding of the scientific method.

Assessment:

- A scientific poster.
- Practical scientific reports.
- STILE education tasks.

Advice to Students:

Students should choose this subject if they have a passion for science, are curious about what science can do, or if they want a career in the science field.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Let's Experiment</i>	<i>Medicine and disease</i>	<i>Fantastic Beasts</i>	<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>Year 8 Core Science</i>	<i>Bright sparks</i>	<i>Year 10 Physics</i>	<i>VCE Physics Units 1 & 2</i>	<i>VCE Physics Units 3 & 4</i>
Option Three	<i>Let's Experiment</i>	<i>Chemical Curiosity</i>	<i>Year 9 core science</i>	<i>Year 10 Chemistry</i>	<i>VCE Chemistry Units 1 & 2</i>	<i>VCE Chemistry Units 3 & 4</i>
Option Four	<i>Let's Experiment</i>	<i>Year 8 core science</i>	<i>Neuroscience</i>	<i>Year 10 Psychology</i>	<i>VCE Psychology Units 1 & 2</i>	<i>VCE Psychology Units 3 & 4</i>
Acceleration Option	<i>Let's Experiment</i>	<i>Chemical Curiosity</i>	<i>Year 10 Chemistry</i> OR <i>Year 10 Physics</i>	<i>VCE Chemistry Units 1 & 2</i> OR <i>VCE Physics Units 1 & 2</i>	<i>VCE Chemistry Units 3 & 4</i> OR <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 Stucley and Mr Beveridge

EXPLORE SCIENCE

PLANET EARTH (BIOLOGY, ENVIRONMENTAL SCIENCE, & GEOGRAPHY)

Subject Description:

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

Assessment:

- Ongoing coursework, including practical work.
- STILE education tasks.
- Research projects

Advice to Students:

The Planet Earth elective is recommended for students with a broad interest in general Science, Environmental Science, Biology, and Earth and environmental issues. Students have a range of Geography, Environmental Science, and Biology subjects they can continue with in the following years, including Disasters and Geology, Fantastic Beasts, Outdoor Education, Medicine and Disease, Year 10 Geography, Year 10 Environmental Science, VCE Geography, and VCE Environmental Science.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Planet Earth</i>	<i>Fantastic Beasts</i>	<i>Disasters & Geology</i>	<i>Year 10 Environmental Science</i>	<i>VCE Environmental Science Units 1 & 2 AND/OR VCE Geography Units 1 & 2</i>	<i>VCE Environmental Science Units 3 & 4 AND/OR VCE Geography Units 1 & 2</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 Three	<i>Planet Earth</i>	<i>Bright Sparks</i>	<i>Chemical Curiosity</i>	<i>Year 10 Chemistry</i>	<i>VCE Chemistry Units 1 & 2 OR VCE Physics Units 1 & 2</i>	<i>VCE Chemistry Units 3 & 4 OR VCE Physics Units 3 & 4</i>
Option Four	<i>Planet Earth</i>	<i>Year 8 core science</i>	<i>Neuroscience</i>	<i>Year 10 Psychology</i>	<i>VCE Psychology Units 1 & 2</i>	<i>VCE Psychology Units 3 & 4</i>
Acceleration Option	<i>Planet Earth</i>	<i>Disasters & Geology</i>	<i>Year 10 Environmental Science</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 & Humanities subjects.*

Teachers to see for advice regarding this subject: Ms Owen

EXPLORE STEM

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 digitalised 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.

EXPLORE STEM

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

Subject Description:

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

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

Assessment:

- Multimodal records of evidence of research, development, and conceptualisation of products and of 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 passion for creating designed solutions and an interest in new and emerging technologies. Students will select either Innovate Mixed Materials (Wood, Metals, Plastics) or Innovate Textiles, but as they will be running concurrently, students will have access to all materials and technologies. It is **highly recommended** that students undertake this subject to study any STEM, physical science, or Digital & Design Technologies subjects in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Innovate</i>	<i>Innovate Intermediate</i>	<i>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>Innovate</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 STEM & Design and Digital Technologies subjects.*

Teachers to see for advice regarding this subject: Mr Kriaris, Ms Long, and Mr Beveridge

EXPLORE STEM

INTRODUCTION TO ROBOTICS (SYSTEMS ENGINEERING)

Subject Description:

In this subject, students will learn how to design, build and code VEX IQ robots to solve problems and compete in a variety of challenges. VEX IQ is an easy-to-use robotics system designed to provide all students with access to state-of-the-art robotics, regardless of their skill level. By its nature, the study of robotics provides students with exposure to four areas of STEM (Science, Technology, Engineering, and Mathematics). This is a subject for all budding engineers, as well as anyone who wishes to develop their teamwork, problem-solving, and leadership skills. The skills acquired in this elective will provide students with the fundamentals required to select Robotics VEX V5 EDR in the future. VEX robotics is an internationally recognised robotics platform that provides students with opportunities to compete in robotics tournaments across Australia and the world.

Assessment:

- Engineering logbook, documenting the application of the design process to solve an identified need or problem, and evaluating the effectiveness of the solution.
- Robots will be assessed in a range of practical field challenges.
- Written assessments within the logbook include the creation of evaluation criteria, justification of design changes, and reflections.

Advice to Students:

There are no prerequisites for undertaking this subject. Students considering undertaking the unit should be confident, independent, and self-managed learners. It is recommended for students who have passion for machines, creating designed solutions, coding, and practical mathematics. It is **highly recommended** that students undertake this subject to study any STEM, physical science, or Digital & Design Technologies subjects in the future.

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	Introduction to Robotics	<i>Computer Game Design</i>	<i>Robotics: VEX V5 EDR</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	Introduction to Robotics	<i>Innovate Intermediate</i>	<i>Robotics: VEX V5 EDR</i>	<i>Year 10 Engineering & Mechatronics</i>	<i>VCE Systems Engineering Units 1 & 2</i>	<i>VCE Systems Engineering Units 3 & 4</i>
Acceleration Option	Introduction to Robotics	<i>Robotics: VEX V5 EDR</i>	<i>Year 10 Engineering & Mechatronics</i> AND <i>Year 10 Physics</i>	<i>VCE Systems Engineering Units 1 & 2</i> AND <i>VCE Physics Units 1 & 2</i>	<i>VCE Systems Engineering Units 3 & 4</i> AND <i>VCE Physics Units 3 & 4</i>	

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

Teachers to see for advice regarding this subject: Mr Beveridge, Mr Pelicanos, and Mr D’Auria

EXPLORE STEM

LET'S COOK! (FOOD STUDIES)

Subject Description:

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

Assessment:

- Practical assessment tasks with records that reflect on these activities.
- Research investigation.

Advice to Students:

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

Possible Pathways:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option One	<i>Let's Cook!</i>	<i>Creative Cooking</i>	<i>Global Bites</i>	<i>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>	<i>Healthy Body, Healthy Mind</i>	<i>Year 10 Food Studies</i>	<i>VCE Food Studies Units 1 & 2</i>	<i>VCE Food Studies Units 3 & 4</i>
Acceleration Option	<i>Let's Cook!</i>	<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>	

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

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

TECH EXPLORERS (APPLIED COMPUTING)

Subject Description:

Imagine mastering the future of technology with skills in AI and digital security! In Tech Explorers, you'll dive into the exciting world of artificial intelligence and become an expert in cutting-edge tech. You'll learn to protect your personal information and outsmart online threats.

Join us to become the tech-savvy leader in a rapidly evolving digital world!

Assessment:

- Practical tasks such as organising files, using proper file naming convention creating and formatting documents.
- Data interpretation and evaluation.
- Utilisation 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>	<i>Digital Technologies and Gaming</i>	<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>Tech Explorers</i>	<i>Digital Technologies and Gaming</i>	<i>Robotics</i>	<i>Year 10 Computer Programming</i> AND <i>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>	<i>Computer Game Design</i>	<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 STEM and Design and Digital Technologies subjects.*

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



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