Introduction

Stage 9/10 at Bacchus Marsh Grammar

At Bacchus Marsh Grammar, we have treated Year 9 very much as the end of middle schooling and as a transition year into the demands of the Senior School. Students need to be developing a solid grounding in the key academic, attitudinal and behavioural skills that will set them up for successfully completing Senior School and moving with confidence and hope into tertiary study or the workforce.

These objectives will not change, but from the start of 2015, Year 9 has been considered as part of the Senior School – this means that certain changes will occur in the way we treat Year 9 students, and in the way they will select subjects and plan their course of study.

Nine years ago, the School made the move from a ‘traditional’ Year 10 structure, to one which offers all subjects as electives with a carefully structured web of requirements, which enabled basic VCE learning to be covered in all subjects. This has proven to be very effective in re-engaging Year 10 students and preparing them better for VCE or VCAL studies.

As part of this change, Year 9 students were at the same time offered a somewhat increased range of elective subjects, moving away from a wholly Core-based curriculum which offered little choice.

In positioning Year 9 firmly within the Senior School, Bacchus Marsh Grammar has extended the all-Elective structure of Year 10 into Year 9, to create a Stage 9/10 of learning rather than two separate academic years. They will still remain in their separate Year Levels for Pastoral and Activity purposes.

The support for the changes to the Year 10 program has been strong. We believe there is clear evidence of a positive impact on VCE results as a consequence of these changes. We are firmly of the view that extending the changes to Year 9 will further improve opportunity and outcomes for our students.

The Background

The aim of introducing Stage 9/10 at BMG is for students to have educational experiences that are more in tune with significant research findings about how students’ best learn in these years of change. Key issues are engagement and relevance.

What the School is putting in place is a system where the lock-step nature of schooling is somewhat removed, where Year 9/10 students can choose the subjects they wish to study over a two-year block, and not be restricted to some subjects only in Year 9 and others only at Year 10. There is both a large body of research and a practical base of evidence to support this approach.

Subjects taught in this Stage will be designed to emphasise the process of learning, not just the learning of content, so as to better prepare students for VCE study, and to focus on experiential and inquiry-based learning – learning by doing. Both these approaches are central to the purposes of engagement and relevance.
Throughout the two years of Stage 9/10, students will participate in a diverse range of learning experiences that are designed to foster leadership and independence and which offer some meaningful, challenging and engaging learning opportunities, as well as ensuring that they have the academic content and skills to successfully complete the VCE in the following years.

Explicitly incorporating the so-called ‘21st Century skills’ into Stage 9/10 aims to better prepare students for their senior years as well as life beyond their schooling. This relates both to the content and skills of VCE courses, as well as to the emotional and relational aspects of the adolescent and VCE years. Areas of focus, derived from the international literature on this topic, can be distilled into the following Six Critical Skills which will inform and drive the design and implementation of Stage 9/10:

- Information Literacy
- Collaboration
- Communication
- Creativity & Innovation
- Problem Solving & Critical Thinking
- Responsible Citizenship

A sense of Community, both within the school and with the wider community, is to be emphasised and this and the other Critical Skills will be addressed via non subject-based means and programmes.

These programmes will run within the Pastoral Care system and also in the one week a Term to be set aside for this purpose.

**P. L. A. C. E.**

As part of the School’s Pastoral Programme, Stage 9/10 students will to be exposed to the P.L.A.C.E. programme that provides students with opportunities to engage in learning in the following areas:

- **Positive Education** – Students explore aspects of developing resilience, including optimism, decision-making, relaxation, assertiveness and the ability to work through issues that adolescents face in their day-to-day lives. These issues are sometimes marketed and packaged as ‘Positive Education’, but at this school these processes are seen as being part of our normal approach to schooling.
- **Leadership Certificate** – The completion of this certificate will span both Year Nine and Year Ten, culminating in students being officially recognised for the skills developed during this time.
- **Adventure** – During the Adventure Programme, students will have the opportunity to further develop their Leadership Skills as well as work towards their Bronze or Silver Duke of Edinburgh Award. The Year Nine Expedition (camp) is one component of the Pastoral Programme and this will contribute to the Leadership Certificate and the D of E Award.
- **Careers** – Students will explore and reflect on their values, skills and interests through a number of opportunities and experiences that will help them identify relevant and realistic future career goals.
- **Experience** – Through a range of experiences, students will develop a greater understanding of themselves, their community and the world around them.
The Structure

Years 9 & 10 to be run as one entity (or Stage), for subject selection purposes. Subjects will be offered, and students will choose a course of study which will operate over two years. There will be no ‘Year 9’ or ‘Year 10’ subjects, but certain pre-requisites and co-requisites may require some set pattern of subjects to be taken in a certain order.

A major consideration in the implementation of Stage 9/10 is that Year 8 students will have to select a course of study for the next TWO years, not just one. This means that they will have to start thinking about their futures, their likes, dislikes, hopes and aspirations a bit earlier than is perhaps comfortable.

It may be said that this is perhaps too early to make such decisions, but students are making them anyway whether they are aware of doing so or not, in the way they work for some subjects and not others, or do not work at all or shy away from work they do not like or they think is too hard. All these actions are making decisions about their future, but they just do not realize it.

What we will do is ask students to make these decisions openly, and with greater knowledge of the consequences of their actions.

The Course of Study chosen in Year 8 may of course be altered in the coming years, as ideas change and abilities are revealed, so what is chosen is not set in concrete. Changes will, however, be subject to a counselling process so that consequences are understood.

The School has set out guidelines for what must be the selection for a Stage 9/10 Course of Study. This BASKET of subjects is detailed on Page 10 of this Handbook.

Of particular importance will be the consideration of THROUGHLINES, a set of subjects recommended to be studied in Stage 9/10 that will best prepare students to study particular VCE subjects. These will consist of pre-requisite and recommended subjects, some to be taken in a particular order, that lead to certain VCE Studies. These will be detailed on Page 11 of this Handbook.

Note that Pre VCE courses should really be taken in Year 10, in preparation for VCE subjects in Year 11. They should only be taken in Year 9 if acceleration is proposed in that subject.

Stage 9/10 can be seen as giving students the scope to explore a range of different subjects, including those they have not considered before, and being exposed to the rigour necessary for success, in preparation for making an informed choice of course of study for the VCE or VCAL.
Subject selections:

1. Will involve an extensive process of information giving, conversations with and counselling by staff.
2. Will involve consideration of possible VCE options, so that subject ‘Throughlines’ of pre-requisites and recommended subjects leading to certain VCE studies can be considered.
3. Will involve a ‘basket’ of subjects that must be taken (e.g. 4 semesters of English must be selected, 3 semesters of Science etc.).
4. The basket specifies 17 types of subjects to be taken, out of 24 possible semester subjects (12 in each year). This leaves 7 semester subjects over the two years as totally free electives.
5. Will include Foundation subjects (no pre-requisites needed) and more advanced subjects that have pre-requisites.
6. The basket includes 4 compulsory subjects (English, Mathematics, PE/Health/Sport, and Australian History), three of which must be taken in specific semesters.
7. **May be altered** as experience and thought, based on aptitude and willingness to work in a subject, changes a student’s aspirations and pathway.
8. Will still involve the ability to study **accelerated subjects** in Year 10.
9. Will involve the ability to commence a **VCAL course** in Year 10.

Careful consideration must be given to WHICH subjects are to be studied over the two years, and WHEN they are to be taken. Almost all the subjects offered lead to the study of certain VCE subjects, so a start to the consideration of the future is mandatory.

For some students, their planned course will look very similar to what it would have been in previous years, with certain subjects having to be done before others may be taken, and with a fairly clear idea of where the student is heading.

Other students’ selections will be wildly variant, with some Foundation subjects taken at the end of Year 10 rather than at the start of Year 9, and some Advanced subjects (requiring pre-requisites) being attempted in Year 9.

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**Andrew Neal**  
Principal

**Kevin Richardson**  
Deputy Principal  
Senior School

**Keith Currie**  
Assistant Principal  
Dean of Studies
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<td>Year 8 Coordinator:</td>
<td>Miss Belinda Lipscombe</td>
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<td>Subject Choice Procedure</td>
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<td>Year 9 Coordinator:</td>
<td>Mrs Sarah McCleary</td>
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<td>Year 10 Coordinator:</td>
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<td>Stage 9/10 Options</td>
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<td>Student Welfare Issues</td>
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<td>P.L.A.C.E. – Co-curricular programme:</td>
<td>Mrs Nicole Heywood</td>
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<td></td>
<td>Mrs Sarah McCleary</td>
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<td></td>
<td>Ms Brianna Shannon</td>
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<tr>
<td>VCAL/VET Coordinator</td>
<td>Mrs Emma Gill</td>
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<tr>
<td>Advice on VCAL and VET options</td>
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<td>Careers Practitioners:</td>
<td>Mrs Alice Wu-Tollis</td>
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<td>Course Advice</td>
<td>Mrs Li Richardson</td>
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<td>Tertiary and TAFE entry requirements</td>
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<td>Job Pathways</td>
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<td>Career Development Experiences</td>
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<td>Direct Tertiary and TAFE entry requirements</td>
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<td>VTAC Special Entry Access Scheme Applications</td>
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<td>Assistant Principal - Dean of Studies:</td>
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<td>Deputy Principal – Senior School</td>
<td>Mr Kevin Richardson</td>
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<tr>
<td>Principal</td>
<td>Mr Andrew Neal</td>
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</table>
Basket of Subjects for Stage 9/10

2016 & 2017

The ‘Basket of Subjects’ refers to the types of subjects (Subject Areas), and minimum number of semester-length courses within each, that must be included in any students’ Stage 9/10 course of study.

Below are also listed the four Compulsory Subjects.

<table>
<thead>
<tr>
<th>Subject Areas</th>
<th>Number of semester subjects required to be chosen in each area</th>
<th>Compulsory Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>All to do English I (2 semesters) in Year 9</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>All to do Maths I in Semester 1 of Year 9</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Commerce, History &amp; Geography</td>
<td>3</td>
<td>Includes the subject Australian History (at some time over the two years)</td>
</tr>
<tr>
<td>PE, Sport &amp; Health</td>
<td>2</td>
<td>PE/Sport/Health – One Semester in Year 9, and One Semester in Year 10</td>
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<tr>
<td>The Arts &amp; Technology</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>7</td>
<td>Leadership Programme</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>Total</strong></td>
</tr>
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</table>
Throughlines

2016-2017

The Stage 9/10 subjects listed in the table below are either pre-requisite, or are recommended for a student to take, in order to prepare themselves properly for a particular VCE Study.

Subjects marked * are pre-requisites.

Subjects listed but not marked are not pre-requisite, but are highly recommended.

Subjects marked # are only offered as Accelerated Subjects.

<table>
<thead>
<tr>
<th>Throughlines for VCE Studies available at BMG</th>
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<tbody>
<tr>
<td><strong>Accounting</strong></td>
</tr>
<tr>
<td>Accounting &amp; Economics</td>
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<tr>
<td>The Business World</td>
</tr>
<tr>
<td>Personal Finance</td>
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<tr>
<td>English Language</td>
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<tr>
<td>Pre VCE Environmental Science</td>
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<tr>
<td>Marine Science</td>
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<tr>
<td>Geology</td>
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<tr>
<td>Global Sustainability</td>
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</table>
## Throughlines for VCE Studies available at BMG (continued)

<table>
<thead>
<tr>
<th>IT Software Development</th>
<th>Japanese</th>
<th>Legal Studies</th>
<th>Literature</th>
<th>Further Maths</th>
<th>Maths Methods</th>
<th>Specialist Maths</th>
<th>Media Studies</th>
<th>Music (Performance or VCE/VET)</th>
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</thead>
<tbody>
<tr>
<td>VCE IT- Computing Units 1 &amp; 2 *</td>
<td>Japanese IV *</td>
<td>Students should study one of the following</td>
<td>English Extension II OR</td>
<td>General Maths III OR</td>
<td>Maths Methods III *</td>
<td>Maths Methods III *</td>
<td>Media I OR</td>
<td>Music Performance IV OR</td>
</tr>
<tr>
<td>Students should study two of the following</td>
<td>Japanese Conversation &amp; Interaction</td>
<td>Australian Politics &amp; Legal Studies OR</td>
<td>English IV OR</td>
<td>Maths Methods III</td>
<td>Extension Maths I</td>
<td>Should also have studied one of the following</td>
<td>Music Performance III OR</td>
<td></td>
</tr>
<tr>
<td>Digital Technologies OR</td>
<td>International Relations &amp; Criminology</td>
<td>Literature</td>
<td>Extension Maths II</td>
<td>Extension Maths I OR</td>
<td>Media II OR</td>
<td>Music Performance I OR</td>
<td></td>
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<tr>
<td>Games Programming OR</td>
<td></td>
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<tr>
<td>Web Technologies OR</td>
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<tr>
<td>Mechatronics</td>
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</table>
### Throughlines for VCE Studies available at BMG (continued)

<table>
<thead>
<tr>
<th>#O&amp;ES</th>
<th>PE</th>
<th>Physics</th>
<th>Psychology</th>
<th>#Sport &amp; Recreation</th>
<th>Studio Arts</th>
<th>#Systems Engineering</th>
<th>Textiles</th>
<th>VCD</th>
</tr>
</thead>
<tbody>
<tr>
<td>O&amp;ES Units 1&amp;2 in Year 10</td>
<td>Students should study two of the following</td>
<td>Pre VCE Physics *</td>
<td>Students should study one of the following</td>
<td>Exercise Physiology *</td>
<td>* One of the following</td>
<td>Systems Engineering Units 1&amp;2 in Year 10 *</td>
<td>Students should study one of the following</td>
<td>Students should study one of the following</td>
</tr>
<tr>
<td></td>
<td>Exercise Physiology</td>
<td>Physical Science</td>
<td>Pre VCE Psychology OR</td>
<td>* Plus one of the following</td>
<td>Art I OR</td>
<td>Students should also study two of the following</td>
<td>Textile Designs I OR</td>
<td>VCD I OR</td>
</tr>
<tr>
<td></td>
<td>Advanced Fitness</td>
<td>Marine Science</td>
<td>Psychology I</td>
<td>Advanced Fitness OR</td>
<td>Art II</td>
<td>Flight Technology I or II or III OR</td>
<td>Textile Designs II OR</td>
<td>VCD II</td>
</tr>
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<td></td>
<td>Injury Prevention and Control</td>
<td>Flight Technology I, II or III</td>
<td>Injury Prevention &amp; Control</td>
<td>3D Printing Technologies OR</td>
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<td>Textile Designs III – Pre VCE</td>
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<tr>
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<td>Mechatronics</td>
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<td>Mechatronics</td>
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</tr>
</tbody>
</table>

* Students should study two of the following:
  - Pre VCE Physics
  - Exercise Physiology

* One of the following:
  - Systems Engineering Units 1&2 in Year 10

* Students should study one of the following:
  - Exercise Physiology
  - Pre VCE Psychology

* Plus one of the following:
  - Art I
  - Art II

* Students should also study two of the following:
  - Textile Designs I OR
  - Textile Designs II OR

* In this context, "OR" indicates that students can choose either one of the options listed in that column.
VCE Acceleration

NOTE: This option is only available to Year 10 students.

Students who wish to be considered for a VCE Acceleration Subject should follow this procedure:

- Consult the next section of this Handbook (Policy on Acceleration of Students into VCE Studies) to see if you qualify for an accelerated subject;
- Obtain a 2016 VCE Handbook from the BMG Portal, and see if the course description matches your present and future interests;
- Read the VCE Policy and Procedures Manual (Appendix One of the 2016 VCE Handbook) to see if you are ready for the rigors of VCE studies;
- Indicate on Web Preferences that you wish to be considered for acceleration, by selecting a VCE subject in your Elective Choices;
- Your wish to study an accelerated subject will be evaluated by staff.

NOTE:

Due to the demands that acceleration places on students and staff, admission into an accelerated course is subject to approval by the School. Students who do not meet the criteria for acceleration, or if it is deemed not to be in their best interests, will not be allowed to accelerate.

Please think hard before selecting an accelerated subject – you have to be strong academically to be able to cope with the demands of the accelerated subject, both in the nature of the work and in the time required, whilst maintaining appropriate academic levels with your other Year 10 subjects.

The main issues may not arise until 2017, when the pressures of the other Year 11 subjects are added to the pressures of studying a Year 12 VCE subject. It is possible, however, to accelerate a subject in Year 10 (i.e. complete VCE Units 1&2), do a standard (non-accelerated subjects) set of Year 11 subjects and then pick up that subject again in Year 12 in the normal course of events.

Do not underestimate the demands of attempting an accelerated subject. It may result in an extra 10% for a sixth subject in the ATAR at Year 12, but it could very well be at the expense of doing well in your other subjects, the ones that will give you the bulk of your ATAR marks.

Note that admission into the Outdoor & Environmental Studies and Systems Engineering subjects are subject to different acceleration criteria due to the nature of how they offered at Bacchus Marsh Grammar.
Year 10

POLICY ON ACCELERATION OF STUDENTS INTO VCE STUDIES
POLICY ON ACCELERATION OF STUDENTS INTO VCE STUDIES.

Section One: Defining to which students this policy applies
This policy applies to:
- Current Year 9 students wanting to study a VCE Unit 1 & 2 subject in Year 10.
- Current Year 10 students wanting to study a VCE Unit 3 & 4 subject in Year 11.

Section Two: Goals of this policy
The goals of this policy are to ensure that students completing an accelerated VCE subject are:
- achieving at above standard levels;
- giving themselves the best possible opportunity to maximise their VCE results;
- not putting too much academic pressure on themselves; and
- able to understand clearly the choices that they are making and are aware of the consequences of their actions.

Section Three: Limiting the number of acceleration subjects to one.
Unless in extraordinary circumstances, as adjudged by the Principal, the number of subjects that students can accelerate in while completing each year level is limited to one.

Section Four: Criteria for acceleration of Year 10 students into VCE studies.
The School reserves the right to select which students shall be allowed to accelerate.

There are no inherent restrictions on the subjects that are able to be accelerated, but some are more appropriate than others. Students must seek advice on whether to apply for acceleration, and which subject to apply for acceleration. The School reserves the right to refuse an acceleration request if it believes that it is not in the best interest of the student.

Selection is based on SEMESTER ONE results.
Students whose results have changed markedly form Semester One to Semester Two may be denied access to accelerated studies, OR given the opportunity to be re-considered as a late application.

Year 9 Students applying to study a VCE subject (Units 1 and 2) at Year 10 must achieve the following pre-requisites:

- Letter Grades of "B" or better in at least 4 out of 5 of their core subjects (English, Mathematics, Science, History & Geography and Health) at Year 9 in Semester One reports.
- 'Effort', 'Cooperation' and 'Homework' grades on Semester One reports in 4 core subjects above must be either Very Good or Excellent.
- A Letter Grade of "A" in the specific subject related to their proposed acceleration subject (e.g. Humanities if they wanted to be accelerated in History) and a positive recommendation by their current teacher, Year Level Coordinator and Head of Department.
- The approval of the relevant Head of Department and the current VCE teacher of that subject.
Exceptions to the above Criteria are rare, but may be made:
- after an initial discussion with the Head of Department and the Dean of Studies;
- after an appropriate interview process; and
- with the approval of the Principal.

Such exceptions will have conditions attached.

Acceleration into *Outdoor & Environmental Studies* and *Systems Engineering* involves **separate entry criteria** to other subjects, since they are only offered in the accelerated mode. These are:

- Letter Grades of "C+" or better in the **majority** of core subjects at Year 9 in Semester One reports.
- 'Effort', 'Cooperation' and 'Homework' Grades in Semester One reports in **all** core subjects to be at least 'At Standard'.

**Section Five: Criteria for acceleration of Year 11 students into VCE studies.**

Year 10 students applying to study a VCE subject (Units 3 and 4) at Year 11 must achieve the following pre requisites:
- 'Satisfactory' outcomes in all VCE Units studied thus far;
- Mid-year Examination result of at least 80%;
- Letter Grades of “B+” or better in the VCE subjects and in the majority of core Year 10 subjects; and
- 'Effort', 'Cooperation' and 'Homework' Grades on Semester One reports in 4 subjects must be either Very Good or Excellent.

Note: students may not accelerate into a Unit 3&4 subject unless they have studied the appropriate Unit 1&2 course beforehand.

Note: the above conditions may not necessarily apply to *Outdoor and Environmental Studies* and *Systems Engineering* at the initial discretion of the Dean of Studies.

**Section Six: Failure to be allowed to complete an accelerated VCE Program.**

Students have the right to have decisions that exclude them from accelerated VCE study reviewed by an Appeals Process.

The Appeals will be heard by a committee comprising the Head of Senior School, the Director of Curriculum (Chair), the relevant Head of Department, and one person nominated by the student.

**However, the final say on matters concerning acceleration rests with the Principal.**
Selecting a Course of Study for Stage 9/10

Filling out the Subject Selection Form

Selecting subjects is not a five-minute exercise, to be done at the last minute.

Set aside some time for you and your parents to go over the choices and make some decisions.

Do a rough copy first, before filling out the final form. MAKE A COPY of the final form.

The Process:

1. Start to think about:
   a. Where you would like to be in 5 years from now, and in 15 years from now: what would you like to be doing?
   b. What subjects you are interested in and what subjects you are good at.
2. On the basis of the above, what subjects would you like to be doing in your VCE years that will lead you to where you want to go.
3. Read the Subject Descriptions in the Handbook, to see if these are the subjects you really want to do.
4. Make a decision! It can be altered later, but you have to start somewhere.
5. List the pre-requisite and recommended subjects that lead to those subjects you want to study (the Throughlines), including accelerated subjects (if applicable).
6. Make an initial selection of 24 subjects, based on Throughlines, interest, aptitude etc.
7. Check to see that you have the right mix of subjects, according to the ‘basket’ (on page 10).
8. Write the subject names into the Selection Form, taking care with the placement of pre-requisites.
9. Select up to 8 Reserve Subjects – be careful, these may well have to be used.
10. Do a final check, to see if all mandatory, pre-requisite and desired subjects are listed, in the correct sequence.
11. Have the Form signed by you and your parents. Please keep a copy for future reference.

Reproduced below is a copy of the Selection Grid that appears on the Subject Selection Form.

The Semester in which a subject actually runs will depend upon timetabling, and not necessarily where you have placed it on the form.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Number to be chosen</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Semester</td>
<td>Semester</td>
</tr>
<tr>
<td>English</td>
<td>Choose TWO more</td>
<td>English I</td>
<td>English II</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Choose THREE more</td>
<td>Mathematics I</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Choose at least THREE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commerce, History &amp; Geography</td>
<td>Choose ONE semester only</td>
<td>Australian History</td>
<td>Australian History</td>
</tr>
<tr>
<td></td>
<td>Choose at least TWO more</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE/Sport/Health</td>
<td>Compulsory (choose ONE each Year)</td>
<td>PE /Sport /Health I (Boys)</td>
<td>PE /Sport /Health I (Girls)</td>
</tr>
<tr>
<td>The Arts &amp; Technology</td>
<td>Choose at least ONE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives (in appropriate Year)</td>
<td>Choose up to SEVEN more Semester subjects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL for each column</td>
<td>24</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Reserve Electives (in order of preference)</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 6 7 8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Details of Stage 9/10 Subjects

These are presented in the following order of KLA (Key Learning Area) blocks:

- Commerce
- English
- Health and Physical Education
- History & Geography
- Languages
- Mathematics
- Performing Arts
- Personal Development
- Science
- Technology
- Visual Arts
Commerce

KLA

Subjects
OVERVIEW:
This Commerce subject focuses on two separate learning areas. It is designed to give students a taste of potential future pathways and as preparation for studies of VCE Accounting and Economics.
Accounting is the process of recording, reporting, analysing and interpreting financial data which is then communicated to users of this information. By way of introduction, students will study the practical aspects of accounting and learn to record day to day financial transactions of a small business into specific accounting journals.
In the Economics unit of study, students will explore contemporary events and issues affecting the performance of Australia’s economy and the impact on living standards. The topical nature of this unit also encourages students to examine local national and global issues so that they may become more interested, active and involved citizens.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

KEY SKILLS:
Examples include:
- Problem-solving techniques;
- Research and web analysis;
- Identification, recording and analysis of financial information;
- Reports writing;
- Application of key concepts and examination techniques;
- Evaluation of case studies;

TOPICS OF STUDY:
- Small business financial management
- Manual recording and reporting of financial information
- Introduction to key aspects of the Australian economy
- Examination of current economic issues
- Australia’s trading relationships

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These may include:
- Issue exploration and reports
- Problem-solving tasks
- Folio of work exercises
- Tests / Examinations
- Oral presentation and Multi-media presentation

VCE COURSE PATHWAYS:
This unit is a pre-requisite for VCE Economics, and it would be particularly useful for entry into VCE Accounting.

CAREER PROSPECTS:
The study of commerce related subjects prepares students for any career in which skills of investigation, analysis, writing reports and an ability to work with data are valued.

ENQUIRIES: Ms Lear Donnelly
OVERVIEW:
This Commerce unit deals with the role of government and the legal system in an Australian context. It explores key concepts of law, the courts, and the Australian political system. It is designed to give students a taste of potential future pathways and as preparation for VCE Legal Studies and Politics Units. The topical nature of the coursework also encourages students to explore local and national issues so that they may become more interested, active and involved citizens.

DURATION:
This subject runs for ONE semester.

KEY SKILLS:
Examples include:
- Problem-solving techniques;
- Research and web analysis;
- Identification, classification, recording and analysis of information;
- Financial data and information;
- Reports and essay writing;
- Application of key concepts and examination techniques;
- Evaluation of case studies;

TOPICS OF STUDY:
- Introduction to the Australian Legal System
- Criminal law, Civil law and the courts
- Current political issues
- Governing Australia

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These may include:
- Issue exploration and reports
- Problem-solving tasks
- Folio of work samples
- Tests / Examinations
- Oral presentation and Multi-media presentation

VCE COURSE PATHWAYS:
This unit is not a pre-requisite for any VCE studies; however, it would be particularly useful for entry into VCE Politics and VCE Legal Studies.

CAREER PROSPECTS:
The study of commerce related subjects prepares students for any career in which skills of investigation, analysis, writing reports and an ability to work with data are valued.

ENQUIRIES: Ms Lear Donnelly
Business Certificate II

VET Certificate II - Years 10 (2 semesters)

VET Certificate III (partial) - Years 10 & 11 (4 semesters)

OVERVIEW:
This program is aimed at students who are interested in a business career. Students who are undertaking a VCAL course will take this subject to fulfil their Work Related Skills requirement. The Certificate II in Business is designed to prepare participants for an entry-level position in business with training in customer service, communication, spreadsheet creation and business record-keeping. At the successful conclusion of the course students will be awarded the nationally recognised Certificate II in Business.

DURATION:
Students that undertake the Certificate II in Business course may not jointly undertake the study of VCE Business Management.

KEY SKILLS:
- Understanding business concepts, practices and terminology
- Identify and be able to apply occupational health and safety requirements
- Plan and prioritise personal workloads
- Understand and be able to use business technology to complete work tasks

UNITS OF STUDY:
The qualification requires the completion of the following twelve units of study
- Contribute to health and safety of self and others
- Communicate in the workplace
- Deliver a service to customers
- Work effectively in a business environment
- Process and maintain workplace information
- Produce word processed documents
- Create and use spreadsheets
- Communicate electronically
- Participate in environmentally sustainable work practices
- Organise and complete daily work activities
- Work effectively with others
- Use business technology

ASSESSMENT TASKS:
Students will complete a number of competency based assessments that include:
- Written Reports
- Folio’s of work
- Assignments
- Problem-solving exercises

CAREER PROSPECTS:
The program would be suitable for a range of practical administration skills which will enable the pursuit of office roles in a variety of industries, such as retail, healthcare, education and hospitality.

ENQUIRIES: Ms Lear Donnelly
OVERVIEW:
This Commerce unit deals with the role of state and non-state actors within the international community. It explores key concepts of power, ethics, international law and human rights, whilst analysing the effectiveness of key stakeholders with relation to regional and global events. Furthermore, students understand differing theories on crime causation and domestic statistical trends with crime reporting. They engage with evaluating the application of different punishment and social control methods used across the world to reduce the rate of re-offending. The topical nature of the coursework also encourages students to explore regional and international issues so that they may become more interested, active and involved citizens.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

KEY SKILLS:
Examples include:
- Problem-solving techniques;
- Research and web analysis;
- Theory based analysis;
- Reports and extended response writing;
- Application of key concepts and examination techniques;
- Evaluation of case studies;

TOPICS OF STUDY:
- Stakeholders: Who’s Who in the International Community
- Power in Asia
- Ethics and morals in decision making
- Conflict and Co-operation
- Defining and measuring crime
- Theories of crime causation
- Theories of social control and punishment

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These may include:
- Case-based exploration and Reports
- Problem-solving tasks
- Extended response questions/ Short answer tests / Examinations
- Oral presentation/ Debates

VCE COURSE PATHWAYS:
This unit is not a pre-requisite for any VCE studies; however, it is recommended for students wishing to study VCE Politics and/or VCE Legal Studies.

CAREER PROSPECTS:
The study of commerce related subjects prepares students for any career in which skills of investigation, analysis, writing reports and an ability to work with data are valued.

ENQUIRIES: Ms Lear Donnelly
OVERVIEW:
This subject aims to develop student’s awareness and life-readiness of financial literacy and planning across a range of everyday issues concerning money matters, financial choices, earning and living. It highlights the need for individuals to be financially literate to meet future challenges and make informed and responsible monetary decisions. It will prepare students for the rollercoaster ride of commerce and the real world.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

KEY SKILLS:
Examples include:
- Research and web analysis
- Evaluate financial information
- Writing short reports
- Application of key concepts

TOPICS OF STUDY:
- Financial ‘language’
- Saving, Investing and risk awareness
- Sources of finance and management of debt
- Insurance and superannuation
- Buying a car
- Earning a living and paying income tax
- Personal budgeting and financial planning

ASSESSMENT TASKS:
Students will complete a range of assessment tasks. These may include:
- Media / case study analysis
- Folio of learning activities
- Tests / Examination
- Investigative reports
- Multi-media presentation

VCE COURSE PATHWAYS:
This unit is not a pre-requisite for any VCE studies; however, it would be particularly useful for entry into VCE Business Management and VCE Accounting

CAREER PROSPECTS:
The study of commerce related subjects prepares students for any career in which skills of investigation, analysis, writing reports and an ability to work with data are valued.

ENQUIRIES: Ms Lear Donnelly
The Business World

OVERVIEW:
This Commerce unit deals with the world of small business management, finance, and global economic issues. It is designed as an introduction to and preparation for potential future studies of VCE Economics and Business Management Units.

DURATION:
This subject runs for ONE semester.

KEY SKILLS:
Examples include:
- Problem-solving techniques;
- Research and web analysis;
- Identification, recording, reporting and analysis of financial information;
- Writing reports and essay writing;
- Application of key concepts;
- Case studies;

TOPICS OF STUDY:
- Owning and operating your own small business
- Business management skills
- International trade and global economic issues
- Introduction to accounting and finance for small business
- Money matters – understanding key personal real-world money issues

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These will include:
- Analysis of data
- Problem-solving tasks
- Folio of work samples
- Tests / Examinations
- Oral presentation and Multi-media presentation

VCE COURSE PATHWAYS:
This unit is not a pre-requisite for any VCE studies; however, it would be particularly useful for entry into VCE Business Management and VCE Economics.

CAREER PROSPECTS:
The study of commerce related subjects prepares students for any career in which skills of investigation, analysis, writing reports and an ability to work with data are valued.

ENQUIRIES: Ms Lear Donnelly
English

KLA

Subjects
OVERVIEW:
In English, texts and language constitute the essential concepts. The study of texts focuses equally on creating and analysing texts, understanding and interpreting texts, and moving beyond interpretation to reflection and critical analysis. The concept of language includes the use of language and the development of linguistic competence, and the development of knowledge about language. Students learn to appreciate, enjoy and use language and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue.

ENGLISH THROUGH- LINE:
Students must study English I as a pre-requisite for English related studies in Year 10.

DURATION:
This compulsory subject runs for TWO semesters.

KEY SKILLS:
- Students extend their language skills through thinking, reading, writing, speaking and listening;
- Students communicate ideas, feelings, observations and information effectively, both orally and in writing;
- Students demonstrate an ability to use appropriate language to discuss texts;
- Students recognise the relationship between language and ideas, and the role of language in developing their capacity to express ideas.

TOPICS OF STUDY:
- Autobiographical texts
- Film text study
- Short stories
- Newspaper study
- Issues analysis
- Language development, including vocabulary, grammar, and sentence structure

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year, these will include:
- Text Analysis essays
- Writing folio
- Oral presentations
- Tests – comprehension and language conventions
- Examination

ENQUIRIES: Mr. Geoffrey Gainey
OVERVIEW:
This study focuses on the enjoyment and appreciation of reading, writing and oral presentation that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others. Students analyse the ways in which authors construct meaning and position readers. Students respond in a variety of ways in order to demonstrate their understanding of core knowledge and skills.

DURATION:
This subject runs for TWO semesters. Students may select one or both in combination with other Year 10 English options.

TWO FORMS OF ENGLISH:
The English course in Year 10 will be offered in two different forms, English and English Extension (see next for English Extension). Both forms follow the same syllabus, ensuring that all students have the necessary grounding to be successful in either of the subsequent VCAL, VCE English or VCE Literature courses, as appropriate.

Both streams cover the same areas of study. The English and English Extension courses provide a good grounding for either VCE English or VCE Literature in future years. The English Extension course covers more work in the same time as the English course and deals with material at a greater level of sophistication.

Students may nominate to study the English Extension course, and in Semester 2 English Language, but they will then be the subject of an approval process before being invited, by the Head of English, to pursue these courses.

NOTE: there is a performance requirement for students to continue studying Extension English into Semester 2, as it is a high level, VCE-style course.

KEY SKILLS:
Students learn to:
- Make connections between their own ideas and experiences and those represented in texts;
- Identify and comment on the significance of events and structural aspects of the texts;
- Reflect on and modify their responses as the texts develop;
- Use evidence from the texts to support a response.
- Comment on the ways in which human experience is represented in the texts;
- Reflect upon the ideas and concerns raised by the texts;
- Identify and comment on some of the techniques used in the texts;
- Develop critical and creative responses to the texts.
- Comment on the ideas and concerns raised through the text;
- Discuss the purpose of technical strategies used in the production of non-print texts;
- Discuss how the viewer can be positioned by the text.
- Use the conventions of spelling, punctuation and syntax of Standard Australian English;
- Identify and discuss structure, features and conventions used by authors of texts to construct meaning in relation to the development of characters, ideas and themes.
TOPICS OF STUDY:
- Reading and comparing texts: selected from novels, films, plays and poetry
- Reading and creating texts
- Analysing and presenting arguments

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester, which will include:
- Analytical and creative responses to texts
- Comparative responses
- Oral presentations
- Language analysis tasks
- Examination

VCE COURSE PATHWAYS:
English courses at VCE level will be delivered in three forms:

English will prepare students for VCE English Units 1&2. This form is recommended for students interested in VCE English.

English Extension will enable students to study similar skills at a higher degree of sophistication. This form is recommended for students interested in VCE Literature.

English Language (Semester 2) will enable students to explore in more depth the structures and functions of language use.

Please Note: acceptance into a class to study English Extension is subject to a selection process, which takes into account examination and overall grades for both semesters. As a guideline, students should be consistently achieving results of greater than 80% throughout the year in English to be confident of meeting the demands of this subject.

As well, students selected for English Extension will require the endorsement of their Year 9 English teacher as well as the Head of English.

HOWEVER – PLEASE NOTE:
Students who wish to study VCE English Units 1&2 or VCE Literature Units 1&2 will be sufficiently prepared by studying EITHER English or English Extension.

CAREER PROSPECTS:
Journalism, Publishing, Professional Writing, Teaching, Law, Acting, Business, Politics, Medicine, Science, Research – anything that requires communication skills.

ENQUIRIES: Mr Geoffrey Gainey
OVERVIEW:
In English, texts and language constitute the essential concepts. The study of texts focuses equally on creating and analysing texts, understanding and interpreting texts, and moving beyond interpretation to reflection and critical analysis. The concept of language includes the use of language and the development of linguistic competence, and the development of knowledge about language. Students learn to appreciate, enjoy and use language and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue.

ENGLISH EXTENSION THROUGH-LINE:
Students in this subject will typically proceed to English Extension in the second Semester, dependent upon results achieved in English Extension during Semester 1.

PRE-REQUISITE SUBJECT(S):
English I.

KEY SKILLS:
- Students extend their language skills through thinking, reading, writing, speaking and listening;
- Students communicate ideas, feelings, observations and information effectively, both orally and in writing;
- Students demonstrate an ability to use appropriate language to discuss texts;
- Students recognise the relationship between language and ideas, and the role of language in developing their capacity to express ideas.

TOPICS OF STUDY:
- Novel studies
- Film text study
- Play study
- Issues analysis

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year, these will include:
- Text Analysis essays
- Writing folio
- Oral presentations
- Tests
- Examination

ENQUIRIES: Mr. Geoffrey Gainey
OVERVIEW:
Informed by the discipline of linguistics, this subject provides students with metalinguistic tools to understand and analyse language use, variation and change. In studying English Language, students will have the opportunity to develop and refine their own skills in reading, writing, listening to and speaking English. In order to develop their analytical skills and understanding of linguistics, students are expected to study a range of texts and improve their understanding of how language functions. This subject emphasises the idea that English is a rule based system and that learning about language helps us to understand ourselves, the groups with which we identify, and the society we inhabit.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

DURATION:
This subject runs for ONE semester.

KEY SKILLS:
• Define key linguistic concepts as they relate to the nature and functions of language;
• Use key concepts and metalanguage appropriately to describe and analyse language use;
• Explore and analyse changes in the English language over time as reflected in texts;
• Analyse the nature, features and functions of informal and formal texts;
• Use key linguistic concepts to discuss language variation and identity in Australia.

TOPICS OF STUDY:
• The Nature and Functions of Language
• English Across Time
• Informal and Formal Language
• Language Variation in Australia

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester, which include:
• Test
• Essay
• Analysis of spoken and/or written text
• Final Semester Examination

VCE COURSE PATHWAYS:
This unit is not a pre-requisite for any VCE studies: however, it is very strongly recommended for those students wishing to take the English Language Unit 1 & 2 course in Year 11. It will also provide students with a deeper understanding of the English language in preparation for their VCE English studies.

CAREER PROSPECTS:
Knowledge of how language functions provides a useful basis for further study or employment in numerous fields such as arts, sciences, law, politics, trades and education. The subject supports the study of other languages, speech and reading therapy, journalism, philosophy and psychology.

ENQUIRIES: Mr Geoffrey Gainey
OVERVIEW:
Literature is a study designed for students who love to read and explore a range of texts. The focus is on close analysis of text structures, authorial styles and literary techniques. Students learn how to analyse and interpret selected passages of text. They also write creatively, exploring the ideas, views and values arising from their study of texts. Shared reading, writing and discussion is at the core of an exciting and rewarding Literature course which explores many elements of human experience.

LITERATURE THROUGH-LINE:
This subject complements and builds upon skills developed in English. It challenges students to study texts more critically and deeply. Course content is structured in line with VCE Literature and thus provides extra preparation for those considering VCE English or VCE Literature.

DURATION:
This subject runs for ONE semester.

KEY SKILLS:
- Developing knowledge and understanding of how texts are constructed, with reference to authorial intentions, language conventions, literary genres and devices
- Learning and practising the language of literary analysis, including how to analyse selected passages and how to compare texts
- Learning how to write in personal and creative forms based on study of particular texts
- Developing speaking and listening skills
- Using and improving vocabulary required for literary analysis

TOPICS OF STUDY:
- Overview of Literature
- Analysis of film reviews
- Shakespearean comedy – *A Midsummer Night’s Dream*
- Protest poetry and music – views and values
- *The Book Thief* – study of the novel and the film adaptation
- Revision strategies in Literature

ASSESSMENT TASKS:
- Passage analyses
- Analysis of a review
- Creative response
- Oral presentation
- Comparative task
- Examination- essays on passage analysis

ENQUIRIES: Mr Geoffrey Gainey
Health & Physical Education

KLA

Subjects
Overview:
This unit deals with specific content and is designed to enable students to achieve a set of outcomes. Students will be able to analyse and understand the variety of Training Principles that can affect the Human Body. They will study the major components that constitute training programs. Areas of relevance will be general fitness improvement and to improve the capacity to participate in a particular sport or activity. This course allows students to explore the physiological, biomechanical, social and psychological factors that influence performance. It is a highly practical unit.

Pre-requisite Subject(s):
There are no pre-requisite subjects. It is considered to be a Foundation subject.

Key Skills:
- Explain the application of biomechanical and skill learning principles using correct terminology;
- Perform, observe and analyse on report on practical and laboratory exercises related to the body;
- Compare and contrast the impact of different techniques on performance;
- Identify and explain the relationship between physical activity, fitness components and training programs.

Units of Study:
- Movement and Analysis
- Training Methods
- Training Principles
- Fitness Components and Testing

Assessment Tasks:
Students will complete a number of assessment tasks over the semester, these will include:
- Tests
- Media analysis
- Written Report
- Case study analysis
- Examination

VCE Course Pathways:
This unit is recommended for VCE Physical Education and for VCE Sport & Recreation; however it can be taken at any time in Stage 9/10.

Career Prospects:
A highly practical course that provides students with the skills and understanding of sports training and performance. Prospective career pathways include professional or specialised sports coaching, high performance manager of elite sporting teams, sports trainer, sports psychologist, sports medicine, Australian Sports Commission pathways, regional coordinators, research consultants, outdoor recreation leaders, talent identification coaching & coordinators, sports consultants, sports science assessment, physical education teacher and a strength and conditioning coach.

Enquiries: Mr Andrew Perks
Elite Sports Training I & II
Year 9 Semesters 1 and/or 2

OVERVIEW:
This unit is aimed at providing supplementary training programs for the elite athlete. Students must present a CV as an application for the course, and those who are chosen for this elective are required, in their chosen sport, to be:
- an Elite Regional Representative;
- a State Representative; and/or
- a National Representative.
Athletes chosen for this elective will have the opportunity to develop their strength and conditioning, specific sport-demanded running programs, flexibility programs and fatigue and recovery programming. This will be done in consultation with the athletes own sports specific coaching staff and this liaison with the athletes’ coach and the Specialised Sporting Coach will be a vital component of the elective. Keeping an elite training program diary using Visual Coaching Pro will provide athletes with a state of the art tracking program to enhance performance.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects. There is, however, a fitness test.

KEY SKILLS:
- Understanding the importance of specific strength and conditioning to the athletes chosen sport.
- Identify and explain the relationship between physical activity, muscle fatigue and recovery
- Identify the need for specific flexibility programming to improve sporting performance
- Evaluate an understanding the role of specific running programs in enhancing the athletes chosen sport
- Identify and understand the role of accurate and comprehensive note taking in the elite athlete training diary

UNITS OF STUDY:
- Strength and Conditioning to enhance elite sporting performance
- Muscle Fatigue and Recovery
- Specific Sport Running programming to enhance elite sporting performance
- Flexibility to enhance elite sporting performance
- The elite training diary

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester, which include:
- Written Training Report
- Elite Training Diary & Visual Coaching Pro
- Goal Setting and Review
- Aural liaisons with athletes specific coaching staff

CAREER PROSPECTS:
The Specialised Sport Program allows students to further facilitate their sporting abilities which will enable students to progress in their specific sports. This may create pathways into State and/ or National Teams and provide students with the skills to enhance career prospects in Physical Education Teaching, Human Movement Research, Strength and Conditioning Coaching, and Physical Training and Counseling.

ENQUIRIES: Mr. Andrew Perks
Elite Sports Training III & IV
Year 10 Semesters 1 and/or 2

OVERVIEW:
This unit is aimed at providing supplementary training programs for the elite athlete. Students must present a CV as an application for the course, and those who are chosen for this elective are required, in their chosen sport, to be;
- an Elite Regional Representative;
- a State Representative; and/or
- a National Representative.
Athletes chosen will have the opportunity to develop their strength and conditioning, specific sport-demanded running programs, flexibility programs and fatigue and recovery programming. This will be done in consultation with the athletes own sports specific coaching staff and this liaison will be a vital component of the elective. Keeping an elite training program diary using Visual Coaching Pro will provide athletes with a state of the art tracking program to enhance performance.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects. There is, however, a fitness test.

KEY SKILLS:
- Understanding the importance of specific strength and conditioning to the athletes chosen sport.
- Identify and explain the relationship between physical activity, muscle fatigue and recovery
- Identify the need for specific flexibility programming to improve sporting performance
- Evaluate an understanding the role of specific running programs in enhancing the athletes chosen sport
- Identify and understand the role of accurate and comprehensive note taking in the elite athlete training diary

UNITS OF STUDY:
- Strength and Conditioning to enhance elite sporting performance
- Muscle Fatigue and Recovery
- Specific Sport Running programming to enhance elite sporting performance
- Flexibility to enhance elite sporting performance
- The elite training diary

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester, which include:
- Written Training Report
- Elite Training Diary & Visual Coaching Pro
- Goal Setting and Review
- Aural liaisons with athletes specific coaching staff

VCE COURSE PATHWAYS:
This unit is not a pre-requisite for any VCE studies, although it will benefit students who continue on to VCE Physical Education Units 1&2 and VCE Sport & Recreation Units 3 & 4 (accelerated).

CAREER PROSPECTS:
The Specialised Sport Program allows students to further facilitate their sporting abilities which will enable students to progress in their specific sports. This may create pathways into State and/or National Teams and provide students with the skills to enhance career prospects in Physical Education Teaching, Human Movement Research, Strength and Conditioning Coaching and Physical Training counselling.

ENQUIRIES: Mr Andrew Perks
Exercise Physiology

OVERVIEW:
This unit of work is a vital background for students wishing to complete Units 1 to 4 Physical Education. Students will gain an understanding of physical activity from a physiological perspective. It examines the way in which energy for activity is created through oxygen and food supplies. Students will analyse the contribution of the energy systems as well as considering the physiological effects of muscle fatigue and speeds of recovery. It is an introduction to the field of sport and exercise science and is a highly practical unit.

PRE-REQUISITE SUBJECT(S):
PE/Sport/Health I. It would be and an advantage to complete Advanced Fitness before studying this subject.

KEY SKILLS:
- Understanding and analysis of the characteristics and interplay of energy systems for physical activity
- Identify and explain the relationship between physical activity, muscle fatigue and recovery
- Describe the fuels used for physical activity and the conversion of food to energy
- Evaluate an understanding of role of oxygen in physical activity performance
- Identify and explain chronic adaptations to training

UNITS OF STUDY:
- Energy Systems
- Muscle Fatigue and Recovery
- Oxygen Uptake and Delivery
- Chronic Adaptations to Training

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester, which include:
- Laboratory Report
- Written Report or Case Study Analysis
- Test
- Examination

VCE COURSE PATHWAYS:
This unit is highly recommended for VCE Physical Education Units 1&2, and is a pre-requisite for VCE Sport & Recreation Units 3 & 4 (accelerated).

CAREER PROSPECTS:
The course provides students with the skills and understanding of performance and participation in sport that are allied to a number of exciting employment opportunities. These include exercise physiologists, sports bio mechanists, sports medicine, physical therapies including myotherapy, occupational therapy and physiotherapy, sports coaching, sports science assessment, physical education leaders and teachers, gym and fitness instructors and a strength and conditioning coach.

ENQUIRIES: Mr Andrew Perks
Global Health & Development

OVERVIEW:
This semester unit of study will provide students with the opportunity to explore the interrelationships between health and development. It will enable students to examine the developmental changes that occur as individuals move through the lifespan. Students will also analyse the impact of a range of environmental factors that contribute to variations in health and developmental outcomes. Students will be able to evaluate the role of government and international agencies to optimise health and development globally. Students will understand the burden of disease in developing countries in comparison to Australia. They will then analyse the reasons for the differences and the impact on developmental outcomes.

PRE-REQUISITE SUBJECT(S):
PE/Sport/Health I.

KEY SKILLS:
• Define key health and developmental concepts and use them appropriately;
• Analyse data to draw conclusions about the role of nutrition in optimising health and development;
• Interpret and analyse data in relation to developing countries in comparison to Australia;
• Analyse and interpret data to evaluate and justify strategies to optimise health and development.

TOPICS OF STUDY:
• Nutrition, health and development
• Health promotion
• Promoting health and development of third world countries
• The Ottawa Charter
• Development across the lifespan

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These will include:
• Data analysis
• Case study
• Written report
• Examination

VCE COURSE PATHWAYS:
This unit is highly recommended for VCE Health & Human Development Units 1&2. It will also benefit students who continue on to VCE Physical Education Units 1&2.

CAREER PROSPECTS:
This unit offers students a range of opportunities if they are interested in a health related pathway. Career pathways include dietician, health care professional, health specialist, occupational therapist, community health worker, nurse, paramedic, social worker, drug and alcohol education, health promotion and research, general practitioner, public health services, State and Federal Government departments, health insurance industry, health education leader, teacher and community aid worker.

ENQUIRIES: Mr Andrew Perks
Overview:
Students will learn about a range of ways to prevent injury, manage injuries and accidents and promote recovery. Students will gain a CPR and basic certificate upon the completion of this unit. The unit will entail learning First Aid assessment and management principles such as SALTAPS, RICER and NO HARM as well as Taping for injury prevention. They will also cover Wilderness First Aid, including gaining skills from ‘real life’ scenarios. Students will explore the various recovery methods for injuries and sports recovery such as massage and ice baths. It is a highly practical unit.

Pre-requisite Subject(s):
There are no pre-requisite subjects.

Key skills:
- Perform, observe and analyse First Aid procedures. For example, Cardiopulmonary Resuscitation (CPR) and DR ABCD.
- Interpret, analyse and act upon a range of First Aid and sporting injury case studies.
- Identify and reduce potential risks in sporting scenarios and everyday life.
- Compare and contrast different recovery methods for a range of sporting and injury scenarios.

Topics of study:
- First Aid
- Injury management
- Injury prevention
- Recovery methods

Assessment tasks:
Students will complete a number of assessment tasks over the year, these will include:
- Log book/diary
- Resource folder
- Case study analysis
- Topic tests
- Examination

VCE course pathways:
This unit is not a pre-requisite for any VCE studies, although it will benefit students who continue on to VCE Physical Education Units 1&2 and VCE Sport & Recreation Units 3 & 4 (accelerated).

Career prospects:
This unit is practical in nature and allows students to gain skills in order to care for themselves and others. Careers include: physical therapies such as chiropractor, physiotherapist, masseuse, occupational therapist, acupuncturist, outdoor education leader, teacher, injury rehabilitation, health care professional, community health worker, nursing, paramedic, general practitioner, sports trainer, lifeguard, fitness instructors, and aquatic management.

Enquiries: Mr Andrew Perks
Outdoor & Environmental Studies

VCE Unit 1 & 2 (Year 10)

O&ES is only offered at the school at Year 10 and Year 11, as an accelerated subject. This is so that the excursion requirements do not adversely affect other VCE Unit 3&4 studies in Year 12.

OVERVIEW:
Outdoor and Environmental Studies is a study of the ways in which humans interact with and relate to natural environments. In this study, both passive and active outdoor activities provide the means for students to develop experiential knowledge of natural environments. These activities include snorkeling, surfing, skiing, mountain biking, canoeing, bushwalking, conservation and restoration activities, marine exploration, and community projects.

Note: Undertaking this course will involve students missing classes due to expeditions. Students will be expected to make up for missed classes and work.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

DURATION:
This subject runs for a FULL year over first and second semesters.

OUTCOMES:
Unit One:
1. Describe motivations for participation in and personal responses to outdoor environments, with reference to specific outdoor experiences.
2. Describe ways of knowing and experiencing outdoor environments and evaluate factors that influence outdoor experiences, with reference to specific outdoor experiences.

Unit Two:
1. Describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.
2. Evaluate human impacts on outdoor environments and analyse procedures for promoting positive impacts, with reference to specific outdoor experiences.

UNITS OF STUDY:
Unit One:
1. Motivations for outdoor experiences
2. Experiencing outdoor experiences

Unit Two:
1. Investigating outdoor environments
2. Impacts on outdoor environments

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. Journal of outdoor experiences
2. Written responses/Essays
3. Practical reports
4. Semester examinations
5. Tests

CAREER PROSPECTS:
Employment in the outdoor education field and recreation industry, such as school based programs, specialist outdoor or environmental education centers, outdoor education and recreation businesses, as freelance outdoor instructors and in recreation, environmental and youth agencies or just for fun!

ENQUIRIES: Mr Leigh Park
PE/Sport/Health I - Boys

Year 9 - One Semester

OVERVIEW:
In this unit, Term One, students will be exposed to units in PH, Health and Sport in a single-gender setting most appropriate to this age level.
In PE and Sport, students work towards developing proficiency in a range of movement and manipulative skills, and focus on identifying and implementing ways of improving the quality of their performance during games, physical activities and sports. They investigate different components of fitness, how these vary between activities and how they contribute to the wellbeing of people at different stages of their lives.
Health Education examines the theoretical concepts behind participation in physical activity, including anatomy and physiology.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

KEY SKILLS:
- Students measure their own fitness and physical activity levels and identify factors that influence motivation to be physically active;
- Students will investigate the skeletal and muscular components of the Human Body;
- Students concentrate on improving their Physical Fitness, linking their fitness testing to the components of fitness and analysing the contribution of energy systems to various activities;
- Awareness of the National Physical Activity Guidelines and monitoring of physical activity;

TOPICS OF STUDY:
- Anatomy and Skeletal Function / Muscular System
- Fitness
- Tennis
- Walla Rugby
- Male and Female Health Issues and Sexuality

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year, these will include:
- Topic Tests
- Topic Research Assignments
- Students are assessed on organizing of their Diary & Physical Education display folder
- Semester Examinations

ENQUIRIES: Mr. Andrew Perks
OVERVIEW:
In this unit, Term One, students will be exposed to units in PH, Health and Sport in a single-gender setting most appropriate to this age level.
In PE and Sport, students work towards developing proficiency in a range of movement and manipulative skills, and focus on identifying and implementing ways of improving the quality of their performance during games, physical activities and sports. They investigate different components of fitness, how these vary between activities and how they contribute to the wellbeing of people at different stages of their lives.
Health Education examines the theoretical concepts behind participation in physical activity, including anatomy and physiology.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

KEY SKILLS:
- Students measure their own fitness and physical activity levels and identify factors that influence motivation to be physically active;
- Students will investigate the skeletal and muscular components of the Human Body;
- Students concentrate on improving their Physical Fitness, linking their fitness testing to the components of fitness and analysing the contribution of energy systems to various activities;
- Awareness of the National Physical Activity Guidelines and monitoring of physical activity;

TOPICS OF STUDY:
- Anatomy and Skeletal Function / Muscular System
- Fitness
- Tennis
- Walla Rugby
- Male and Female Health Issues and Sexuality

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year, these will include:
- Topic Tests
- Topic Research Assignments
- Students are assessed on organizing of their Diary & Physical Education display folder
- Semester Examinations

ENQUIRIES: Mr. Andrew Perks
OVERVIEW:
Students work towards developing proficiency in a range of movement and manipulative skills, and focus on identifying and implementing ways of improving the quality of their performance during games, physical activities and sports. They investigate different components of fitness, how these vary between activities and how they contribute to the wellbeing of people at different stages of their lives.

Students examine both sexuality and drug issues relevant to young people and consider the importance of family and friends in supporting their physical mental health and emotional health needs. Students explore assertiveness and resilience strategies that could be used in a range of situations.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

KEY SKILLS:
• Students’ proficiently perform complex movement and manipulative skills and evaluate individual and group tactics, and movement patterns;
• Students explore the challenges facing youth in relation to alcohol usage and drug taking;
• Maintain regular participation in moderate to vigorous physical activity and analyse and evaluate their level of involvement in physical activity;
• They assume responsibility for conduct of aspects of a sporting competition in which roles are shared and display appropriate sporting behaviour.
• Students will analyse the positive and negative health outcomes of a range of personal and community actions and health issues, associated with sexuality;
• Students also explore personal values, attitudes, beliefs and behaviour patterns that are associated to Sexuality issues;
• Students take part in the Baby ‘Think It Over’ Program.
• Male and Female Health Issues and Sexuality

TOPICS OF STUDY:
• European Handball
• Baseball
• Australian Rules football
• Ballroom Dance
• Baby ‘Think It Over’ Program
• Alcohol and Drug Awareness; the challenges facing adolescence today
• Building Relationships: Peer and Family Relationships

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year, these will include:
• Effort and Participation
• Skills & Fitness
• Semester Examination

ENQUIRIES: Mr. Andrew Perks
OVERVIEW:
Students work towards developing proficiency in a range of movement and manipulative skills, and focus on identifying and implementing ways of improving the quality of their performance during games, physical activities and sports. They investigate different components of fitness, how these vary between activities and how they contribute to the wellbeing of people at different stages of their lives.

Students examine both sexuality and drug issues relevant to young people and consider the importance of family and friends in supporting their physical mental health and emotional health needs. Students explore assertiveness and resilience strategies that could be used in a range of situations.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

KEY SKILLS:
- Students’ proficiently perform complex movement and manipulative skills and evaluate individual and group tactics, and movement patterns;
- Students explore the challenges facing youth in relation to alcohol usage and drug taking;
- Maintain regular participation in moderate to vigorous physical activity and analyse and evaluate their level of involvement in physical activity;
- They assume responsibility for conduct of aspects of a sporting competition in which roles are shared and display appropriate sporting behaviour.
- Students will analyse the positive and negative health outcomes of a range of personal and community actions and health issues, associated with sexuality;
- Students also explore personal values, attitudes, beliefs and behaviour patterns that are associated to Sexuality issues;
- Students take part in the Baby ‘Think It Over’ Program.
- Male and Female Health Issues and Sexuality

TOPICS OF STUDY:
- European Handball
- Baseball
- Australian Rules football
- Ballroom Dance
- Baby ‘Think It Over’ Program
- Alcohol and Drug Awareness; the challenges facing adolescence today
- Building Relationships: Peer and Family Relationships

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year, these will include:
- Effort and Participation
- Skills & Fitness
- Semester Examination

ENQUIRIES: Mr. Andrew Perks
History & Geography

KLA

Subjects
Australia and the World Wars

OVERVIEW:
This history unit examines major themes and principal events of WWI and WWII including the origins of both conflicts; key events; the nature of Australia’s involvement and the impacts of both wars and how they shaped Australian society. There will be a particular focus on key events and consequences that impacted Australia, including the campaigns of Gallipoli and the Western Front; the Anzac Legend; the 1942 bombing of Darwin; the Kokoda trail and Australia in the Pacific with a focus on Australian prisoners of war.

This unit MAY ONLY be taken after completing Australian History.
It should be taken before Russia and Germany in the 20th Century and Australia in the Modern World.

DURATION:
This subject runs for ONE semester. It is considered to be a Foundation subject.

KEY SKILLS:
• Map interpretation and annotation;
• Use of key concepts;
• Analysis of visual and written documents;
• Synthesis of evidence to draw conclusions;
• Correct acknowledgement of sources;
• Skills of effective research;
• Construction of an argument in essay form.

TOPICS OF STUDY:
• World War I and Australia’s involvement
• Gallipoli
• The Western Front
• The Anzac legend
• World War II and Australia’s involvement
• The Bombing of Darwin
• The Kokoda campaign
• Australia in the Pacific - Prisoners of War

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester, these will include:
• Document Analysis
• Essay
• Research Task
• Test
• Examination

ENQUIRIES: Ms Claire Martin
Australia in the Modern World: 1918 to present

OVERVIEW:
This History Unit examines major themes and principal events of post-WW1 history including how the nature of conflict changed, the consequences of World War 2, how these consequences shaped the modern world and how Australian society was affected by other significant global events and changes in the world.

This unit CAN ONLY be taken after completing Australian History, and ideally after Australia & the World Wars.
It can be taken separately or in combination with Russia & Germany in the 20th Century.

DURATION:
This subject runs for ONE semester.

KEY SKILLS:
• Use of key historical concepts;
• Analysis of visual and written documents;
• Synthesis of evidence to draw conclusions;
• Correct acknowledgement of sources & Skills of effective research;
• Construction of an argument in essay form.

TOPICS OF STUDY:
• Treaty of Versailles
• Roaring 20s and Great Depression (Australia)
• Post-WWII migration
• Popular culture (1945-present)
• Indigenous Civil Rights in Australia

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These will include:
• Research tasks
• Analysis of visual and written documents
• Extended Response tasks
• Essays
• Tests
• Examination

VCE COURSE PATHWAYS:
This unit is a pre-requisite for the further study of History, and in particular, Units 3&4 Australian History. The fundamental research and interpretation skills developed will be of great use in a range of VCE studies.

CAREER PROSPECTS:
The study of History prepares students for any career in which skills of investigation, analysis, writing reports and a general ability to think beyond the obvious, are valued. Many university students take units of History in a university degree.

ENQUIRIES: Ms Claire Martin
Australian History

This is a Compulsory Unit.

OVERVIEW:
Australian History is the study of human societies, their environments, their people and their cultures in the past and the present. It provides a framework for developing in students the key ideas and concepts that enable them to understand the way in which people and societies have organised their world under particular conditions and made meaning of it. Ideally, this course should be taken before completing Australia and the World Wars; Russia and Germany in the Twentieth Century and Australia in the Modern World.

This course is seen as a Foundation course for further studies in History, and as such it MUST BE TAKEN BEFORE undertaking Australia in the Modern World, Russia & Germany in the 20th Century and Australia & the World Wars.

DURATION:
This subject runs for ONE semester.

KEY SKILLS:
• Map interpretation and annotation;
• Use of key concepts;
• Analysis of visual and written documents;
• Synthesis of evidence to draw conclusions;
• Correct acknowledgement of sources;
• Skills of effective research;
• Construction of an argument in essay form

TOPICS OF STUDY:
• First Australians
• The British Industrial Revolution
• Early Settlement
• The Victorian Gold Rush

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year, these will include:
• Document Analysis tasks
• Research tasks
• Extended Response tasks & Essays
• Visual Analysis tasks
• Examination

CAREER PROSPECTS:
Students studying Australian History develop skills that enable them to create analytic responses to texts, themes and issues. Students also develop skills in collecting evidence from a variety of sources and collating that evidence into a final synthesised form. These are all skills that are used in professions including Law, Commerce and Administration.

ENQUIRIES: Miss Claire Martin
Global Issues

OVERVIEW:
This Geography unit examines the processes operating in natural and human environments on a range of scales. The interaction between natural and human environments will provide a major focus. The evaluation of appropriate management strategies will be investigated.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects. However, it should be taken AFTER studying Human & Physical Geography.

TOPICS OF STUDY:
- When the Planet and Politics Hot Up – Global Warming
- Rich and Poor – Global Development Issues

KEY SKILLS:
Understanding and applying of the nine key spatial concepts of location, scale, distribution, distance, region, spatial change over time, movement, spatial association and spatial interaction; through a range of geographic skills such as data collection, analysis and presentation.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These will include:
- Data analysis and presentation
- Practical exercises
- Fieldwork reports
- Research tasks
- Tests
- Examination

VCE COURSE PATHWAYS:
This unit is recommended (but is not a prerequisite) for the further study of VCE Geography and VCE Health & Human Development. The skills developed will be of use in a range of VCE studies.

CAREER PROSPECTS:
Some tertiary courses provide extra recognition for the completion of VCE Geography in middle band selection procedures. Such courses include – Urban and Regional Management, Environmental Management, Property, Construction, Tourism, Outdoor Education, Geomatics and Geology.

ENQUIRIES: Ms Claire Martin
Global Sustainability

OVERVIEW:
This Geography unit examines the processes operating in natural and human environments on a range of scales with an emphasis on global issues. The interaction between natural and human environments will provide a major focus. The evaluation of appropriate management strategies will be investigated.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects. However, it should be taken AFTER studying studying Human & Physical Geography.

TOPICS OF STUDY:
• Sustainable Megacities
• Global Living Conditions

KEY SKILLS:
Understanding and applying of the nine key spatial concepts of location, scale, distribution, distance, region, spatial change over time, movement, spatial association and spatial interaction; through a range of geographic skills such as data collection, analysis and presentation.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These will include:
• Data analysis and presentation
• Practical exercises
• Fieldwork reports
• Research tasks
• Tests
• Examination

VCE COURSE PATHWAYS:
This unit is recommended (but is not a prerequisite) for the further study of VCE Geography. The skills developed will be of use in a range of studies, such as VCE Environmental Science and VCE Health & Human Development.

CAREER PROSPECTS:
Some tertiary courses provide extra recognition for the completion of VCE Geography in middle band selection procedures. Such courses include – Urban and Regional Management, Environmental Management, Property, Construction, Tourism, Outdoor Education, Geomatics and Geology.

ENQUIRIES: Ms Claire Martin
OVERVIEW:
This is a Foundation unit. Geography is the study of human societies and their environments. It provides a framework for developing in students the key ideas and concepts that enable them to understand the way in which people and societies have managed their environments and how environmental practices have changed in the early 21st Century.

This course is seen as a Foundation course for further studies in Geography, and as such it should be taken BEFORE undertaking Global Issues, Global Sustainability and Sustainability Studies.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

KEY SKILLS:
• Study of the physical and human environments from a spatial perspective;
• Explain patterns on the surface of the earth;
• Application of concepts such as location, distribution, spatial interaction, scale, movement, spatial change over time and spatial association;

TOPICS OF STUDY:
• Land Degradation and Rejuvenation
• Climate and Weather - Biomes
• Food Security – Sustainability and Globalisation

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year, these will include:
• Tests
• Practical exercises
• Short Investigative Projects
• Annotated Visual Displays
• Fieldwork reports
• Examination

CAREER PROSPECTS:
Students studying Geography develop skills that enable them to interpret data and produce analytic responses. Students also develop skills in collecting evidence from a variety of sources and collating that evidence into a final synthesised form. These are all skills that are used in professions involving Land Care, Sustainability and Administration.

ENQUIRIES: Ms Claire Martin
Russia & Germany in the 20th Century: 1900 – 1945

OVERVIEW:
This History unit examines the collapse of Tsarism in Russia as a precursor for the introduction of Communism in 1917, and the rise of Nazism in Germany after the humiliating Treaty of Versailles. The Holocaust is examined in terms of its human cost.

This unit CAN ONLY be taken after completing Australian History, and ideally after Australia & the World Wars.
It can be taken separately or in combination with Australia in the Modern World.

DURATION:
This subject runs for ONE semester.

KEY SKILLS:
- structure writing for History using TEEL
- use written and visual documents to analyse the causes of the collapse of the Tsarist regime
- construct arguments about the collapse of the Tsarist regime
- ask historical questions about the impact of World War 1 on Russia
- analyse the long and short-term causes of the rise of Nazism
- research a range of sources and acknowledge them correctly

TOPICS OF STUDY:
- Tsarist Russia
- Impact of World War 1 on Russia
- Collapse of Tsarism
- Revolutionary ideas and leaders in Russia
- Treaty of Versailles
- Rise of Nazism under Hitler
- The Holocaust

ASSESSMENT TASKS:
Students will complete 5 assessment tasks over the semester. These will include:
- Analysis of Written and Visual Documents
- Essay
- Visual Analysis
- Research Project
- Examination

VCE COURSE PATHWAYS:
This unit is a pre-requisite for the further study of Unit 3&4 History: Revolutions. The fundamental research and interpretation skills developed will be of great use in a range of VCE studies.

CAREER PROSPECTS:
The study of History prepares students for any career in which skills of investigation, analysis, writing reports and a general ability to think beyond the obvious, are valued. Many university students take units of History in a university degree.

ENQUIRIES: Miss Claire Martin
Sustainability Studies

OVERVIEW:
Sustainability Studies investigates the ways in which human activity is impacting on the world. By studying a range of activities such as power generation, food production and waste management, traditional methods are compared with more sustainable practices. The challenge of balancing the equation between the needs of the economy, the environment and the community is also examined.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects. However, it should be taken AFTER studying Human & Physical Geography.

OUTCOMES:
The course will build on skills developed in earlier geographical and science studies, while certain economics and civics principles are introduced. Key skills such as critical thinking, cost-benefit analysis, innovative thinking and SWOT analysis are developed in a cross-curricular context.

The environmental consequences of resource use and abuse from a sustainability perspective will inform students on such issues as climate change, global warming, resource management, population growth, spatial variations in development and their geopolitical implications.

TOPICS OF STUDY:
- What is sustainability?
- Waste and waste management, disposal and recycling
- Food production
- Power sources
- Living Sustainably

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
- Analytical exercises
- Research projects
- Reflective responses
- Data collection and analysis

CAREER PROSPECTS:
Sustainability Studies provides students with skills and knowledge that can be applied to a wide range of industries. Students who develop a sustainable outlook and combine it with the tools of data collection and analysis, higher order and lateral thinking and the ability to present in a balanced yet persuasive manner will be effective change facilitators who are valued by employers as well as both government and non-government organisations.

Sustainability Studies lays the foundations for a range of university and TAFE courses in areas such as Sustainability, Environmental Science & Management, Horticulture, Science and Geography. Sustainability is central to twenty-first century business and those who have a sound grasp of the ideas will be valuable to any organization.

ENQUIRIES: Mr Shane McNee / Miss Claire Martin
Languages

KLA

Subjects
French I
Year 9

OVERVIEW:
This subject develops students’ ability to understand and use the other international language and also provides students with a direct means of access to the rich and varied cultures of francophone communities around the world. Studying a language other than English contributes to the overall education of students in the areas of communication, cross-cultural understanding, cognitive development, literacy and general knowledge, as well as a greater appreciation of their own language.

PRE-REQUISITE SUBJECT(S):
Year 8 French.

DURATION:
This subject runs for TWO semesters. Each semester counts for one unit of electives.
*** This MAY ONLY be attempted as a year-long subject.

KEY SKILLS:
• Develop an appreciation of French culture and lifestyle
• Further their knowledge of the French language
• Increase their confidence when speaking conversational French
• Develop the ability to listen to and understand spoken French
• Read French with confidence.

NB: BMG has established links with a school in rural France (Externat Sainte de la Verpillière) and will incorporate this relationship into the course.

TOPICS OF STUDY:
• France’s place in the world
• French language
• French culture and tradition
• Famous French people and places
• Listening and speaking skills
• Grammar and vocabulary
• Reading and writing skills

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year, these will include:
• Oral tasks: role plays, discussions
• Exercises and assignments
• Written tasks: letter writing, research, and semester examinations.

CAREER PROSPECTS:
Students who have a language have a great advantage in the workplace. They can combine it with a commerce course and can do business overseas. They can become interpreters or work with foreign aid agencies. They can go into the diplomatic corps.

ENQUIRIES: Ms Margaret Buchanan
OVERVIEW:
French studies develop students’ ability to understand and use the other international language. They contribute to students’ overall education, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge, as well as gaining a greater appreciation for their own language.

PRE-REQUISITE SUBJECT(S):
French I.

DURATION:
This subject runs for TWO semesters. Each semester counts for one unit of electives.
*** This MAY ONLY be attempted as a year-long subject.

KEY SKILLS:
• Write and comprehend a variety of texts;
• Read, comprehend and respond to a variety of texts;
• Listening and speaking: being able to take part in a spoken exchange through efficient use of listening comprehension and oral communication skills.

TOPICS OF STUDY:
• Holidays
• Job
• French attractions
• Daily routine
• Food
• Morocco

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These will include:
• Writing short essays
• Reading and listening comprehension
• Role plays and interviews
• Research project
• Examinations

VCE COURSE PATHWAYS:
This unit is a pre-requisite for VCE Unit 1 & 2 of French.

CAREER PROSPECTS:
Being proficient in a second language expands career prospects immensely and opens up many opportunities that may not have otherwise been considered. There are programs where you can live and work in France so that you can truly experience the culture and life of French people. Areas of work can include: tourism, interpreting, business and commerce, law, education and diplomacy.

ENQUIRIES: Ms Margaret Buchanan
French Conversation & Interaction

Zut alors!

OVERVIEW:
The objective of this course is to develop oral competence in an interactive and dynamic context. The course will adopt a communicative approach and students will be active participants in activities related to culture and society in the francophone world. Using resources across a range of different media, students will be encouraged to create and participate in engaging and entertaining language exchanges. French will be used extensively in the classroom by both teacher and students.

This course will potentially add much strength to the ability of students to use and understand spoken French, and could therefore be seen as a unique opportunity to increase scores for the oral examination in year 12, and thus the overall score.

PRE-REQUISITE SUBJECT(S):
Year 8 French.

KEY SKILLS:
• Increase their spontaneity and fluency in the spoken language
• Increase their confidence in spoken French
• Develop the ability to listen to and understand spoken French

TOPICS OF STUDY:
• Subject to the choices of the teacher and students, but could include a dramatic re-enactment of the French Revolution, a close study and re-enactment of the part teenagers played in the French Resistance during WW2, and/or plays that currently form part of the popular AIM French teaching method. Many other options will be considered after consultation with students.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester, these will include:
• Participation
• Oral tasks: discussions, debates, interviews, plays

CAREER PROSPECTS:
Students who have a language have a great advantage in the workplace. They can combine it with a commerce course and can do business overseas. They can become interpreters or work with foreign aid agencies. They can go into the diplomatic corps. A LOTE gives a bonus on the ATAR mark too!

ENQUIRIES: Ms Margaret Buchanan / Ms Magali Bourkel
Japanese I
Year 9

OVERVIEW:
Intercultural understanding and skills in other languages are some of the essential skills and knowledge needed for effective participation in the workforce and in society in an increasingly culturally and linguistically diverse world. Japanese is one of the most widely taught languages from the Asia-Pacific region in Australian schools. The Japanese I elective is designed to extend students’ knowledge of and skills in understanding and communicating in Japanese. Students are required to converse in Japanese on a range of general topics; discuss and present a range of ideas and opinions.

PRE-REQUISITE SUBJECT(S):
Year 8 Japanese.

DURATION:
*** This MAY ONLY be attempted as a year-long subject.

KEY SKILLS:
• Hiragana and Katakana;
• Basic Kanji (approximately 25 new Kanji will be known by the end of Year Nine);
• Basic grammar structures;
• Extensive vocabulary on a varying range of topics;
• Areas of Japanese culture including: festivals, education, family life and food.
• Forming sentences with various particles;
• Writing Kanji using correct stroke order;
• Speaking and listening to basic Japanese conversation;
• Listening and responding to various discourses;
• Reading and reorganizing information;
• Producing a varied range of text-types such as diary entries, letters and schedules.

TOPICS OF STUDY:
• Continue learning more about the Japanese language
• Learn more about Japanese communities and their cultures.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester, these will include:
• Written tasks such as diary entries, posters, invitations and essays.
• Role plays
• Oral and written tests
• End of Semester examination

CAREER PROSPECTS:
Being proficient in a second language expands career prospects immensely and opens up many opportunities that may have not otherwise been considered. There are programs where you can live and work in Japan so that you can truly experience the culture and life of Japanese people. Areas of work can include: tourism, interpreting, business and commerce, law, education and diplomacy.

ENQUIRIES: Ms Aine Murphy / Mr Michael Love
Japanese II

Year 10

OVERVIEW:
The Japanese II course is designed to prepare students who wish to continue with their study of Japanese in VCE. The areas of study comprise topics, grammar, text types, vocabulary, kanji and kinds of writing. The course is based on topics covering the four interrelated skill areas of study: listening, reading, speaking and writing. Students are encouraged to use Japanese in real-life and simulated situations. Extensive use is made of role-play and interactive dialogue within the classroom.

PRE-REQUISITE SUBJECT(S):
Japanese I.

DURATION:
*** This MAY ONLY be attempted as a year-long subject.

KEY SKILLS:
It is expected that as a result of their study, students should:
• Learn to communicate in a non-first language and broaden their general education through this.
• Develop skills in understanding spoken Japanese.
• Be able to discuss their daily experiences, materials they are reading, and respond to simple everyday situations by making use of basic phrases and idioms.
• Read and comprehend texts on a range of topics.
• Write simple communicative, grammatically correct prose in Japanese.
• Gain better understanding of their own language.
• Show increased understanding of how language works: comparison with their own language.

TOPICS OF STUDY:
• School and study
• Shopping
• Daily routines
• Family and friends
• Holidays and outings
• Japanese and western clothing

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These will include:
• Topic tests assessing listening, reading and writing
• Written tasks and assessments
• Speaking tasks and assessments
• Daily vocabulary, kanji and grammar tests
• Semester examinations.

VCE COURSE PATHWAYS:
This unit is a pre-requisite for VCE Unit 1 and 2 of Japanese as a Second Language.

CAREER PROSPECTS:
Being proficient in a second language expands career prospects immensely and opens up many opportunities that may have not otherwise been considered. There are programs where you can go on exchange or live and work in Japan so that you can truly experience the culture and life of Japanese people. Areas of work can include: tourism, commerce, education and business.

ENQUIRIES: Ms Aine Murphy / Mr Michael Love
Japanese Conversation & Interaction

OVERVIEW:
The objective of this course is to develop oral competence in an interactive and dynamic context. The course will adopt a communicative approach and students will be active participants in activities related to culture and society in the Japanese world. Using resources across a range of different media, students will be encouraged to create and participate in engaging and entertaining language exchanges. Japanese will be used extensively in the classroom by both teacher and students.

This course will potentially add much strength to the ability of students to use and understand spoken Japanese, and could therefore be seen as a unique opportunity to increase performance in the VCE oral examination of Year 12, and thus the overall VCE Japanese result.

PRE-REQUISITE SUBJECT(S):
Year 8 Japanese.

KEY SKILLS:
- Increase spontaneity and fluency in Japanese
- Increase confidence and interest in spoken Japanese
- Develop the ability to listen to and understand spoken Japanese

TOPICS OF STUDY:
- Subject to the choices of the teacher and students, but could include a play on Japanese folktales or skits on daily situations. Many other options will be considered after consultation with students.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester, these will include:
- Participation
- Oral tasks: discussions, debates, interviews, plays

CAREER PROSPECTS:
Students who have a second language have a great advantage in the workplace. They can combine it with a commerce course and can do business overseas. They can become interpreters or work with foreign aid agencies. They can go into the diplomatic corps. A LOTE gives a bonus on the ATAR mark too!

ENQUIRIES: Ms Aine Murphy / Mr Michael Love
Indonesian I
Year 9 only

OVERVIEW:
The Year 9 Indonesian program offers students the opportunity to continue to develop both their language and cultural understanding of Indonesia. Continuing to learn this language will provide learners with essential communication skills, an intercultural capability, and an understanding of the role of language and culture in human communication. Studying a language other than English contributes to the overall education of students in the areas of communication, cross-cultural understanding, cognitive development, literacy and general knowledge.

PRE-REQUISITE SUBJECT(S):
Year 8 Indonesian.

DURATION:
This subject runs for TWO semesters. Each semester counts for one unit of electives.
*** This MAY ONLY be attempted as a year-long subject.

KEY SKILLS:
• To further their knowledge of the Indonesian language and culture
• To increase their confidence when speaking conversational Indonesian
• To further develop the ability to listen to and understand spoken Indonesian
• To continue to develop their confidence when reading Indonesian.

TOPICS OF STUDY:
• Mau Ke Mana? Where are you going?
• Olahraga dan Hiburan: Sport and Hobbies
• Lingkungan dan cuaca: Environment and Weather
• Berlibur dan perayaan: Holidays and Celebrations
• Indonesian housing
• Listening and speaking skills
• Grammar and vocabulary
• Reading and writing skills

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
• Oral tasks: role plays, discussions
• Exercises and assignments
• Written tasks: letter writing, research, and semester examinations.

CAREER PROSPECTS:
Students who have a language have a great advantage in the workplace. They can combine it with a commerce course and can do business overseas. They can become interpreters or work with foreign aid agencies. They can go into the diplomatic corps.

ENQUIRIES: Ms Margaret Buchanan; Ms Georgie Worland
Mathematics

KLA

Subjects
OVERVIEW:
This subject is designed for capable mathematicians, those looking towards Mathematical Methods and Specialist Mathematics in VCE. The course introduces advanced concepts and skills which act as a good preparation for those aiming for 40+ in VCE Mathematics. It does, however, assume that students can work fast, will do significant additional work at home, and can assimilate complexity fairly rapidly.
Entry into this elective subject is by application, supported by the class teacher and with the approval of the Head of Mathematics.
The required standard is grades of ‘B’ in both examinations, as well as in tests in Semester 2 of Year 8.
Teaching will be by direct instruction as well as emphasis on problem-solving tasks in small-group work.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

KEY SKILLS:

Number Systems
- Set notation
- Surds
- Complex Numbers and Argand diagrams

Algebra and Logic
- Truth tables
- Valid and invalid arguments
- Proofs
- Boolean algebra

Linear Programming
- Systems of linear equations
- Maximising and minimising linear functions
- Applications

Geometry
- Basic geometry
- Geometric construction
- 3D: nets, platonic solids, Euler’s formula
- Circle geometry & deductive proofs
- Tangents, chords and circles

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester, which include:
- Analysis Tasks
- Tests
- Examination

VCE COURSE PATHWAYS:
This unit is not a pre-requisite for any VCE studies, although it will greatly benefit students who continue on to VCE Specialist and Mathematical Methods (CAS) Units 1&2.

CAREER PROSPECTS:
Many careers require Mathematics as a prerequisite. This is due to the fact that Mathematics provides a sound basis for logical thought processes, as well as the ability to construct arguments, that are reasoned, logical and well structured. These careers include: Science, Engineering, Architecture, Medicine, Marine Biology, Economics, Geophysics, Radiology, Pharmacy and Statistics.

ENQUIRIES: Dr Debra Penny
OVERVIEW:
This subject is designed for capable mathematicians, those looking towards Mathematical Methods and Specialist Mathematics in VCE. The course introduces advanced concepts and skills which act as a good preparation for those aiming for 40+ in VCE Mathematics. It does, however, assume that students can work fast, will do significant additional work at home, and can assimilate complexity fairly rapidly.
Entry into this elective subject is by application, supported by the class teacher and with the approval of the Head of Mathematics.
The standard is grades of ‘B’ in both examinations, as well as in tests in Semester 2 of Year 9.
Teaching will be by direct instruction as well as emphasis on problem-solving tasks in small-groups.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

KEY SKILLS:
Algebra
- Index Laws
- Transposition
- Solving Linear equations and simultaneous linear equations
- Applications
- Algebraic Fractions
- Linear Literal equations
Continuous Distributions
- Continuous random variables
- Cumulative distribution functions
- Mean, median and mode
- Measures of spread
- Properties of mean and variance
Differentiation
- Limits
- First Principles
- Differentiation by rule
- The chain rule
- Differentiating rational powers
- Sketch graphs

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester, which include:
- Analysis Tasks
- Tests
- Examination

VCE COURSE PATHWAYS:
This unit is not a pre-requisite for any VCE studies, although it will greatly benefit students who continue on to VCE Specialist and Mathematical Methods (CAS) Units 1&2.

CAREER PROSPECTS:
Many careers require Mathematics as a prerequisite. This is due to the fact that Mathematics provides a sound basis for logical thought processes, as well as the ability to construct arguments, that are reasoned, logical and well structured. These careers include: Science, Engineering, Architecture, Medicine, Marine Biology, Economics, Geophysics, Radiology, Pharmacy and Statistics.

ENQUIRIES: Dr Debra Penny
OVERVIEW:
In Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work and study. Students are encouraged to use appropriate technology in all areas of study.
Foundation Mathematics provides for the continuing mathematical development of students entering VCE, who do not need mathematical skills to support their other VCE subjects, including some VET studies, and who do not intend to undertake Unit 3 & 4 studies in VCE Mathematics.

It is also designed to meet requirements for VCAL I students.

NOTE: Students from this course may (if they achieve sufficiently good results) be able to pursue Units 1&2 General Mathematics in Year 11, which will in turn enable them to meet pre-requisites for a range of University courses.

PRE-REQUISITE SUBJECT(S):
Mathematics for two semesters in Year 9.

DURATION:
This subject runs for TWO semesters and is only open to students in Year 10

OUTCOMES:
• Use mathematical concepts and skills from the areas of study.
• Apply and discuss mathematical procedures to solve practical problems in familiar and new contexts, and communicate their results.
• Use technology to apply mathematics in a range of practical contexts.
• Use mathematical concepts and skills from the areas of study.
• Apply and discuss mathematical procedures to solve practical problems in familiar and new contexts, and communicate their results.
• Use technology to apply mathematics in a range of practical contexts.

AREAS OF STUDY:
• Statistics
• Distance, time and rate graphs
• The cost of living
• Pythagoras Theorem
• Building and design
• Trends
• Running a business
• Probability
• Algebra
• Similar and congruent triangles
• Measurement.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. Analysis tasks.
2. Tests.
3. Semester examinations.

CAREER PROSPECTS:
Foundation Mathematics leads into VCE Foundation Mathematics Units 1&2 (a terminating course as there is no Unit 3&4 option). It also provides for students moving into VCAL II, and it may be suitable for certain VET studies and for students intending to pursue an apprenticeship in the future.

ENQUIRIES: Dr Debra Penny
OVERVIEW:
Mathematics is the study of pattern in number, space, logic and structure. It provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, conjecturing, proving, applying, investigating, modeling, problem posing and problem-solving.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects. This is considered to be a Foundation subject.

KEY SKILLS:
- Applying mathematical algorithms, routines and techniques and using them to find solutions to standard problems;
- Applying mathematical knowledge in unfamiliar and real-life situations that require modelling, investigation and problem-solving;
- Using technology to support learning mathematics and its application;
- Development of generic Problem-solving skills;
- Develop Mathematical skills to develop theories, hypotheses and to test and prove them.

TOPICS OF STUDY:
- Statistics
- Number and Indices
- Measurement
- Rates and Ratio
- Congruence and Similarity

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year, these will include:
- Topic Tests
- Analysis Tasks
- Semester examinations

ENQUIRIES: Dr Debra Penny
General Mathematics I

Year 9 Semester 2

OVERVIEW:
Mathematics is the study of pattern in number, space, logic and structure. It provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, conjecturing, proving, applying, investigating, modeling, problem posing and problem-solving.

NOTE: Students who study General Mathematics II & III are INELIGIBLE to study Mathematical Methods in Year 11 – so please choose wisely.

PRE-REQUISITE SUBJECT(S):
Mathematics I.

KEY SKILLS:
- Applying mathematical algorithms, routines and techniques and using them to find solutions to standard problems;
- Applying mathematical knowledge in unfamiliar and real-life situations that require modelling, investigation and problem-solving;
- Using technology to support learning mathematics and its application;
- Development of generic Problem-solving skills;
- Develop Mathematical skills to develop theories, hypotheses and to test and prove them.

TOPICS OF STUDY:
- Probability
- Linear equations
- Trigonometry
- Graphs
- Angles
- Financial Mathematics

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year, these will include:
- Topic Tests
- Analysis Tasks
- Semester examinations

VCE COURSE PATHWAYS:
This unit is strongly recommended for Further Mathematics Units 1&2.
Students studying this course are not able to attempt Mathematical Methods in Year 11.

CAREER PROSPECTS:
General Mathematics provides a general preparation for employment or further study, in particular where data analysis is important. It is ideal for courses that do not stipulate the Mathematics required. This would be of assistance for anyone going into Business Management, Accounting, Psychology, Computer Studies, Statistics and Primary Teaching.

ENQUIRIES: Dr Debra Penny
OVERVIEW:
Mathematics is the study of function and pattern in number, logic, space and structure, providing both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Mathematics General provides a course of study for a broad range of students. There is a strong emphasis on data, its manipulation and interpretation, along with the skills required to investigate data. Mathematics General runs for a full year and counts as two units of Mathematics at Year 10.

NOTE: Students who study General Mathematics II & III are INELIGIBLE to study Mathematical Methods in Year 11 – so please choose wisely.

PRE-REQUISITE SUBJECT(S):
Mathematics in Year 9.

KEY SKILLS:
- Perform computations and apply algorithms in various structures and contexts and interpret results;
- Develop sound skills when using technology, to produce results which are relevant to a given task;
- Relate the results produced by a particular technology to the nature of a particular mathematical task (investigative, problem solving or modelling);
- Develop a strong sense of the reasonableness of results;
- Utilise mathematical reasoning skills such as formulation, solution, interpretation and communication in both familiar and unfamiliar situations;
- Communicate conclusions using both mathematical expression and everyday language in particular, the interpretation of Mathematics with respect to the context for investigation;
- Interpret mathematical results.

TOPICS OF STUDY:
- Number and powers
- Statistics
- Algebra
- Measurement
- Coordinate geometry

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These may include:
- Topic tests
- Analysis tasks
- Semester examinations

VCE COURSE PATHWAYS:
This unit is strongly recommended for Further Mathematics Units 1&2.
Students studying this course are not able to attempt Mathematical Methods in Year 11.

CAREER PROSPECTS:
General Mathematics provides a general preparation for employment or further study, in particular where data analysis is important. It is ideal for courses that do not stipulate the Mathematics required. This would be of assistance for anyone going into Business Management, Accounting, Psychology, Computer Studies, Statistics and Primary Teaching.

ENQUIRIES: Dr Debra Penny
OVERVIEW:
Mathematics is the study of function and pattern in number, logic, space and structure, providing both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Mathematics General provides a course of study for a broad range of students. There is a strong emphasis on data, its manipulation and interpretation, along with the skills required to investigate data. Mathematics General runs for a full year and counts as two units of Mathematics at Year 10.

NOTE: Students who study only General Mathematics III are INELIGIBLE to study Mathematical Methods in Year 11 – so please choose wisely.

PRE-REQUISITE SUBJECT(S):
General Mathematics II or Mathematical Methods II

KEY SKILLS:
- Perform computations and apply algorithms in various structures and contexts and interpret results;
- Develop sound skills when using technology, to produce results which are relevant to a given task;
- Relate the results produced by a particular technology to the nature of a particular mathematical task (investigative, problem solving or modelling);
- Develop a strong sense of the reasonableness of results;
- Utilise mathematical reasoning skills such as formulation, solution, interpretation and communication in both familiar and unfamiliar situations;
- Communicate conclusions using both mathematical expression and everyday language in particular, the interpretation of Mathematics with respect to the context for investigation;
- Interpret mathematical results.

TOPICS OF STUDY:
- Probability
- Geometry
- Financial Mathematics
- Trigonometry
- Linear equations

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These may include:
- Topic tests
- Analysis tasks
- Semester examinations

VCE COURSE PATHWAYS:
This unit is strongly recommended for Further Mathematics 1&2.
Students studying this course are not able to attempt Mathematical Methods in Year 11.

CAREER PROSPECTS:
General Mathematics provides a general preparation for employment or further study, in particular where data analysis is important. It is ideal for courses that do not stipulate the Mathematics required. This would be of assistance for anyone going into Business Management, Accounting, Psychology, Computer Studies, Statistics and Primary Teaching.

ENQUIRIES: Dr Debra Penny
OVERVIEW:
Mathematics is the study of pattern in number, space, logic and structure. It provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, conjecturing, proving, applying, investigating, modelling, problem posing and problem-solving in the VCE years.

This course is designed as a preparation for students who intend to study Mathematical Methods and/or Specialist Mathematics

PRE-REQUISITE SUBJECT(S):
Mathematics I.

KEY SKILLS:
• Applying mathematical algorithms, routines and techniques and using them to find solutions to standard problems;
• Applying mathematical knowledge in unfamiliar and real-life situations that require modelling, investigation and problem-solving;
• Using technology to support learning mathematics and its application;
• Development of generic Problem-solving skills;
• Develop Mathematical skills to develop theories, hypotheses and to test and prove them.

TOPICS OF STUDY:
• Probability
• Linear equations
• Algebra
• Trigonometry
• Graphs
• Angles

VCE COURSE PATHWAYS:
This unit is a pre-requisite for VCE Mathematical Methods (CAS) 1&2 AND Specialist Mathematics 1&2

*** In Year 11, students cannot study Specialist Mathematics 1&2 as a stand-alone subject. It MUST be studied in conjunction with Mathematical Methods 1&2.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year, these will include:
• Topic Tests
• Analysis Tasks
• Semester examinations

ENQUIRIES: Dr Debra Penny
OVERVIEW:
Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. This course is designed as a preparation for students who intend to study Mathematical Methods and/or Specialist Mathematics (**see note below**).

PRE-REQUISITE SUBJECT(S):
Mathematical Methods I or A+ Grades in General Mathematics I, and after counselling.

KEY SKILLS:
- Development of mental skills and by-hand skills;
- Development of sound skills when deciding and using technology;
- Develop a strong sense of the reasonableness of answers related to problems;
- Apply concepts and processes involving computation, construction, data analysis, symbolic manipulation, solving equations, graph sketching;
- Utilise mathematical reasoning skills such as formulation, solution, interpretation and communication;
- Define and explain key concepts as specified in the content topics, which are covered in the course and apply a range of related mathematical routines and procedures;
- Be able to apply mathematical processes in unfamiliar contexts and analyse and discuss these applications of mathematics;
- Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

TOPICS OF STUDY:
- Matrices and transformations
- Algebra techniques
- Quadratic functions
- Functions and transformations

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These may include:
- Topic tests and Assignments
- Analysis tasks
- Semester examinations

VCE COURSE PATHWAYS:
This unit is a pre-requisite for VCE Mathematical Methods (CAS) 1&2 AND Specialist Mathematics 1&2

*** In Year 11, students cannot study Specialist Mathematics 1&2 as a stand-alone subject. It MUST be studied in conjunction with Mathematical Methods 1&2.

CAREER PROSPECTS:
Many careers require Mathematics as a prerequisite. This is due to the fact that Mathematics provides a sound basis for logical thought processes, as well as the ability to construct arguments, that are reasoned, logical and well structured. These careers include: Science, Engineering, Architecture, Medicine, Marine Biology, Economics, Geophysics, Radiology, Pharmacy and Statistics.

ENQUIRIES: Dr Debra Penny
OVERVIEW:
Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. This course is designed as a preparation for students who intend to study Mathematical Methods and/or Specialist Mathematics (*** see note below).

PRE-REQUISITE SUBJECT(S):
Mathematical Methods II.

KEY SKILLS:
- Development of mental skills and by-hand skills;
- Development of sound skills when deciding and using technology;
- Develop a strong sense of the reasonableness of answers related to problems;
- Apply concepts and processes involving computation, construction, data analysis, symbolic manipulation, solving equations, graph sketching;
- Utilise mathematical reasoning skills such as formulation, solution, interpretation and communication;
- Define and explain key concepts as specified in the content topics, which are covered in the course and apply a range of related mathematical routines and procedures;
- Be able to apply mathematical processes in unfamiliar contexts and analyse and discuss these applications of mathematics;
- Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

TOPICS OF STUDY:
- Probability
- Exponential and Logarithmic functions
- Circular functions
- Linear and Non-linear functions

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These may include:
- Topic tests and Assignments
- Analysis tasks
- Semester examinations

VCE COURSE PATHWAYS:
This unit is a pre-requisite for VCE Mathematical Methods (CAS) 1&2 AND Specialist Mathematics.

*** In Year 11, students cannot study Specialist Mathematics as a stand-alone subject. It MUST be studied in conjunction with Mathematical Methods Units 1&2.

CAREER PROSPECTS:
Many careers require Mathematics as a prerequisite. This is due to the fact that Mathematics provides a sound basis for logical thought processes, as well as the ability to construct arguments, that are reasoned, logical and well structured. These careers include: Science, Engineering, Architecture, Medicine, Marine Biology, Economics, Geophysics, Radiology, Pharmacy and Statistics.

ENQUIRIES: Dr Debra Penny
Performing Arts

KLA

Subjects
OVERVIEW:
Dance I provides students with opportunities to experience and enjoy dance as an art form as they perform, compose and appreciate dance. In an integrated study of the practices of performance, composition and appreciation, students develop both physical skill and aesthetic, artistic and cultural understandings. The course enables students to express ideas creatively and to communicate physically, verbally and in written forms as they make, perform and analyse dances and dance forms.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects. This subject is seen as a Foundation subject.

KEY SKILLS:
- Students will learn to develop an articulate body as they perform a range of dances in a variety of styles with a working knowledge of safe dance practice;
- They will learn to structure movement as they compose dances to express their ideas, feelings and experiences;
- They will learn to use the language of dance and to describe movements using the elements of movement as they view, discuss, read and write about dance;
- Drawing from their experiences gained in performing, composing and appreciating dances, they will learn to make connections between the making and performing of the movement and the appreciation of its meaning.

TOPICS OF STUDY:
- Dance performance, composition and appreciation
- The elements of movement (space, time and energy) and how they are used in, and link, the three practices
- Performing dances with an awareness of safe dance practice, dance technique and performance quality
- How dance expresses ideas, feelings and experiences as they construct dance compositions to communicate ideas
- Learning about people, culture and society as they study and analyse dance performances, compositions and dance works of art.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These will include:
- Individual and group demonstrations of safe dance practice, dance technique and dance styles through class work and formal performances
- Performances of work-in-progress and completed compositions
- Written research tasks and assignments on a dance work of art, a particular choreographer or dance company, and a dance style or historical period
- Evaluating the contribution of individuals to a group task, and reflecting on a peer presentation
- Self-assessment activities including a written process diary

CAREER PROSPECTS:
Dance has the potential to lead students to work as dancers, teachers, therapists, actors and other theatre or performance related careers.

ENQUIRIES: Ms Sally Durham
Dance II

OVERVIEW:
Dance has existed as a vital part of every known culture throughout time. It is a distinct form of nonverbal communication that uses the body as an instrument of expression, articulating the culture and society from which it emerges. Dance exists today in many forms and is performed for a variety of purposes in differing contexts.
The study of dance as an art form is the philosophical base of this course, as it distinguishes the content and teaching approaches that are used in the teaching of dance as art in education. The conceptual basis of the study of dance as an art form centres on the three practices of performance, composition and appreciation of dance as works of art.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects, but Dance I is recommended.

KEY SKILLS:
- Through solo and group improvisation, composition and performance, adapt and use established dance structures and techniques;
- Demonstrate technical competence in making and presenting dance;
- Create dances to meet the needs of a specific audience or for a particular purpose;
- Apply specific dance terminology when creating and describing their own and others’ dances;
- Evaluate their own and others’ dance works and provide personal interpretations with supporting arguments about the qualities of dances.

TOPICS OF STUDY:
Students engage in an integrated study:
- of the practices of performance, composition and appreciation;
- and of the elements of dance;
- within the context of dance as an art form;
- dance composition as a means of creating and structuring movement to express and communicate ideas.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These will include:
- Individual and group demonstrations of safe dance practice, dance technique and dance styles through class work and formal performances.
- Performances of work-in-progress and completed compositions.
- Written dance analysis tasks on a dance work or a particular choreographer.
- Evaluating the contribution of individuals to a group task, and reflecting on a peer presentation.
- Self-assessment activities.
- Examination.

VCE COURSE PATHWAYS:
This unit is not a pre-requisite for any VCE studies, although it is recommended for students who wish to continue on to VCE Dance.

CAREER PROSPECTS:
Dance has the potential to lead students to work as dancers, teachers, therapists, actors and other theatre or performance related careers.

ENQUIRIES: Miss Sally Durham
Drama I

OVERVIEW:
Drama I develops students’ expressive and performance skills to a more sophisticated level. Using Laban’s System of movement, mask work and mime techniques, students explore the power of dramatic movement and devise original performances incorporating the conventions of Greek Theatre. They also apply these techniques to interpret scripted drama, refining their performance skills, as well as their understanding of the elements of stagecraft. Students experiment with the conventions of Commedia dell’Arte and refine their improvisational skills. They learn to analyse and evaluate the purpose and processes of their work in written and verbal form.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects. This subject is seen as a Foundation subject.

KEY SKILLS:
- Developing expressive and performance skills
- Using mask in scripted and self-devised performances
- Learning and applying the conventions of performance styles
- Analysing and evaluating their own work

TOPICS OF STUDY:
- Laban’s System of Movement
- Mask work
- Greek Theatre and its conventions
- Commedia dell’Arte and its conventions

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester, these will include:
- Written work documenting creative processes, reflecting and evaluating
- Performance
- Examination

CAREER PROSPECTS:
Drama has the potential to lead students to work as actors, stagehands, lighting crew and other theatre related careers. Skills emphasised in Drama also improve students’ creative problem solving, teamwork and public speaking skills that are assets in most careers.

ENQUIRIES: Mrs Helena Stratakos
Drama II

OVERVIEW:
Drama II focuses on exploring various performance styles and practically applying them in performance. This unit includes the study of the art of the actor, and how a character may be created, interpreted and performed using the Stanislavski system. Students will then be required to apply these acting techniques to both improvised and scripted works, culminating in a solo performance. Students will learn about Theatre of the Absurd, and will experiment with staging for their own ensemble performance. Students will be required to explore various elements of stagecraft such as make–up, costumes, props, set design, lighting and sound. They will also analyse the use of stagecraft, expressive skills and dramatic elements in professional theatre.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

KEY SKILLS:
• Developing character in performances;
• Understanding of and implementing different performance styles;
• Working with different stagecraft elements;
• Working with others and individually to create a polished performance;
• Analysing the use of stagecraft, expressive skills and dramatic elements in performance.

TOPICS OF STUDY:
• Creating characters through the application of expressive skills
• Analysis and delivery of scripted and group-devised work
• Investigating and applying different styles of performance
• Developing and refining solo and ensemble performances
• Understanding and analysing the impact of stagecraft and dramatic elements

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These will include:
• Solo performances
• Group performances
• Performance analysis
• Written work documenting creative processes, reflecting and evaluating
• Examination

VCE COURSE PATHWAYS:
This unit is not a pre-requisite for any VCE studies, although it is recommended for students who wish to continue on to VCE Drama.

CAREER PROSPECTS:
Drama has the potential to lead students to work as actors, stage hands, lighting crew and other theatre or performance related careers. Skills emphasised in Drama also improve students’ creative problem solving, teamwork and public speaking skills that are assets in most careers.

ENQUIRIES: Mrs Helena Stratakos
OVERVIEW:
This course is a practical and theoretical course that develops students’ skills in performance, music notation and listening. Music appreciation and an understanding of a range of music styles are developed through critical listening and the study of basic music notation. Music literacy skills will be applied in a variety of creative tasks, including improvisation. Students will perform individual musical arrangements and/or compositions, and participate in small ensembles. Participants will develop and apply both creative arts industry and OH&S knowledge.

Note: To be considered for this elective, students must be currently having private tuition on a musical instrument. Students will be required to continue their private lessons throughout the duration of this elective. Where possible, it is highly recommended that students undertake both Music Performance I & II in preparation for Music Performance III & IV and VCE Music.

*Students may select Music Performance I, or Music Performance II, or Both (recommended).

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects. This subject is seen as a Foundation subject.

KEY SKILLS:
- Students extend their practical skills through weekly solo and ensemble rehearsals, performance, improvisation and sight-reading;
- Students extend their theoretical skills through reading, writing and comprehending traditional musical notation;
- Students recognise and respond to listening examples of rhythm, melody, chords and scales;
- Students demonstrate an ability to use appropriate language to discuss musical examples.

TOPICS OF STUDY:
- Solo Performance
- Ensemble Performance
- Theory (First Grade AMEB)
- Aural Perception

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These will include:
- Solo Performance – technical work and repertoire
- Ensemble performance – public performance
- Written theory and aural examination

CAREER PROSPECTS:
Professional musician, classroom music teaching, instrumental music teaching, music therapy, band management, journalism, entertainment industry, promoter, composer, arranger.

ENQUIRIES: Mr. Steven Bell and Mr. Dean Thomas
OVERVIEW:
This course is a practical and theoretical course that develops students’ skills in performance, music notation and listening, and is designed as a continuation of Music Performance A. Music appreciation and an understanding of a range of music styles are developed through critical listening and the study of basic music notation. Music literacy skills will be applied in a variety of creative tasks, including improvisation. Students will perform individual musical arrangements and/or compositions, and participate in small ensembles. Participants will develop and apply both creative arts industry and OH&S knowledge.

Note: To be considered for this elective, students must be currently having private tuition on a musical instrument. Students will be required to continue their private lessons throughout the duration of this elective. Where possible, it is highly recommended that students undertake both Music Performance I & II in preparation for Music Performance III & IV and VCE/VET Music.

*Students may select Music Performance I, or Music Performance II, or Both (recommended).

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects. This subject is seen as a Foundation subject.

KEY SKILLS:
- Students extend their practical skills through weekly solo and ensemble rehearsals, performance and sight-reading;
- Students extend their theoretical skills through reading, writing and comprehending traditional musical notation;
- Students recognise and respond to listening examples of rhythm, melody, chords and scales;
- Students demonstrate an ability to use appropriate language to discuss musical examples.

TOPICS OF STUDY:
- Solo Performance
- Ensemble Performance
- Theory (First Grade AMEB)
- Aural Perception

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These will include:
- Solo Performance – technical work and repertoire
- Ensemble performance – public performance
- Written theory and aural examination

CAREER PROSPECTS:
Professional musician, classroom music teaching, instrumental music teaching, music therapy, band management, journalism, entertainment industry, promoter, composer, arranger.

ENQUIRIES: Mr. Steven Bell and Mr. Dean Thomas
Music Performance III  

**Year 10 Semester 1**

**OVERVIEW**  
This elective encompasses both the theoretical and practical elements of music and is aimed at developing students’ skills in performance, music notation, musicianship and composition. Students are given the opportunity to develop their practical skills, both individually and in a class ensemble, in addition to furthering their understanding of music theory and aural analysis. Performances are a required part of this subject and are assessed throughout the year. Participants will also develop and apply both creative arts industry and OH&S knowledge as a potential lead-in to VCE/VET Music. It is strongly advised that students in this elective participate in at least one co-curricular music ensemble.  

**Note:** To be considered for this elective, students MUST be currently receiving tuition on their musical instrument, and have been doing so for at least one year.  
*Students may select Music Performance III or Music Performance IV as single semester subjects, or Music III & IV as a year-long subject (recommended).*

**PRE-REQUISITE SUBJECT(S):**  
There are no pre-requisite subjects. Music I and/or Music II would be beneficial.

**KEY SKILLS**  
Students will develop skills in the following areas:  
- Solo Performance.  
- Ensemble Performance.  
- Music Theory – notation, reading and composition.  
- Aural – analysis and transcription.  
- Critical Analysis of Musical Works.

**TOPICS OF STUDY**  
- Solo rehearsals and performances  
- Class Ensemble rehearsals and performances  
- Music Theory and Notation  
- Aural (Listening) Skills

**ASSESSMENT TASKS**  
- Solo Performance – technical work, sight-reading and repertoire  
- Ensemble Performance  
- Written Theory and Aural Test  
- Examination  
- Composition

**CAREER PROSPECTS**  
Professional musician, classroom music teaching, instrumental music teaching, music therapy, band management, journalism, entertainment industry.

**ENQUIRIES** Mr Dean Thomas
OVERVIEW
The Year 10 Music Performance elective is a course that encompasses both the theoretical and practical elements of music and is aimed at developing students’ skills in performance, music notation, musicianship and composition. Students are given the opportunity to develop their practical skills, both individually and in a class ensemble, in addition to furthering their understanding of music theory and aural analysis. Performances are a required part of this subject and are assessed throughout the year. Participants will also develop and apply both creative arts industry and OH&S knowledge as a potential lead-in to VCE VET Music. It is also strongly advised that students in this elective participate in at least one co-curricular music ensemble.

Note: To be considered for this elective, students MUST be currently receiving tuition on their musical instrument, and have been doing so for at least one year.
*Students may select Music III or Music IV (as a single semester subject), or Music III & IV (as a year-long subject - recommended).

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects. Music I and/or Music II would be beneficial.

KEY SKILLS
Students will develop skills in the following areas:
- Solo Performance.
- Ensemble Performance.
- Music Theory – notation, reading and composition.
- Aural – analysis and transcription.
- Critical Analysis of Musical Works.

TOPICS OF STUDY
- Solo rehearsals and performances
- Class Ensemble rehearsals and performances
- Music Theory and Notation
- Aural (Listening) Skills

ASSESSMENT TASKS
- Solo Performance – technical work, sight-reading and repertoire
- Ensemble Performance
- Written Theory and Aural Test
- Examination
- Composition

CAREER PROSPECTS
Professional musician, classroom music teaching, instrumental music teaching, music therapy, band management, journalism, entertainment industry.

ENQUIRIES Mr Dean Thomas
Personal Development

Subjects
OVERVIEW:
In Ethics, students will gain an understanding and empathy of the many issues that face society. Ethics provides students with a foundation of the fundamental principles that govern society. The subject will allow students to analyse the ideas and principles associated with ethics and moral decision-making. Ethics also allows the investigation of the foundational aspects of societal norms. Ethics are debated and discussed in many VCE subject areas. Legal Studies, Biology, Media Studies and Philosophy, all focus units of coursework upon ethical discussions.

SEQUENCE:
The study of Ethics should precede the study of Philosophy (in Semester 2), BUT it is NOT a pre-requisite.

DURATION:
One semester, in Semester 1 only.

KEY SKILLS:
• Students extend their language skills through thinking, reading, writing, speaking and listening
• Students communicate ideas, feelings, observations and information effectively, both orally and in writing
• Students develop skills of inquiry and research
• Understanding of the historical foundations of ethical thinking
• Understanding of the factors that impact directly and indirectly on ethical thinking
• Evaluation of contemporary ethical debates

TOPICS OF STUDY:
• Terminology understanding
• Theoretical foundations of ethical thinking
• Decision making processes
• Contemporary ethical debates

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year, these will include:
• Debate
• Essays
• Oral presentation
• Tests
• Examination

ENQUIRIES: Mrs Sarah Hunter
Important Note:
Only students with recognised learning difficulties or those with prior assessments indicating literacy or numeracy difficulties will be offered these subjects. Students must have a strong desire to improve their learning outcomes and be able to identify areas in which further support is required.

OVERVIEW:
Within this subject there will be two, equally weighted types of support for both Literacy and Numeracy.
Students will not be able to pick and choose whether to undergo Literacy or Numeracy Foundation work – they will do both.
The purpose of both classes is to supplement the curriculum covered in the core learning areas, such as English and Mathematics, by giving certain students the opportunity to go right back to the Foundations of Literacy and Numeracy, then move forward and eliminate deficits or blockages on the way.

KEY SKILLS – Numeracy Support (5 periods per cycle):
Literacy Support will focus on Essay writing and will follow a set curriculum, which will complement the essay writing within the Year 9 and 10 English Curriculum. Students in Literacy Support will be expected to develop the structures of essay writing, including developing knowledge of structure and improving their own use of language. Some time will be devoted to the various texts studied throughout Year 9, however, all students must pre-read all texts independently.

KEY SKILLS – Literacy Support (5 periods per cycle):
Literacy Support will focus on Essay writing and will follow a set curriculum, which will complement the essay writing within the Year 9 and 10 English Curriculum. Students in Literacy Support will be expected to develop the structures of essay writing, including developing knowledge of structure and improving their own use of language. Some time will be devoted to the various texts studied throughout Year 9: however, all students must pre-read all texts independently.

ASSESSMENT TASKS – Numeracy Support:
Assessment will be based on pre and post tests for each area of the curriculum covered. Students will be expected to review basic number facts and times tables on a regular basis.

ASSESSMENT TASKS – Literacy Support:
Assessment will be based on the key elements of essay writing. All students will develop a writing resource which will include annotated samples, visual scaffolds, key language features and examples of essay forms.

ENQUIRIES: Mrs Wendy Green, Mrs Sarah Hunter (English) and Dr Debra Penny (Mathematics)
OVERVIEW:
Philosophy means a ‘love of wisdom’. What is wisdom? Is it, for example, knowing what is true, or is it knowing how we should live, or is it knowing what is our place in nature? This study introduces the critical methods of argument and analysis that have been developed by philosophers in response to such central questions. It will encourage use of these methods in the development of answers to the questions of philosophy as they are relevant to life and participation in contemporary society.

SEQUENCE:
The study of Ethics (in Semester 1) should precede the study of Philosophy, BUT it is NOT a pre-requisite.

DURATION:
One semester, in Semester 2 only.

KEY SKILLS:
- Students extend their language skills through thinking, reading, writing, speaking and listening
- Students communicate ideas, feelings, observations and information effectively, both orally and in writing
- Students develop skills of inquiry and research
- Investigation into the foundations of philosophical thinking
- Interpretation of the factors that influence philosophical thought
- Evaluation of philosophical theories

TOPICS OF STUDY:
- Terminology understanding
- Key areas of philosophy: ethics, epistemology & metaphysics
- Theories in practice

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year, these will include:
- Essays
- Oral presentation
- Tests
- Examination

ENQUIRIES: Mrs Sarah Hunter
OVERVIEW:
This full year unit explores the psychology of learning, and the experience of being a learner. Students will develop the knowledge and skills required to make good decisions about learning now and into the future. The emphasis is on a process of self-exploration as a learner, leading to better understanding of what is required of students in teaching situations. Many aspects of psychology will be considered, and motivation, organisation, goal setting, and a wide range of current learning theories will be explored for relevance.

The goal of the unit is to better understand the complex job of being a student in the VCE (and beyond). Improved academic performance and reduced stress are likely outcomes.

DURATION:
TACOL is ideally a whole-year course, but it may be undertaken as a one semester course in either Semester 1 or Semester 2.

THE TaCOL APPROACH

Students as researchers
To improve as a learner you will need to better understand what you currently do, how often, and how well. Only when you recognise that changes are needed will you be able to improve.

Self-monitoring
You will develop a checklist of good strategies to use, and identify bad habits that will need to be reduced.

A model of learning
To make sense of the teaching you experience, your class time, and your personal study, you will be using a simple model of learning as a framework.

Language of learning
During the program you will learn a language to talk about learning. We will introduce new words, and more accurately define familiar words.

Learning strategies
Using the language of learning supported by the model of learning, we will introduce a range of learning strategies that will help you to learn more effectively and efficiently.

Learning Community
Learning is an individual and highly personal experience – but it happens best in a social situation. Much emphasis will be placed on developing learning communities.

Understanding school and VCE
To be successful at school it helps to understand how education works. We will be looking at school from the teachers’ perspective, including the way curriculum is designed.

Informed decision maker
Ultimately TaCOL is intended to help you become a more informed decision maker in your learning. The better you understand what is expected of you, the more aware you are of what you are doing and why, the more choices you have in learning strategies to apply to a situation: the better decisions you can make about the most effective and efficient way to succeed.

ASSESSMENT TASKS:
TaCOL has a number of assessment items:
- Portfolio
- Test and Examination
- Participation and self-evaluation

ENQUIRIES: Mr Justin Cooper
Science

KLA

Subjects
Biotechnology

OVERVIEW:
The field of Biotechnology is advancing at an incredible pace. We can buy glow-in-the-dark pet fish, blue roses, grow “bug-resistant” crops and ways of growing new organs to replace the need for transplants. This subject introduces students to such new advances in biotechnology in a hands-on capacity. Students will be introduced to many technologies such as gel electrophoresis, PCR, DNA fingerprinting and cloning and use them to investigate how they are being used to solve real world problems, such as new ways to produce organs for transplant, cloning genes for use in medicine and solving crimes. Students will also consider the ethical principles around which this new field of science has to operate and some of the issues involved.

KEY SKILLS:
- Formulate questions and construct appropriate hypotheses;
- Plan, design and conduct first-hand investigations;
- Collect, process and record information systematically; analyse and synthesise data;
- Draw conclusions consistent with the problem under investigation;
- Maintain safe practices; working independently and collaboratively as appropriate;
- Apply understandings to familiar and new contexts, make connections between concepts;
- Solve problems, analyse issues and implications relating to scientific and technological developments;
- Analyse and evaluate the reliability of information and opinions in the media;
- Interpret, transpose and communicate information and scientific ideas effectively.

TOPICS OF STUDY
- DNA: The Secret of Life
- DNA Extraction
- DNA Analysis
- Ethics

ASSESSMENT TASKS
Students will complete a number of assessment tasks over the semester. These may include: individual studies, case studies, experimental reports, a group project, Internet communication, assignments (both practical and research based), topic tests, a folio of technologies and an end of semester examination.

CAREER PROSPECTS:
Students will gain knowledge and skills that can be applied in a range of scientific applications, especially in the specialized areas of genetics, forensic science and biotechnology. This unit is particularly beneficial for those planning on studying VCE Unit 3 & 4 Biology.

IMPORTANT NOTE:
Due to the nature of the practical work undertaken and the equipment used, this unit has a class size quota.

ENQUIRIES: Mrs. Diane Krosby
Chemical Analysis

OVERVIEW:
Chemistry is a key science that helps us to understand the properties and interactions of the particles that make up matter. The development of modern society has been closely linked with the successful integration of chemical knowledge into new technology. This includes the development of alloys, polymers, medicines, biotechnology and nanotechnology as well as sophisticated drug testing. In this unit, students will further develop their foundation knowledge of chemistry in preparation for Pre VCE and VCE Chemistry, and practise their analytical skills through experiments involving chemical reactions and processes. This will include the identification of unknown chemicals through a series of chemical tests.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects. This subject is seen as a Foundation subject.

KEY SKILLS:
• Formulate questions and construct appropriate hypotheses;
• Plan, design and conduct first-hand investigations;
• Collect, process and record information systematically; analyse and synthesise data;
• Draw conclusions consistent with the problem under investigation;
• Maintain safe practices; working independently and collaboratively as appropriate;
• Apply understandings to familiar and new contexts:
• Solve problems, analyse issues and implications relating to scientific and technological developments;
• Analyse and evaluate the reliability of information and opinions in the media;
• Interpret, transpose and communicate information and scientific ideas effectively.

TOPICS OF STUDY
• Atomic Theory
• Ions, Valency & Chemical Formulae
• Chemical Analysis

ASSESSMENT TASKS
Students will complete a number of assessment tasks over the semester. These may include: Practical reports and/or summary reports, Extended practical investigations, assignments, Unit tests, a practical exam and an end of semester examination.

VCE COURSE PATHWAYS:
It is highly recommended to complete this subject before attempting Pre VCE Chemistry, and then VCE Chemistry.

CAREER PROSPECTS:
This unit should be taken in addition to Pre VCE Chemistry in order to lead on to studies in VCE Chemistry.

ENQUIRIES: Mrs Diane Krosby
Environmental Systems

OVERVIEW:
Human activity is one of the biggest causes of extinction of species on our planet. Although extinction is a natural phenomenon and occurs at a natural “background” rate of about one to five species per year, we are now losing species at a rate 100 times this. This is something that global students need to know about, engage in and work towards changing by acting locally. This subject is designed to enable students to learn about ecosystems including food chains, food webs, energy flow through ecosystems, and the effects of human activities on ecosystems (water quality, pollution etc. Students will also learn about the challenge facing organisms on the planet in the 21st century and look at ways of conserving that future. Scientific investigation and conservation practices will be investigated as well as sustainability practices for the future.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects. This is considered to be a Foundation subject.

KEY SKILLS:
- Formulate questions and construct appropriate hypotheses;
- Plan, design and conduct first-hand investigations;
- Collect, process and record information systematically; analyse and synthesise data;
- Draw conclusions consistent with the problem under investigation;
- Maintain safe practices; working independently and collaboratively as appropriate;
- Apply understandings to familiar and new contexts, make connections between concepts;
- Solve problems, analyse issues and implications relating to scientific and technological developments;
- Analyse and evaluate the reliability of information and opinions in the media;
- Interpret, transpose and communicate information and scientific ideas effectively.

TOPICS OF STUDY
- Ecosystems
- Endangered Species and Conservation
- Sustainability

ASSESSMENT TASKS
Students will complete a number of assessment tasks over the semester. These may include: Assessment will include group collaboration and project, individual studies, experimental reports, a group project, Internet communication, assignments (both practical and research based), topic tests, a folio documenting the development of the partnerships established.

CAREER PROSPECTS:
Science can lead to a diverse range of careers such as: ecologist, organic chemist, doctor, engineer (electrical, chemical, mechanical, electronic, mining, environmental), polymer chemist, zoologist, winemaker, astrophysicist, neurosurgeon, technician, physiotherapist, radiologist, anaesthetist, to name a few!

ENQUIRIES: Mrs. Diane Krosby
OVERVIEW:
Science helps us to understand and explain the workings of nature and the everyday world that we live in. This subject is designed for students who are unsure as to whether they wish to study science at VCE. In this elective unit, students will extend their understanding of science by exploring a number of interesting areas of science in everyday life from the fields of Biology, Chemistry and Physics.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects. This subject is seen as a Foundation subject.

KEY SKILLS:
- Formulate questions and construct appropriate hypotheses;
- Plan, design and conduct first-hand investigations;
- Collect, process and record information systematically; analyse and synthesise data;
- Draw conclusions consistent with the problem under investigation;
- Maintain safe practices; working independently and collaboratively as appropriate;
- Apply understandings to familiar and new contexts;
- Solve problems, analyse issues and implications relating to scientific and technological developments;
- Analyse and evaluate the reliability of information and opinions in the media;
- Interpret, transpose and communicate information and scientific ideas effectively.

TOPICS OF STUDY
- Medical Science
- Colour (Physics, Chemistry & Biology)
- Household Chemistry
- Electronics & Robotics
- Astronomy

ASSESSMENT TASKS
Students will complete a number of assessment tasks over the semester. These may include: Practical reports and/or summary reports, Extended practical investigations, analysis of first hand and/or second hand data using structured questions, Assignments, Unit tests and a Semester examination.

CAREER PROSPECTS:
This subject is a general interest science unit.

ENQUIRIES:  Ms Diane Krosby
Forensic Science

OVERVIEW:
Through the study of Forensic Science, students will be able to:

• Study the history of Forensic Science;
• Explore how Forensic Science is used in criminal investigations;
• Apply the principles of Forensic Science to hypothetical crimes;
• Use the scientific process to solve fictional crimes;
• Discuss the ethics of using forensic evidence
• Speak to Guest speakers from Victoria Police and the State Forensics Laboratory (where possible)

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects. This subject is seen as a Foundation subject.

KEY SKILLS:

• Formulate questions and construct appropriate hypotheses;
• Plan, design and conduct first-hand investigations;
• Collect, process and record information systematically; analyse and synthesise data;
• Draw conclusions consistent with the problem under investigation;
• Maintain safe practices; working independently and collaboratively as appropriate;
• Apply understandings to familiar and new contexts, make connections between concepts;
• Solve problems, analyse issues and implications relating to scientific and technological developments;
• Analyse and evaluate the reliability of information and opinions in the media;
• Interpret, transpose and communicate information and scientific ideas effectively.
• Apply scientific principles to situations involved in law enforcement;
• Develop scientific skills related to report writing and communication;

TOPICS OF STUDY:

• Introduction to Forensic Science (its history and role in society)
• Practical Investigations (applying basic forensic analysis to solve mock crime scenarios)
• Real-Life Crimes
• Careers in Forensic Science

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These may include: Investigative Reports, a Forensic Crime Report, topic tests and an end of semester test.

CAREER PROSPECTS:
Students will gain skills that may be applied to police work, medical laboratory science, pathology and law enforcement. Students will also gain skills in applying science to real-life situations useful in industry.

ENQUIRIES: Mrs. Diane Krosby
OVERVIEW:
This course will enable students to understand fundamental geological processes and concepts. The students will develop an understanding of how the application of chemical, biological and physical sciences are used to solve geological problems. This subject will provide a broad understanding of planetary geology including the composition and structure of the Earth and its location in the Solar system. Local geology will also be examined as participants reconstruct the geological architecture and history of Victoria and the Bacchus Marsh region. A field trip will be used to collect fossils, rocks and minerals such as Ordovician shale, Permian tillite, Cretaceous and sandstone and Tertiary limestone-deposits. Samples will assist in interpreting the geological evolution of the Bacchus Marsh region.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

KEY SKILLS:
- Demonstrate understanding of basic geological processes and relationships at global to local scale including how this knowledge can be applied to issues of relevance to Victoria
- Develop an understanding of the rock cycle.
- Identify and interpret common rock, fossils, minerals and tectonic structures
- Reconstruct the geological architecture and the geological history of Victoria
- Recognise and understand the significance of specific rocks and minerals

TOPICS OF STUDY:
- Astrogeology
- Geological time
- Geological process
- Samples and specimens

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These may include: research assignments and projects, scientific reports, field work reports, data analysis of second hand data, theme tests, and semester examination.

VCE COURSE PATHWAYS:
This subject is not a pre-requisite for any VCE subject, although it will provide skills used in VCE Geography and VCE Environmental Science.

CAREER PROSPECTS:
Skills and knowledge gained in this subject are utilized in a diverse range of careers such as; Geological and geophysical engineering, environmental sciences, archeology, anthropology, civil engineering, mining and mineral engineering, soil science and oceanography.

ENQUIRIES: Mrs. Diane Krosby
OVERVIEW:
We live in an age when a focus on health and ways to minimise disease are paramount. As well as the constant threat to the human body from infectious diseases such as AIDS, hepatitis, H1N1 (swine flu) and ebola virus, our modern lifestyles have also made us increasingly prone to non-infectious diseases such as diabetes, heart disease and cancer. Students will learn about the physiology of the human body in terms of its ability to fight infectious disease, as well as some common non-infectious diseases afflicting society, their prevention and treatment. Students will also learn about (and research) advances in medical technology such as transplants, stem cells, genetic engineering, arthroplasty, bionic body parts and growing new organs.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.
Recommended for VCE Biology.

KEY SKILLS:
- Formulate questions and construct appropriate hypotheses;
- Plan, design and conduct first-hand investigations;
- Collect, process and record information systematically; analyse and synthesise data;
- Draw conclusions consistent with the problem under investigation;
- Maintain safe practices; working independently and collaboratively as appropriate;
- Apply understandings to familiar and new contexts, make connections between concepts;
- Solve problems, analyse issues and implications relating to scientific and technological developments;
- Analyse and evaluate the reliability of information and opinions in the media;
- Interpret, transpose and communicate information and scientific ideas effectively.

TOPICS OF STUDY
- The Human Immune System
- Disease
- Advances in Medical Technology

ASSESSMENT TASKS
Students will complete a number of assessment tasks over the semester. These may include: Practical reports and/or summary reports, Extended practical investigations, assignments, Unit tests, a practical exam and an end of semester examination.

VCE COURSE PATHWAYS:
This unit is not a prerequisite for VCE Biology, but is highly recommended as a precursor.

CAREER PROSPECTS:
Although it is not a VCE prerequisite, it is recommended that this unit be taken in addition to Pre VCE Biology in order to lead on to further studies in Biology.

ENQUIRIES: Ms Diane Krosby/Mrs Tania O’Brien
Marine Science

OVERVIEW:
Science helps us to understand and explain the workings of nature and the everyday world that we live in. This subject is designed for students who are unsure as to whether they wish to study science at VCE. In this elective unit, students will learn about the oceans that cover three quarters of our planet including the many plants and animals that live in the marine world, along with the chemistry of sea water and underwater physics (light penetration, pressure & its effects such as decompression sickness, buoyancy, waves and tides).

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

KEY SKILLS:
- Formulate questions and construct appropriate hypotheses;
- Plan, design and conduct first-hand investigations;
- Collect, process and record information systematically; analyse and synthesise data;
- Draw conclusions consistent with the problem under investigation;
- Maintain safe practices; working independently and collaboratively as appropriate;
- Apply understandings to familiar and new contexts, make connections between concepts;
- Solve problems, analyse issues and implications relating to scientific and technological developments;
- Analyse and evaluate the reliability of information and opinions in the media;
- Interpret, transpose and communicate information and scientific ideas effectively.

TOPICS OF STUDY
- Biology of the Oceans (including various plant & animal groups and their features)
- The Chemistry of Sea Water
- Underwater Physics (light, pressure, decompression sickness, buoyancy, waves, tides)

ASSESSMENT TASKS
Students will complete a number of assessment tasks over the semester. These may include: Practical reports and/or summary reports, Extended practical investigations, analysis of first hand and/or second hand data using structured questions, Assignments, Unit tests and a Semester examination.

VCE COURSE PATHWAYS:
This unit is not a prerequisite for VCE Biology, VCE Chemistry, VCE Physics or VCE Environmental Science.

CAREER PROSPECTS:
This subject is useful as a pathway towards any study of Marine Biology.

ENQUIRIES: Ms Diane Krosby
Physical Science

OVERVIEW:
Physics, a key science, is the science of understanding nature. In this unit, students will learn about how nature behaves. This will include a strong focus on practical work to understand and investigate the behavior of heat, light, sound, electricity and energy. This subject is designed to prepare students for the study of Pre VCE Physics and then Physics at VCE level by providing them with the fundamentals in terms of content knowledge and skills.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects. This subject is seen as a Foundation subject.

KEY SKILLS:
• Formulate questions and construct appropriate hypotheses;
• Plan, design and conduct first-hand investigations;
• Collect, process and record information systematically; analyse and synthesise data;
• Draw conclusions consistent with the problem under investigation;
• Maintain safe practices; working independently and collaboratively as appropriate;
• Apply understandings to familiar and new contexts, make connections between concepts;
• Solve problems, analyse issues and implications relating to scientific and technological developments;
• Analyse and evaluate the reliability of information and opinions in the media;
• Interpret, transpose and communicate information and scientific ideas effectively.

TOPICS OF STUDY
• Heat
• Light
• Sound
• Electricity & Energy

ASSESSMENT TASKS
Students will complete a number of assessment tasks over the semester. These may include: Practical reports and/or summary reports, Extended practical investigations, analysis of first hand and/or second hand data using structured questions, Assignments, Unit tests and a Semester examination.

VCE COURSE PATHWAYS:
It is highly recommended to complete this subject before attempting Pre VCE Physics, and then VCE Physics.

CAREER PROSPECTS:
It is recommended that this unit be taken in addition to Pre VCE Physics in order to lead on to further studies in Physics or Physics-related careers such as engineering.

ENQUIRIES: Ms Diane Krosby
OVERVIEW:
Psychology is the study of the nature and development of mind and behaviour in both humans and animals. Students develop an understanding of themselves and their relationship with others and their society. This subject is designed to prepare students for the study of Psychology in VCE and provide them with the fundamentals in terms of both content knowledge and required skills.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

KEY SKILLS:
- Describe how research has informed different psychological perspectives used to explain human behaviour.
- Explain the relationship between the brain, and behaviour, and describe the contribution of selected studies to the investigation of brain function.
- Explain the role of the functioning brain and nervous system in relation to awareness of self, the environment and behaviour.
- Plan, design and conduct first-hand investigations.
- Analyse and interpret data, and draw conclusions consistent with the research question.

TOPICS OF STUDY
- What is Psychology?
- The Amazing Brain
- Magic and Persuasion
- Interpersonal and Group Behaviour
- Mental Health

ASSESSMENT TASKS
Students will complete a number of assessment tasks over the semester. These may include:
- Unit tests/Visual presentations
- Empirical research activities
- Essay/Media response
- Semester examinations

VCE COURSE PATHWAYS:
This unit, or Psychology Pre VCE, is recommended for the further study of Psychology. The skills developed will be of use in VCE Psychology, VCE Biology and VCE Health & Human Development.

CAREER PROSPECTS:
Opportunities in a range of careers that involve working with children, adults, families and communities. Fields of applied psychology include educational, environmental, forensic, health, sport and organizational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology.

ENQUIRIES: Mr. Leigh Park
OVERVIEW:
Biology, a key science, is the science of living things. Living things have found ways to live in all the habitats found on earth. Biology is the study of these organisms and the strategies that they have evolved to enable them to survive and interact with the non-living environment. Modern Biology is becoming increasingly specialized and students need to draw on knowledge from areas such as evolutionary biology, biochemistry, genomics, proteomics, cell and molecular biology to name a few. This subject is designed to prepare students for the study of Biology at VCE level and provide them with the fundamentals to best prepare them for this study in both content knowledge and skills.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

KEY SKILLS:
- Formulate questions and hypotheses appropriate for first-hand and second-hand investigations;
- Plan, design and conduct first-hand investigations;
- Evaluate experimental procedures and reliability of data;
- Collect, process and record information systematically; analyse and synthesise data;
- Draw conclusions consistent with the question under investigation and the evidence obtained;
- Maintain safe practices; work independently and collaboratively as appropriate;
- Apply understandings to familiar and new contexts and make connections between concepts;
- Solve problems, analyse issues and implications relating to scientific and technological developments;
- Analyse and evaluate the reliability of information and opinions in the public domain;
- Interpret, transpose and communicate information and ideas effectively.

TOPICS OF STUDY
- The chemistry of Life
- Classification of Living Things
- Inheritance
- DNA Technology and its manipulation
- Evolution

ASSESSMENT TASKS
Students will complete a number of assessment tasks over the semester. These may include:
Practical reports and/or summary reports, Extended practical investigations, analysis of first hand and/or second hand data using structured questions, Assignments, Unit tests and a Semester examination.

VCE COURSE PATHWAYS:
This unit is a prerequisite for VCE Biology at Year 11.

CAREER PROSPECTS:
This subject can lead to further study in areas such as proteomics, genomics, nursing and the medical & health sciences.

ENQUIRIES: Ms Diane Krosby/Mrs Tania O’Brien
OVERVIEW:
Chemistry is the science which helps us to understand what matter consists of. Science is used to explain natural phenomena at the molecular level as well as create new substances such as materials and polymers. This subject is designed to prepare students for the study of Chemistry at VCE level and provide them with the fundamentals in terms of content knowledge and skills.

PRE-REQUISITE SUBJECT(S):
Chemical Analysis.

KEY SKILLS:
- Formulate questions and construct appropriate hypotheses;
- Plan, design and conduct first-hand investigations;
- Collect, process and record information systematically; analyse and synthesise data;
- Draw conclusions consistent with the problem under investigation;
- Maintain safe practices; working independently and collaboratively as appropriate;
- Apply understandings to familiar and new contexts, make connections between concepts;
- Solve problems, analyse issues and implications relating to scientific and technological developments;
- Analyse and evaluate the reliability of information and opinions in the media;
- Interpret, transpose and communicate information and scientific ideas effectively.

TOPICS OF STUDY
- Atomic Theory
- Chemical Reactions
- Stoichiometry
- Organic Chemistry

ASSESSMENT TASKS
Students will complete a number of assessment tasks over the semester. These may include: Practical reports and/or summary reports, Extended practical investigations, analysis of first hand and/or second hand data using structured questions, Assignments, Unit tests and a Semester examination.

VCE COURSE PATHWAYS:
This unit is a prerequisite for VCE Chemistry at Year 11.

CAREER PROSPECTS:
This subject is a prerequisite for university courses such as medicine, engineering, radiology, physiotherapy to name a few.

ENQUIRIES: Ms Diane Krosby/Mr Rohan Bryan/Mrs Sheryl Symes
OVERVIEW:
Environmental Science provides the opportunity for students to understand the structure, function and diversity of natural ecosystems on this planet and evaluate the impacts of human activity on them. This subject is designed to prepare students for the study of Environmental Science in VCE and provide them with the fundamentals in terms of content knowledge and skills.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

KEY SKILLS:
- Formulate questions and construct appropriate hypotheses;
- Plan, design and conduct first-hand investigations;
- Collect, process and record information systematically; analyse and synthesise data;
- Draw conclusions consistent with the problem under investigation;
- Maintain safe practices; working independently and collaboratively as appropriate;
- Apply understandings to familiar and new contexts, make connections between concepts;
- Solve problems, analyse issues and implications relating to scientific and technological developments;
- Analyse and evaluate the reliability of information and opinions in the media;
- Interpret, transpose and communicate information and scientific ideas effectively.

TOPICS OF STUDY
- Ecosystems
- Interactions within Ecosystems
- Energy of Ecosystems
- Environmental Chemistry

ASSESSMENT TASKS
Students will complete a number of assessment tasks over the semester. These may include:
Practical reports and/or summary reports, Extended practical investigations, analysis of data using structured questions, assignments, Unit tests and a Semester examination.

VCE COURSE PATHWAYS:
This unit is a recommended for for the study of VCE Environmental Science.
It does NOT necessarily act as an adequate preparation for VCE Chemistry, Biology or Physics.

CAREER PROSPECTS:
This subject may lead to students undertaking careers in environmental management and sustainability and lead to employment with both private and government bodies.

ENQUIRIES: Ms Diane Krosby/Mrs Laura Slater
OVERVIEW:
Physics, a theoretical and empirical science, is the science which explains the workings of the physical universe. This is significant for understanding our place in the Universe. This subject is designed to prepare students for the study of Physics at VCE level and provide them with the fundamentals to best prepare them for this study in both content knowledge and skills.

PRE-REQUISITE SUBJECT(S):
Physical Science.

KEY SKILLS:
- Formulate questions and construct appropriate hypotheses;
- Plan, design and conduct first-hand investigations;
- Collect, process and record information systematically; analyse and synthesise data;
- Draw conclusions consistent with the problem under investigation;
- Maintain safe practices; working independently and collaboratively as appropriate;
- Apply understandings to familiar and new contexts, make connections between concepts;
- Solve problems, analyse issues and implications relating to scientific and technological developments;
- Analyse and evaluate the reliability of information and opinions in the media;
- Interpret, transpose and communicate information and scientific ideas effectively.

TOPICS OF STUDY
- Newton’s Laws of Motion
- Energy of Motion
- Electricity and Electric Circuits

ASSESSMENT TASKS
Students will complete a number of assessment tasks over the semester. These may include: Practical reports and/or summary reports, Extended practical investigations, analysis of first hand and/or second hand data using structured questions, Assignments, Unit tests and a Semester examination.

VCE COURSE PATHWAYS:
This unit is a prerequisite for VCE Physics at Year 11.

CAREER PROSPECTS:
This subject is a prerequisite for many courses at university such as some science and engineering courses, radiology, veterinary biosciences, to name a few.

ENQUIRIES:  Ms Diane Krosby
OVERVIEW:
Psychology is the study of the nature and development of mind and behaviour in both humans and animals. Through the study of Psychology, students develop an understanding of themselves and their relationship with others and their society. This subject is designed to prepare students for the study of Psychology at VCE level and provide them with the fundamentals for both content knowledge and required skills.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

KEY SKILLS:
• Describe how research has informed different psychological perspectives used to explain human behaviour.
• Understand the concept of peak performance and apply its principles to increase performance in a range of aspects in our daily lives.
• Examine factors that influence the learning of new behaviours and the storage and retention of information in memory.
• Plan, design and conduct first-hand investigations and interpret data.

TOPICS OF STUDY
• What is Psychology?
• Peak Performance
• Boost your Memory
• My Learning Style

ASSESSMENT TASKS
Students will complete a number of assessment tasks over the semester. These may include:
• Unit tests/Visual presentations
• Empirical research activities
• Essay/Media response
• Semester examinations

VCE COURSE PATHWAYS:
This unit, or Psychology I, is highly recommended for the further study of Psychology. The skills will be of use in VCE Psychology, VCE Biology and VCE Health & Human Development.

CAREER PROSPECTS:
The study of Psychology leads to opportunities in a range of careers that involve working with children, adults, families and communities. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology.

ENQUIRIES: Mr. Leigh Park
Technology

KLA

Subjects
3D Printing Technologies

OVERVIEW:
Three-dimensional (3D) printing provides a pathway to transform a 3D design from one's imagination to a physical object that can be replicated. The ability to print 3D objects has been available since the 1980’s. With recent advances in technology, this process is no longer prohibitively expensive, nor does it require a niche set of skills. It is difficult to ignore the recent growth and development in 3D printing technologies. This revolution is rapidly changing how creative designers and inventors take their prototype or product from concept to consumer.

Students undertaking this unit will develop a diverse understanding of 3D printing from apparatus to product marketing. The journey starts with the kit assembly and modification of a “Prusa i3” Fused Deposition Modelling (FDM) printer. Participants will learn the inner workings of 3D extrusion printing, the basics of 3D modelling, and explore many of the educational applications of 3D printing.

At the conclusion of the program students will have ongoing access to the 3D printers, thus, allowing the design and development to continue beyond the classroom.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

LEARNING OUTCOMES:
- Construct/modify, test and diagnose a Fused Deposition Modeling 3D Printer; and manage, document and evaluate the system and processes by applying the systems engineering process.
- Develop skills in Computer-aided design (CAD) to assist in the creation, modification, analysis, or optimization of a design.
- Develop an understanding of how rapid prototyping redefined product development and marketing via open source release and crowdfunding start-up companies.
- Develop an understanding of the material science behind available printing medium.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester, which include:
- Project diary
- Folio of designs from concept to product
- Research assignment
- CAD tests
- Examination

CAREER PROSPECTS:
This course is valuable for students wishing to study VCE Systems Engineering and VCE IT. This program draws on aspects from Visual Communication and Design, Embedded Systems Design and Programming, Material Science, Textile Design, 3D Art, Mathematics, Physics, Engineering, Computer-aided Design, Commerce, Mechatronics and Marketing. Rather than a specific career pathway, this program will facilitate participants with the skills to be at the forefront of integrating this technology with their chosen vocation

ENQUIRIES: Mr. Rohan Bryan
Flight Technology I

OVERVIEW:
Flight Technology I is an introductory course exploring the engineering, design and development of flight technologies. Students learn the fundamental principles of flight technologies while designing, constructing and testing pneumatic-hydraulic and solid fuel rockets. The subject is a fusion of engineering, design, rapid prototyping, problem solving and science. Students will have access to a fabrication laboratory and gain an understanding of how to use rapid prototyping tools such as 3D printers, laser cutting, CNC routing and computer simulation. This subject is structured to develop skills required in Systems Engineering, Physics, Design and Technology.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects. It is considered a Foundation subject.

KEY SKILLS:
- Design, construct, test and diagnose a, pneumatic-hydraulic powered rocket and solid fuel powered rocket while documenting and evaluating the system and processes.
- Develop an understanding of Newtonian mechanics, buoyancy and lift.
- Develop an understanding of the influence that payload, recovery systems, fins and nosecones have on the center of pressure and center of gravity of a flying object.
- Demonstrate skills in rapid prototyping technologies and fabrication laboratory equipment such as 3D printers, laser cutting and 3D CNC routing.
- Show an understanding of national model rocketry safety guidelines and regulations.

TOPICS OF STUDY:
- Elements of basic flight dynamics such as thrust, drag, center of pressure and gravity.
- Lift - hot air balloons, kites, hydraulic rocket and solid fuel rockets.
- Modular design and construction.
- Payloads and recovery.
- Introductory rapid prototyping project management.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester, which include:
- Folio of designs from concept to product, Problem Solving Tasks, Product design and development project, project diary, Topic tests.

VCE COURSE PATHWAYS:
This subject is not a pre-requisite for any VCE subject, but it is recommended preparation for the study of VCE Systems Engineering and VCE Physics.

CAREER PROSPECTS:
This program draws on aspects of VCE Systems Engineering, VCE Design and Technology, Material Science, Physics, Engineering, Computer-aided Design, Computer-aided Manufacturing, and Project management. Rather than a specific career pathway, this program will provide participants with the integrated technology, problem solving and engineering skills required with their chosen vocation.

ENQUIRIES: Rohan Bryan
Flight Technology II

OVERVIEW:
Flight Technology II is an intermediate course exploring the engineering, design and development of free flight technologies. Students develop their understanding of fundamental principles of free flight while designing, constructing and testing a range of model aircraft such as Balsa gliders, elastic band powered and CO₂ powered planes, control line planes and towline gliders. The subject is a fusion of design, engineering, rapid prototyping, problem solving and science. Students will have access to a fabrication laboratory and gain an understanding of how to use rapid prototyping tools such as 3D printers, laser cutting, CNC routing, CAD and CAM.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects, although Flight Technology I would be beneficial.

KEY SKILLS:
- Develop an awareness of the history of flight.
- Design, construct, test and diagnose a range of model gliders and aeroplanes.
- Develop an understanding of the physics of flight (Newtonian mechanics, lift, drag, thrust, kinetic energy and energy transformations, torque and power).
- Demonstrate an understanding of the influence of G-Forces, load and speed on the structural integrity of design.
- Demonstrate skills in rapid prototyping technologies and fabrication laboratory equipment such as 3D printers, laser cutting and 3D CNC routing, CAD and CAM.

TOPICS OF STUDY:
- History of flight
- Control surfaces of a plane
- Elements of basic flight dynamics (thrust, lift, drag, center of pressure and gravity)
- Aerodynamics – Airfoil lift and drag
- Design and construction
- Aviation Meteorology

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester, which include:
Folio of designs from concept to product, Problem Solving Tasks, Product design and development projects, project diary, Topic tests.

VCE COURSE PATHWAYS:
This subject is not a pre-requisite for any VCE subject, but it is recommended preparation for the study of VCE Systems Engineering and VCE Physics.

CAREER PROSPECTS:
This program draws on aspects from VCE Systems Engineering, VCE Design and Technology, Material Science, Physics, Engineering, Computer-aided Design, Computer-aided Manufacturing, Project management, Commerce, Mechatronics. Rather than a specific career pathway, this program will provide participants with the integrated technology, problem solving and engineering skills required with their chosen vocation.

ENQUIRIES: Rohan Bryan
Flight Technology III

OVERVIEW:
Flight Technology 3 is an intermediate course exploring the engineering, design and development of free flight technologies. Students develop their understanding of fundamental principles of the emerging technology of aerial Drones. Students will study the flight principles and systems through designing, constructing and testing a range of model Drones. Students will gain an understanding of how drones are employed in a wide range of applications redefining. They are replacing traditional technologies and creating new employment opportunities to those who embrace drone technologies. The subject is a fusion of design, engineering, rapid prototyping, problem solving and science. Students will have access to a fabrication laboratory and gain an understanding of how to use rapid prototyping tools such as 3D printers, laser cutting, CNC routing, CAD and CAM.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects, although Flight Technology II and/or Flight Technology II would be beneficial.

KEY SKILLS:
- Develop an awareness of the history of flight.
- Design, construct, test and diagnose a range of model aircraft and multi rotor drones.
- Demonstrate an understanding of the influence of First Person View on drone development and application.
- Develop an understanding of the physics of flight (Newtonian mechanics, lift, drag, thrust, kinetic energy and energy transformations, torque and power).
- Demonstrate an understanding of the influence of G-Forces, load and speed on the structural integrity of design.
- Demonstrate skills in rapid prototyping technologies and fabrication laboratory equipment such as 3D printers, laser cutting and 3D CNC routing, CAD and CAM.

TOPICS OF STUDY:
- Electronic and mechanical control systems of a multi rotor drone.
- Elements of basic flight dynamics (thrust, lift, drag, center of pressure and gravity)
- Aerodynamics – Airfoil lift and drag
- Design and construction
- Aviation Meteorology

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester, which include:
Folio of designs from concept to product, Problem Solving Tasks, Product design and development projects, project diary, Topic tests.

VCE COURSE PATHWAYS:
This subject is not a pre-requisite for any VCE subject, but it is recommended preparation for the study of VCE Systems Engineering and VCE Physics.

CAREER PROSPECTS:
The applications for drones are constantly expanding. Modeling predicts that the drone industry will expand to $8.4 billion by 2019. The bulk of this is not from application and services. This presents a large opportunity to those who can capitalize on this technology. Drones are rapidly being employed to replace traditional tools and jobs in many sectors such as emergency services and law enforcement. This program draws on aspects from VCE Systems Engineering.

ENQUIRIES: Rohan Bryan
OVERVIEW:
This course will investigate the process involved in the design, manufacture and analysis (microbiological, chemical and sensory) of retail food and consumer products. It is designed to provide an insight into occupational roles in the Food and Consumer industries. The subject will be a balance between practical and theory; with students researching and developing their own new product (in the Food kitchen) which will then be analyzed (in the Science laboratories). This introduces another aspect to the area of Food Technology. It allows students to understand the industry behind our retail food manufacture and the possibilities of careers in this area.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

KEY SKILLS:
- Gain an insight into the work undertaken by scientists within the food/consumer science industries;
- Explore the steps taken to research and develop new food products
- Explore the importance of Food safety and the microbiology of food
- Explore the importance of chemical analysis, nutrition content and sensory analysis of food
- Explore ways in which foods can be preserved and packaged
- Explore ways in which new products are marketed to consumers.
- Consider the environmental and ethical concerns that relate to retail food manufacture.

TOPICS OF STUDY:
- Introduction to the retail food and consumer science industry
- Research and development of a new product in reference to a Design Brief
- Food Safety and Microbiology of Food
- Chemical and Sensory analysis of food products
- Food preservation techniques
- Food packaging materials and systems
- Marketing of new food products.
- Environmental impact of the Food Manufacturing industry

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These will include:
- Practical product development and analysis project
- Investigative and practical reports
- Topic Tests and Semester examination

VCE COURSE PATHWAYS:
This unit is highly recommended for Food & Technology Units 1 & 2, and also leads into VCE/VET Hospitality. Studied in conjunction with other Year 10 Science subjects it will allow students to appreciate a practical application of Chemistry and Biology.

CAREER PROSPECTS:
This unit exposes students to an area of study that bridges the gap between Science and Food Technology. This area of study may lead to students pursuing a career as a Food and Consumer Scientist.

ENQUIRES: Mrs Jacqueline Huxtable
Food for the Future

OVERVIEW:
Food for Serving A (Nutrition) looks at the nutritional requirements throughout the lifespan. The course will teach the students the theory of providing a nutritional balanced diet and also provide them with the basic principles of planning and cooking meals that meet these requirements. At this level the students will be equipped to with skills to take basic cooking methods to the next level, whereby student will be expected to prepare dishes without recipes.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects. This is considered to be a Foundation subject.

KEY SKILLS:
- Practical methods of cooking with basic ingredients
- Product knowledge in particular ingredients;
- Recipe development and modifications to suit nutritional needs and requirements;
- Food safety and hygiene requirements at a legislative level.

TOPICS OF STUDY:
- Food safety and hygiene
- Food labeling
- Nutrition through the lifespan
- Specialty Dietary requirements

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These will include:
- Assignment - Design a convenient breakfast product
- Assignment – Food Intolerances / Allergies & Special Dietary requirements
- Practical examination
- Theory examination

VCE COURSE PATHWAYS:
This unit is highly recommended for students wanting to study VCE/VET Hospitality Units 1&2, and also recommended for those wanting to study VCE Food & Technology Units 1&2.

CAREER PROSPECTS:
Students have the opportunity to work further in Hospitality, Nutrition or as a Food Technologist.

ENQUIRIES: Miss Belinda Lipscombe
Hospitality I

OVERVIEW:
Hospitality I is a subject that looks into the running of a business in the hospitality industry. Students will research businesses currently in the market and evaluate why they are successful. They will learn about what is required to start and maintain a small food business. This will include government requirements, business policies and procedures. This subject is a small window into the potential of working in the hospitality industry or for those potential thinking to be a business owner.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects. This is considered to be a Foundation subject.

KEY SKILLS:
- Food service skills
- Financial transactions
- Food safety and hygiene requirements at a legislative level
- Researching target markets
- Team communication/ work

TOPICS OF STUDY:
- Food safety and hygiene
- Types of businesses in the industry
- Starting and marketing a new business
- Employers responsibilities (wages, tax, super, salary packages)
- Profitability (overheads/price/food costs)

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These will include:
- Assignment – Design and market a food business
- Assignment – Research industry businesses
- Practical examination
- Theory examination

CAREER PROSPECTS:
Students have the opportunity to work further in Hospitality or Business areas.

ENQUIRIES: Miss Belinda Lipscombe
Hospitality II

OVERVIEW:
Hospitality II focuses on the structure of the Hospitality industry and the skills required to plan and hold a function. Students will gain practical and theory based skills, in both a front-of-house role (waiter/waitress) and back-of-house (kitchen operations) while planning and holding these functions. The students will also have the opportunity to participate in out of school hours functions run by the school, giving them a first-hand experience in the Hospitality industry and a valuable insight into the requirements of the subject at VCE level.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

KEY SKILLS:
• Practical methods of cooking with basic ingredients;
• Time management / planning with a particular focus on sequence of service;
• Service procedures in different environments (café/hotel/restaurants);
• Product knowledge in kitchen terms and equipment;
• Food safety and hygiene requirements at a legislative level.

TOPICS OF STUDY:
• Basic methods and principles of cooking
• Food safety and hygiene
• How to write a menu and menu planning
• Catering for a purpose

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These will include:
• Assignment - Design a healthy and active children’s birthday party
• Assignment - Design a function for the spring carnival
• Theory examination
• Practical examination

VCE COURSE PATHWAYS:
This unit is highly recommended for students wanting to study Hospitality (VCE/VET) Units 1&2. It is also beneficial for students wanting to study VCE Food & Technology Units 1&2.

CAREER PROSPECTS:
Students have the opportunity to work further in Hospitality, either in a back of house role or a front of house role.

ENQUIRIES: Miss Belinda Lipscombe
OVERVIEW:
In today’s IT saturated world, students require a set of IT skills to enable them to manage their digital data, to produce IT products and to solve problems using technology.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects. This subject is considered to be a Foundation subject.

KEY SKILLS:
- Understanding Digital Systems
- Managing and analysing data
- Processing and representing digital information
- Solving problems using computer programming and algorithms

TOPICS OF STUDY:

Knowledge
- How computers work including hardware and binary systems
- Managing data in a digital environment
- Using spreadsheets to input, validate, transform and visualize digital information.
- Building computer graphics and basic webpages
- Computer programming using Small Basic

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester, including:
- Assignments
- Topic tests
- Examination

CAREER PROSPECTS:
This subject will prepare students for any career which incorporates IT as well as specific IT careers such as web/games developers, programmer and IT sales or consultants.

ENQUIRIES: Mr. Phillip Pike
OVERVIEW:
Programming is a huge industry in Australia and worldwide and there is a growing demand for games programmers. This course is designed to give the interested student an understanding of what is involved in games programming. Students will be introduced to programming use a program called Game Maker where they create games in rooms involving characters graphics and sound. A scripting code brings the game to life and allows for many variations. Students then progress to other forms of interactive entertainment like 2-D and 3-D animation. Games programming involves a lot of logic and students should have a strong mathematical background if they are to extend their games beyond basic levels. Students will be required to keep an electronic folio of work created and at the end of the course they will be able to take their games with them.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects, but IT – Digital Technologies should be completed first.

KEY SKILLS:
- Creating interactive games: skills are taught through the development from simple to more complex games
- Project Management: planning and executing a project plan to develop a game
- Scripting: code that make the games interesting

TOPICS OF STUDY:

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<tr>
<th>Game Programming using Game Maker</th>
<th>Interactive Media in Games</th>
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</tbody>
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ASSESSMENT TASKS:
Students will produce a digital folio of games and documentation for the games. Assessment will be formative as their folio is produced. Students will also use peer assessment as they evaluate each other’s work.

VCE COURSE PATHWAYS:
Programming is part of VCE IT-Computing Unit 1 & 2, and the VCE IT-Software Development Unit 3 & 4 course is nearly all programming. This course will provide and excellent background to programming for either of these VCE subjects.

CAREER PROSPECTS:
There are many IT careers involving programming. A digital folio of programs is also highly regarded in some tertiary courses, and is required for entry into most Gaming and Animation tertiary-level courses.

ENQUIRIES: Mr Phillip Pike
I.T. – Web Technologies

OVERVIEW:
Most businesses and organisations rely on the internet for promotion as well as e-commerce. The goal of this course is to teach students the skills required to create and maintain business standard websites. Students will initially be introduced to the technical requirements of pictures that need to be met to place pictures on websites. Then students will use current technologies to create webpages. They will expand on the functionality and appearance of these webpages using CSS. Students will also gain an appreciation of the aesthetic aspects of website design through the analysis of existing live websites. At the end of this course, students should have most of the skills required to set up their own online web design business if they were so inclined.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects, but IT – Digital Technologies should be completed first.

KEY SKILLS:
- Creating and modifying images to use in websites
- Designing and building websites
- Coding behind websites
- Server-side and user-side technologies

TOPICS OF STUDY:

Topic 1 – Designing graphics:
- Introduction to Fireworks
- modifying images
- layering
- creating icons

Topic 2 – Web development using HTML
- Planning and setting up websites
- Introduction to HTML
- Formatting with HTML

Topic 3 – Managing styles with CSS
- Embedding and linking CSS rules
- Layout using CSS
- Positioning in CSS

Topic 4 – Serverside Technology:
- Server protocols
- PHP Programming
- Reading Databases

ASSESSMENT TASKS:
Throughout the unit each topic will be assessed by a folio of work as well as specific assessment tasks related to the topics. The major assessment task will be the production of a business website for an actual business. Examination.

VCE COURSE PATHWAYS:
Web design is part of the VCE IT-Computing Unit 1 & 2 course. This course will also provide an excellent background to programming for either of the VCE IT subjects.

CAREER PROSPECTS:
There are many IT careers involving web design. A digital folio of programs is also highly regarded in some tertiary courses, and is required for entry into most Gaming and Animation tertiary-level courses.

ENQUIRIES: Mr Phillip Pike
Mechatronics

OVERVIEW:
Mechatronics involves combinations of hardware and software whose purpose is to control a device, process or larger system. Mechatronics, using Embedded Systems, involves programmable electronics control systems, designed to perform specific tasks. Embedded systems can be found in devices such as iPads, data loggers, weather stations, toy robots, musical instruments, traffic light and most electronic controlled devices.

Students undertaking this course will gain practical experience and skills in the design, assembly and programming of embedded systems employing a microcontroller such as PICAXE or Arduino as the hardware base. Shields (plug in expansion boards) will be utilized to provide add on functionality such as; motor controls, LCD displays, GPS, network, camera, climate sensors and breadboards for prototyping.

Students will explore mechatronic systems by designing simple circuits with sensor input devices and output devices controlled via low level programmed commands. Students will work towards prototyping an embedded system that can be deployed as a solution to real world tasks such as a weather station, GPS logger, automated garden watering system, and automated fish feeder

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

LEARNING OUTCOMES:

• Design construct, program, test and diagnose an embedded system; and manage, document and evaluate the system and processes
• Develop an understanding of system command and control
• Display an ability to apply low level program commands
• Develop an understanding of mechanical and electronic input/output devices
• Display an understanding of programming for communication between multiple microcontrollers

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester, which include:
• Folio of designs from concept to product
• Project diary
• Tests
• Major project
• Examination

CAREER PROSPECTS:
This program has direct links to VCE Systems Engineering, as well as to VCE Physics and VCE IT Software Development. The scope and roles of mechatronics and embedded systems are continually increasing. It is estimated there are currently three embedded devices for every human on Earth. Students who pursue a commercial career with embedded systems specialize either in engineering, hardware design or software development. The opportunities for entrepreneurial inventers cannot be overlooked.

ENQUIRIES: Mr. Rohan Bryan
Systems Engineering

VCE Units 1 & 2 (Year 10)

Systems engineering is only offered at the school at Year 10 and Year 11, as accelerated subjects.

OVERVIEW:
Systems engineering investigates the design, construction, assembly, operation, maintenance, repair and evaluation of technological systems applicable to a diverse range of fields such as engineering, manufacturing, mechatronics, automation, and energy management. The study includes both theoretical and practical components and design folio development. It promotes innovative thinking and problem solving skills through a project based learning approach. Students need a breadth of knowledge spanning electronics, mechanics, physics, IT and mathematics. They must be willing to work with soldering irons, circuit boards and fabricators such as a 3D printer, CNC router laser cutter and other rapid prototyping technologies. System engineering enables students to apply skills developed in technology subjects such as Rise of the Machines and Embedded Systems: Design and Programming. Students will require and develop a sense of curiosity with the restraints of project management. A sound knowledge of general mathematical principles is needed in order for students to be able to understand the engineering fundamentals involved in the study. Students need to be willing to spend the necessary time required to grasp the theoretical component of the study.

PRE-REQUISITE SUBJECT(S):
At least one of the following: Flight Technology, 3D Printing Technologies, Mechatronics

DURATION:
This subject runs for a FULL year over first and second semesters.

OUTCOMES:

Unit One:
1. Describe and use basic engineering concepts, principles and components, and using selected relevant aspects of the System Engineering Process, design and plan a mechanical or electro-mechanical system.
2. Make, test and evaluate a mechanical or an electro-mechanical system using relevant aspects of the System Engineering Process.

Unit Two:
1. Integrate, represent, describe and use basic electrotechnology and basic control engineering concepts, principles and components, and using selected relevant aspects of the Systems Engineering Process, design and plan an electrotechnology system.
2. Make, test and evaluate a electrotechnology system, using selected relevant aspects of the System Engineering Process.

UNITS OF STUDY:

Unit One:
1. Fundamentals of mechanical system design
2. Producing and evaluating mechanical systems

Unit Two:
1. Fundamentals of electrotechnology system design
2. Producing and evaluating electrotechnology systems

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. Written folio
2. Tests
3. Research assignment
4. Semester examinations

CAREER PROSPECTS:
Systems engineering can provide a base for students seeking entry into tertiary technology courses, such as engineering and applied sciences.

ENQUIRIES: Mr. Rohan Bryan
OVERVIEW:
This subject aims to extend on the skills and knowledge learnt in the previous compulsory subjects of Food Technology in Years 7 & 8. The students will partake in a variety of practical and theoretical lessons, which allow the student to understand the processes occurring during the various methods of cooking, the changes that occur to the food during cooking and the key foods most suited to the common cooking methods. The students will start to cook recipes of greater difficulty and produce a two course meal in most practical classes.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects. This subject is considered to be a Foundation subject.

LEARNING OUTCOMES:
Students will be expected to research and develop their skills through the following outcomes:

- Understand the different methods of cooking; the process that occurs and the equipment used.
- Identify and understand key foods and the changes that occur to these foods during various cooking methods.
- Produce a variety of dishes using key foods and cooking methods that best suit them.
- Further develop basic kitchen procedures with an emphasis on food safety practices.
- Develop culinary skills through correct use of knives, equipment and machinery.
- Develop their own ability to produce and present dishes that complement themselves by the use and combination of flavours, colours and textures. Taking into consideration constraints such a seasonal availability and cost.

TOPICS OF STUDY:
- Reasons for cooking food and the changes that occur while cooking
- Food Hygiene and Safety
- Measurements and Conversions of recipes
- Key Foods
- Methods of cooking

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester, these will include:

- Workbook – students will collect recipes and research methods of cooking and key foods in their workbook
- Food Calendar – students will create a 12 month food calendar around their chosen theme; including a range of recipes from the different cooking methods and using a variety of key foods.
- End of Semester Theory and Practical Test

CAREER PROSPECTS:
Ideally suited for students interested in the food technology, nutrition and hospitality industries, and leading to specific careers such as; chef, restaurateur, food technologist, nutritionists, dietician, event planner or waitress/waiter.

ENQUIRIES: Mrs Jacqueline Huxtable
Wood Technology I

OVERVIEW:
Wood technology introduces students to design of functional objects made from wood. Emphasis is placed on the careful planning and design of objects. Students must work to a budget and carefully translate the plan of an object to reality.

This unit is an Introductory subject, to learning basic wood working skills.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects. This subject is considered to be a Foundation subject.

KEY SKILLS:
- Develop skills working with timber;
- Develop an understanding of working with tools in a safe manner and environment;
- Develop an appreciation and understanding of the importance of design;
- Analyse the appropriateness of using particular materials for a specific purpose;
- To be able to develop a design proposal, make the product using wood working tools and analyse the effectiveness of the procedure;
- To understand the importance of using materials which are environmentally-friendly.

TOPICS OF STUDY:
- Safety and safe technique
- Wood working tools
- Construction techniques
- Timber
- Woodworking skills
- Problem solving skills
- Design skills

ASSESSMENT TASKS:
The assessment approach is different to that of other subjects, in that students are partially assessed on their enthusiasm and willingness to participate. This is demonstrated by the student’s ability to achieve the task at hand while working in a safe manner and environment. This enables the students to demonstrate their creativity and individual style within the perimeters of the design brief.
Completion of set pieces and demonstrated understanding and documentation of the design process will also be used to assess students.

CAREER PROSPECTS:
Students that complete this subject will have the skills to move into areas that may include work working, cabinet making, carpentry and construction.

ENQUIRIES: Mr. Peter Hexter
OVERVIEW:
Wood Technology II aims to further develop a student’s practical woodworking skills with a focus on furniture making. Students will learn traditional woodworking skills and techniques, while also being exposed to modern materials. They will work with CAD software and computer controlled machines. Students will develop an appreciation and understanding of the importance of design and functionality. They will explore the appropriateness of using particular materials, including new and recycled materials, which are environmentally sustainable.

PRE-REQUISITE SUBJECT(S):
Wood Technology I.

KEY SKILLS:
• Safe working practices
• Wood working tools and techniques
• Working individually or as part of a group
• Problem solving and communication
• Design and reading of technical drawings in the form of plans
• Use of CAD and Computer aided machines
• Budgeting and planning

TOPICS OF STUDY:
• Occupation Health and Safety in the work place
• Prototyping through model making
• Construction techniques of traditional and modern furniture
• Timber and timber based products, as well as modern innovative materials
• Ergonomics
• Recycled materials
• Different finishing techniques

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These will include:
• Following a design brief requiring them to design and build items of furniture.
• With each piece they will need to ensure that it meets its intended functionality. Students will need to have an understanding of the origins and sustainability of materials used, as well as producing complete costings for each piece.
• A folio of Work in response to the design briefs.
• There will be no end of semester examination for this subject.

CAREER PROSPECTS:
Model maker, engineer, various trades, and a variety of areas in the design field.

ENQUIRIES: Mr. Peter Hexter
Wood Technology III

Model Boat Building

OVERVIEW:
Wood Technology aims to enable students to develop their skills in working with timber and other products, whilst working with tools in a safe manner and environment. Students will develop an appreciation and understanding of the importance of design. Students will analyse the appropriateness of using particular materials, including new materials, for specific purposes relating to boat building and be able to follow a plan to produce a functioning product, using materials that are environmentally sustainable. This unit is designed to build models of boats.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects, but Wood Technology I is recommended.

KEY SKILLS:
- Safe working practices
- Woodworking tools and techniques
- Working individually or as part of a group
- Problem solving and communication
- Design and reading of technical drawings in the form of plans
- Budgeting and planning

TOPICS OF STUDY:
- Occupation and safety in the workplace
- Key areas and construction techniques of a boat
- Timber and other relevant materials used in boat construction
- Relevance of the hull, superstructure, mast and structural integrity
- Centre of gravity and forces
- Waterproofing
- Importance and relevance of MDSs, epoxies, and paints

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These will include:
- Construct a Mirror Yacht. Students will need to work individually or with others as part of a team to achieve the final goal of constructing a yacht.
- There will be no end of semester examination for this subject.

CAREER PROSPECTS:
Boat builder, model maker, engineer, various trades, and a variety of areas in the design field.

ENQUIRIES: Mr Peter Hexter
Wood Technology IV

Boat Building

OVERVIEW:
Wood Technology aims to enable students to develop their skills in working with timber and other products, whilst working with tools in a safe manner and environment. Students will develop an appreciation and understanding of the importance of design. Students will analyze the appropriateness of using particular materials, including new materials, for specific purposes relating to boat building and be able to follow a plan to produce a functioning product, using materials that are environmentally sustainable.

This unit is designed to build full-size boats.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects, but Wood Technology III is recommended.

KEY SKILLS:
- Safe working practices
- Woodworking tools and techniques
- Working individually or as part of a group
- Problem solving and communication
- Design and reading of technical drawings in the form of plans
- Budgeting and planning

TOPICS OF STUDY:
- Occupation and safety in the workplace
- Key areas and construction techniques of a boat
- Timber and other relevant materials used in boat construction
- Relevance of the hull, superstructure, mast and structural integrity
- Centre of gravity and forces
- Waterproofing
- Importance and relevance of MDSs epoxy’s and paints

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These will include:
- Construct a Mirror Yacht. Students will need to be able to work individually or with others as part of a team to achieve the final goal of constructing a yacht.

There will be no end of semester examination for this subject.

CAREER PROSPECTS:
Boat builder, model maker, engineer, various trades, and a variety of areas in the design field.

ENQUIRIES: Mr Peter Hexter
Visual Arts

KLA

Subjects
OVERVIEW:
This Unit gives students greater understanding in, and appreciation for public art, in particular, Street Art. Through group discussion and research about the evolution of the Street Art Movement, students learn about the meanings and messages contained within artworks and examine the effects these artworks have on public spaces, the community and the individual viewer. Students produce a folio of drawings, images and completed art works that build on existing knowledge in art elements and principles; they explore mixed media and utilize several printing methods. Students will also participate in a group art project for the school grounds.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects. This is considered as a Foundation subject.

KEY SKILLS:
- Make informed personal responses to selected social issues through exploring, investigating and experimenting with art elements and principles
- Drawing from observation and imagination
- Understanding and application of selected stenciling / painting techniques
- Research and analysis skills
- Ability to confidently discuss public art using appropriate language
- Self-awareness and development of individual style
- Problem solving skills and creative thinking
- Ability to follow a design brief
- Recording all work in progress with images of finished art works (supported by extensive annotations) in visual diary.

TOPICS OF STUDY:
- Explorations in several Printing and Painting Techniques
- Art Elements and Principles
- Public Art and Culture
- Public Art and Meaning

ASSESSMENT TASKS:
Students will complete assessment tasks throughout the semester:
- Folio of developmental works and completed Artworks
- Research and analysis tasks
- Examination

VCE COURSE PATHWAYS:
Completing Art I or Art II is a foundation pre-requisite for VCE Art and VCE Studio Arts.
This subject provides students with skills and knowledge for the study of VCE VCD.

CAREER PROSPECTS:
Skills and knowledge gained in this subject will assist students undertaking further arts related studies and/or career paths in areas such as (but not limited to) art teaching; advertising; graphic design; animation; multi-media; art gallery/museum curator; artist; crafts-person; film and television; interior design; illustrator; desktop publishing; textile design and visual merchandising.

ENQUIRIES: Mrs Jane Todd
Art II
Canvas and Colour

OVERVIEW:
Working on canvas, students express themselves using colour. Through group discussion, research and tutorials students gain an overview of the history of painting, and further explore modern art movements including impressionism, cubism, surrealism and abstract art. Whilst focusing on the styles and techniques of selected modern art movements students produce a folio of practical work which continues to develop existing skills and knowledge in the use of a range of media. Understanding in design elements and principles are also extended and applied to set tasks. Students are encouraged to confidently discuss their work and the work of other artists using appropriate vocabulary. The ability to develop and express personal ideas and feelings through individual artwork is also encouraged. Students follow design briefs when producing art works in preparation for VCE studies.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

KEY SKILLS:
• Maintaining a visual diary - recording all work in progress with images of finished art works (supported by extensive annotations).
• Further developing skills and knowledge in design elements and principles
• Ability to explore, understand and apply selected painting techniques to canvas
• General understanding in painting periods throughout history, specifically modern art movements.
• Ability to confidently discuss art using appropriate terminology

TOPICS OF STUDY:
• Overview of Art History
• Selected modern art movements
• Painting styles, skills and techniques
• Design elements and principles
• Drawing from observation and imagination
• Folio production

ASSESSMENT TASKS:
Students will complete assessment tasks throughout the semester:
• Folio of developmental works and completed Artworks
• Research and analysis tasks
• Examination

VCE COURSE PATHWAYS:
Completing Art I or Art II is a foundation pre-requisite for VCE Art and VCE Studio Arts.

CAREER PROSPECTS:
Skills and knowledge gained in this subject will assist students undertaking further arts related studies and/or career paths in areas such as (but not limited to); art teaching; advertising; graphic design; animation; multi-media; art gallery/museum curator; artist; craftsperson; film and television; interior design; illustrator; desktop publishing; textile design and visual merchandising.

ENQUIRIES: Mrs Janc Todd
OVERVIEW:
On completion of Media I, students will be able to prepare and document a media production design plan for a Documentary Film based on Stereotypes. Students will demonstrate specialist production skills within collaborative media productions, and explain the media production and post-production process within Film. Students will describe the construction of representations: codes and conventions evident in a media text and explain how the process of representation reproduces the world differently from direct experience of it.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects. This is considered as a Foundation subject.

KEY SKILLS:
This subject will enable students to:
• Gain an understanding of what a film or TV narrative is;
• Familiarise themselves with the types of main production and story elements that work together to construct a narrative. Production elements include camera, sound, lighting, mise-en-scene, and story elements, including character, storyline, setting;
• Gain an understanding of the role of media audiences and consumers;
• Plan and produce their own production, using codes and conventions relative to the media form.

TOPICS OF STUDY:
Film Narrative
• Codes and Conventions
• Media Production
• Representations

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These will include:
• Narrative Analysis
• Media Production Design Plan
• Media Production
• Examination.

VCE COURSE PATHWAYS:
This unit is highly recommended for the study of VCE Media. It will also benefit students who continue on to VCE Visual Communication Design.

CAREER PROSPECTS:
Skills and knowledge gained in this subject will assist students undertaking further art related studies and/or career paths in areas such as (but not limited to) Media Industry – visual; audio; film; radio; print; games design; animation; multimedia, and journalism.

ENQUIRIES: Mrs Jane Todd
Media Studies II

Animation Fixation

OVERVIEW:
On completion of Media II, students will be able to prepare and document a media production design plan for a Stop Motion Animation on Stereotypes. Students will demonstrate specialist production skills within collaborative media productions, and explain the media production and post-production process within Photography. Students will describe the construction of representations: codes and conventions evident in a media text and explain how the process of representation reproduces the world differently from direct experience of it.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

KEY SKILLS:
This subject will enable students to:
• Gain an understanding of what a film or TV narrative is;
• Familiarise themselves with the types of main production and story elements that work together to construct a narrative. Production elements include camera, sound, lighting, mise-en-scene, and story elements, including character, storyline, setting;
• Gain an understanding of the role of media audiences and consumers;
• Plan and produce their own production, using codes and conventions relative to the media form.

TOPICS OF STUDY:
Film Narrative
• Codes and Conventions
• Media Production
• Representations

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These will include:
• Narrative Analysis
• Media Production Design Plan
• Media Production
• Examination

VCE COURSE PATHWAYS:
This unit is highly recommended for the study of VCE Media. It will also benefit students who continue on to VCE Visual Communication Design.

CAREER PROSPECTS:
Skills and knowledge gained in this subject will assist students undertaking further art related studies and/or career paths in areas such as (but not limited to) Media Industry – visual; audio; film; radio; print; games design; animation; multimedia, and journalism.

ENQUIRIES: Mrs Jane Todd
OVERVIEW:
This subject focuses on exploring the Ideas and Meanings behind artworks. Students explore the use of Subject Matter, Influences and Sources of Inspiration in the creation of their own artworks.

In Photography: Selfies & Reflections, students will complete a Technical Journal including Composition / Aperture / Shutter Speed, Photoshop Tutorials, Glossary of Photographic Terms and the 30 Day Photo Challenge. Students will also complete two practical projects, looking at the use of ‘Selfies’ and ‘Reflections’ in art. Subject Matter, Influences, Sources of Inspiration Aesthetic Qualities and Materials and Techniques are the main focus of the practical tasks.

Students look at Master Photographers works when Analysing Art, incorporating ways in which artworks reflect artists’ interpretations of subject matter, influences, cultural contexts and communication of ideas and meanings Identify and describe sources of inspiration for artists’ ideas and production.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects. This is considered as a Foundation subject.

KEY SKILLS:
- Become proficient in the use of the DSLR camera
- Form an understanding of Photography as an artform
- Use Photoshop to process artworks
- Use Photography as a medium to produce a series of ‘The Hidden Self’
- Explore ideas through Photography to portray ‘Reflections of the World’
- Identify and describe sources of inspiration for artists’ ideas and production

TOPICS OF STUDY:
- Technical Journal
- The Hidden Self
- Reflections of the World
- Photographer Exploration

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These will include:
- Technical Journal: Technical Photographs, Photoshop, Glossary and 30 Day Photo Challenge
- Series of ‘The Hidden Self’ Photographs
- Series of ‘Reflections of the World’ Photographs
- Photographer Exploration

CAREER PROSPECTS:
Skills and knowledge gained in this subject will assist students undertaking further art related studies and/or career paths in areas such as (but not limited to) commercial photography; multi-media; graphic design; advertising; journalism; animation and teaching.

ENQUIRIES: Mrs Jane Todd
Photography II

Tricks and Special Effects

OVERVIEW:
This subject focuses on exploring Aesthetic Qualities, Materials and Techniques used to make artworks. Students explore the use of Elements and Principles of Art as well as Techniques used in the creation of their own artworks.

In Photography: Tricks & Special Effects, students will complete a Technical Journal including Composition / Aperture / Shutter Speed, Photoshop Tutorials, Glossary of Photographic Terms and the 30 Day Photo Challenge. Students will also complete two practical projects, looking at the use of ‘Special Effects’ and ‘Tricks of Light’ in photography.

Aesthetic Qualities and Lighting Techniques are the main focus of the practical tasks. Students look at Master Photographers works when Analysing Art, analysing ways in which artworks demonstrate the use of Materials and Techniques, specifically lighting as well as the use of Aesthetic Qualities, specifically Elements and Principles of Photography.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

KEY SKILLS:
- Become proficient in the use of the DSLR camera
- Form an understanding of Photography as an artform
- Use Photoshop to process artworks
- Produce Special Effects in Photography
- Create Tricks with Light in Photography
- Identify and discuss the ways in which artists have used various materials and techniques in making artworks in particular art forms

TOPICS OF STUDY:
- Technical Journal
- Special Effects
- Tricks of Light
- Photographer Exploration

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester. These will include:
- Technical Journal: Technical Photographs, Photoshop, Glossary and 30 Day Photo Challenge
- Series of ‘Special Effects’ Photographs
- Series of ‘Tricks of Light’ Photographs
- Photographer Exploration

VCE COURSE PATHWAYS:
This subject is not a pre-requisite for any VCE subject, although it will provide skills used in VCE Art, VCE Media, VCE Studio Arts and VCE Visual Communication Design.

CAREER PROSPECTS:
Skills and knowledge gained in this subject will assist students undertaking further art related studies and/or career paths in areas such as (but not limited to) photography; multi-media; graphic design; advertising; animation; and teaching.

ENQUIRIES: Mrs Jane Todd
OVERVIEW:
Students observe a brief overview of sculpture throughout history, and focus on exploring (through research and discussion) contemporary sculptural practices. In the production of sculpture students trial a series of construction methods using a range of materials which could include (but not limited to) clay, wire, papier mache, wood, plaster and mosaic depending on appropriateness for designs created by students. Surface textures, decoration and painted finishes are explored as part of the creative process. Design elements and principles are referenced during the production process. For the major independent sculpture task, students participate in tutorials and group discussion, and are asked to produce an emotional response to a selected theme through the creation of a sculptural piece. The nature of this task challenges student’s ability to explore deeper meaning, critical thinking, and problem solving skills. Finished works will be displayed in the school gallery accompanied with a written artist’s statement. Throughout the semester students maintain a visual diary where all work in progress and images of finished work are recorded and supported by extensive annotations.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects. This is considered as a Foundation subject.

KEY SKILLS:
- Understanding and application of various construction methods
- Understanding and application of surface decoration and embellishments
- Research and analysis skills
- Ability to confidently discuss sculpture using appropriate language
- Ability to respond to challenging themes and express oneself through sculpture
- Problem solving and creative thinking

TOPICS OF STUDY:
- Construction techniques and surface decoration using a range of materials and methods
- Awareness for, and application of Art Elements and Principles
- Researching traditional and contemporary sculpture

ASSESSMENT TASKS:
Students will complete a series of assessment tasks over the semester including:
- Folio of completed sculptures
- Maintaining a visual diary – recording all work in progress and images of finished works, supported with extensive annotations.
- Exam

VCE COURSE PATHWAYS:
This subject provides students with further skills and knowledge for the study of VCE Art, VCE Studio Art, and VCE Visual Communication Design.

CAREER PROSPECTS:
Skills and knowledge gained in this subject will assist students undertaking further arts related studies and/or career paths in areas such as (but not limited to) art teaching; architecture; advertising; animation; art gallery/museum curator; artist; cartoonist; craftsperson; graphic design; fashion industry; film and television; interior design; illustrator; multi-media; theatre and visual merchandising.

ENQUIRIES: Mrs Jane Todd
OVERVIEW:
The Sculpture II unit of study provides students with skills and knowledge in construction methods and surface treatments. Students will develop an understanding of safe studio practices and concentrated knowledge of the materials and techniques they require in VCE and as a practicing artist in Sculpture.
Students follow design briefs and work through design processes to produce development drawings for sculptural pieces. A series of construction methods are studied using a range of materials, which could include (but not limited to) clay; wire; concrete; papier mache; wood; plaster; and mosaic, depending on appropriateness for designs created by students. Surface textures, decoration and painted finishes are trialled as part of the creative process. Design elements and principles are reviewed whilst producing work. Finished sculptures will be displayed in the school gallery, with students taking responsibility for curating and displaying finished works. Through group discussion and independent research, students develop skills to analyse a range of sculptural works, and utilize appropriate arts terminology to confidently discuss their work and the work of selected sculptors.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

KEY SKILLS:
- Explore a range of construction methods and surface finishes / techniques
- Follow design briefs to develop and resolve ideas into finished sculptures
- Ways in which sculpture has been created and used in cultural and historical contexts.
- Working in three dimensions – ‘Off the Wall’ and ‘In the Round’
- Research and analysis skills
- Problem solving and creative thinking

TOPICS OF STUDY:
- ‘Off the Wall’ construction methods / materials
- “In the Round’ construction methods and materials
- Researching and discussing the work of noted sculptors
- Using appropriate arts terminology

ASSESSMENT TASKS:
Students will complete a series of assessment tasks throughout the semester:
- Folio of completed sculptures
- Maintaining a visual diary – recording all work in progress and images of finished works, supported with extensive annotations.
- Exam

VCE COURSE PATHWAYS:
This subject provides students with further skills and knowledge for the study of VCE Art, VCE Studio Arts, and VCE Visual Communication Design.

CAREER PROSPECTS:
The study of sculpture can assist students undertaking further arts related studies and / or career paths in areas such as (but not limited to) animation; model making; multi-media; artist; art teaching; interior design; craftsperson; set/stage design; display artist; visual merchandising; landscape design.

ENQUIRIES: Mrs Jane Todd
OVERVIEW:
In this elective students discover the origins and benefits of both natural and man-made fibres, and investigate methods of textile construction. Through practical experiences students develop both hand and machine sewing skills. Students gain an understanding of taking body measurements, the use of commercial patterns, drafting their own patterns, and understanding the properties of various materials. Students create process samples and document these in a folio to demonstrate an understanding of the product design process. Students complete two practical tasks – a cushion and a pair of pyjamas – and undertake research in the care and labelling of garments based on textile properties.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

KEY SKILLS:
- Development of skills and techniques required to create products using fabric.
- Exploration of the origins of textile fibres and their environmental impact.
- Exploration of the role of technology in contemporary contexts.

TOPICS OF STUDY:
- Using commercial patterns
- Use of various sewing tools and machines
- An exploration of construction techniques
- Product Design Process exercises and clothing illustration techniques

ASSESSMENT TASKS:
- Design and make a large cushion cover
- Design and make pyjama pants or short
- Create a design folio including developmental work and fashion drawings
- Research natural and synthetic fibres with respect to sustainability
- Research clothing labelling and care

VCE COURSE PATHWAYS:
This subject may be used as a pre-requisite for VCE Product Design & Technology-Textiles, and is useful for other VCE design studies, particularly VCE Visual Communication Design and VCE Studio Art.

CAREER PROSPECTS:
The study of Product Design and Technology can provide a pathway to a range of related fields such as industrial, product and interior design, engineering, fashion, furniture, jewellery, textile and ceramic design and in related fields in vocational education and training.

ENQUIRIES: Mrs Jane Todd & Mrs. Phillippa Loton
OVERVIEW:
This subject develops students’ skills relating to the manipulation of fabric and the development of original textile designs. Students examine a range of textiles and fibres through their exploration into surface embellishment and construction techniques. Students experiment with various printing methods, including new photosensitive textile inks, to design and make a printed T-shirt. Dyeing techniques, including traditional methods such as shibori and batik dyeing, are explored. Students work through the product design process to produce three major pieces of work; a t-shirt, a scarf, and a bag. An investigation into natural dyeing processes is undertaken and students research the properties of natural fibres, particularly wool.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

KEY SKILLS:
- Develop knowledge of textile decoration techniques, particularly printing and dyeing.
- Use the design process to solve problems and think creatively.
- Use knowledge, skills and techniques to create original products using fabric.

TOPICS OF STUDY:
- Introduction to the product design process
- Use of the sewing machine and other equipment related to textile decoration.
- Introduction to commercial patterns and garment construction
- Exploration of various surface embellishment techniques
- Exploration of materials and natural fibres

ASSESSMENT TASKS:
- Construct a garment including an original print design using a commercial pattern
- Constructing a bag and a scarf using various embellishment processes
- Create a design folio including developmental work.
- Research the production and sustainability of natural dye

VCE COURSE PATHWAYS:
This subject may be used as a pre-requisite for VCE Product Design & Technology-Textiles, and assists students in VCE Visual Communication Design and VCE Studio Art.

CAREER PROSPECTS:
The study of Design and Creativity can provide a pathway to a range of related fields such as industrial, product and interior design, engineering, fashion, furniture, jewellery, textile and ceramic design and in related fields in vocational education.

ENQUIRIES: Mrs Jane Todd & Mrs. Phillippa Loton
OVERVIEW:
Textile Design III provides the means and the context to help students become skillful problem solvers, who can appreciate the role of technology in everyday life. Students undertake two major practical design tasks using relevant processes and techniques after working through the product design process. Students develop design folios which document the development of original design ideas in response to problems outlined in a design brief. Students explore fashion illustration and a variety of material fibres. Students investigate the history of clothing during the 20th and 21st Centuries, emerging technologies in design, and the role of specialist designers such as costume designers.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

KEY SKILLS:
- Develop skills and techniques used to create garments using fabric
- Develop an understanding of the product design process
- Develop skills used to communicate design ideas and document design processes
- Understand the factors influencing product design
- Explore the role of design and technology in both historical and contemporary contexts

TOPICS OF STUDY:
- Design and production of a hooded sweat shirt
- Design and production of a complex garment of choice
- An exploration of construction techniques
- Design exercises and fashion illustration
- Clothing history, new technologies, and specialised roles in the textile industry

ASSESSMENT TASKS:
- Produce two wearable garments based on commercial patterns
- Produce a design folio including developmental work and fashion illustrations
- Research clothing history, emerging technologies and the role of specialist designers

VCE COURSE PATHWAYS:
This subject may be used as a pre-requisite for VCE Product Design & Technology-Textiles, as well as VCE Visual Communication Design or VCE Studio Art.

CAREER PROSPECTS:
The study of Design and Technology can provide a pathway to a range of related fields such as industrial, product and interior design, engineering, fashion, furniture, jewellery, textile and ceramic design and in related fields in vocational education.

ENQUIRIES: Mrs Jane Todd & Mrs. Phillippa Loton
Visual Communication Design I

OVERVIEW:
In Visual Communication Design I - Application of Design, students will study Environmental, Industrial and Communication Design. Students will utilise a design process that provides a structure to organise design thinking while they consider aesthetics and functionality, as well as social, environmental and economic factors to create various forms of visual communication. Students develop the skills to manipulate and organise design elements, design principles, selected media, materials and production methods when creating visual communications. Throughout the study students explore manual and digital methods to develop and refine presentations. Students also study the design elements and principles, and utilise this knowledge when producing set work. Drawing from observation is explored and a range of media is used throughout the course. Students will analyse selected visual communication pieces to further develop appropriate vocabulary and terminology.

PRE-REQUISITE SUBJECT(S):
There are no Pre-requisites.

KEY SKILLS:
• Apply drawing methods suitable for the purposes of observation, visualisation and presentation
• Select and apply two and/or three dimensional methods to represent form, proportions and scale
• Select and apply technical drawing conventions used with presentation drawings
• Apply techniques to generate alternative designs and annotations to make ideas visible
• Apply techniques to manipulate type and images using digital design technologies.
• Apply and document design thinking techniques when engaged in the design process
• Research and analyse information relevant to a given brief
• Use freehand visualisation drawings to evaluate the suitability of design ideas and concepts in terms of the requirements of the brief
• Select and use a range of appropriate methods, media, materials, design elements and principles
• Use appropriate terminology

TOPICS OF STUDY:
• Drawing Systems
• Elements and Principles
• Design Process

ASSESSMENT TASKS:
Students will complete the following assessment tasks over the semester:
• Drawing systems folio
• Design elements and design principle tasks
• Design process folio
• Examination

VCE COURSE PATHWAYS:
Completing VCD I or VCD II is a foundation pre-requisite for VCE Visual Communication Design, and will benefit students who wish to take VCE Art, Studio Arts and Media.

CAREER PROSPECTS:
Skills and knowledge gained in this subject will assist students undertaking further art related studies and/or career paths in areas such as (but not limited to) Advertising; Animation; Architecture; Drafting; Fashion Design; Film and Television; Fine Arts; Graphic Design; Interior Design; Multimedia; Teaching; Visual Arts, and Visual Merchandising.

ENQUIRIES: Mrs Jane Todd
Visual Communication Design II

Design Thinking & Practice

OVERVIEW:
In Visual Communication Design II – Design thinking and Practices, students will study all areas of visual communication in the areas of Environmental, Industrial and Communication Design. Students will explore the design process and further enhance their skills to manipulate and organise design elements, design principles, selected media, materials and production methods when creating visual communications. Throughout the study students will be expected to be able to use manual and digital methods to develop and refine presentations. Students will continue to study the design elements and principles, and utilise this knowledge when producing set work and analysing selected visual communication pieces in a social and historical context. This development of the key skills in Visual Communication Design allows students to be prepared for study in VCE Unit 1.

PRE-REQUISITE SUBJECT(S):
There are no Pre-requisites.

KEY SKILLS:
- Apply drawing methods suitable for the purposes of observation, visualisation and presentation
- Select and apply two and/or three dimensional methods to represent form, proportions and scale
- Select and apply technical drawing conventions used with presentation drawings
- Select and apply different design elements and design principles when generating and developing alternative design options
- Apply techniques to manipulate type and images using digital design technologies.
- Apply and document design thinking techniques when engaged in the design process
- Research and analyse information relevant to a given brief
- Use freehand visualisation drawings and annotations to make ideas visible in terms of the requirements of the brief
- Select and use a range of appropriate methods, media, materials, design elements and principles
- Use appropriate terminology

TOPICS OF STUDY:
- Drawing Systems
- Elements and Principles
- Design Process

ASSESSMENT TASKS:
Students will complete the following assessment tasks over the semester:
- Drawing systems folio
- Design elements and design principle tasks
- Design process folio
- Examination

VCE COURSE PATHWAYS:
Completing VCD I or VCD II is a foundation pre-requisite for VCE Visual Communication Design, and will benefit students who wish to take VCE Art, Studio Arts and Media.

CAREER PROSPECTS:
Skills and knowledge gained in this subject will assist students undertaking further art related studies and/or career paths in areas such as (but not limited to) Advertising; Animation; Architecture; Drafting; Fashion Design; Film and Television; Fine Arts; Graphic Design; Interior Design; Multimedia; Teaching; Visual Arts, and Visual Merchandising.

ENQUIRIES: Mrs Jane Todd
VCAL
VCAL I

Year 10

OVERVIEW:
A VCAL course option is available to Year 10 and Year 11 students. Doing a VCAL course means that the student can no longer follow a VCE course, and is thus not eligible for the calculation of an ATAR score, nor admission into any tertiary courses that require an ATAR and/or certain VCE subjects (such as English) for entry purposes.

Students who choose to follow a VCAL course must do so in Years 10 and 11, which means that there is, at present, no Year 12 option for VCAL students at BMG after 2016.

In Year 10, students will follow the VCAL I course of study.
In Year 11, students will follow the VCAL II course of study.

The VCAL course results in a student obtaining:
- a Victorian Certificate of Applied Learning (VCAL)
- a Certificate III in Business
- a Vocational Education & Training (VET) qualification

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.

STRUCTURE:
VCAL I (Intermediate Certificate) students in Year 10 will have a mix of VCAL and mainstream subjects in a reasonably ‘normal’ timetable. They will study the following pattern of subjects:

a. VCAL Literacy – VCAL students only
b. Foundation Mathematics (includes VCAL Numeracy) – open to all students
c. Personal Development Skills – VCAL students only
d. Work Placement – in three separate blocks throughout the year, instead of one day per week
e. Business Certificate II (includes Work Related Skills) – open to all students
f. Two semester-length elective subjects from the entire list of available Year 10 subjects
g. One VET subject, one day per week – VCAL students only.

At the end of Year 10, VCAL I students should complete their standard VCAL Intermediate Certificate course. They may also elect to continue into VCAL II, or, after appropriate counselling and consultation, move into the VCE stream.

ENQUIRIES: Mrs Emma Gill
OVERVIEW:
A VCAL course option is available to Year 10 and Year 11 students. Doing a VCAL course means that the student can no longer follow a VCE course, and is thus not eligible for the calculation of an ATAR score, nor admission into any tertiary courses that require an ATAR and/or certain VCE subjects (such as English) for entry purposes.

Students who choose to follow a VCAL course do so in Years 10 and 11, which means that there is, at present, no Year 12 option for VCAL students at BMG after 2016.

In Year 11, students will follow the VCAL II course of study.

The VCAL course results in a student obtaining:
- a Victorian Certificate of Applied Learning (VCAL)
- a Certificate III in Business
- a Vocational Education & Training (VET) qualification

PRE-REQUISITE SUBJECT(S):
VCAL I.

VCAL II (Senior Certificate) students in Year 11 will study the following pattern of VCAL specific subjects:

a. VCAL Numeracy – VCAL only
b. VCAL Literacy – VCAL only
c. Work Placement one day per week – VCAL only
d. Work Related Skills – VCAL only
e. Business Certificate III (partial – 5 units) – VCAL only
f. Personal Development Skills – VCAL only
g. VET subject one day per week – open to all Year 11 students

At the end of Year 11, VCAL II students should complete their standard VCAL Senior Certificate course.

ENQUIRIES: Mrs Emma Gill
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