Stage 9/10 Handbook 2017
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Introduction

Stage 9/10 at Bacchus Marsh Grammar

At Bacchus Marsh Grammar, we have in the past 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 work force.

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.

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

Ten 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, and our experience is that, so far, this is happening for Year 9 as well.

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 few specifically ‘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 over the two years.

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 certainly 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 9 of this Handbook. This section also lists the subjects that may be used to meet the Humanities, Science, and Arts & Technology requirements of the Basket.

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.

Please also note the new BMG Academy Programme, outlined later in this Handbook.
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 involve the opportunity to commence a VCAL course in Year 10.
9. Will still involve the opportunity to study accelerated subjects in Year 10.
10. Will involve the opportunity to be involved in the BMG Academy in Year 9 or 10.

Acceleration and Pre-VCE courses

- Year 9 Students may not select (with one exception) a subject labelled “Pre-VCE”.
- The exception to this involves students who are planning to undertake an Accelerated VCE subject in Year 10 that has a Pre-VCE subject specified as a pre-requisite: e.g. Year 10 accelerated Biology students must complete Pre-VCE Biology in Year 9. This is subject to a review of marks to determine suitability.
- Year 8 Students who believe that they will wish to apply for acceleration in Year 10 must select a normal course of study that does not include Pre-VCE subjects. They will then apply for acceleration using a special process that will look at each student individually before allowing them, or not, to include a Pre-VCE subject in their Year 9 course of study.

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.

Andrew Neal  Kevin Richardson  Keith Currie
Principal  Deputy Principal  Assistant Principal
Head of Senior School  Dean of Studies
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<td>Year 10 Coordinator:</td>
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<td>VCAL/VET Coordinator</td>
<td>Mr Michael Love</td>
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<td>Mrs Li Richardson</td>
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<td>Mr Keith Currie</td>
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<td>Mr Kevin Richardson</td>
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<td>Principal</td>
<td>Mr Andrew Neal</td>
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Basket of Subjects for
Stage 9/10

2017 & 2018

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.

Please consult the table on the next page that lists which subjects are deemed to lie within each category of subjects.

Please select a course over the two years that meets the ‘Basket’ requirements.

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<th>Compulsory Subjects</th>
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<td>All to do <em>English I</em> (2 semesters) in Year 9</td>
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<td>Mathematics</td>
<td>4</td>
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<td>Science</td>
<td>3</td>
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<td>Commerce, History &amp; Geography</td>
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<td>All to do the semester subject <em>Australian History</em></td>
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<td>P. E. Sport &amp; Health</td>
<td>2</td>
<td><em>PE/Sport/Health</em> One Semester in Year 9, and One Semester in Year 10</td>
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<td>The Arts &amp; Technology</td>
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<td>Electives</td>
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<td><strong>Total</strong></td>
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<th>Humanities (language-rich subjects)</th>
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<td>3 required in Stage 9/10</td>
<td>3 required in Stage 9/10</td>
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<td>Accounting &amp; Economics</td>
<td>Art I, II</td>
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<td>Advanced Fitness</td>
<td>Australia and the World Wars</td>
<td>Dance I, II</td>
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<td>Biology-pre VCE</td>
<td>Australia in the Modern World</td>
<td>Drama I, II</td>
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<td>Biotechnology *</td>
<td>Australian History</td>
<td>Media Studies I, II *</td>
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<td>Visual Communication Design I, II</td>
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<td>Exercise Physiology</td>
<td>International Relations &amp; Criminology</td>
<td></td>
</tr>
<tr>
<td>Flight Technology I, II, III *</td>
<td>Managing Human &amp; Physical Environments</td>
<td>3D Printing Technologies *</td>
</tr>
<tr>
<td>Forensic Science</td>
<td>Media Studies I, II *</td>
<td>Biotechnology *</td>
</tr>
<tr>
<td>Geology</td>
<td>Outdoor &amp; Environmental Studies *</td>
<td>Flight Technology I, II, III *</td>
</tr>
<tr>
<td>Health &amp; Disease</td>
<td>Personal Finance</td>
<td>Food &amp; Consumer Studies</td>
</tr>
<tr>
<td>Marine Science</td>
<td>Philosophy</td>
<td>Food for the Future</td>
</tr>
<tr>
<td>Mechatronics *</td>
<td>Russia &amp; Germany in the 20th Century</td>
<td>Hospitality-Café &amp; Functions</td>
</tr>
<tr>
<td>Outdoor &amp; Environmental Studies *</td>
<td>The Business World</td>
<td>Computing-Digital Technologies</td>
</tr>
<tr>
<td>Physical Science</td>
<td></td>
<td>Computing-Games Programming</td>
</tr>
<tr>
<td>Physics-pre VCE</td>
<td></td>
<td>Computing-Web Technologies</td>
</tr>
<tr>
<td>Psychology-pre VCE</td>
<td></td>
<td>Mechatronics *</td>
</tr>
<tr>
<td>Psychology I</td>
<td></td>
<td>Systems Engineering *</td>
</tr>
<tr>
<td>Systems Engineering *</td>
<td></td>
<td>Understanding Food</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wood Technology I, II, III</td>
</tr>
</tbody>
</table>

Note:
1. * Subjects marked with an * are deemed to satisfy more than one of the three ‘Basket’ categories, but they may only be counted ONCE.
2. As well, if such a cross-category subject has two or more options (e.g. Media I and II), only one of the options may be counted in any one year.
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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accounting</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Accounting &amp; Economics</td>
</tr>
<tr>
<td>The Business World</td>
</tr>
<tr>
<td>Personal Finance</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>English Language</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>English Language *</td>
</tr>
<tr>
<td>Marine Science</td>
</tr>
<tr>
<td>Geology</td>
</tr>
<tr>
<td>Environmental Management</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

*Students must study one of the following.*
## Throughlines for VCE Studies available at BMG (continued)

<table>
<thead>
<tr>
<th>Computing-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>
</tr>
</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>Students should study one of the following</td>
<td>* At least two of the following</td>
</tr>
<tr>
<td>Students should study two of the following</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital Technologies OR</td>
<td></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>Media I OR</td>
<td>Music Performance IV OR</td>
</tr>
<tr>
<td>Games Programming OR</td>
<td></td>
<td>International Relations &amp; Criminology</td>
<td>Literature</td>
<td>Extension Maths II</td>
<td>Extension Maths I OR</td>
<td></td>
<td>Media II OR</td>
<td>Music Performance III OR</td>
</tr>
<tr>
<td>Web Technologies OR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechatronics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Students should study one of the following English Extension II OR General Maths III OR Maths Methods III OR Maths Methods III.*

*Students should also have studied one of the following Media I OR Media II OR Media II OR Media I OR.*
<table>
<thead>
<tr>
<th>#Outdoor &amp; Environmental Studies (Units 3&amp;4)</th>
<th>Physical Education</th>
<th>Physics</th>
<th>Psychology</th>
<th>#Sport &amp; Recreation (Units 3&amp;4)</th>
<th>Studio Arts</th>
<th>Systems Engineering</th>
<th>Textiles</th>
<th>Visual Communication Design</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>Students should study two of the following</td>
<td>Students should study one of the following</td>
<td>Students should study one of the following</td>
</tr>
<tr>
<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>Flight Technology I or II or III OR</td>
<td>Textile Designs I OR</td>
<td>VCD I OR</td>
<td></td>
</tr>
<tr>
<td>Advanced Fitness</td>
<td>Marine Science</td>
<td>Psychology I</td>
<td>Advanced Fitness OR</td>
<td>Art II</td>
<td>3D Printing Technologies OR</td>
<td>Textile Designs II OR</td>
<td>VCD II</td>
<td></td>
</tr>
<tr>
<td>Injury Prevention and Control</td>
<td>Flight Technology I, II or III</td>
<td>Injury Prevention &amp; Control</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechatronics</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students should study two of the following Pre VCE Physics

Students should study one of the following Exercise Physiology

* Plus one of the following Art I OR Flight Technology I or II or III OR Textile Designs I OR VCD I OR

Art II 3D Printing Technologies OR Textile Designs II OR VCD II

Injury Prevention & Control

Mechatronics

Textile Designs III – Pre VCE
VCE Acceleration

NOTE: This option is only available to Year 10 students, or BMG Academy 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 2017 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 2017 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.

NOTES:

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 2018, 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.

Admission into the Outdoor & Environmental Studies subject is subject to different acceleration criteria due to the nature of how it is offered at Bacchus Marsh Grammar.

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.
The BMG Academy

This is new initiative of the School, and is being introduced to benefit the learning outcomes of certain groups of students who would benefit from an earlier introduction into University-style learning.

Certain academically able students, plus certain others, will be identified (by themselves or by the School) by Term 3 of Year 8, and offered the opportunity to be enrolled in the BMG Academy, with their parents’ full knowledge of requirements and expected outcomes, and with their permission.

The reasoning behind this proposal:

a. Academically superior students need to have their abilities recognised, nurtured and developed;
b. Students of average or above results who are under-performing, or would benefit from a course with more academic focus, would have their VCE results enhanced and would also gain a taste of what academic and behavioural challenges that high-level University courses pose;
c. For both these groups, the Academy will prepare them better and give them an idea of what is really required to succeed at high levels at University, an outcome that normal VCE study is increasingly unable to deliver.

There are significant advantages to becoming part of the Academy programme, but there are significant risks if the student does not have the necessary ability, is not motivated, and is not mature enough to deal with the demands of the Academy programme.

This is similar to the situation with undertaking an accelerated subject in general, but it is raised to another level of commitment.

Such students will be offered the following accelerated VCE course, running parallel with and replacing some of their normal schooling. Each course would be tailored specifically to each student.

a. Year 9 – One VCE Unit 1&2 Study, to replace 2 semester units of Stage 9/10 subjects
b. Year 10 – One Unit 3&4 study and one additional Unit 1&2 study: to replace 4 semester units of Stage 9/10 subjects
c. Year 11 – One Unit 3&4 study and four or five additional Unit 1&2 studies, and maybe one Higher Education Study or Extended Investigation
d. Year 12 – Three or four Unit 3&4 studies and One or two Higher Education Studies or Extended Investigations.

The Higher Education Study or Extended Investigation will be run in conjunction with a partner University, particularly Federation and Deakin Universities.

These University courses could be offered through the distance e-learning plus tutorial model that the students will increasingly encounter at University.

This adds up to a maximum of 7 VCE Studies, of which 6 can be used in ATAR calculations.
The following studies are suitable to consider for early acceleration in Year 9:

a. Australian History  
b. Computing: Informatics  
c. Further Mathematics  
d. Geography  
e. Health & Human Development  
f. Industry & Enterprise  
g. Outdoor & Environmental Studies

Higher Education Studies:

Available as:

a. Extended Courses – extend on current VCE Studies, or  
b. Advanced Standing – no existing VCE course, or a mixture of several  
c. Any such course:
  • Must comprise at least 20% of a standard full-time University course  
  • Must be supported by having completed or are completing a Unit 3&4 course in the same or similar discipline  
  • Allows articulation to 2nd Year University on completion  
  • Adds directly to the ATAR.

There is a large and growing number of such courses being offered by Universities, in a wide range of subject disciplines.

Students who are interested in undertaking such courses would either do them for the experience of University-type learning, or because they relate directly to their chosen course of study or career, or they wish to gain advanced standing in the course and University of their choice.

Interested students should speak to their parents first, then see their Year Level Coordinator as a first step, and subsequently with the Dean of Studies.
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 of the 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 involves separate entry criteria to other subjects, since it is only offered in the accelerated mode. These criteria 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 prerequisites:

- '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 decision 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 Semester</th>
<th>Year 10 Semester</th>
<th>Year 10 Semester</th>
<th>Year 10 Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Choose TWO more</td>
<td>English I</td>
<td>English II</td>
<td>English II</td>
<td>English II</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Choose THREE more</td>
<td>Mathematics I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Choose at least THREE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commerce, History &amp; Geography</td>
<td>Choose only ONE semester</td>
<td>Australian History</td>
<td>Australian History</td>
<td>Australian History</td>
<td>Australian History</td>
</tr>
<tr>
<td></td>
<td>Choose at least TWO more</td>
<td></td>
<td></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>
<td>PE /Sport /Health II (Boys)</td>
<td>E /Sport /Health II (Girls)</td>
</tr>
<tr>
<td>The Arts &amp; Technology</td>
<td>Choose at least ONE</td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL for each column</td>
<td>24</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Reserve Electives (in order of preference)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</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
Accounting & Economics

OVERVIEW:

Economics empowers students to shape their social and economic futures and to contribute to the development of prosperous, sustainable and equitable Australian and global economies. The study of economics and business develops the knowledge, understanding and skills that will equip students to secure their financial futures and to participate in and contribute to the wellbeing and sustainability of the economy, the environment and society. Through studying economics and business, students learn to make informed decisions and to appreciate the interdependence of decisions made within economic systems, including the effects of these decisions on consumers, businesses, governments and other economies, and on environmental and social systems.

Economics and business provides students with opportunities to develop enterprising behaviours and capabilities that will equip them to face challenges in their lifetime. Through authentic learning opportunities, the economics and business curriculum fosters enterprising individuals who are able to effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; use new technologies; plan, organise and manage risk; and use resources efficiently. Economics and business will better place students now and in their adult lives to actively and effectively participate in economic and business activities, while reflecting on the effects of their decisions on themselves, other people and places, now and in the future.

DURATION:

This subject runs for ONE semester.

THROUGH-LINES TO VCE SUBJECTS:

Students undertaking this subject will typically proceed to VCE Units 1/2 Accounting and/or Economics.

PRE-REQUISITE SUBJECT(S):

There are no pre-requisite subjects.

COURSE DESCRIPTION:

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.

- 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:
Accounting Test – Recording Source Documents {15%}
Accounting Test – Financial Reporting {15%}
Economics – Folio of Short Answer Response exercises {15%}
Economics – Economic Issue Research Report {15%}
Semester Examination {40%}

CAREER PROSPECTS:
Visit the school’s website.
Access VTAC’s Course link at http://www.vtac.edu.au/

ENQUIRIES: Mr Gary Mayberry
OVERVIEW:
A deep understanding of Australia’s federal system of government and the liberal democratic values that underpin it is essential in enabling students to become active and informed citizens who participate in and sustain Australia’s democracy.

This unit provides students with opportunities to investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. Emphasis is placed on the federal system of government, derived from the Westminster system, and the liberal democratic values that underpin it such as freedom, equality and the rule of law. This unit explores how the people, as citizens, choose their governments; how the system safeguards democracy by vesting people with civic rights and responsibilities; how laws and the legal system protect people’s rights; and how individuals and groups can influence civic life.

DURATION:
This subject runs for ONE semester.

THROUGH-LINES TO VCE SUBJECTS:
Students undertaking this subject will typically proceed to VCE Units 1/2 Australian and Global Politics and/or Legal Studies.

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

COURSE DESCRIPTION:
This Commerce unit explores 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.

- Australian Government
- The Australian Legal System

ASSESSMENT TASKS:
Politics Research Task {15%}
Politics Short Answer Test {15%}
Legal Studies Case Study {15%}
Legal Studies Short Answer Test {15%}
Examination {40%}

CAREER PROSPECTS:
Visit the school’s website.
Access VTAC’s Course link at http://www.vtac.edu.au/

ENQUIRIES: Mrs Liisa Beazley
Business Certificate II

VET Certificate II – Years 10 (2 semesters)

VET Certificate II & 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.

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

COURSE DESCRIPTION:
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.

- 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:

- 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.

Visit the school’s website. Access VTAC’s Course link at http://www.vtac.edu.au/

ENQUIRIES: Mr Michael Love
International Relations & Criminology

OVERVIEW:
This unit provides students with opportunities to investigate political and legal systems, and explore the nature of economic power, judicial punishment and international relations in contemporary society.

DURATION:
This subject runs for ONE semester.

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

THROUGHLINES TO VCE SUBJECTS:
Students undertaking this subject will typically be able to proceed to any VCE Units 1/2 Commerce subject.

COURSE DESCRIPTION:
This Commerce unit explores 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.

- International Law
- Global events – Conflict, Co-operation, Human Rights
- Defining and measuring crime
- Theories of crime causation
- Methods of social control and punishment

ASSESSMENT TASKS:
International Relations - Research Report - International Non-Government Organisation (INGO) {15%}
International Relations - Folio of Exercises {15%}
Criminology – Research Report - Criminal Sanctions {15%}
Criminology – Case Study - Criminal Law Issue {15%}
Semester Examination {40%}

CAREER PROSPECTS:
Visit the school’s website.
Access VTAC’s Course link at http://www.vtac.edu.au/

ENQUIRIES: Mr Gary Mayberry
OVERVIEW:
Economics empowers students to shape their social and economic futures and to contribute to the development of prosperous, sustainable and equitable Australian and global economies. The study of economics and business develops the knowledge, understanding and skills that will equip students to secure their financial futures and to participate in and contribute to the wellbeing and sustainability of the economy, the environment and society. Through studying economics and business, students learn to make informed decisions and to appreciate the interdependence of decisions made within economic systems, including the effects of these decisions on consumers, businesses, governments, and on environmental and social systems. Economics and business provides students with opportunities to develop enterprising behaviours and capabilities that will equip them to face challenges in their lifetime. Through authentic learning opportunities, the economics and business curriculum fosters enterprising individuals who are able to effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; use new technologies; plan, organise and manage risk; and use resources efficiently. Business will better place students to actively and effectively participate in economic and business activities, while reflecting on the effects of their decisions on themselves, other people and places, now and in the future.

DURATION:
This subject runs for ONE semester.

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

THROUGHLINES TO VCE SUBJECTS:
Students undertaking this subject will typically proceed to VCE Units 1/2 Accounting and/or Economics but will be able to select any VCE Units 1/2 Commerce subject.

COURSE DESCRIPTION:
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.
- Money and You
- The Smart Consumer
- Investing and You

ASSESSMENT TASKS:
Money and You Test {20%}
The Smart Consumer Research Task {20%}
Investing and You Problem-based Learning Task {20%}
Examination {40%}

CAREER PROSPECTS:
Visit the school’s website.
Access VTAC’s Course link at http://www.vtac.edu.au/

ENQUIRIES: Mrs Leonie Brown
The Business World

OVERVIEW:
Economics empowers students to shape their social and economic futures and to contribute to the development of prosperous, sustainable and equitable Australian and global economies. The study of economics and business develops the knowledge, understanding and skills that will equip students to secure their financial futures and to participate in and contribute to the wellbeing and sustainability of the economy, the environment and society. Through studying economics and business, students learn to make informed decisions and to appreciate the interdependence of decisions made within economic systems, including the effects of these decisions on consumers, businesses, governments and other economies, and on environmental and social systems.

Economics and business provides students with opportunities to develop enterprising behaviours and capabilities that will equip them to face challenges in their lifetime. Through authentic learning opportunities, the economics and business curriculum fosters enterprising individuals who are able to effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; use new technologies; plan, organise and manage risk; and use resources efficiently. Economics and business will better place students now and in their adult lives to actively and effectively participate in economic and business activities, while reflecting on the effects of their decisions on themselves, other people and places, now and in the future.

DURATION:
This subject runs for ONE semester.

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

THROUGHLINES TO VCE SUBJECTS:
Students undertaking this subject will typically proceed to VCE Units 1/2 Business Management but will be able to select any VCE Units 1/2 Commerce subject.

COURSE DESCRIPTION:
This Commerce unit explores 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.

- 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:
Enterprise Task 1 {12%}
Enterprise Task 2 {13%}
Economics Task 1 {12%}
Economics Task 2 {13%}
Examination {50%}
CAREER PROSPECTS:
Visit the school’s website.
Access VTAC’s Course link at http://www.vtac.edu.au/

ENQUIRIES: Mrs Liisa Beazley
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.

COURSE DESCRIPTION:

Semester One

Text response. Students study the characters, themes and structure of a text. They show their understanding through discussion, comprehension activities, and by writing analytical and creative responses.

Reading and comparing texts. Students study the ideas, themes and narrative techniques in several texts. They compare the ideas and techniques in two or more texts.

Analysing and presenting argument. Students analyse arguments and the use of persuasive language in a range of media texts. They write their own persuasive response to a topical issue.

NAPLAN. Students are prepared for the NAPLAN tests with a focus on reading, language conventions, personal and persuasive writing.

Comprehension and language conventions. Students undertake regular comprehension and skill building activities, including grammar, vocabulary, spelling, punctuation, and writing techniques.

Examination. Students complete a formal examination that is based on the semester's work.

Semester Two

Text response. Students study the characters, plots, themes, narrative structure and techniques in two texts. They write creative and analytical responses.

Analysing argument. Students read and analyse the ways in which authors use persuasive strategies and techniques to develop their arguments. The focus is on contemporary issues presented in the media.

Comprehension and language conventions. Students undertake regular comprehension and skill building activities, including grammar, vocabulary, spelling, punctuation, and writing techniques.

Examination. Students complete a formal examination that is based on the semester's work.
ASSESSMENT TASKS:

_Semester One_
- Presenting an argument (20%)
- Reading and comparing texts (20%)
- Comprehension test (5%)
- Text response (15%)
- Examination (40%)

_Semester Two_
- Comprehension test (5%)
- Text response – Task 1 (15%)
- Analysing argument (20%)
- Text response – Task 2 (20%)
- Examination (40%)

CAREER PROSPECTS:
Please visit the school’s website.

ENQUIRIES: Mr. Geoffrey Gainey
English III & IV
Year 10 Semesters 1 & 2

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.

COURSE DESCRIPTION:
Reading and creating texts. Students read and analyse texts. They produce analytical and creative responses to texts.
Reading and comparing texts. Students compare the presentation of ideas, issues and themes in two texts.
Analysing and presenting argument. Students identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and they create a text which presents a point of view.
ASSESSMENT TASKS:

Semester One
- Text response: reading and creating: Task 1 (20%)
- Analysing argument: metalanguage (10%)
- Text response: reading and creating: Task 2 (20%)
- Text response: oral presentation (10%)
- Examination (40%)

Semester Two
- Text comprehension: themes (15%)
- Text response: reading and comparing texts (25%)
- Analysing an argument (10%)
- Presenting an argument (10%)
- Examination (40%)

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 8 or 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:
This subject may be attempted in Year 10, and may be taken for one or two semesters. Entry requirements apply.

Students in this subject will typically proceed to English Extension in Semester Two, dependent upon results achieved in English Extension during Semester One.

PRE-REQUISITE SUBJECT(S):
English II

COURSE DESCRIPTION:
Reading and creating texts. Students read and analyse texts. They produce analytical and creative responses to texts.
Reading and comparing texts. Students compare the presentation of ideas, issues and themes in two texts.
Analysing and presenting argument. Students identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and they create a text which presents a point of view.

ASSESSMENT TASKS:
Semester One
Text response: reading and creating: Task 1 {20%}
Analysing argument {20%}
Text response: reading and creating: Task 2 {20%}
Examination {40%}

Semester Two
Text response: reading and creating {20%}
Text response: reading and comparing texts {25%}
Analysing and presenting argument {15%}
Examination {40%}

CAREER PROSPECTS:
Visit the school’s website.

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):
This subject may be taken in Year 9 or Year 10. There are no pre-requisite subjects.

DURATION:
This subject runs for ONE semester.

COURSE DESCRIPTION:
Students studying English Language are provided with the tools to understand and analyse language use, variation and change. Students study a range of texts across the semester to improve their understanding of how language functions.
- Nature and Functions of Language
- Child Language Acquisition
- English Across Time
- Informal versus Formal Language
- Language Variation

ASSESSMENT TASKS:
Written Test (Nature and Functions Unit) {10%}
Research Report (Language Acquisition) {10%}
Essay (English Across Time) {20%}
Analysis (Informal versus Formal) {20%}
Semester Examination {40%}

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 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:
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.

COURSE DESCRIPTION:
This subject complements and builds upon skills developed in English. It challenges students to study texts more critically and deeply.

Students develop knowledge and understanding of how texts are constructed, with reference to authorial intentions, language conventions, literary genres and devices.

Students learn and practice the language of literary analysis, including how to analyse selected passages and how to compare texts.

Students learn how to write in personal and creative forms based on a study of particular texts

Students develop speaking and listening skills.

Students use and improve vocabulary required for literary analysis.

ASSESSMENT TASKS:
Oral Presentation Own Choice of Classic Text {10%}
Creative Response A Midsummer Night’s Dream {10%}
Perspectives Response A Midsummer Night’s Dream {15%}
Adaptations Task The Book Thief {10%}
Three Passage Response The Book Thief {15%}
Examination {40%}

ENQUIRIES: Mr Geoffrey Gainey
Health & Physical Education

KLA

Subjects
Advanced Fitness

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.

THROUGH-LINES TO VCE STUDIES:
Students in this subject will typically proceed to Exercise Physiology in the second Semester.

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

COURSE DESCRIPTION:
Fitness Components and Testing – Students will understand the different fitness components, in which activities they are used and how to test them.

Training Methods – Students will investigate the different ways of training the body to improve performance.

Training Principles – Students will identify and design a program based on the training principles.

Biomechanics – Students will understand how biomechanical principles influence sporting outcomes.

ASSESSMENT TASKS:
Test – Fitness Components {20%}
Written Report – Biomechanics {20%}
Case Study – Training Programs {30%}
Examination {30%}

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.

THROUGH-LINES TO VCE STUDIES:
Students in this subject will typically continue with Elite Sport Training in the Second Semester and/or select Exercise Physiology.

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

COURSE DESCRIPTION:
Students will gain an understanding of the importance of specific strength and conditioning to the athletes within chosen sports. They will learn to identify and explain the relationship between physical activity, muscle fatigue and recovery. Students will also identify the need for specific flexibility programming to improve sporting performance and evaluate an understanding of the role of specific running programs in enhancing the athletes chosen sport. Completing and identifying the role of accurate and comprehensive note taking in the elite athlete training diary will also be covered within this unit.

ASSESSMENT TASKS:
Case Study – Nutrition and the athlete {S/N}
Recovery Modality Presentation {S/N}
Examination {S/N}

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 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.

THROUGH-LINES TO VCE STUDIES:
Students in this subject will typically continue with Elite Sport Training in the Second Semester and/or select Exercise Physiology.

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

COURSE DESCRIPTION:
Students will gain an understanding of the importance of specific strength and conditioning to the athletes within chosen sports. They will learn to identify and explain the relationship between physical activity, muscle fatigue and recovery. Students will also identify the need for specific flexibility programming to improve sporting performance and evaluate an understanding of the role of specific running programs in enhancing the athletes chosen sport. Completing and identifying the role of accurate and comprehensive note taking in the elite athlete training diary will also be covered within this unit.

ASSESSMENT TASKS:
Case Study – Elite Athlete Presentation {S/N}
Training Program Design and Implementation {S/N}
Examination {S/N}

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
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. Students will identify a variety of recovery modalities. It is an introduction to the field of sport and exercise science and is a highly practical unit.

THROUGH-LINES TO VCE STUDIES:
Students in this subject will typically move through to VCE Physical Education and/or VCE/VET Sport & Recreation Units 3&4.

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

COURSE DESCRIPTION:
- **Energy Systems** – Students will gain an understanding of the characteristics and interplay of energy systems and learn to describe the fuels used for physical activity and the conversion of food to energy.
- **Muscle Fatigue and Recovery** – Identifying and explaining the relationship between physical activity, muscle fatigue and recovery will be the focus of this unit.
- **Oxygen Uptake and Delivery** – At the completion of this unit student will be able to evaluate and understand the role of oxygen in physical activity and performance and be able to explain the adaptations to training that take place because of physical activity.

ASSESSMENT TASKS:
- Laboratory Report {20%}
- Written Report {20%}
- Test {20%}
- Examination {40%}

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 biomechanists, 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
OVERVIEW:
Global Health and Human Development provides students with the skills and knowledge to make informed decisions about their own health and to recognise the importance of health in society. In undertaking this study, they will be able to actively participate in making appropriate choices that allow for good health and be able to seek appropriate advice.

THROUGH-LINES TO VCE STUDIES:
Students in this subject will typically select VCE Unit 1&2 Human Health and Development and/or VCE Unit 1&2 Physical Education.

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

COURSE DESCRIPTION:
This semester unit of study will provide students with the opportunity to explore the interrelationships between health and development. Students will 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.

ASSESSMENT TASKS:
Visual Display {20%}
Report {20%}
Test {20%}
Examination {40%}

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
Injury Prevention & Control

OVERVIEW:
Students will learn about a range of ways to prevent injury, manage injuries and accidents. Upon the completion of this unit students will gain knowledge and understanding of CPR. 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. Students will be involved in a variety of practical activities such as bandaging, slings and taping.

THROUGH-LINES TO VCE STUDIES:
Students in this subject will typically move through to VCE Physical Education and/or VCE/VET Sport & Recreation Units 3&4.

PRE-REQUISITE SUBJECT(S):
Completing PE/Sport/Health I and Advanced Fitness will be an advantage to this subject.

COURSE DESCRIPTION:
This semester unit of study will provide students with the opportunity to perform, observe and analyse First aid procedures. They will also learn to analyse and act upon a range of First Aid and sporting case studies and identify the potential risks in sporting situations and everyday life. Students will be involved in practical activities such as; bandaging, taping, creating slings, attending to fractures and be assessed in SALTAPS, RICER and NOHARM.

ASSESSMENT TASKS:
Visual Display – Injury {20%}
Case Study Analysis {20%}
Test – First Aid Prevention {20%}
Examination {40%}

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
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. On completion of this unit the student should be able to describe motivations for participation in and personal responses to outdoor environments, with reference to specific outdoor experiences.
2. On completion of this unit the student should be able to describe ways of knowing and experiencing outdoor environments and evaluate factors that influence outdoor experiences, with reference to specific outdoor experiences.

Unit Two:
1. On completion of this unit the student should be able to describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.
2. On completion of this unit the student should be able to evaluate human impacts on outdoor environments and analyse procedures for promoting positive impacts, with reference to specific outdoor experiences.
COURSE DESCRIPTION:

Unit One:

1. **Motivations for outdoor experiences**
   In this area of study, students examine motivations for and responses to nature and outdoor experiences. They investigate a range of contemporary uses and meanings of the term ‘nature’, and examine a variety of different types of outdoor environments. Students are introduced to a cultural perspective on the ways humans relate to nature. They evaluate how their personal responses are influenced by media portrayals of outdoor environments and perceptions of risk in outdoor experiences.

2. **Experiencing outdoor experiences**
   This area of study broadens the focus of students from personal responses to the ways in which others respond to, understand and value outdoor experiences and outdoor environments. Through investigations of specific outdoor environments, students analyse different ways of experiencing and knowing outdoor environments.

Unit Two:

1. **Investigating outdoor environments**
   This area of study introduces students to the characteristics of a variety of outdoor environments, including those visited during practical outdoor experiences. Students investigate different types of outdoor environments from a number of perspectives.

2. **Impacts on outdoor environments**
   In this area of study students focus on human activities undertaken in outdoor environments and their impacts on those environments. Although environmental impacts include both natural and human induced changes on components of the environment, the focus here is on human impact – both positive and negative.

ASSESSMENT TASKS:

Unit One:
- Coasts Journal of Outdoor Experiences {10%}
- Equipment Report {15%}
- Forests Journal of Outdoor Experiences {10%}
- Experiencing Outdoor Environments Essay {15%}
- Semester One Examination {50%}

Unit Two:
- Outdoor Environments Impacts Report {10%}
- Investigating Outdoor Environments Test {20%}
- Impacts on Outdoor Environments Written Response {20%}
- Semester Two Examination {50%}

CAREER PROSPECTS:
Visit the school’s website.

ENQUIRIES: Mr Leigh Park
OVERVIEW:
Students will participate 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.
In Health Education, students will analyse the positive and negative health outcomes of a range of personal and community actions and health issues. Students take part in the ‘Baby Think it Over’ Program.

THROUGH-LINES TO VCE STUDIES:
Students in this subject will typically select Advanced Fitness, Exercise Physiology, Global Health and Development and/or Injury Prevention and Control.

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

COURSE DESCRIPTION:
Students will learn to measure their own fitness and physical activity levels and identify factors that influence motivation to be physically active. Students’ will learn to proficiently perform complex movement and manipulative skills and evaluate individual and group tactics, and movement patterns within different sports which include but is not limited to; Ballroom Dance, Fitness, Tennis, Australian Rules Football and European Handball. Students will also analyse the positive and negative health outcomes of a range of personal and community actions and health issues, associated with sexuality. Exploring personal values, attitudes, beliefs and behaviour patterns that are associated with sexuality issues will be a focus of this unit. Students will also take part in the Baby ‘Think It Over’ Program and explore Male and Female Health Issues and Sexuality, alcohol and Drug Awareness; the challenges facing adolescence today and building Relationships.

ASSESSMENT TASKS:
Test – Reproduction {20%}
Baby Think it Over Program {20%}
Health Research Task {20%}
Examination {40%}

CAREER PROSPECTS:
Physical Education is relevant to students with a wide range of expectations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study prepares students for such fields as human movement, nursing or physiotherapy, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits.

ENQUIRIES: Mr. Andrew Perks
PE/Sport/Health I-Girls

Year 9 – One Semester - Compulsory

OVERVIEW:
Students will participate 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.
In Health Education, students will analyse the positive and negative health outcomes of a range of personal and community actions and health issues. Students take part in the ‘Baby Think it Over’ Program.

THROUGH-LINES TO VCE STUDIES:
Students in this subject will typically select Advanced Fitness, Exercise Physiology, Global Health and Development and / or Injury Prevention and Control.

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

COURSE DESCRIPTION:
Students will learn to measure their own fitness and physical activity levels and identify factors that influence motivation to be physically active. Students will also analyse the positive and negative health outcomes of a range of personal and community actions and health issues, associated with sexuality. Exploring personal values, attitudes, beliefs and behaviour patterns that are associated with sexuality issues will be a focus of this unit. Students will also take part in the Baby ‘Think It Over’ Program and explore Male and Female Health Issues and Sexuality, alcohol and Drug Awareness; the challenges facing adolescence today and building Relationships.

ASSESSMENT TASKS:
- Test – Reproduction {20%}
- Baby Think it Over Program {20%}
- Health Research Task {20%}
- Examination {40%}

CAREER PROSPECTS:
Physical Education is relevant to students with a wide range of expectations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study prepares students for such fields as human movement, nursing or physiotherapy, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits.

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.

Health Education examines the theoretical concepts behind participation in physical activity, including anatomy and physiology.

THROUGH-LINES TO VCE STUDIES:
Students in this subject will typically select Advanced Fitness, Exercise Physiology, Global Health and Development and/or Injury Prevention and Control.

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

COURSE DESCRIPTION:
Students’ will learn to proficiently perform complex movement and manipulative skills and evaluate individual and group tactics, and movement patterns within different sports which include but is not limited to; Ballroom Dance, Fitness, Tennis, Australian Rules Football and European Handball. They will maintain regular participation in moderate to vigorous physical activity and analyse and evaluate their level of involvement in physical activity. They will assume responsibility for conduct of aspects of a sporting competition in which roles are shared and display appropriate sporting behaviour.

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.

ASSESSMENT TASKS:
Test {20%}
Case Study {20%}
Health Research Task {20%}
Examination {40%}

CAREER PROSPECTS:
Physical Education is relevant to students with a wide range of expectations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study prepares students for such fields as human movement, nursing or physiotherapy, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits.

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.

Health Education examines the theoretical concepts behind participation in physical activity, including anatomy and physiology

THROUGH-LINES TO VCE STUDIES:
Students in this subject will typically select Advanced Fitness, Exercise Physiology, Global Health and Development and / or Injury Prevention and Control.

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

COURSE DESCRIPTION:
Students’ will learn to proficiently perform complex movement and manipulative skills and evaluate individual and group tactics, and movement patterns within different sports which include but is not limited to; Ballroom Dance, Fitness, Tennis, Australian Rules Football and European Handball. They will maintain regular participation in moderate to vigorous physical activity and analyse and evaluate their level of involvement in physical activity. They will assume responsibility for conduct of aspects of a sporting competition in which roles are shared and display appropriate sporting behaviour.

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.

ASSESSMENT TASKS:
Test {20%}
Case Study {20%}
Health Research Task {20%}
Examination {40%}

CAREER PROSPECTS:
Physical Education is relevant to students with a wide range of expectations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study prepares students for such fields as human movement, nursing or physiotherapy, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits.

ENQUIRIES: Mr. Andrew Perks
History & Geography

KLA

Subjects
Australia and the World Wars

OVERVIEW:
History is a disciplined process of inquiry into the past that develops students’ curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others.

History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience.

The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

DURATION:
This subject runs for ONE semester.

THROUGH-LINES TO VCE SUBJECTS:
Students undertaking this subject must complete a minimum of two Stage 9/10 history subjects before proceeding to Units 1/2 History.

PRE-REQUISITE SUBJECT(S):
Stage 9/10 Australian History must be completed before undertaking this subject.

COURSE DESCRIPTION:
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.
- 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:
  WWI Document Analysis Task {20%}
  WWI Essay {20%}
  WWII Research Task {20%}
  Examination {40%}

CAREER PROSPECTS:
  Visit the school’s website.
  Access VTAC’s Course link at http://www.vtac.edu.au/

ENQUIRIES: Miss Claire Martin / Mr Jude Mete
OVERVIEW:
History is a disciplined process of inquiry into the past that develops students’ curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others.

History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience.

The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

DURATION:
This subject runs for ONE semester.

THROUGH-LINES TO VCE SUBJECTS:
Students undertaking this subject must complete a minimum of two Stage 9/10 history subjects before proceeding to Units 1/2 History.

PRE-REQUISITE SUBJECT(S):
Stage 9/10 Australian History
It is strongly recommended that students complete Stage 9/10 Australia and the World Wars before or in conjunction with undertaking this unit.

COURSE DESCRIPTION:
This History Unit examines major themes and principal events of post-WW1 history including 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.

- Overview of the post-WWI era: The Roaring Twenties and the Great Depression in Australia
- Overview of the post-WWII era: Australia’s involvement in the Cold War
- Rights and Freedoms 1945 – present: the impact of the US Civil Rights Movement on Australia and Indigenous Civil Rights in Australia
ASSESSMENT TASKS:
   Roaring Twenties and Great Depression in Australia – Document Analysis Task {15%}
   Australia’s involvement in the Cold War – Test {15%}
   Warburton Ranges Controversy and Wave Hill Walk-Off – Essay {20%}
   Indigenous Civil Rights in Australia – Test {10%}
   Examination {40%}

CAREER PROSPECTS:
   Visit the school’s website.
   Access VTAC’s Course link at http://www.vtac.edu.au/

ENQUIRIES: Miss Claire Martin
Australian History

This is a Compulsory Unit, usually to be taken in Year 9

OVERVIEW:
History is a disciplined process of inquiry into the past that develops students’ curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

DURATION:
This subject runs for ONE semester.

THROUGH-LINES TO VCE SUBJECTS:
Students undertaking this subject must complete a minimum of two Stage 9/10 history subjects before proceeding to Units 1/2 History.

PRE-REQUISITE SUBJECT(S):
Year 7&8 History.

COURSE DESCRIPTION:
Australian History looks at the development of Australian society from the discovery of Australia up to the Eureka Stockade and the foundation of early democracy in Australia. It studies the interconnections between Britain and Australia and how events in Europe during the British Industrial Revolution shaped the development of Australian industry. 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. This course has an emphasis on the development of key historical skills, that are essential for the completion of other stage 9/10 History subjects and must be completed BEFORE other Stage 9/10 History units.

- First Australians
- The British Industrial Revolution
- Early Settlement
- The Victorian Gold Rush
ASSESSMENT TASKS:
First Australians and the British Industrial Revolution Document – Analysis Task {20%}
Early Settlement – Research Task {20%}
The Victorian Gold Rush – Essay {20%}
Examination {40%}

CAREER PROSPECTS:
Visit the school’s website.
Access VTAC’s Course link at http://www.vtac.edu.au/

ENQUIRIES: Miss Claire Martin
Environmental Management

OVERVIEW:
In a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world. This requires deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over place and time.
The Australian Curriculum: Geography empowers students to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world’s places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.
Geography teaches students to respond to questions in a geographically distinctive way; plan inquiries; collect, evaluate, analyse and interpret information; and suggest responses to what they have learnt. Geography provides students with opportunities to develop a wide range of general skills, capabilities and dispositions that can be applied in everyday life and at work. The subject helps students to develop information and communication technology skills; an appreciation and respect for social, cultural and religious diversity and different perspectives; an understanding of ethical research principles; a capacity for teamwork; and an ability to solve problems and to think critically and creatively.

DURATION:
This subject runs for ONE semester.

THROUGH-LINES TO VCE STUDIES:
Students must complete a minimum of one Stage 9/10 Geography unit in order to proceed to VCE Geography.

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

COURSE DESCRIPTION:
Through fieldwork, students will investigate the management of coastal environments using the Torquay coastal area as a case study. Students will also investigate the appropriate measures to alleviate inequalities, at a global scale, through a case study on Nepal.

ASSESSMENT TASKS:
Fieldwork Report {20%}
Data Analysis {20%}
Research Task {20%}
Examination {40%}

CAREER PROSPECTS:
Visit the school’s website.
Access VTAC’s Course link at http://www.vtac.edu.au/

ENQUIRIES: Mrs Leonie Brown / Miss Claire Martin
Managing Human and Physical Environments

OVERVIEW:
In a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment that young Australians develop a holistic understanding of the world. This requires deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over place and time.

Geography empowers students to shape change for a socially just and sustainable future. It inspires curiosity and wonder about the diversity of the world’s places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

Geography teaches students to respond to questions in a geographically distinctive way; plan inquiries; collect, evaluate, analyse and interpret information; and suggest responses to what they have learnt. The subject helps students to develop information and communication technology skills; an appreciation and respect for social, cultural and religious diversity and different perspectives; an understanding of ethical research principles; a capacity for teamwork; and an ability to solve problems and to think critically and creatively.

DURATION:
This subject runs for ONE semester.

THROUGH-LINES TO VCE STUDIES:
Students must complete a minimum of one Stage 9/10 Geography unit in order to proceed to VCE Geography.

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

COURSE DESCRIPTION:
Through fieldwork, students will investigate the management of sustainable cities using the city of Wyndham and the Docklands as examples. Students will also investigate appropriate measures to alleviate inequalities, at a global scale, through a case study on India.

ASSESSMENT TASKS:
Fieldwork Report {20%}
Data Analysis Task {20%}
Research Task {20%}
Examination {40%}

CAREER PROSPECTS:
Visit the school’s website. Access VTAC’s Course link at http://www.vtac.edu.au/

ENQUIRIES: Mrs Leonie Brown / Miss Claire Martin
OVERVIEW:

History is a disciplined process of inquiry into the past that develops students’ curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others.

History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience.

The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

DURATION:

This subject runs for ONE semester.

THROUGH-LINES TO VCE SUBJECTS:

Students undertaking this subject must complete a minimum of two Stage 9/10 history subjects before proceeding to Units 1/2 History.

PRE-REQUISITE SUBJECT(S):

Stage 9/10 Australian History.
Stage 9/10 Australia and the World Wars or Stage 9/10 Australia in the Modern World must be completed before undertaking this unit.

COURSE DESCRIPTION:

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 course should be taken AFTER completing Stage 9/10 Australian History.

- 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:
  Tsarist Russia – Document Analysis Task {15%}
  Impact of WWI on Russia – Extended Response {15%}
  Rise of Nazism under Hitler – Document Analysis Task {15%}
  The Holocaust – Research Task {15%}
  Examination {40%}

CAREER PROSPECTS:
  Visit the school’s website.
  Access VTAC’s Course link at http://www.vtac.edu.au/

ENQUIRIES:   Miss Claire Martin / Ms Celia Patterson
OVERVIEW:
History is a disciplined process of inquiry into the past that develops students’ curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

DURATION:
This subject runs for ONE semester.

THROUGH-LINES TO VCE STUDIES:
Students in this subject will be equipped with the skills necessary for any other History subject in Stage 9/10. These subjects lead directly into VCE History. Research skills are also an important component of a range of other VCE Studies, including Economics, Politics and Legal Studies, among others. Students must complete a minimum of two Stage 9/10 History units before proceeding to VCE Units 1/2 History.

PRE-REQUISITE SUBJECT(S):
Stage 9/10 Australian History.

COURSE DESCRIPTION:
In this course students can investigate any topic that is of special interest. As long as the topic is ‘in the past’, it will be suitable for this subject. Wars, music, transport, art, immigration, sport and ancient societies are just some examples of areas that could be investigated. Students will develop a variety of skills such as how to formulate a question for research, how to access a wide variety of sources and how to construct an accurate reference list. Students will also have the chance to practice their oral presentation skills and their formal essay writing skills. This subject is designed to help students develop skills that can be used in a range of other curriculum areas where writing and research is important. Examples include History, English and Geography.

- Students briefly research and select a topic of special interest and learn how to formulate a specific and practical research question for investigation.
- Students then access a variety of sources and use this information to present the broad question as the content for a formal essay.
- Students then complete an oral presentation which covers their initial findings and their intentions for the remainder of the research project.
- Students then write the research project, through several drafts, to produce a final version which is accompanied by a bibliography.
ASSESSMENT TASKS:
1. Essay {20%}
2. Oral Presentation {20%}
3. Research Report {30%}
4. Examination {30%}

CAREER PROSPECTS:
Visit the school’s website.

ENQUIRIES: Miss Claire Martin / Ms Celia Patterson
Languages

KLA

Subjects
French I & II

Year 9 Semester 1&2

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.

French is the study of both language and culture. Students develop the ability to respond orally and in written form to situations and learn to express information about themselves and others. Along with gaining an understanding of vocabulary, grammar, and language, students also gain knowledge of French culture and lifestyle.

Further, research carried out at York University in Toronto by psychologist, Ellen Bialystok, shows that students who study foreign languages tend to score better on standardized tests than their monolingual peers, particularly in the categories of mathematics, reading, and vocabulary.

Additionally, a study conducted around a similar time by Researchers from University College London has shown that learning other languages altered grey matter – the area of the brain which processes information – in the same way exercise builds muscles.

THROUGH-LINES TO VCE STUDIES:
Students in this subject will typically proceed to French II, Year 10, depending upon results achieved for this whole year subject. This subject runs for TWO semesters. Each semester counts for one unit of electives.

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

PRE-REQUISITE SUBJECT:
Year 8 French.

COURSE DESCRIPTION:
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 markedly to the overall education of students in the areas of communication, cross-cultural understanding, cognitive development, literacy and general knowledge.

Students will focus on the specific topics of France’s place in the world; French language, culture and tradition; famous French people and places. They will develop skills in listening, speaking, grammar, vocabulary, reading and writing.

ASSESSMENT TASKS:
Unit tests {25%}
Common language tests {25%}
Aural and Oral assessments {25%}
Semester examinations {25%}
CAREER PROSPECTS:
Learning French would be of value in the following careers:
- Teaching (Language Teachers are particularly in demand in primary/secondary schools at present).
- Hospitality and Tourism
- Commerce, Business, Industry, Trade and Banking (foreign firms in Australia, and Australian firms overseas).
- Entertainment, Journalism, Media, Film and Television production.
- Law, Community services, charity, building, urban development and construction.
- Medicine, Psychology, Environment and Scientific research.
- There are also significant advantages of doing a LOTE in the ATAR calculation, if a student has the required ability and application.

Also, visit the school’s website.
Access VTAC’s Courselink at http://www.vtac.edu.au

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.

French is the study of both language and culture. Students develop the ability to respond orally and in written form to situations and learn to express information about themselves and others.

Further, research carried out at York University in Toronto by psychologist, Ellen Bialystok, shows that students who study foreign languages tend to score better on standardized tests than their monolingual peers, particularly in the categories of mathematics, reading, and vocabulary.

Additionally, a study conducted around a similar time by Researchers from University College London has shown that learning other languages altered grey matter – the area of the brain which processes information – in the same way exercise builds muscles.

THROUGH-LINES TO VCE STUDIES:

Students in this subject will typically proceed to VCE French, Units 1&2, depending upon results achieved for this whole year subject. This subject runs for TWO semesters. Each semester counts for one unit of electives.

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

PRE-REQUISITE SUBJECT:

French I

COURSE DESCRIPTION:

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 markedly to the overall education of students in the areas of communication, cross-cultural understanding, cognitive development, literacy and general knowledge.

Students will focus on the specific topics of holidays; jobs; French language, culture and tradition; famous French attractions; daily routines; food; and Morocco. They will develop skills in listening, speaking, grammar, vocabulary, reading and writing.

ASSESSMENT TASKS:

Unit tests {20%}
Speaking tests {20%}
Written exercises {20%}
Aural and Oral assessments {20%}
Semester examinations {20%}
CAREER PROSPECTS:
Learning French would be of value in the following careers:

- Teaching (Language Teachers are particularly in demand in primary/secondary schools at present).
- Hospitality and Tourism
- Commerce, Business, Industry, Trade and Banking (foreign firms in Australia, and Australian firms overseas).
- Entertainment, Journalism, Media, Film and Television production.
- Law, Community services, charity, building, urban development and construction.
- Medicine, Psychology, Environment and Scientific research.
- There are also significant advantages of doing a LOTE in the ATAR calculation, if a student has the required ability and application.

ENQUIRIES: Ms Margaret Buchanan
Japanese I & II
Year 9 Semester 1&2

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, and discuss and present a range of ideas and opinions.

Research carried out at York University in Toronto by psychologist, Ellen Bialystok, shows that students who study foreign languages tend to score better on standardized tests than their monolingual peers, particularly in the categories of mathematics, reading, and vocabulary.

Additionally, a study conducted around a similar time by Researchers from University College London has shown that learning other languages altered grey matter – the area of the brain which processes information – in the same way exercise builds muscles.

THROUGH-LINES TO VCE STUDIES:
Students in this subject will typically proceed to Japanese II, Year 10, depending upon results achieved for this whole year subject.

This subject runs for TWO semesters. Each semester counts for one unit of electives.

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

PRE-REQUISITE SUBJECT:
Year 8 Japanese.

COURSE DESCRIPTION:
Students work through the course book, iiTomo 3+4. Three topics are covered in Semester One, which are ‘My Personal History,’ ‘What language do you speak?’ and ‘Is fast food healthy?’

The units cover hobbies, nationalities, languages, and Australian and Japanese food. Students also learn the past-tense of verbs and adjectives, and the te-form.

Students learn 11 new kanji characters, as well as 46 katakana characters. Students develop their skills in reading, writing, speaking and listening over the semester.

ASSESSMENT TASKS:
Common language tests (‘My Personal History’; ‘What language do you speak?’; ‘Is fast-food healthy?’) {30%}
Assessment assignments (Speaking-Introducing a friend; Poster-Profile) {20%}
Speaking tests {10%}
Writing assessments {10%}
Semester examinations {30%}
CAREER PROSPECTS:
Learning Japanese would be of value in the following careers:

- Teaching (Language Teachers are particularly in demand in primary/secondary schools at present).
- Hospitality and Tourism
- Commerce, Business, Industry, Trade and Banking (foreign firms in Australia, and Australian firms overseas).
- Entertainment, Journalism, Media, Film and Television production.
- Law, Community services, charity, building, urban development and construction.
- Medicine, Psychology, Environment and Scientific research.
- There are also significant advantages of doing a LOTE in the ATAR calculation, if a student has the required ability and application.

ENQUIRIES:  Ms Aine Murphy / Ms Margaret Buchanan
OVERVIEW:
The Japanese II course is designed to prepare students who wish to continue with their study of Japanese in VCE. Japanese is the study of both language and culture.

Students develop the ability to respond orally and in written form to situations and learn to express information about themselves and others. Along with gaining an understanding of vocabulary, grammar, and language, students also gain knowledge of Japanese culture and lifestyle.

Research carried out at York University in Toronto by psychologist, Ellen Bialystok, shows that students who study foreign languages tend to score better on standardized tests than their monolingual peers, particularly in the categories of mathematics, reading, and vocabulary.

Additionally, a study conducted around a similar time by Researchers from University College London has shown that learning other languages altered grey matter – the area of the brain which processes information – in the same way exercise builds muscles.

THROUGH-LINES TO VCE STUDIES:
Students in this subject will typically proceed to VCE Japanese Units 1&2, depending upon results achieved for this whole year subject.

This subject runs for TWO semesters. Each semester counts for one unit of electives.

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

PRE-REQUISITE SUBJECT:
Japanese I.

COURSE DESCRIPTION:
Students begin the year studying on the theme ‘My Personal World,’ which reviews many Year 9 structures and introduces some new ones. They then return to using the course book, iiTomo 3+4, to study the topics ‘End of School Trip’ and ‘Part-Time Jobs’.

Through using the course-book and kanji workbook, students learn approximately 20 new kanji characters.

They learn the potential and plain form of verbs, and review their use of adjectives. Students will develop their skills in reading, writing, speaking and listening over the semester.

ASSESSMENT TASKS:
Tasks will focus on topics such as Summer Holidays, End of School Trip, Postcards, Part-time Jobs; My Daily Routines.

Common language tests {40%}
Assessment assignments {20%}
Speaking assessments {10%}
Semester examinations {30%}
CAREER PROSPECTS:
Learning Japanese would be of value in the following careers:

- Teaching (Language Teachers are particularly in demand in primary/secondary schools at present).
- Hospitality and Tourism
- Commerce, Business, Industry, Trade and Banking (foreign firms in Australia, and Australian firms overseas)
- Entertainment, Journalism, Media, Film and Television production.
- Law, Community services, charity, building, urban development and construction.
- Medicine, Psychology, Environment and Scientific research.
- There are also significant advantages of doing a LOTE in the ATAR calculation, if a student has the required ability and application.

ENQUIRIES: Ms Aine Murphy / Ms Margaret Buchanan
OVERVIEW:
The Year 9 Indonesian program offers students the opportunity to continue to develop both their language skills and their 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.

Indonesian is the study of both language and culture. Students develop the ability to respond orally and in written form to situations and learn to express information about themselves and others. Along with gaining an understanding of vocabulary, grammar, and language, students also gain knowledge of Indonesian culture and lifestyle.

In addition, research carried out at York University in Toronto by psychologist, Ellen Bialystok, shows that students who study foreign languages tend to score better on standardized tests than their monolingual peers, particularly in the categories of mathematics, reading, and vocabulary.

Additionally, a study conducted around a similar time by Researchers from University College London has shown that learning other languages altered grey matter – the area of the brain which processes information – in the same way exercise builds muscles.

THROUGH-LINES TO VCE STUDIES:
Students in this subject will typically proceed to Indonesian II (Year 10), depending upon results achieved for this whole year subject. This subject runs for TWO semesters. Each semester counts for one unit of electives.

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

PRE-REQUISITE SUBJECT:
Year 8 Indonesian.

COURSE DESCRIPTION:
The Year 9 Indonesian program offers students the opportunity to continue to develop both their language skills and a 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.

Students will study specific topics including Hobbies and Sport, Weather, Holidays and Celebrations, Housing, and the Environment.

ASSESSMENT TASKS:
Unit tests {25%}
Common language tests {25%}
Aural and Oral assessments {25%}
Semester examinations {25%}
CAREER PROSPECTS:
Learning Indonesian would be of value in the following careers:

- Teaching (Language Teachers are particularly in demand in primary/secondary schools at present).
- Hospitality and Tourism
- Commerce, Business, Industry, Trade and Banking (foreign firms in Australia, and Australian firms overseas).
- Entertainment, Journalism, Media, Film and Television production.
- Law, Community services, charity, building, urban development and construction.
- Medicine, Psychology, Environment and Scientific research.
- There are also significant advantages of doing a LOTE in the ATAR calculation, if a student has the required ability and application.

ENQUIRIES: Ms Georgie Worland / Ms Margaret Buchanan
OVERVIEW:
Indonesian studies develop students’ abilities to understand and use an increasingly important international language fluently. The subject will 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.

Students are also made aware of the Indonesian lifestyle, cultural and religious practices as well as day to day existence in Indonesia.

Further, research carried out at York University in Toronto by psychologist, Ellen Bialystok, shows that students who study foreign languages tend to score better on standardized tests than their monolingual peers, particularly in the categories of mathematics, reading, and vocabulary.

Additionally, a study conducted around a similar time by Researchers from University College London has shown that learning other languages altered grey matter – the area of the brain which processes information – in the same way exercise builds muscles.

THROUGH-LINES TO VCE STUDIES:
Students in this subject will typically proceed to VCE Indonesian, Units 1&2, depending upon results achieved for this whole year subject. This subject runs for TWO semesters. Each semester counts for one unit of electives.
*** This MAY ONLY be attempted as a year-long subject.

PRE-REQUISITE SUBJECT(S):
Indonesian II

COURSE DESCRIPTION:
The Year 10 Indonesian program offers students the opportunity to continue to develop both their language skills and a 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.

Students will study specific topics including Pertukaran Siswa- Student Exchange, Semoga Cepat Sembuh- Get Well Soon, Desa dan Kota- Village and City, and Dari Dulu sampai Sekarang- Then and Now (Indonesian History and Politics).

ASSESSMENT TASKS:
Unit tests {20%}
Speaking tests {20%}
Written exercises {20%}
Aural and Oral assessments {20%}
Semester examinations {20%}
CAREER PROSPECTS:
Learning Indonesian would be of value in the following careers:

- Teaching (Language Teachers are particularly in demand in primary/secondary schools at present).
- Hospitality and Tourism
- Commerce, Business, Industry, Trade and Banking (foreign firms in Australia, and Australian firms overseas).
- Entertainment, Journalism, Media, Film and Television production.
- Law, Community services, charity, building, urban development and construction.
- Medicine, Psychology, Environment and Scientific research.
- There are also significant advantages of doing a LOTE in the ATAR calculation, if a student has the required ability and application.

ENQUIRIES: Miss Georgie Worland / Ms Margaret Buchanan
Mathematics

KLA

Subjects
Extension Mathematics I

Year 9 OR 10 Semester 1 and/or 2

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.

THROUGH-LINES TO VCE STUDIES:
Students in this subject will typically proceed to Year 10 Mathematical Methods, then Year 11 and 12 Mathematical Methods (possibly in conjunction with Year 11 and 12 Specialist mathematics. Students are encouraged to also study Extension Mathematics II in order to maximize their potential in these subjects.

PRE-REQUISITE SUBJECT(S):
Year 8 Mathematics

COURSE DESCRIPTION:
Number systems – Students will review set notation and subsets of real numbers and will then investigate properties of surds. They will then investigate the set of complex numbers. They will learn to add, subtract, multiply and divide complex numbers.

Geometry – Students will review angle properties, and then investigate straight edge and compass constructions, and theorems relating to angles in a circle.

Linear programming – Students will graph linear inequations and find the solution of simultaneous equations by algebraic and graphical methods. This is then extended to solving optimisation problems using linear programming.

ASSESSMENT TASKS:
Number Systems Test {15%}
Geometry Test {15%}
Linear Programming Test {15%}
Linear Programming Analysis Task {15%}
Semester Examination {40%}

CAREER PROSPECTS:
Visit the school’s website.

ENQUIRIES: Dr Debra Penny
Extension Mathematics II

**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, and in Semester 2 tests of Year 8. Teaching will be by direct instruction as well as on problem-solving tasks in small-group work.

**THROUGH-LINES TO VCE STUDIES:**
Students in this subject will typically proceed to Year 10 Mathematical Methods, then Year 11 and 12 Mathematical Methods (possibly in conjunction with Year 11 and 12 Specialist mathematics. Students are encouraged to also study Extension Mathematics II in order to maximize their potential in these subjects.

**PRE-REQUISITE SUBJECT(S):**
Year 8 Mathematics.

**COURSE DESCRIPTION:**
**Algebra** – Students will use methods of substitution and transposition in linear relations. They will solve linear equations including literal linear equations. They will use methods of substitution and elimination to solve simultaneous linear equations in two variables and simultaneous literal linear equations.

**Statistics and continuous distributions** – Students will look at data and construct histograms and density histograms and frequency polygons. They analysis the data to find measures of central tendency. This work is then linked to continuous random variables. The students, with the aid of a CAS calculator, find the probability that a continuous random variable falls within an interval. They also find the median and other percentiles of a probability distribution function.

**Differential calculus** – Students will study the concept of limits both graphically and algebraically. They will then use this concept to apply a first principles approach to finding the gradient function of simple polynomial functions. They will find the first and second derivative of polynomial functions and power functions. They will use the chain rule to find derivatives.

**ASSESSMENT TASKS:**
1. Algebra Test {15%}
2. Statistics and Continuous Distributions Test {15%}
3. Statistics and Continuous Distributions Analysis Task {15%}
4. Calculus Test {15%}
5. Semester Examination {40%}

**CAREER PROSPECTS:**
Visit the school’s website.

**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.

THROUGH-LINES TO VCE STUDIES:
Students in this subject will proceed to either Year 9 Mathematical Methods I or Year 9 General Maths I in semester two.

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

COURSE DESCRIPTION:
Angles – Students will investigate angle relationships when two parallel lines are crossed by a transversal and will investigate the angle sum of triangles and quadrilaterals.

Number and indices – Students will review BODMAS, fractions and positive and negative numbers. They will then apply index laws to numerical expressions with integer indices and express numbers in scientific notation. Students will also investigate properties of surds.

Measurement – Students will calculate the areas of composite shapes. They will calculate the surface area and volume of prisms and pyramids, and solve related problems.

Algebra – Students will extend and apply the distributive law to the expansion of algebraic expressions. They will simplify algebraic expressions and they will factorise algebraic expressions by identifying common factors.

Rates and ratio – Students will learn how to interpret the relationship between ratios, fractions and percentages and they will apply knowledge of rates and ratios to solve everyday applications.

ASSESSMENT TASKS:
Indices and Surds Test {10%}
Indices and Surds Analysis Task {10%}
Area and Volume Test {10%}
Area and Volume Analysis Task {10%}
Algebra Test {10%}
Rates and Ratios Test {10%}
Semester Examination {40%}

CAREER PROSPECTS:
Visit the school’s website.

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.

THROUGH-LINES TO VCE STUDIES:
Students in this subject will proceed to General Mathematics II and II in year 10 which leads onto Further Mathematics Units 1&2 and 3&4.

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

COURSE DESCRIPTION:
Trigonometry – Students will investigate Pythagoras’ theorem and its application to solving simple problems involving right-angled triangles. They will investigate the sine, cosine and tangent ratios for right-angled triangles and solve related problems.

Statistics – Students will construct back-to-back stem-and-leaf plots and histograms. They will investigate numerical and categorical data. They will compare data displays using mean, median and range.

Linear equations and graphs – Students will solve linear equations using algebraic and graphical techniques. They will verify solutions by substitution. Students will plot and investigate linear relationships on the Cartesian plane. They will sketch linear graphs using the coordinates of two points. They will investigate the gradient of straight lines.

Financial mathematics – Students will review percentages and business percentages. They will solve percentage mark-up and discount problems and will also solve problems involving simple and compound interest.

ASSESSMENT TASKS:
Pythagoras Theorem and Trigonometry Test {10%}
Pythagoras Theorem and Trigonometry Analysis Task {10%}
Statistics Test {10%}
Linear equations and graphs Test {10%}
Financial mathematics Test {10%}
Financial mathematics Analysis Task {10%}
Semester Examination {40%}

CAREER PROSPECTS:
Visit the school’s website.

ENQUIRIES: Dr Debra Penny
General Mathematics II

Year 10 Semester 1

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.

THROUGH-LINES TO VCE STUDIES:
Students in this subject will proceed to General Mathematics III in year 10 semester 2 which leads onto Further Mathematics Units 1&2 and 3&4.

PRE-REQUISITE SUBJECT(S):
General Mathematics I.

COURSE DESCRIPTION:

Probability – Students will describe the results of two- and three-step experiments. They will assign probabilities to outcomes and determine probabilities of events. They will investigate the concept of mathematical independence.

Geometry – Students will investigate the properties of 2- and 3-dimensional shapes. They will classify different types of triangles and quadrilaterals and will investigate the transformations of 2-dimensional shapes (translate, rotate, reflect and dilate). Students will formulate proofs involving congruent triangles and angle properties. They will apply logical reasoning, including the use of congruence and similarity, to proofs and numerical exercises involving plane shapes.

Number and indices – Students will apply index laws to numerical expressions with integer indices and express numbers in scientific notation.

Statistics – Students will determine quartiles and interquartile range. They will construct and interpret box plots and use them to compare data sets. They will use scatter plots to investigate and comment on relationships between two numerical variables.

Algebra and equations – Students will simplify, factorise and substitute values into algebraic expressions. Students will solve linear equations using algebraic and graphical techniques.

ASSESSMENT TASKS:
Geometry Tests {15%}
Number and Indices Tests {15%}
Statistics Tests {15%}
Algebra and Equations Tests {15%}
Semester Examination 1 {20%}
Semester Examination 2 {20%}

CAREER PROSPECTS:
Visit the school’s website.

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.

THROUGH-LINES TO VCE STUDIES:
Students in this subject will proceed to Further Mathematics Units 1&2 and 3&4.

PRE-REQUISITE SUBJECT(S):
General Mathematics II.

COURSE DESCRIPTION:
Pythagoras theorem and trigonometry – Students will investigate Pythagoras’ theorem and its application to solving simple problems involving right-angled triangles. They will investigate the sine, cosine and tangent ratios for right-angled triangles and solve related problems.

Linear graphs – Students will solve problems involving parallel and perpendicular lines. They will find the distance between two points and the midpoint of a line segment. Students will sketch linear graphs using the coordinates of two points and will investigate the gradient of straight lines.

Computation and practical arithmetic – Students will cover mental, by-hand and technology assisted computation with rational numbers and practical arithmetic, including estimation, order of magnitude and accuracy.

Measurement – Students will solve problems involving surface area and volume for a range of prisms, cylinders and composite solids.

Financial mathematics – Students will review percentages and business percentages. They will solve percentage mark-up and discount problems and will also solve problems involving simple and compound interest.

ASSESSMENT TASKS:
Pythagoras and Trigonometry Tests {15%}
Linear Graphs Tests {15%}
Computation and Practical Arithmetic Test 1 {7.5%}
Area and Volume Test 2 {7.5%}
Financial Mathematics Tests {15%}
Semester Examination 1 {20%}
Semester Examination 2 {20%}

CAREER PROSPECTS:
Visit the school’s website.

ENQUIRIES: Dr Debra Penny
Mathematical Methods 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, modelling, problem posing and problem-solving in the VCE years.

THROUGH-LINES TO VCE STUDIES:
This course is designed as a preparation for students who intend to study VCE Mathematical Methods and/or Specialist Mathematics.
Students in this subject will proceed to Mathematical Methods II & III in year 10 and then Mathematical Methods Units 1&2 and 3&4. Some students will also proceed to Specialist Mathematics Units 1&2 and 3&4.

PRE-REQUISITE SUBJECT(S):
Mathematics I.

COURSE DESCRIPTION:
Trigonometry – Students will investigate Pythagoras’ theorem and its application to solving simple problems involving right-angled triangles. They will investigate the sine, cosine and tangent ratios for right-angled triangles and solve related problems.
Algebra – Students will apply the distributive laws to expand and simplify binomial expressions. They will factorise binomials and simplify algebraic fractions.
Linear equations – Students will solve linear equations and inequations using algebraic and graphical techniques. They will verify solutions by substitution.
Probability – Students will identify complementary events and use the sum of probabilities to solve problems. They will determine the probability of events and represent such events in Venn diagrams and two-way tables and solve related problems. They will list all outcomes for multi-step chance experiments using tree diagrams.
Graphs – Students will sketch linear graphs using the coordinates of two points and will investigate the gradient of straight lines. They will find the distance between two points and the midpoint of a line segment. Students will also graph simple non-linear graphs with and without digital technology.

ASSESSMENT TASKS:
Pythagoras and Trigonometry Test {10%}
Pythagoras and Trigonometry Analysis Task {10%}
Algebra Test {10%}
Linear Equations Test {10%}
Linear Equations Analysis Task {10%}
Probability Test {10%}
Graphs Test {10%}
Semester Examination {30%}

CAREER PROSPECTS:
Visit the school’s website.

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.

THROUGH-LINES TO VCE STUDIES:
This course is designed as a preparation for students who intend to study VCE Mathematical Methods and/or Specialist Mathematics.

Students in this subject will proceed to Mathematical Methods III in year 10 semester 2 and then Mathematical Methods Units 1&2 and 3&4. Some students will also proceed to Specialist Mathematics Units 1&2 and 3&4.

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

COURSE DESCRIPTION:
Matrices – Students will add, subtract and multiply matrices, find the determinant and inverse of a matrix, and solve simultaneous equations using matrices.

Linear functions – Sketch linear graphs and solve linear equations

Algebra – Students will factorise, simplify and expand algebraic expressions. They will use the method of completing the square and the quadratic formula to solve quadratic equations.

Quadratic functions – Students will apply their skills from the Algebra unit to sketch parabolas via transformations and factorization and use these to model real life situations.

Functions – Students will understand and use the correct notation for sets of numbers. They will examine the concepts of relation and function, the domain and range of relations and functions and the properties of one-to-one functions.

ASSESSMENT TASKS:
Linear equations Test 1 {5%}
Linear graphs Tests {15%}
Algebra Tests {15%}
Parabolas Tests {15%}
Functions Test 1 {5%}
Semester Examination 1 {15%}
Semester Examination 2 {30%}

CAREER PROSPECTS:
Visit the school’s website.

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.

THROUGH-LINES TO VCE STUDIES:
This course is designed as a preparation for students who intend to study VCE Mathematical Methods and/or Specialist Mathematics.

Students in this subject will proceed to Mathematical Methods Units 1&2 and 3&4. Some students will also proceed to Specialist Mathematics Units 1&2 and 3&4.

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

COURSE DESCRIPTION:
Transformations – Students will describe the effect of transformations (dilation, reflection and translation) and simple combinations of these in words and using function notation.

Probability – Use complementary events, Venn diagrams, the addition law, the rules for mutually exclusive and independent events, and apply these techniques to real-life problems

Exponentials and logarithms – Demonstrate their ability to use the Index Laws to solve problems, manipulate exponential and logarithmic equations, graph these equations and transform them

Circular functions – Use the concept of the unit circle, π radians and trigonometric ratios to solve and graph circular functions.

ASSESSMENT TASKS:
Transformations Tests {15%}
Probability Tests {15%}
Exponentials and Logarithms Tests {15%}
Circular Functions Tests {15%}
Semester Examination 1 {15%}
Semester Examination 2 {25%}

CAREER PROSPECTS:
Visit the school’s website.

ENQUIRIES: Dr Debra Penny
Performing Arts

KLA

Subjects
OVERVIEW:
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.

PRE-THROUGH-LINES TO VCE STUDIES:
Students in this subject will typically proceed to Dance II, in either the second Semester or following year.

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

COURSE DESCRIPTION:
Dance I provides students with opportunities to develop and improve their physical and technical skills to ensure movements are performed with correct dance technique. It allows the students to develop skills associated with a variety of approaches to dance-making and performance as well as, observe, experience and write about dance in an analytical, a critical and a reflective manner.

ASSESSMENT TASKS:
Learnt group work {20%}
Dance Analysis Test {10%}
Processes and Skills Test {10%}
Technique solo Practical Assessment {20%}
Group Structures Analysis {10%}
Semester Examination {30%}

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
OVERVIEW:
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.

PRE-THROUGH-LINES TO VCE STUDIES:
Students in this subject will typically proceed to VCE Unit 1 & 2 Dance, in the following year, dependent upon results achieved in Dance II.

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

COURSE DESCRIPTION:
Dance II provides students with opportunities to develop and improve their physical and technical skills to ensure movements are performed with correct dance technique. It allows the students to develop skills associated with a variety of approaches to dance-making and performance as well as, observe, experience and write about dance in an analytical, a critical and a reflective manner.

ASSESSMENT TASKS:
Learnt group work {20%}
Dance Analysis Test {10%}
Processes and Skills Test {10%}
Technique solo Practical Assessment {20%}
Group Structures Analysis {10%}
Semester Examination {30%}

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, students explore the power of dramatic movement and devise original performances incorporating the conventions of Greek Theatre. Students also experiment with the conventions of Commedia dell’Arte and refine their improvisational skills through performance. They describe and evaluate the purpose and processes of their work. Students must also experience a performance and analyse the use of expressive and performance skills, and areas of stagecraft in extended written responses.

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

COURSE DESCRIPTION:
Developing expressive and performance skills, while learning key terminology in line with VCE Drama.
Learning and applying the conventions of performance styles in group devised performances.
Analysing and evaluating their own work and that of other drama practitioners.
Studying and applying Laban’s System of Movement, Greek Theatre and its conventions, and Commedia dell’Arte and its conventions.
Analysis and evaluation of students’ own work and that of other drama practitioners.

ASSESSMENT TASKS:
Written work documenting creative processes, reflecting and evaluating {20%}
Laban and Greek Theatre Performance {25%}
Commedia dell ‘Arte Performance {25%}
Performance analysis {10%}
Examination {20%}

VCE COURSE PATHWAYS:
This unit is not a pre-requisite for any VCE studies, although the terminology, and the knowledge and understanding of the studied performance styles and their conventions, are applicable to VCE Drama.

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: Ms Helena Stratakos
Drama II

OVERVIEW:
Drama II focuses upon exploring performance styles and practically applying them in performance. It includes 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 monologue performance. Students will apply the conventions of 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, but Drama I is recommended.

COURSE DESCRIPTION:
Creating characters through the application of expressive skills and developing character in performances.
Analysis and evaluation of the playmaking process in solo and group devised work, and analysing the impact of stagecraft and dramatic elements.
Investigating and applying different styles of performance, while working with others and individually to create a performance for an audience.
Describing and evaluating their own dramatic processes and outcomes using VCE Drama terminology, and analysing the use of stagecraft, expressive skills and dramatic elements in performance.
Developing and performing solo and ensemble performances.

ASSESSMENT TASKS:
Stanislavski monologue performance {25%}
Theatre of the Absurd ensemble performance {25%}
Performance analysis {10%}
Written work documenting creative processes, reflecting and evaluating {20%}
Examination {20%}

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: Ms Helena Stratakos
Music Performance I

Year 9 Semester 1

OVERVIEW:
This 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 and will develop and apply both creative arts industry and OH&S knowledge.

Note: To be considered for this elective, students should be currently having private tuition on a musical instrument. Students will be required to continue private lessons throughout the duration of this elective. 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).

THROUGH-LINES TO VCE STUDIES:
Students in this subject will typically proceed to Music Performance II in the second semester and Music Performance III and/or IV in Year 10.

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

COURSE DESCRIPTION:

Solo performance - Students prepare performances by selecting, researching and learning solo works. Students develop their individual instrumental and musicianship skills through regular practice.  
Group performance – Students develop group skills through regular rehearsal and performance with other musicians.  
Music theory / aural skills – Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.  
Technical work – Students select and create exercises and practice material to consolidate and refine their command of instrumental and presentation techniques.  
Practice diary – Students diarise their individual weekly practice routines with a focus on areas of improvement to facilitate achieving short and long-term performance goals.

ASSESSMENT TASKS

Solo Performance {30%}  
Group Performance {20%}  
Technical Work {10%}  
Practice Diary {20%}  
Semester Examination {20%}

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

ENQUIRIES: Mr. Steven Bell / Mr. Dean Thomas
OVERVIEW:
This 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 I. 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 should be currently having private tuition on a musical instrument. Students will be required to continue their private lessons throughout the duration of this elective. 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).

THROUGH-LINES TO VCE STUDIES:
Students in this subject will typically proceed to Music Performance III and/or IV in Year 10.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects however, Music Performance I is recommended.

COURSE DESCRIPTION:
Solo performance - Students prepare performances by selecting, researching and learning solo works. Students develop their individual instrumental and musicianship skills through regular practice.

Group performance – Students develop group skills through regular rehearsal and performance with other musicians.

Music theory / aural skills – Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Technical work – Students select and create exercises and practice material to consolidate and refine their command of instrumental and presentation techniques.

Practice diary – Students diarise their individual weekly practice routines with a focus on areas of improvement to facilitate achieving short and long-term performance goals.

ASSESSMENT TASKS
Solo Performance {30%}
Group Performance {20%}
Technical Work {10%}
Practice Diary {20%}
Semester Examination {20%}

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

ENQUIRIES: Mr. Steven Bell / 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. 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).

THROUGH-LINES TO VCE STUDIES:
Students in this subject will typically proceed to Music Performance IV in the second Semester.

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

COURSE DESCRIPTION:
Solo performance – Students prepare performances by selecting, researching and learning solo works. Students develop their individual instrumental and musicianship skills through regular practice.
Group performance – Students develop group skills through regular rehearsal and performance with other musicians.
Music theory / aural skills – Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.
Technical work – Students select and create exercises and practice material to consolidate and refine their command of instrumental and presentation techniques.
Practice journal – Students diarise their individual weekly practice routines, with a focus on areas of improvement to facilitate achieving short and long-term performance goals.

ASSESSMENT TASKS
Solo Performance {30%}
Group Performance {30%}
Technical Work {10%}
Practice Journal {10%}
Semester Examination {20%}

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, although a longer period of time is highly recommended.

*Students may select Music III or Music IV (as a single semester subject), or Music III & IV (as a year-long subject - recommended).

THROUGH-LINES TO VCE STUDIES:
On successful completion of this subject, students will typically proceed to Music VCE / VET Performance.

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

COURSE DESCRIPTION:
Solo performance – Students prepare performances by selecting, researching and learning solo works. Students develop their individual instrumental and musicianship skills through regular practice.

Group performance – Students develop group skills through regular rehearsal and performance with other musicians.

Music theory / aural skills – Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Technical work – Students select and create exercises and practice material to consolidate and refine their command of instrumental and presentation techniques.

Practice journal – Students diarise their individual weekly practice routines, with a focus on areas of improvement to facilitate achieving short and long-term performance goals.

Composition – Students explore genre, form, melodic devices, harmony, instrumentation and dynamics to compose, notate and perform a musical work.

ASSESSMENT TASKS
Solo Performance {30%}
Group Performance {20%}
Technical Work {10%}
Practice Journal {10%}
Composition {10%}
Semester Examination {20%}
CAREER PROSPECTS
Professional musician, classroom music teaching, instrumental music teaching, music therapy, band management, journalism, entertainment industry.

ENQUIRIES Mr Dean Thomas
Philosophy & Ethics

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.

PRE-THROUGH-LINES TO VCE STUDIES

Students in this subject can proceed to Philosophy. Ethics is a foundation subject which aids thinking in other VCE studies.

PRE-REQUISITE SUBJECT(S)

This is a foundation subject. There are no prerequisites.

COURSE DESCRIPTION

Students study the philosophical branch of Ethics. The course undertakes a review of the history of ethical thinking and then applies theories to practice in current society.

Ethics extends students’ language skills through thinking, reading, writing, speaking and listening. Students communicate ideas, feelings, observations and information, both orally and in writing.

The course allows students to develop an understanding of the historical foundations of ethical thinking, as well as the factors that impact directly and indirectly on ethical thinking. Students conclude the course with an evaluation of contemporary ethical debates.

ASSESSMENT TASKS

Test on history of ethical thinking {10%}
Analysis Task- morality {15%}
Debate & oral presentation on contemporary ethical issue {25%}
Social Values Essay {20%}
Examination {30%}

CAREER PROSPECTS

Ethics links to numerous future employment opportunities including medicine, law, teaching, marketing and journalism.

ENQUIRIES

Mrs Sarah Hunter
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.

PRE-THROUGH-LINES TO VCE STUDIES
Philosophy is a foundation subject which aids thinking in other VCE studies.

PREREQUISITE SUBJECT(S)
This is a foundation subject. There are no prerequisites.

COURSE DESCRIPTION
Students explore a number of branches of philosophy. These include- Epistemology, Metaphysics and Ethics.

The course develops a base knowledge of these branches of Philosophy and creates a foundation for VCE Units I and II. Philosophy extend students’ language skills through thinking, reading, writing, speaking and listening.

Students communicate ideas, feelings, observations and information, both orally and in writing. The course allows students to develop an understanding of the philosophical theories and the practical application of these ideas.

ASSESSMENT TASKS
Oral presentation {5%}
Epistemology analysis task {15%}
Metaphysics report {15%}
Ethics essay {15%}
Philosophy in film {25%}
Examination {25%}

CAREER PROSPECTS
Philosophy links to numerous future employment opportunities including law, teaching and political pursuits. It is also an advantage for those students pursuing higher education, as it encourages complex thinking.

ENQUIRIES
Mrs Sarah Hunter
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.

THROUGH-LINES TO VCE STUDIES:
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 Biology Units 3 & 4.

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

COURSE DESCRIPTION:
This subject introduces students to new advances in biotechnology in a hands-on capacity, including gel electrophoresis, PCR, DNA fingerprinting and cloning. Students will use these techniques to gain an understanding of how they are employed in the scientific world. They will also consider the ethical issues around this new field of science.

ASSESSMENT TASKS:
Tests {20%}
Practical report – DNA Extraction {10%}
Practical report – Bacterial Transformation {10%}
Extended Research Report – PCR {20%}
Ethical Debate {10%}
Semester Examination {30%}

CAREER PROSPECTS:
Visit the school’s website.

ENQUIRIES: Ms 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 application 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 practice their analytical skills through experiments involving chemical reactions and processes. This will include the identification of unknown chemicals through a series of chemical tests.

THROUGH-LINES TO VCE STUDIES:
Students in this subject will typically proceed on to Pre VCE Chemistry in Year 10 and then on to VCE Chemistry, depending upon results achieved.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.
It is highly recommended that students complete this subject before attempting Pre VCE Chemistry and VCE Chemistry.

COURSE DESCRIPTION:
In this unit, students will further develop their foundation knowledge of Chemistry in preparation for Pre VCE and VCE Chemistry. This will include atomic theory and chemical formulae. They will practice their analytical skills through experiments involving chemical reactions including carrying out a series of tests to identify unknown chemicals.

ASSESSMENT TASKS:
Tests {30%}
Practical reports {20%}
Extended Experimental Investigation {20%}
Semester Examination {30%}

CAREER PROSPECTS:
Visit the school’s website.

ENQUIRIES: Ms Diane Krosby
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.

THROUGH-LINES TO VCE STUDIES:
Students in this subject will typically proceed on to Pre VCE Environmental Science in Year 10 and on to VCE Environmental Science, depending upon results achieved.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.
It is highly recommended that students complete this subject before attempting Pre VCE Environmental Science and VCE Environmental Science.

COURSE DESCRIPTION:
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.

ASSESSMENT TASKS:
Tests {20%}
Practical reports {10%}
Research reports {40%}
Semester Examination {30%}

CAREER PROSPECTS:
Visit the school’s website.

ENQUIRIES: Ms 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.

THROUGH-LINES TO VCE STUDIES:
There are no particular through-lines to VCE subjects. Students will gain general scientific skills and knowledge and will learn to apply science to real-life situations useful in industry.

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

COURSE DESCRIPTION:
In this 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. In particular, they will study Medical Science, the science of Colour, Household Chemistry, Electronics & Robotics and Astronomy.

ASSESSMENT TASKS:
Tests {20%}
Practical reports {30%}
Consumer Investigation {10%}
Research assignments {10%}
Semester Examination {30%}

CAREER PROSPECTS:
Visit the school’s website.

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)

THROUGH-LINES TO VCE STUDIES:
There are no particular through-lines to VCE subjects. 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.

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

COURSE DESCRIPTION:
This unit is designed to give students an introduction into the real world of forensic science. Students will study the history of forensic science and different specialties within the field including career options. They will also use scientific methodologies to investigate crime scenes and examine how real forensic work compares to media portrayals on television. Concepts studied will include autopsy, fingerprinting, blood & DNA, hair & fibres, forensic chemistry, toxicology, ballistics, forensic accident and crash analysis and forensic psychology.

ASSESSMENT TASKS:
Tests {20%}
Practical reports {30%}
Research & analysis tasks {20%}
Semester Examination {30%}

CAREER PROSPECTS:
Visit the school’s website.

ENQUIRIES: Ms 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 sandstone and Tertiary limestone-deposits. Samples will assist in interpreting the geological evolution of the Bacchus Marsh region.

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

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

COURSE DESCRIPTION:
In this unit, students will learn about geological time and fundamental geological processes and will develop an understanding of how to apply these to solve geological problems. This will include planetary geology, the geological architecture and history of Victoria and local geology. Field trips to collect and interpret samples will be an important component of the course.

ASSESSMENT TASKS:
Tests {20%}
Practical reports {25%}
Field reports {15%}
Assignments {10%}
Semester Examination {30%}

CAREER PROSPECTS:
Visit the school’s website.
Access VTAC’s CourseLink at http://www.vtac.edu.au/

ENQUIRIES: Ms Diane Krosby
Health & Disease

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), Ebola and Zika 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.

THROUGH-LINES TO VCE STUDIES:
Students in this subject will typically proceed on to VCE Biology, depending on results achieved.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects.
This subject is recommended for VCE Biology.

COURSE DESCRIPTION:
In this unit, students will learn about the physiology of the human body in terms of its ability to fight infectious disease as well as some of the common non-infectious diseases afflicting modern society. Students will also learn about advances in medical technology that have led to reduced incidence of disease and better health.

ASSESSMENT TASKS:
Tests {20%}
Practical reports {20%}
Research assignments {30%}
Semester Examination {30%}

CAREER PROSPECTS:
Visit the school’s website.
Access VTAC’s CourseLink at http://www.vtac.edu.au/

ENQUIRIES: Ms Diane Krosby
OVERVIEW:
Science helps us to understand and explain the workings of nature and the everyday world that we live in. 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 and its effects such as decompression sickness, density and buoyancy, waves and tides). They will also consider environmental issues associated with human use of the oceans and protecting the marine environment.

THROUGH-LINES TO VCE STUDIES:
This subject is seen as a foundation unit and is not a pre-requisite for any VCE subject, although it will provide general science skills useful to most VCE Science subjects.

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

COURSE DESCRIPTION:
In this unit, students will learn about the many plants and animals that live in the marine environment, along with the chemistry of sea water, light and pressure changes, buoyancy and density, waves and tides. They will also gain an appreciation for the issues facing environmentalists in protecting the marine environment.

ASSESSMENT TASKS:
Tests {20%}
Practical reports {30%}
Research Tasks {10%}
Media File {10%}
Semester Examination {30%}

CAREER PROSPECTS:
Visit the school’s website.

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 theory and 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.

THROUGH-LINES TO VCE STUDIES:
Students in this subject will typically proceed to Pre VCE Physics in Year 10 and then on to VCE Physics, depending on results achieved.

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

COURSE DESCRIPTION:
This unit 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. Students will learn about the behaviour of energy in the form of heat, light, sound and electricity.

ASSESSMENT TASKS:
Tests {30%}
Practical reports {20%}
Investigative research report {20%}
Semester Examination {30%}

CAREER PROSPECTS:
Visit the school’s website.
Access VTAC’s CourseLink at http://www.vtac.edu.au/

ENQUIRIES: Ms Diane Krosby
Psychology I

OVERVIEW:
VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society.

THROUGH-LINES TO VCE STUDIES:
Students in this subject will typically proceed to study Psychology Pre-VCE and then VCE Psychology.

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

COURSE DESCRIPTION:
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.

ASSESSMENT TASKS:
What is Psychology and The Amazing Brain Test {10%}
Magic and Persuasion ERA {10%}
Interpersonal and Group Behaviour Essay {10%}
Mental Health Media Response {10%}
Semester Examination {60%}

CAREER PROSPECTS:
Visit the school’s website.
Access VTAC’s CourseLink at http://www.vtac.edu.au/

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. 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.

THROUGH-LINES TO VCE STUDIES:
This subject is a pre-requisite for VCE Biology. Students in this subject will typically proceed on to VCE Biology, depending on results achieved.

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

COURSE DESCRIPTION:
This subject is designed to prepare students for the study of Biology at VCE level and provide them with the fundamental content knowledge and skills. They will learn about the chemical nature of the cell, DNA structure and function, genetics & inheritance, DNA technologies, classification of living things, adaptations, evolution and natural Selection and processes such as photosynthesis and respiration.

ASSESSMENT TASKS:
Text Response {20%}
Research assignments {20%}
Practical reports {30%}
Semester Examination {30%}

CAREER PROSPECTS:
Visit the school’s website.

ENQUIRIES: Ms Diane Krosby
Chemistry

Pre VCE

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.

THROUGH-LINES TO VCE STUDIES:
This subject is a pre-requisite for VCE Chemistry. Students in this subject will typically proceed on to VCE Chemistry, depending on results achieved.

PRE-REQUISITE SUBJECT(S):
Stage 9/10 Chemical Analysis is highly recommended.

COURSE DESCRIPTION:
In this unit, students will develop their knowledge and skills in preparation for VCE Chemistry. They will study atomic theory and its link to the organisation of the Periodic Table. Students will also learn to classify chemical reactions and practise essential skills in stoichiometry needed for VCE Chemistry. An introduction to organic chemistry will also be included.

ASSESSMENT TASKS:
Tests {30%}
Practical reports {10%}
Research tasks {20%}
Extended Experimental Investigation (EEI) {10%}
Semester Examination {30%}

CAREER PROSPECTS:
Visit the school’s website.

ENQUIRIES: Ms Diane Krosby
Environmental Science

Pre VCE

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.

THROUGH-LINES TO VCE STUDIES:
This unit is highly recommended for the study of VCE Environmental Science. It does not provide the necessary preparatory skills or knowledge for VCE Biology, Chemistry or Physics. Students in this subject will typically proceed on to VCE Environmental Science, depending on results achieved.

PRE-REQUISITE SUBJECT(S):
Stage 9/10 Environmental Systems is recommended but not essential.

COURSE DESCRIPTION:
This unit 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. Concepts taught include ecosystems, energy interactions in ecosystems, nutrient cycles, food chains and food webs, environmental indicators, monitoring and environmental chemistry.

ASSESSMENT TASKS:
Tests {20%}
Practical reports {20%}
Research reports {20%}
Fieldwork report {10%}
Semester Examination {30%}

CAREER PROSPECTS:
Visit the school’s website.
Access VTAC’s CourseLink at http://www.vtac.edu.au/

ENQUIRIES: Ms Diane Krosby
Physics
Pre VCE

OVERVIEW:
Physics is the science which explains the workings of Nature and 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.

THROUGH-LINES TO VCE STUDIES:
Students in this subject will typically proceed on to VCE Physics, depending on results achieved.

PRE-REQUISITE SUBJECT(S):
Stage 9/10 Physical Science is highly recommended.

COURSE DESCRIPTION:
In this unit, students will further develop their foundation knowledge of Physics in preparation for VCE Physics. They will investigate forces and Newton’s Laws in order to describe the motion of objects. They will also learn about energy and its conservation and transformations. Students will explore simple electric circuits and also carry out an extended practical investigation.

ASSESSMENT TASKS:
Tests {20%}
Practical reports {20%}
Extended Practical Investigation {20%}
Data Analysis {10%}
Semester Examination {30%}

CAREER PROSPECTS:
Visit the school’s website.

ENQUIRIES: Ms Diane Krosby
OVERVIEW:
Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society.

THROUGH-LINES TO VCE STUDIES:
Students in this subject will typically proceed to study VCE Psychology.

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

COURSE DESCRIPTION:
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.

ASSESSMENT TASKS:
What is Psychology: Visual Presentation {10%}
Peak Performance Essay {10%}
Memory Test {10%}
Learning ERA {10%}
Semester Examination {60%}

CAREER PROSPECTS:
Visit the school’s website.

ENQUIRIES: Mr. Leigh Park
Technology

KLA

Subjects
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.

THROUGH-LINES TO VCE STUDIES:
Students in this subject will typically proceed to Unit 1&2 VCE Systems Engineering (year 10)

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

COURSE DESCRIPTION:
Folio – 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 to be produced via CAM
Assignment – Develop an understanding of how rapid prototyping via CAD and CAM redefined product development and marketing via open source release and crowdfunding start-up companies.

ASSESSMENT TASKS:
Unit Tests {30%}
Assignment {10%}
Folio {30%}
Semester Examination {30%}

CAREER PROSPECTS:
This course is valuable for students wishing to study VCE Systems Engineering. This program draws on aspects from Visual Communication and Design, Mechatronics, Flight Technologies, 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
OVERVIEW:
In today’s IT filled 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. Students will
explore the Numbering systems, Boolean logic and hardware components that make computers,
gain more advanced skills working with spreadsheets and construct webpages with HTML.

THROUGHLINES TO VCE STUDIES:
This subject is seen as a Foundation study, for those who are interested in taking VCE
Computing and VCE Software Development.

PRE-REQUISITE SUBJECT(S):
There are no pre-requisite subjects. This subject is considered to be a Foundation subject but does
have a significant mathematical component.

COURSE DESCRIPTION:
Students learn how computers work drawing a connection between components, numbers
and Boolean logic. They extend skills in managing data in a digital environment stated in
previous years. They build computer graphics and basic webpages and get an introduction
to Computer Coding using Small Basic or Visual Basic

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the semester:
   Topic Test {35%}
   Assignment {20%}
   Portfolio {15%}
   Semester Examination {30%}

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

ENQUIRIES: Mr. Phillip Pike
Computing-Games Programming

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 Computing-Digital Technologies should be completed first. Games programming involves a lot of logic and students should have a reasonably strong mathematical background if they are to extend their games beyond basic levels.

COURSE DESCRIPTION:
Students will be introduced to programming using Gamemaker 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 3-D animation. 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.

- 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

ASSESSMENT TASKS:
Students will produce a digital folio of games and documentation for the games. Assessment will be formative as their folio is produced.
- Games Portfolio {40%}
- Assignments {30%}
- Semester Examination {30%}

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
Computing-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 web site 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 Computing-Digital Technologies should be completed first.

COURSE DESCRIPTION:
Students will initially be introduced to the technical requirements of images 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 web site design through the analysis of existing live websites.

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

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.

Tests {30%}
Assignments {40%}
Semester Examination {30%}

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
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.

COURSE DESCRIPTION:
Students will learn about the basic elements of flight dynamics such as thrust, drag, center of pressure and gravity. This leads on to the concept of lift – hot air balloons, kites, hydraulic rocket and solid fuel rockets. A focus is on actually building and launching rockets, which includes topics such as modular design and construction, payloads and recovery and an introduction to rapid prototyping project management.

- 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.

ASSESSMENT TASKS:
Tests {10%}
Projects (x3) {40%}
Folio of Designs {20%}
Examination {30%}

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: Mr Peter Hexter / Mr Rohan Bryan
Flight Technology II

Fixed Wing

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.

COURSE DESCRIPTION:
Students will develop an awareness of the history of flight, and as a result, will design, construct, test and diagnose a range of model gliders and aeroplanes.
They will be asked to develop an understanding of the physics of flight as they apply to fixed wings (Newtonian mechanics, lift, drag, thrust, kinetic energy and energy transformations, torque and power), and then demonstrate an understanding of the influence of G-forces, load and speed on the structural integrity of fixed wing design.
They will demonstrate skills in rapid prototyping technologies and fabrication laboratory equipment such as 3D printers, laser cutting and 3D CNC routing, CAD and CAM.

- 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:
Tests {15%}
Projects (x2) {35%}
Folio of Designs {20%}
Examination {30%}

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: Mr Peter Hexter / Mr Rohan Bryan
Flight Technology III
Quadcopters

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):
None, although Flight Technology I and/or Flight Technology II would be beneficial.

COURSE DESCRIPTION:
Students will develop an awareness of the history of flight, and as a result, will design, construct, test and diagnose a range of model aircraft and multi rotor drones. They will be expected to demonstrate an understanding of the influence of First Person View on drone development and application. They will develop an understanding of the physics of flight as they apply to helicopters (Newtonian mechanics, lift, drag, thrust, kinetic energy and energy transformations, torque and power), and demonstrate an understanding of the influence of G-forces, load and speed on the structural integrity of helicopter design. Demonstrate skills in rapid prototyping technologies and fabrication laboratory equipment such as 3D printers, laser cutting and 3D CNC routing, CAD and CAM.
- Electronic and mechanical control systems of a multi rotor drone.
- Design and construction
- Aviation Meteorology

ASSESSMENT TASKS:
Tests {15%}
Projects (x2) {35%}
Folio of Designs {20%}
Examination {30%}

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: Mr Peter Hexter / Mr Rohan Bryan
OVERVIEW:
This course will investigate the process involved in the design, manufacture and analysis 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 large scale food manufacturers then using consumer feedback, use the design process to develop their own ‘new’ food product which they will launch to the school community. This subject introduces students to an occupational the area of Food Technology, that they may have not previously been aware of, allowing students to understand the industry behind our retail food manufacture and the possibilities of careers in this area.

THROUGH-LINES TO VCE STUDIES:
This subject is a recommended study for students looking to study VCE Food Studies.

PRE-REQUISITE SUBJECT(S):
None.

COURSE DESCRIPTION:
Introduction to the food manufacture & consumer science industry: Students gain an insight into the work undertaken by scientists within the food/consumer industries.

Research and development of new products: Students will explore and apply the steps taken in the design process to develop new food products.

Analysis of food products: Students will explore the importance of food safety, microbiology, chemical and sensory analysis of food. Applying techniques to food that they have developed.

Food Preservation and packaging: Students will investigate ways in which to preserve food and how packaging can play apart in this process.

Marketing of new food products: Students will investigate way in which food products are marketed to consumers and trends in food manufacture.

Environmental impact of the food production: Students will consider the environmental and ethical concerns of food production. They will investigate sustainable practices that are taking place in relation to food production.

ASSESSMENT TASKS:
Food Manufacturing Research Project {10%}
Product development and analysis project {20%}
Practical reports {20%}
Topic Tests {10%}
Semester examination {40%}

CAREER PROSPECTS:
Ideally suited for students interested in the food technology, nutrition and hospitality industries.

ENQUIRIES: Mrs Jacqueline Huxtable
Food for the Future

OVERVIEW:
Food for the Future looks at food and its role in the current society that we live. The course will teach the students the theory of providing a nutritional balanced diet and the trends of today that affect the food choices we make. It will also review how sustainable food preparation is now a factor in food choices and cooking methods. At this level the students will be equipped with skills to take basic cooking methods to the next level, whereby student will be expected to prepare dishes without recipes.

THROUGH-LINES TO VCE STUDIES:
This subject is a general interest subject however is of benefit to those students looking to study VCE Food Studies or VCE/VET Hospitality

PRE-REQUISITE SUBJECT(S):
None.

COURSE DESCRIPTION:
Students will study the following areas;
- Food safety and hygiene
- Food trends
- Nutrition within specific society groups
- Specialty Dietary requirements
- Sustainability in the food industry
- Food in the media

ASSESSMENT TASKS:
Assignment 1 – Research Project {20%}
Assignment 2 – Dietary Design Project {20%}
Practical examination {30%}
Semester examination {30%}

CAREER PROSPECTS:
Ideally suited for students interested in the food technology, nutrition and hospitality industries.

ENQUIRIES: Mrs Jacqueline Huxtable
OVERVIEW:
This hospitality subject 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 potentially thinking of being a business owner.

THROUGH-LINES TO VCE STUDIES:
This subject is a recommended study for students looking to study VCE/VET Hospitality.

PRE-REQUISITE SUBJECT(S):
None.

COURSE DESCRIPTION:
Students will study the following areas;
- 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)
- Food service skills
- Financial transactions
- Food safety and hygiene requirements at a legislative level
- Researching target markets
- Team communication/ work

ASSESSMENT TASKS:
Assignment – Design and market a food business {25%}
Assignment – Research industry businesses {25%}
Practical examination {20%}
Semester examination {30%}

CAREER PROSPECTS:
Students have the opportunity to work further in Hospitality, either in a back or front of house role. They may also move into the tourism or event management streams within further study. This subject also gives student a foundation for future retail employment.

ENQUIRIES: Miss Belinda Lipscombe
Hospitality-Functions

OVERVIEW:
The Hospitality Functions subject 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) and back of house (kitchen operations) whilst planning and holding these functions. The students will also have opportunity to participate in out of school hour functions run by the school, giving them first-hand experience in the Hospitality industry and valuable insight into the requirement of the subject at a VCE level.

THROUGH-LINES TO VCE STUDIES:
This subject is a recommended study for students looking to study VCE/VET Hospitality.

PRE-REQUISITE SUBJECT(S):
None.

COURSE DESCRIPTION:
Students will study the following areas;
- Practical methods of cooking with basic ingredients
- Function menu design
- Service procedures
- Food safety & hygiene
- Catering for a purpose

ASSESSMENT TASKS:
Assignment – Design a healthy and active children’s party {25%}
Assignment - Design a BMG staff function for the spring carnival {25%}
Practical examination {20%}
Semester examination {30%}

CAREER PROSPECTS:
Students have the opportunity to work further in Hospitality, either in a back or front of house role. They may also move into the tourism or event management streams within further study.

ENQUIRIES: Miss Belinda Lipscombe
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. 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 task.

THROUGH-LINES TO VCE STUDIES:
Students in this subject will typically proceed to Unit 1&2 VCE Systems Engineering

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

COURSE DESCRIPTION:
Develop an understanding of fundamental mechanical systems and simple machines. Demonstrate precision CAD skills that enable competent deployment of CAM. Demonstrate competency with basic circuit theory. Display an ability to apply low level program commands. Develop an understanding of mechanical and electronic input/output devices.

FOLIO – Students Design construct, program, test and diagnose an embedded system; and manage, document and evaluate a system and processes

ASSESSMENT TASKS:
Unit Tests {40%}
Folio {30%}
Semester Examination {30%}

CAREER PROSPECTS:
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 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
Understanding Food

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.

THROUGH-LINES TO VCE STUDIES:
This subject is a recommended study for students looking to study VCE Food Studies.

PRE-REQUISITE SUBJECT(S):
None.

COURSE DESCRIPTION:
Reasons for cooking food: Students will investigate the reasons why we cook food. They will develop their own ability to produce and present dishes that compliment themselves by the use and combination of flavours, colours and textures. Taking into consideration constraints such a seasonal availability and cost.

Food hygiene and safety: Students will further develop basic kitchen procedures with an emphasis on food safety and hygiene practices. They will further develop culinary skills through appropriate and correct use of knives, tools and kitchen appliances.

Measurements and conversions of recipes: Students will be able to alter recipes to meet various requirements, whether they be alterations to quantities or dietary requirements.

Key foods: Students will be able to identify and understand key foods and the changes that occur to these foods during various cooking methods.

Methods of cooking: Students will understand the different methods of cooking; the process that occurs and the equipment used. They will be able to identify the methods of cooking best suited to each key food.

ASSESSMENT TASKS:
Assignment 1 – Key Foods {20%}
Assignment 2 – Cooking Methods {20%}
Practical skills test {30%}
Semester examination {30%}

CAREER PROSPECTS:
Ideally suited for students interested in the food technology, nutrition and hospitality industries.

ENQUIRIES: Mrs Jacqueline Huxtable
Wood Technology I
Woodwork Fundamentals

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 and lead to the study of Wood Technology II.

COURSE DESCRIPTION:
Students will develop skills working with timber, as well as developing an understanding of working with tools in a safe manner and environment. They will be expected to develop an appreciation and understanding of the importance of design, and be able to analyse the appropriateness of using particular materials for a specific purpose. They will be expected to develop a design proposal, make the product using wood working tools and analyse the effectiveness of the process, including an understanding of the importance of using materials which are environmentally-friendly.

- 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.

Test – Tools & Skills Competency {S/N}
Project – Xylophone {33%}
Project – Bedside Table {33%}
Folio of Designs {34%}

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

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

ENQUIRIES: Mr. Peter Hexter
Wood Technology II

CAD/CAM for Chairs

OVERVIEW:
Wood Technology II aims to further develop a student’s practical woodworking skills with a focus on the making of chairs. 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):
There are no pre-requisite subjects, but Wood Technology I is recommended.

COURSE DESCRIPTION:
Students will be expected to apply safe working practices, and have skills in wood working tools and techniques.
They will work individually or as part of a group, learning skills of problem solving and communication as well as in the design and reading of technical drawings in the form of plans. Students will be expected to follow a design brief requiring them to design and build items of furniture.
They will gain experience in the use of Computer Aided Design (CAD) and Computer Aided Manufacturing (CAM) machines, as well as in budgeting and planning.

- 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:
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.

    Test – Tools & Skills Competency {S/N}
    Project – CAD/CAM {35%}
    Project – Chair {35%}
    Folio of Designs {30%}

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
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 furniture making and be able to follow a plan to produce a functioning product, using materials that are environmentally sustainable.

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

COURSE DESCRIPTION:
Students will be expected to apply safe working practices, and have skills in wood working tools and techniques.
They will work individually or as part of a group, learning skills of problem solving and communication as well as in the design and reading of technical drawings in the form of plans.
Students will be expected to follow a design brief requiring them to design and build furniture.
They will gain experience in the use of CAD and Computer aided manufacturing machines, as well as in budgeting and planning
- Occupation and safety in the work place
- Key areas and construction techniques of furniture
- Timber and other relevant materials used in furniture construction
- Importance and relevance of MDSs epoxy’s and paints

ASSESSMENT TASKS:
Students will construct a piece of furniture of their choice and design. They will need to be able work individually or with others as part of a team to achieve their final goal.
Test – Tools & Skills Competency {S/N}
Project – Research & Design Phase {20%}
Project – Stage 1 of Production Phase {30%}
Project – Final Production Phase {30%}
Folio of Designs {20%}

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.

THOROUGHLINES TO VCE:
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

COURSE DESCRIPTION:
Students will be expected to make informed personal responses to selected social issues through exploring, investigating and experimenting with art elements and principles. They will draw from observation and imagination, and with an understanding and application of selected stenciling / painting techniques. They will develop research and analysis skills and the ability to confidently discuss public art using appropriate language, showing self-awareness and development of individual style. Problem solving skills and creative thinking will be involved, as will the ability to follow a design brief, with the recording of all work in progress with images of finished art works (supported by extensive annotations) in a Visual Arts Diary.

ASSESSMENT TASKS:
Developing Subject Matter Task {20%}
Exploring Materials Task {20%}
Folio of Final Artworks {30%}
Semester Examination {30%}

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 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. Throughout this Study, you will explore the use of new technologies; materials and techniques, then record your technical exploration through experimentation, trial and error.

Mediums that will be explored: Resin Painting, Resin Jewelry, Wet Mediums (additives to paint), Dry Mediums (additives to paint), Molding Pastes, Gels and patinas.

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

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

COURSE DESCRIPTION:
Students will maintain a visual diary that demonstrates consistent recording of all work in progress with images of finished art works (supported by extensive annotations). They will further develop skills and knowledge in design elements and principles, and will have the ability to explore, understand and apply selected painting techniques to canvas. General understanding in painting periods throughout history, specifically modern art movements will be covered, leading to the ability to confidently discuss art using appropriate terminology.

ASSESSMENT TASKS:
Techniques and Materials Project {20%}
Exploring Subject Matter Project {20%}
Folio of final Artworks {30%}
Semester Examination {30%}

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 Jane Todd
Media Studies I
Directing and Filmmaking

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.

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

COURSE DESCRIPTION:
Students will be expected to establish a strong understanding of the main types of production and story elements that work together to construct a narrative. They will develop skills in production, using knowledge of elements include camera, sound, lighting, mise-en-scene, and story elements, including character, storyline, setting; the role of media audiences and consumers. They will be expected to plan and produce their own production, using codes and conventions relative to the media form.

ASSESSMENT TASKS:
Narrative Analysis {20%}
Media Production Design Plan {30%}
Media Production {30%}
Examination {20%}

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:
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.

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

COURSE DESCRIPTION
Students will be expected to gain an understanding of what a film or TV narrative is, and familiarise themselves with the main types of production and story elements that work together to construct a narrative.
They will use production elements include camera, sound, lighting, mise-en-scene, and story elements, including character, storyline, setting.
They will be expected to gain an understanding of the role of media audiences and consumers.
They will plan and produce their own production, using codes and conventions relative to the media form.

ASSESSMENT TASKS:
Narrative Analysis Task {20%}
Animation Production Design Plan {30%}
Animation Media Production {30%}
Examination {20%}

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:
Students completing Photography I should expect to form a sound understanding of the use of Aperture, Shutter Speed, Lighting and Compositions – the key building blocks of Photography. Students will gain knowledge about how Photography as an artform can be used to portray ideas and meanings. The incorporation of new digital technologies in the creation of artworks is also explored.

THROUGH-LINES TO VCE STUDIES:
Students in this subject will be able proceed to any of the Visual Arts subjects in second Semester and VCE Art, VCE Studio Art and VCE Visual Communication Design

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

COURSE DESCRIPTION:
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 two practical projects, looking at the use of ‘Selfies and Portraiture’ 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.

ASSESSMENT TASKS:
- Exploration of Studio Practice {30%}
- Development of Artworks {30%}
- Interpreting Art Ideas {20%}
- Semester Examination {20%}

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; multimedia; graphic design; advertising; journalism; animation and teaching.

ENQUIRIES: Mrs Jane Todd
OVERVIEW:
Students completing Photography II should expect to form a sound understanding of the use of Aperture, Shutter Speed, Lighting and Compositions – the key building blocks of Photography. Students will gain knowledge about how Photography can be used to create special effects. A variety of lighting situations are also explored in the creation of artworks based upon ‘tricks of light’

THROUGH-LINES TO VCE STUDIES:
Students in this subject will be able proceed to any of the Visual Arts subjects in second Semester and VCE Art, VCE Studio Art and VCE Visual Communication Design

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

COURSE DESCRIPTION:
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 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.

ASSESSMENT TASKS:
Researching and Recording Ideas {30%}
Studio Practice {30%}
Artists and Studio Practice {20%}
Semester Examination {20%}

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.

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

COURSE DESCRIPTORS:
Students will be expected to understand and apply various construction methods, including an understanding and application of surface decoration and embellishments. They will gain research and analysis skills, and consequently be able to confidently discuss sculpture using appropriate language. They will be expected to have the ability to respond to challenging themes and express themselves through sculpture. The course will involve the skills of problem solving and creative thinking.

ASSESSMENT TASKS:
Exploring Materials Project {20%}
Mixed Media Project {20%}
Folio of final Artworks {30%}
Semester Examination {30%}

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
Sculpture II
‘Off the Wall’ and ‘In the Round’

OVERVIEW:
Sculpture II 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 trialed 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.

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

COURSE DESCRIPTION:
Students will explore a range of construction methods and surface finishes / techniques, and follow design briefs to develop and resolve ideas into finished sculptures. They will discover ways in which sculpture has been created and used in cultural and historical contexts. They will be expected to work in three dimensions, according to these themes: ‘Off the Wall’ and ‘In the Round’. They will develop research and analysis skills, as well as gain skills in problem solving and creative thinking.

ASSESSMENT TASKS:
Construction Project {20%}
Mixed Media Project {20%}
Folio of final Artworks {30%}
Semester Examination {30%}

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 develop both hand and machine sewing skills through practical experience. Students create process samples and document these in a folio to demonstrate an understanding of the product design process. Project management skills and creativity are developed as students manage independent design tasks which address design problems. Students gain an understanding of taking body measurements, the use of commercial patterns, drafting their own patterns, and understanding the properties of various materials.

THROUGH LINES TO VCE STUDIES
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.

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

COURSE DESCRIPTION:
Students develop skills and techniques required to create products using fabric, while exploring the origins of textile fibres and their environmental impact, as well as the role of technology in contemporary contexts. Students will be using commercial patterns, various sewing tools and machines and exploring different construction techniques. Product Design Process exercises and clothing illustration techniques will be part of the course.

ASSESSMENT TASKS:
- Fibre Research Task {10%}
- Cushion Task {30%}
- Wool 4 Skool Task OR Care Labelling Task {10%}
- Pyjama Task {25%}
- Examination {25%}

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
Textile Design II
Design and Creativity

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 photosensitive textile inks, to design and make a printed T-shirt. Dyeing techniques, including methods such as Japanese shibori dyeing, are explored. Students work through the product design process to produce three major pieces of work. An investigation into natural dyeing processes is undertaken and students research the properties of natural fibres, particularly wool.

THROUGHLINES TO VCE STUDIES:
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.

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

COURSE DESCRIPTION:
Students will be expected to develop knowledge of textile decoration techniques, particularly printing and dyeing, and then use the design process to solve problems and think creatively. They will use knowledge, skills and techniques to create original products using fabric, which will include an introduction to the Product Design Process. They will use the sewing machine and other equipment related to textile decoration, as well as being introduced to commercial patterns and garment construction. They will explore various surface embellishment techniques, materials and natural fibres.

ASSESSMENT TASKS:
- T-shirt Task {30%}
- Design & Technology Investigation {10%}
- Bag Task {30%}
- Wearable Art Task {5%}
- Examination {25%}

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
Textile Design III – Pre VCE
Design and Technology

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 contemporary and historical clothing, emerging technologies such as laser cutting, and the role of specialist designers such as costume designers.

VCE THROUGHLINES:
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.

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

COURSE DESCRIPTION:
Students will be expected to develop skills and techniques used to create garments using fabric, and to develop an understanding of the Product Design Process. They will develop skills used to communicate design ideas and document design processes, and to understand the factors influencing product design. They will be expected to explore the role of design and technology in both historical and contemporary contexts. They will design and produce a hooded sweat shirt, as well as completing the design and production of a complex garment of their choice. This will involve an exploration of construction techniques, design exercises and fashion illustration, and they will be expected to take into account clothing history, new technologies, and specialised roles in the textile industry.

ASSESSMENT TASKS:
Hoody Task {30%}
Fashion History Research Task {10%}
Major Design Project Task {25%}
Technology Task {10%}
Examination {25%}

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. Philippa Loton
OVERVIEW:
New Technologies are continually being introduced at a rapid rate. Design no longer consists of just drawing and design using traditional techniques. New Digital Technologies such as laser cutters and 3D printing allow you to easily turn your ideas into designs as well as making traditional technologies easier to access. Designers can now laser cut designs, not just rely on hand cutting with a scalpel allowing for the production of more and higher quality analogue works. New mediums, such as iPhoneography and photo-aps are being used to develop professional quality results. Throughout this Study, you will explore the use of analogue and digital technologies; materials and methods, then record your technical exploration through trials and design development. Digital methods that will be explored are; Software such as Illustrator and Photoshop, Lasercut and 3D Printing.

THROUGH-LINES TO VCE STUDIES:
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.

PRE-REQUISITE SUBJECT(S):
There are no Pre-requisites.

COURSE DESCRIPTION:
Analogue Design Folio
Trialing and Recording of the use of materials and methods available to create designs. Create a folio demonstrating the understanding and techniques of the analogue mediums.

Digital Design Folio
Trialing and Recording of the use of new digital technology available to create a design folio. Create designs that demonstrate an understanding of 3D printing and laser cutting.

Drawing Tasks
Developing a skill set that underpins the digital and analogue design stages of generating ideas, developing concepts and refining drawings. Students use observational, visualisation and presentation drawing to be able to communicate ideas. Through observational drawing students consider reasons for the choices designers make regarding the aesthetics, appearance and function of objects/structures.

Design Elements and Principles Tasks
Exploring the design process and further enhancing skills to manipulate and organise design elements, design principles, selected media, materials and production methods when creating visual communications.

ASSESSMENT TASKS:
Drawing tasks {20%}
Design elements and design principle tasks {20%}
Analogue Design Final Presentation {15%}
Digital Design Final presentation {15%}
Semester Examination {30%}
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

The Design Process and New Technologies

OVERVIEW:
Design changes with the continual introduction of technologies. Design relies on both traditional analogue and new digital skills. New Digital Technologies such as laser cutters and 3D printing allow you to easily turn your ideas into designs and high quality presentations. Throughout this Study, you will explore the use of analogue and digital technologies; materials and methods, then record your technical exploration through trials and design development. Digital methods that will be explored are; Software such as Illustrator and Photoshop, Lasercut and 3D Printing.

THROUGH-LINES TO VCE STUDIES:
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.

PRE-REQUISITE SUBJECT(S):
There are no Pre-requisites.

COURSE DESCRIPTION:
Traditional Design Folio
Trialing and Recording of the use of materials and methods available to create designs. Create a folio demonstrating the understanding and techniques of the analogue mediums.

Digital Design Process Folio
Trialing and Recording of the use of new and traditional digital technology available to create a design folio. Create designs that demonstrate an understanding of 3D printing and laser cutting.

Drawing Folio of Tasks
Developing a skill set that underpins the digital and analogue design stages of generating ideas, developing concepts and refining drawings. Students use observational, visualisation and presentation drawing to be able to communicate ideas. Through observational drawing students consider reasons for the choices designers make regarding the aesthetics, appearance and function of objects/structures.

Design Elements and Principles folio of Tasks
Exploring the design process and further enhancing skills to manipulate and organise design elements, design principles, selected media, materials and production methods when creating visual communications.

ASSESSMENT TASKS:
- Drawing Folio of tasks {20%}
- Design elements and design principle Folio of tasks {20%}
- Traditional Design Final Presentation {15%}
- Digital Design Processes Final Presentation {15%}
- Semester Examination {30%}

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
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:
- VCAL Literacy – VCAL students only
- General Mathematics (non-examinable – includes VCAL Numeracy)
- Personal Development Skills – VCAL students only
- Work Placement – in three separate blocks throughout the year, instead of one day per week
- Business Certificate II (includes Work Related Skills) – open to all students
- Two semester-length elective subjects from the entire list of available Year 10 subjects
- 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: Mr Michael Love
**VCAL II**

**Year 11**

**OVERVIEW:**
A VCAL course option is available to those Year 11 students who have completed the VCAL I course in Year 10. 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.

It is possible for a student to opt into the VCAL II course without having completed the VCAL I course, but each request will be taken on a case-by-case basis.

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 II and Certificate III (partial) 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:
- VCAL Numeracy – VCAL only
- VCAL Literacy – VCAL only
- Work Placement one day per week – VCAL only
- Work Related Skills – VCAL only
- Business Certificate III (partial – 5 units) – VCAL only
- Personal Development Skills – VCAL only
- 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:** Mr Michael Love
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