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Year 9 ARCH program
Students in Year 9 embark on a new educational experience. This innovative program has been developed to better meet the needs of young people who are living in a very different world to previous generations.

ARCH stands for –
ACTIVE
RESILIENT
CONNECTED
HAPPY

What will be different?

The ARCH Program aims to improve student connectedness to learning by:
• establishing professional learning teams comprised of 2 teachers to 50 students who will teach the core subjects, enabling them to establish programs with a more individual focus;
• providing a diverse range of electives;
• minimising the number of teachers encountered by students;
• involving students in practical, hands on activities that relate to real-life;
• setting tasks that are both challenging and relevant to student needs;
• organising more flexible learning time to plan and explore issues;
• making better connections with students at school and in the wider community;
• having classroom space and a building that the students feel ownership of.

Year 9 subject selection

The Year 9 curriculum consists of core and elective subjects. The core subjects are designed to provide students with the essential building blocks to tackle their education beyond Year 9. The elective subjects offer students a degree of flexibility, enabling the selection of a course that caters for personal needs and interests.

With the exception of foreign languages, the subjects selected for Year 9 do not limit or restrict choices available to students in Year 10 or the VCE. For example, the Year 10 Textiles Design course is structured so as to be undertaken by students regardless of whether they have studied textiles in Year 9.

Core subjects
Communication & Culture (8 periods per week)
Number & Science (8 periods per week)
TLC (Thinking, Learning & Connecting) (4 periods per week)
Sport Education (2 periods per week)
These subjects make up 22 periods per week.

All core subjects are studied for the full academic year in a core grouping. The exception is Sport Education which is not in form groups. Core subjects will be allocated automatically and do not have to be selected on the subject sheet.

Electives
Electives make up the remaining 8 periods per week for all Year 9 students. Students will study two of these electives each term.

Year 9 students have the opportunity to select 12 elective preferences from those offered. They will take 8 of these electives over the year.
Read the elective subject descriptions provided in this handbook carefully. Do not assume the subject name alone provides you with sufficient detail to make an informed choice. Discuss your proposed course with your parents, teachers, MIPS staff, friends and older students.

Decide on your preferred elective subjects and list them in order of preference. Go to the school website and follow the link to subject selections. Make your choices.

**Electives - things to note**

**Languages**

Students who are selecting Japanese or German, need to list these once in their first four preferences. These electives are studied for the whole year.

**Specialist sport**

Students who have been selected for Specialist Sport, need to be list this elective once in their first six preferences. This elective is studied for two terms.

**PE Electives**

PE Electives are electives that can be taken in addition to Sport Education, however, they can only be chosen twice per year and only once per semester.

Students will also have the opportunity to choose one Sport Education option for each term, separate to their elective choices, when they complete their online elective choices.

**Why you should choose carefully**

Once students have made their elective selections, a computer program will be used to generate the optimum timetable. It is important for students to realise that their decisions determine what elective subjects will be taught and where they will appear on the timetable. Students should select elective subjects very carefully, as even small individual changes will have a significant impact on the whole Year 9 timetable. Students should assume that selections cannot be altered at a later date.

**Information on courses**

Students should seek as much information as they can before selecting elective subjects. Even though the requirements of a specific career or tertiary course should be considered, Year 9 students should aim to experience as broad an education as possible. The best reason to select an elective is because it interests the student.

Careers information is available from the MIPS office. Please contact Belinda Rodda or Deneale Skewes. More information about MIPS can be found on page 21. Subject teachers should also be used as a source of information.

Parents will be invited to attend an information evening for the selecting of a Year 9 course in the Year 9 ARCH Centre. Teachers from the ARCH program will be present to outline the program, and teachers from the different elective areas will be present to provide advice and ideas.

**How to choose your subjects**

Elective subject selections are made on-line; this needs to be completed by the August 20, 2012.

If you have any questions relating to the courses offered or the selection process, please do not hesitate to contact the 2012 ARCH core teachers.

You can also discuss your selections and the process with your Team Leader.
In Year 9, students begin to see themselves as young adults. They are becoming independent thinkers able to use formal methods of inquiry and seek to apply learning to the world outside school. They set goals and undertake activities to achieve them.

The Year 9 students will spend the majority of their time with their core teachers, and this time will be divided into Communication and Culture (combining elements of English and Humanities), Number and Science (combining elements of Maths and Science) and Thinking, Learning and Connecting (TLC). This will be a combination of pastoral care, physical activity and learning about learning through a study of the brain and its functions.

Students will be able to apply similar skills across the three core subjects, although the content will be different for each subject. Essentially, the students will be able to identify how they learn best and be able to apply problem solving tools in order to reach intended outcomes. The students will explore how learning might be applied in settings outside the classroom.

---

**Communication & Culture**

**Course Outline**
This involves the study and application of language skills with the students reading, viewing and being able to critically analyse a variety of texts while being able to present complex ideas and being aware of a writer’s ability to position an audience.

**Assessment**
Students will be assessed using a range of methods, including; written responses, oral responses, investigation projects, displays and aural responses.

**Contact:** Tom Arnold

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**Number & Science**

**Course Outline**
Students are required to undertake a variety of activities that have a numerical and/or scientific basis. The scientific component will allow students to plan and conduct investigations in order to test the validity of hypotheses. They can also use relevant scientific concepts to discuss science related issues, evaluate the appropriateness of methods used and to help them understand the features of their natural world. The numerical component will allow students to choose, use and develop models and procedures to investigate and solve mathematical problems. Students will also get to select and use technology to assist in developing ideas to support their inquiries.

**Assessment**
Students will be assessed using a range of methods, including; investigative assignments, tests, projects, practical experiments, oral presentations and visual presentations.

**Contact:** Bruce Hillgrove
TLC (Thinking, Learning & Connecting)

Course Outline
This is an extended pastoral care program that seeks to engage the students with one of their core teachers by exploring the individual’s physical, mental and emotional well-being. This will be achieved by involvement in;

• Thinking and learning skills – how do I learn?
• Physical activity
• Life skills
• Journal reflection

Assessment
• Class participation
• Willingness to be reflective

Contact: Peter Tunbridge

Sport education

Course Outline
Sport Education aims to provide learning opportunities for students to successfully participate in a variety of activities that will enhance their knowledge and skills acquired through game situations or recreation activities. It will also encourage the development of team work, fitness and decision making skills in a positive environment.

Students choose one sport education option each term- these selections will be made when students make their elective choices online.

Assessment
• Participation
• Skill Level
• Decision making skills - team strategies
• Administration/organisation/coaching role
• Fitness levels

Contact: Grant Luscombe
YEAR 9 ELECTIVES

English electives

Creative English

Course Outline
In this elective, students have the opportunity to write in a variety of modes and styles. They are encouraged to experiment and expand on their own writing. The following forms of writing may be studied: short stories, descriptive writing, poetry, sensory writing, dialogue, letters and diary writing. Students can also elect to do extra or alternative forms of writing.

Assessment
The focus is on producing individual collections of writing with consideration given to purpose, audience and appropriate presentation.

Debating

Course Outline
The aim of this elective is for students to learn the fundamentals of debating. This includes:
• How to develop an argument
• How to respond to opposing arguments
• How to speak clearly and persuasively
• How to work as a team
• How to adjudicate a debate – elements of manner, matter and method
• How to chair a debate
Depending on the term in which this elective is undertaken, students may be given the opportunity to take part in external competitions

Assessment
• Classroom participation
• Workbook – including journal entries, research notes, self-evaluation

Reading for fun

Course Outline
In this elective, students have the opportunity to read a wide range of different genres for their own enjoyment. Students will select their own reading material within teacher guidelines. Students will be given time to read; discuss their reading and express their thoughts in a variety of forms.

Assessment
Reflection, discussion and analysis of texts studied in class
Written and oral responses addressing issues, themes and topics arising from texts
Sharpen your skills

Course Outline
This course is designed to improve the language skills of students. Emphasis will be placed on improving expression and spelling skills, learning to write different types of essays, and coping with the basics of presenting orals.

Assessment
The focus is on producing individual collections of writing with consideration given to the purpose and appropriate presentation.

Journalism

Course Outline
Journalism covers writing styles and presentation of news and entertainment through TV, magazines and newspapers. Learn about demographics and how to appeal to specific audiences through advertising. You will work in editorial teams to mock-up magazines, cover local stories, and create your own newsletter. What is third person writing and why can journalists get into trouble if they don’t use it? What is libel? Could you get sued for telling the truth?! Can we believe everything we read? Find out how journalistic bias can stretch the truth to make you believe things that are not entirely true.

Assessment
Written news articles and analysis of opinion columns, generation of magazine covers and articles that reflect demographic interest and working effectively as part of an editorial team to plan and create a newsletter.

Year 9 English Electives Contact: John Bourke
YEAR 9 ELECTIVES

Maths & Science electives

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<td>This elective is aimed at capable students who intend to study V.C.E mathematics in year 10. Students do not need to have studied enrichment mathematics 1 to enrol in enrichment mathematics 2. Topics to be covered include algebra – linear and quadratic functions and equations.</td>
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<tr>
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<th>Exploring With Science</th>
<th>Know yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Outline</strong></td>
<td><strong>Course Outline</strong></td>
</tr>
<tr>
<td>This subject gives you the chance to find the answers to all the questions you have had in science but never got to look at. Once you have learnt the procedure you can be just like the Mythbusters. You ask the questions, decide on variables, determine methods of measuring and recording data, set up your trials and find your answers. Your team will have the chance to present your findings to the rest of the class at the end of term.</td>
<td>This subject introduces you to yourself. What happens to you mentally, emotionally, and physically when your body is in control and what happens to you when it is out of control? Can all the bad things be avoided? Why do you react to things the way you do and others don’t? How does the brain work? What does your body do with the food you eat? Why is the media stating that fatty foods cause heart attacks?</td>
</tr>
<tr>
<td>Topics covered will include:</td>
<td>Topics covered will include:</td>
</tr>
<tr>
<td>• Investigating scientific procedure</td>
<td>• The brain/memory/behaviour/the power of positive thinking and the effects of drugs and alcohol on the brain and body</td>
</tr>
<tr>
<td>• Safety</td>
<td>• Sensory organs such as the eye and ear and what happens when things go wrong with them</td>
</tr>
<tr>
<td>• Group Negotiated Investigation</td>
<td>• Body systems: nervous system, circulatory system, digestive system, excretory system, hormones, muscles and the skeleton</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>Conducting research, presenting a written report, presenting a visual summary of findings, peer within group assessment, peer class assessment.</td>
<td>Dissections, practical work, student centred learning – internet research, debates, discussion and drawing. Small tests and assignments like the creation of a D-file (a collection of information on diseases of the body).</td>
</tr>
<tr>
<td><strong>Contact:</strong> Amanda Ryan</td>
<td><strong>Contact:</strong> Amanda Ryan</td>
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</tbody>
</table>
## Year 9 Electives

### Health & Physical Education electives

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Contact</th>
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</thead>
<tbody>
<tr>
<td><strong>Journey to adulthood</strong>&lt;br&gt;The aim of this course is to develop an awareness of the physical, social, cognitive and emotional developmental changes experienced between birth and death. Students go on to look in more depth at the development of empathy to not only develop an understanding of the stories and journeys that others in our community travel, but also to think about our part in contributing back to our local community.</td>
<td>Grant Luscombe</td>
</tr>
<tr>
<td><strong>Assessment</strong>&lt;br&gt;- Practical participation in community service and one night of homelessness experience&lt;br&gt;- Participation in classwork and discussions&lt;br&gt;- Research investigation</td>
<td></td>
</tr>
</tbody>
</table>

| **Physical Education – your choice!**<br>Students will be offered a range of units to choose from: low intensity/recreation unit, team sports, racquet sports, high energy individual activities. All units will place emphasis on striving for personal improvement in skill levels in a variety of activities and individual fitness. Students will be expected to become involved in the organisation and planning of activities. | Grant Luscombe |
| **Assessment**<br>Practical participation, classwork, short exercises and projects. | |

### Outdoor Education

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Contact</th>
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</thead>
<tbody>
<tr>
<td>The aim of this course is to develop an appreciation of the outdoor environment and learn how to participate in recreation pursuits in a safe manner.</td>
<td>Grant Luscombe</td>
</tr>
<tr>
<td><strong>Assessment</strong>&lt;br&gt;Practical participation, classwork, short exercises and projects.</td>
<td></td>
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</tbody>
</table>

| **Physical Education theory**<br>This subject is a theoretical study of sport and its influence on society. Students explore topics including: politics in sport, body systems, violence in sport, gender issues in sport and commercialism/spONSorship. We will also examine current issues and major events such as the Olympic Games. | Grant Luscombe |
| **Assessment**<br>Assignment and classwork | |

### Specialist Sport

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Contact</th>
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</thead>
<tbody>
<tr>
<td>Only students selected can take this subject. You must go through an application process. This is a practical subject where you will train in your specialised sport. This will be taken over terms two and three.</td>
<td>Grant Luscombe</td>
</tr>
<tr>
<td><strong>Assessment</strong>&lt;br&gt;Skill development, fitness assessment and knowledge of the sport</td>
<td></td>
</tr>
</tbody>
</table>

| **Go girls!!!**<br>Students will look at the use of fashion, makeup, food, music and activity to explore body image. In an all-girls environment, students will discuss the impact society has on our perceptions of ourselves and others. It will also incorporate survival skills – fixing that hem, budgeting, ironing (the bits that show) and cooking. | Grant Luscombe |
| **Assessment**<br>Short exercises and media analysis | |
YEAR 9 ELECTIVES

Languages electives

VET Certificate II in Languages (German)

**Prerequisite:** Have achieved at or above expected level in Year 8 German

**Description**
This course is a nationally recognized certificate which focuses on delivering practical language skills. The competencies are focussed on everyday communications in both social and vocational settings so students gain an understanding of what it is like to use the language. In this way they will learn through doing.

The learning outcomes in this certificate are flexible and accommodating to suit the needs of the student. Over two years, students in this course will complete 180 hours of classroom contact to attain the competencies. Modules are based on speaking (introducing oneself, others, and exchanging personal information, thanking and congratulating people and asking for assistance, reading (participating in basic written instructions to writing short notes), and listening (adhering and following instructions in the workplace and being able to respond to instructions).

**Career Opportunities**
Completion of Certificate II will allow students to proceed to Certificate III or take VCE units in German.

**Contact:** Larelle Dean

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VET Certificate II in Languages (Japanese)

**Prerequisite:** Have achieved at or above expected level in Year 8 Japanese

**Description**
This course is a nationally recognised certificate which focuses on delivering practical language skills. The competencies are focussed on everyday communications in both social and vocational settings so students gain an understanding of what it is like to use the language. In this way they will learn through doing.

The learning outcomes in this certificate are flexible and accommodating to suit the needs of the student. Over two years, students in this course will complete 180 hours of classroom contact to attain the competencies. Modules are based on speaking (introducing oneself, others, and exchanging personal information, thanking and congratulating people and asking for assistance, reading (participating in basic written instructions to writing short notes), and listening (adhering and following instructions in the workplace and being able to respond to instructions).

**Career Opportunities**
Completion of Certificate II will allow students to proceed to Certificate III or take VCE units in Japanese.

**Contact:** Larelle Dean
## Arts electives

<table>
<thead>
<tr>
<th>Art: printmaking</th>
<th>Art: murals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Outline</strong>&lt;br&gt;This subject provides an opportunity to learn the basic skills in relation to printmaking. The unit covers various printing techniques, including: relief lino prints, relief collagraphs, mono prints, etc.&lt;br&gt;&lt;br&gt;Students will take part in arranging their work, so it can be presented for an exhibition within the school.</td>
<td><strong>Course Outline</strong>&lt;br&gt;This subject provides an opportunity to learn the basic skills in relation to painting and drawing.&lt;br&gt;&lt;br&gt;Students will be responsible for designing and creating murals that will then be painted onto panels and hung in the Year 9 area.</td>
</tr>
<tr>
<td><strong>Assessment</strong>&lt;br&gt;Progressive assessment of finished works and assignments and the maintenance of a workbook.</td>
<td><strong>Assessment</strong>&lt;br&gt;Progressive assessment of finished works and assignments and the maintenance of a workbook.</td>
</tr>
<tr>
<td><strong>Contact:</strong> Jamie Greenwood</td>
<td><strong>Contact:</strong> Jamie Greenwood</td>
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<table>
<thead>
<tr>
<th>Art: pop art</th>
<th>Art: ceramics and sculpture</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Outline</strong>&lt;br&gt;This subject provides an opportunity to learn the basic skills in relation to painting and drawing. Students will be responsible for investigating and creating paintings and drawings based on pop art: graffiti, stencil, cartooning and comics.&lt;br&gt;&lt;br&gt;Students will take part in arranging their work, so it can be presented for an exhibition within the school.</td>
<td><strong>Course Outline</strong>&lt;br&gt;Students will design and construct 3D artworks using clay and various construction and decoration techniques. Students will build on basic clay modelling techniques, such as pinch and slab construction, but will combine techniques to develop more complex work. Several creative themes will be explored as starting points for ideas for the artworks and students follow a design process to research, plan, develop and evaluate their ideas.</td>
</tr>
<tr>
<td><strong>Assessment</strong>&lt;br&gt;Progressive assessment of finished works and assignments as well as the maintenance of a workbook.</td>
<td><strong>Assessment</strong>&lt;br&gt;<strong>Production:</strong> A folio of completed ceramic sculptures and a visual diary that records the student’s research, planning, ideas, sketches and evaluations.&lt;br&gt;<strong>Theory:</strong> Sculpture artists will be discussed and studied, looking at and comparing their ideas, influences and use of materials and techniques.</td>
</tr>
<tr>
<td><strong>Contact:</strong> Jamie Greenwood</td>
<td><strong>Contact:</strong> Jamie Greenwood</td>
</tr>
</tbody>
</table>
### Print media

**Course Outline**
Students will explore the way in which the media “get at us” through different print mediums such as newspapers, magazines, advertising etc. They will examine both the historical aspects as well as contemporary aspects of print media. The course aims to broaden students’ horizons in relation to newspaper and magazines.

**Assessment**
Students will complete assignment work and engage in practical activities, both group and individual.

**Contact:** Jamie Greenwood

### Non-print media

**Course Outline**
Students will explore the way in which the media “get at us” through non-print media such as television, film, web pages, radio etc. They will examine both the historical aspects as well as contemporary aspects of non-print media. Students will broaden their horizons in relation to film and television.

**Assessment**
Students will complete assignment work and engage in practical activities, both group and individual.

**Contact:** Jamie Greenwood

### Art: digital image creation & editing

**Course Outline**
This subject will focus on developing skills in creating, editing and enhancing photos and imagery using computers. A range of software will be used that could include Microsoft PhotoDraw, Macromedia Fireworks and Corel Draw.

**Assessment**
A folio of digital images will be produced through a range of set tasks. Students will take digital photos and learn how to edit the images to produce creative and original works. Students will show their final designs in either a MS PowerPoint or website presentation. Theory tasks may involve the study of existing digital designers and specific design areas.

**Contact Teacher:** Jamie Greenwood

### Visual communication and design

**Course Outline**
This subject will focus on manual drawing and design skills. Students will complete a range of visual communications that may include posters, explanatory diagrams, logos, paraline and perspective drawings.

**Assessment**
Production – each of the three pieces will be assessed. Theory assessment will be based on:
- completion of homework sheets
- student performance in assignments and class tests

**Contact:** Jamie Greenwood

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**Year 9 Arts Electives Contact:** Jamie Greenwood
# YEAR 9 ELECTIVES

## Performing Arts electives

### Drama

**Course Outline**
This is an activity based course which will offer experience in a variety of dramatic techniques such as movement, mime, voice, improvisation, scripted work and role play. Students will develop in class and extended performances. They will be involved in acting and technical aspects of theatre.

**Assessment**
- Practical work and set assignments
- Theatre review
- Written workbook

**Contact:** Jess Kelly

### Music prac

**Course Outline**
Music Prac is a subject that explores a variety of music styles. Students will be expected to perform in a group setting on a weekly basis. This will involve singing and playing of instruments. We will be focusing on learning to play guitar and keyboard chords, fundamental bass lines and essential drum grooves along with singing. We will also be listening and talking about music, along with looking at some important artists in pop and rock music. Students of all skill levels including beginners are welcome.

**Assessment**
- 75% Ongoing assessment of rehearsal and performance
- 25% Class work and set assignments

**Contact:** Damien Woods

### Music prac/technology

**Course Outline**
Music Technology incorporates the prac class whilst looking at some fundamentals of music technology. This involves in depth use of music creation software & small radio show studio recording. Improving personal skills on an instrument/vocals in the prac room setting is a key component of this course, with an emphasis on regular performances. Students with an interest in music prac & music technology are welcome.

**Assessment**
- 50% Ongoing assessment of rehearsal and performance
- 50% Successful use of music technology

**Contact:** Damien Woods
Performing Arts electives

Music performance

**Course Outline**
Music Performance takes a more in depth look at playing. Music performance is a predominantly practical based subject that utilises the prac room but also smaller ensembles if available. Students are encouraged to personalise their learning outside of music by practising regularly. Leadership and group work skills in a music setting are developed throughout the term. Music performance has a high emphasis on performing. We will also be listening and talking about music, along with looking at some important artists in pop and rock music. Dedicated music students are encouraged to enrol, along with students who wish to take the next step with music.

**Assessment**
75% Ongoing assessment of rehearsal and performance
25% Class work and set assignments

**Contact:** Damien Woods

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VET Certificate II in Music

**Description**
This course will provide students with practical skills and knowledge to enhance their current musical skills for performance purposes. Performance electives will focus on song writing and performances within ensembles. This subject will run on Mondays from 1:30 till 5:00. Performing in a school ensemble such as Bob, Whiz-bang or Concert Band will now come with credit towards this subject. However, you do not have to be a member of a school ensemble to be part of VET.

**Career Opportunities**
This certificate is a nationally recognised certificate and leads on to Certificate III and Certificate IV all of which can be completed (cert IV partially) at Ballarat High School. With the Certificate II in Music and additional training and experience, future employment outcomes may include professional musician, sound or studio engineer, writer or arranger, sales and merchandising personnel.

Note: There will be an extra cost to do this subject. This covers recording studio time and guest artists.

**Contact:** Damien Woods
### Humanities electives

#### Australian History
**1750-1918**

**Course Outline**
Why did the British decide to settle Australia? How were people’s lives affected when they moved to Australia? What was it like to live in Australia at the start of the last century?

This unit looks at the history of Australia from 1750 to 1918, including the experiences of slaves, convicts & free settlers, ideas and events that occurred as Australia moved towards self-government and democracy. This period was a time of industrialization and rapid change, not only in the way people lived, but in the work they did and the way they thought.

**Assessment**
Assignment work, excursions and practical activities (group and individual)

**Contact:** Matt Richardson

#### The Road to Freedom

**Course Outline**
What was Martin Luther King Jr. talking about when he said, “I have a dream”? Why was Nelson Mandela in prison for twenty-seven years? Where do girls have to wear burqas but are not allowed to attend school? Why is the world the way it is?

This unit looks at the history of civil rights in a number of different countries, including Afghanistan, the United States and South Africa. The human condition cries out for freedom. From apartheid in South Africa to the Taliban in Afghanistan, people around the world struggled to realise their civil rights throughout the twentieth century.

**Assessment**
Assignment work, excursions and practical activities (group and individual)

**Contact:** Matt Richardson

#### Community Services Project

**Course Outline**
Ballarat High has developed a partnership with the Ballarat Special School. This elective allows the students to act as a classroom assistant, working with the Special School teachers and their students.

**Assessment**
Regular attendance is essential and the building of relationships between our students and the Special School students is a key factor. The involvement of BHS students can be credited as volunteering their time to a community service, for which they will receive a letter of acknowledgement from the school. Their involvement could be added to their resume.

**Contact:** Peter Tunbridge
### YEAR 9 ELECTIVES

#### Information Technology electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Assessment</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Animation adventures</strong></td>
<td>Like to create stick figures and have them jumping all over the screen? Interested in animation for the web or the screen but unsure of how you do it? Ready to move onto more adventurous animations that involve sound and interactivity? If so… then Animation Adventures will be for you. In this unit you will use two software programs – Flash and Scratch – to learn the basics of computer animation. You’ll learn how to use the drawing tools to create your character, add commands to have them act like you want them to, create a script that has your animation making all the right moves and entertaining the crowd - through to preparing them for the web or portable MP4 players.</td>
<td>Your assessment will be your online character portfolio which will contain the exciting animations you create.</td>
<td>Daryl Cavender</td>
</tr>
</tbody>
</table>
| **Creating for the web**               | Spend a lot of time on the web and think… hey, I could do better than that? Well, now you can!  
In this unit you will use three software programs – Dreamweaver, Flash and Fireworks – to create exciting and interactive content for the internet. You’ll look at how web pages are created and also how to create the graphics and animation content that will make your web pages look great. You’ll also look at how sound and video can be used to make people sit up and take notice of your creations. | Your assessment will be your online web portfolio which will contain your major project website. | Daryl Cavender   |
| **Communicating through technology - web 2.0** | How often do you logon to Facebook, MySpace or Twitter? Or find yourself reading about other people’s lives through a blog, or listening to a podcast about something you’re interested in? Then you’re part of the fastest growing part of the internet – Web 2.0.  
In this elective you will investigate the tools that young people all over the world are using more and more on the internet. Whether it’s blogging, tweeting, connecting, googling, messaging, shaking, podcasting, flicking, mapping – you’ll learn the skills you’ll need and work out the best way to get the most out of these new ways of interacting via the web. | Your assessment will be your online Connecting Network which will keep track of the journey you’ll take through the world of Web 2.0. | Daryl Cavender   |
| **Are you Game for Gamemaker?**        | Like to play computer games and wondered how they make them? Do you have ideas for great games that just need to be created?  
In this unit you will learn about the processes involved in creating computer games. From the pre planning, through to the creation of images/characters, developing commands that shape how your game works and putting the final game together – you’ll be involved in creating your own game worlds that you’ll be able to share with your friends. Other game making software will also be investigated. | Your assessment will be your online Games Collection where you will keep the different types of games you’ll complete. | Daryl Cavender   |
Technology electives - Food Technology

Home Economics – Bakers Bounty

Course Outline
In this unit you will learn all the tricks needed to produce good quality and great tasting yeast & pastry products, homemade pasta and baked goods. Items produced include orange syrup cake, cinnamon scrolls, sausage rolls, brownies and fettucini neapolitana.

Assessment
Work requirements include satisfactory participation in classes and satisfactory completion of all bookwork. Students will be assessed on weekly practical exercises as well as investigative and research tasks.

Contact: Michelle Farquhar

Home Economics – Food from the Orient

Course Outline
Do you enjoy Chinese stir-fries, Indian curries and the occasional oriental sweet treat? Then ASIAN cooking is for you. Every week we will cook food from a different Asian country. Learn how to cook Thai green chicken curry, spring rolls, sushi and samosas.

Assessment
Work requirements include satisfactory participation in classes and satisfactory completion of all bookwork. Students will be assessed on weekly practical exercises as well as investigative and research tasks.

Contact: Michelle Farquhar

Home Economics – Around the World in 10 weeks

Course Outline
Enjoy the cuisine of EUROPE without having to leave home! Every week we will cook food from a different European country, so if you like the sound of Dorset apple cake, spaghetti puttanesca, flaming eggs or kourabeithes then this is the unit for you.

Assessment
Work requirements include satisfactory participation in classes and satisfactory completion of all bookwork. Students will be assessed on weekly practical exercises as well as investigative and research tasks.

Contact: Michelle Farquhar
Technology electives – Metal & Wood

**Metalmania**

**Course Outline**
This subject covers a variety of general metal working techniques, including wrought iron work, sheet metal construction and metal fabrication

**Assessment**
- Workbook – which includes all design, theory and evaluation work
- Production pieces

**Contact:** Mike Cook

**Functional furniture**

**Course Outline**
This unit focuses upon the function, form and design of wood and associated materials in Australian society. Fundamental construction processes will be taught along with the safe use of tools. Students will have the opportunity to use a variety of processes during the construction phase. Folio presentation and design is an integral part of assessment.

**Assessment**
- Workbook – which includes all design, theory and evaluation work
- Production pieces
- Research relating to contemporary designers of furniture

**Contact:** Mike Cook

**Building for the future**

**Course Outline**
This unit focuses upon facets of wood design used in contemporary housing. Students will use and investigate tools, materials and equipment required in building trades as well as modern construction techniques. Students will use contemporary techniques and materials to make a “house” related product. This may range from a door to a laundry unit. Occupational Health and Safety will be a key component of this elective. Please note, due to the emphasis on personal interest, there may be an extra cost associated with some products.

**Assessment**
- Development of a range of experimental products demonstrating the use of a range of contemporary materials and equipment
- Production of one major production piece combining learned techniques
- Development of a folio which includes modern building design and a focus on one aspect of interest

**Contact:** Mike Cook
YEAR 9 ELECTIVES

Technology electives - Systems

Electronics

Course Outline
With the advances in modern day electronics, it is good to have an understanding of its operation. The course is designed to allow students to have a hands on approach in the construction of a multitude of electronic projects. Examples of these constructions could include car burglar alarms, small electronic amplifiers or FM receivers. Depending upon the project selection a small cost may be needed to cover materials.

Assessment
• Workbook – which includes all design, theory and evaluation work
• Production pieces

Contact: Mike Cook

Robotics

Course Outline
This course will look at how students can produce a simulation device or the construction of a robotic device. This could include a vehicle capsule that could house a screen, steering wheel and pedals within the structure. The simulation device can include an existing computer based programs or simulation packages. Students could incur a cost toward the construction of their project and for software purchase.

Assessment
• Workbook – which includes all design, theory and evaluation work
• Simulation piece

Contact: Mike Cook

Automania

Course Outline
In this unit, students have the opportunity to design, build, evaluate and investigate a range of models related to mechanical systems with varying power sources. These include dismantling and assembly of running small petrol engines, lever powered vehicles and model rockets. Students also look at the function, operation and safety of workshop tooling and equipment.

Assessment
• Workbook – which includes all design, theory and evaluation work
• Production activities

Contact: Steve White
# YEAR 9 ELECTIVES

## Technology electives - Textiles

<table>
<thead>
<tr>
<th>Clothing: design and production</th>
<th>Accessory design and production</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Outline</strong></td>
<td>“Hoodies, Vests and Windcheaters”. This unit focuses on the basic skills required in clothing production. Students will use commercial patterns to produce simple garments of their own choice. Skills covered are pattern adjustment, layout and cut out, shaping, piecing and closure processes.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Students will develop a design folio to support their production activities.</td>
</tr>
<tr>
<td><strong>Contact:</strong></td>
<td>Rowan Jones</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Accessory design and production</th>
<th>Soft toy design and production</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Outline</strong></td>
<td>Need a new bag or backpack? Want a scarf or wrap, hat cap or fascinator? Discover new and decorative processes of felting, appliqué, printing, dyeing and machine embellishing and create your own range of accessories or create gifts for friends.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Students will develop a design folio to support their production activities.</td>
</tr>
<tr>
<td><strong>Contact:</strong></td>
<td>Rowan Jones</td>
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<table>
<thead>
<tr>
<th>Soft toy design and production</th>
<th>Interior design and production</th>
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<tbody>
<tr>
<td><strong>Course Outline</strong></td>
<td>“Voodoo dolls, Monsters, Mascots and Ugly dolls” Design, decorate and produce your own unique range of quirky collectables, mascots and ugly dolls.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Students will develop a design folio to support their production activities.</td>
</tr>
<tr>
<td><strong>Contact:</strong></td>
<td>Rowan Jones</td>
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LEARNING PATHWAYS

VCE? VCAL? VET?

Beginning in Year 10, our focus helping you to develop the most appropriate learning pathway to ensure that your transition from school to further study, training or employment is successful.

Our Learning Pathways are structured in such a way that you are able to move through to completion of the VCE, VCAL, VETiS (commonly referred to as VET), or even all three, at a pace which suits your needs, interests and abilities. For example, a Year 10 student may choose to study a Unit 1/2 sequence or a Year 12 student may choose from the Year 10 range of subjects or to undertake a first year university subject.

At Year 10, you can choose from a broad program allowing opportunities to develop interests and abilities leading to a range of possible pathways which follow on to post school education, training and employment options.

Over the final two years you will complete a pathway to further study or employment. You may choose to do this through studying for the following certificates or combinations of certificates.

- VCE (Victorian Certificate of Education)
- VCE and VETiS (Vocation Education and Training in Schools)
- VCAL (Victorian Certificate of Applied Learning)
- VCE and VCAL and VETiS (completing all three certificates)
- Any of the above and a university study

You may simply complete the VCE or you might choose to incorporate one or more VETiS certificates. Some students will choose to study for the VCAL, which is a practical, work related certificate. For students seeking a further challenge, there are a number of university studies which may be taken and which will contribute to the ATAR.

This handbook contains much of the information you will need to help you make an informed choice regarding your final years at Ballarat High School. You can always ask your class teachers if you would like additional advice, as well as your Learning Adviser, MIPS counsellors and Team Leader.

Making the right choices for you will ensure a successful journey along your learning pathway.

Careers Counselling and Subject Selection Process

At each level students are provided with support in defining their individual learning pathways. Students should have:

- completed activities focussing on careers with their Learning Advisers;
- attended the relevant parent-student information sessions;
- attended open days at tertiary institutes;
- participated in the learning pathways process; and
- completed a MIPS plan.
The Managed Individual Pathways (MIPs) program helps all students, aged 15 and over, move from compulsory schooling into further education, training and employment. Career counselling is available for all students for their pathway planning. The MIPs office is located next to the library in the Sheehan wing and is open 8:30am – 4:30pm daily, and students can visit the office during recess or lunch to book appointments.

MIPs staff assist with career counselling, pathway planning, course counselling, subject selection, university and TAFE applications (VTAC & SEAS), apprenticeships and traineeships, school work experience, taster programs, casual employment, scholarships, GAP year and student exchange programs, enhancement studies, resumes and application letters, career testing, and alternate pathway options. The MIPs office holds all of the resources that may be required for pathway planning.

Staff distribute a MIPs and Careers newsletter, via email, to all students each month to which parents may also subscribe. The newsletter contains information relevant to all student pathways and is a comprehensive resource that students should refer to when pursuing their pathway.

MIPs Staff at Ballarat High School; Deneale Skewes & Belinda Rodda
The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

**VCE eligibility: how do I achieve my VCE?**

Students must take a course over at least two years. Some students decide to take the VCE over three years. Most students will complete a total of 22 units (12 in Year 11 and 10 in Year 12) in a variety of studies.

You must study FOUR units of English.

To obtain your VCE you must satisfactorily complete a minimum of 16 Units including:

- Three units of English (*these could be any three English Units including Expression, Literature or Language*), with at least an “S” at unit 3 or 4 level;
- Three other unit 3/4 sequences (6 units);
- The 16 units may include Vocational Education and Training units.

For satisfactory completion (an “S”) of a Unit, you must have satisfactory achievement of each of the outcomes for that Unit. Outcomes contain key knowledge and skills of the Unit. They are assessed using School Assessed Assessment (SAC); these are assessment tasks completed over the course of a unit, usually in class time. The class teacher then makes the decision of satisfactory (S) completion.

If any Outcome for a Unit is not achieved, the student receives an “N” (Not Satisfactory) for the Unit. A teacher may permit a student to submit further work to meet the satisfactory completion requirements of a unit. This allows a student to be awarded an S for the Unit but does not change the original score for the task.

To have an “ATAR” (Australian Tertiary Admissions Rank) calculated for tertiary admission at the end of Year 12 students must have satisfactorily completed a VCE Certificate including Units 3 & 4 of English and at least 3 other sequences of Units 3 & 4. 10% of any 5th and/or 6th sequence of Units 3 & 4 will be added into your ATAR.

Unit 1 & 2 results are not used for selection to tertiary institution. In completing additional VCE units, a student has the opportunity of maximising their ATAR required for University admission.

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**ATAR – Australian Tertiary Admission Rank**

Your ATAR is calculated by the Victorian Tertiary Admissions Centre (VTAC). This ATAR Score is then used to determine “cut-off scores” and to select students for tertiary courses.

For some tertiary courses, your ATAR is used in conjunction with other factors, such as interviews, references and examination of practical work. Please refer to the VTAC Course Guide for the entrance requirements for specific courses.

**The ATAR cannot be calculated by the student.**

More information about the process can be found on the Victorian Tertiary Admissions Centre (VTAC) website, or using the following weblink: [http://www.vtac.edu.au/publications.html](http://www.vtac.edu.au/publications.html)

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**The GAT... what is it?**

The General Achievement Test (GAT), as its name suggests, is a general test – it is not a test of knowledge about a particular subject or topic. It measures the level of general achievement students have accomplished across three broad areas.

- Written Communication.
- Mathematics, Science, Technology.
- Humanities, Arts, Social Sciences.

All students enrolled in a unit 3/4 subject must sit the GAT. Students who have previously sat the GAT (year11) still need to sit it again in Year 12.

**Why is the GAT necessary?**

The results from the GAT will be used to monitor students' performance. They will be used to gauge whether schools are marking students on a fair and uniform basis. The VCAA has to be satisfied that an “A” awarded in one school means the same as an “A” awarded in another school.
The Victorian Certificate of Applied Learning (VCAL) is a practical work related certificate which provides pathways into training, apprenticeships and work. Like the VCE it is a recognised and accredited senior school qualification.

If you choose to do the VCAL, you will gain practical experience and employability skills, as well as the skills you will need to go on to further training in the workplace or at TAFE. These skills include reading, writing and maths skills as well as the personal skills that are important for life and work. While a VET unit is optional in the VCE, it is compulsory in a VCAL program.

If you start VCAL and decide that you need a VCE instead, you can transfer between the two certificates. Any VCE studies successfully completed as part of the VCAL program will count towards the VCE. In fact, it is possible to complete Year 12 with both VCE and VCAL.

A certificate and Statement of Results are issued to students who successfully complete their VCAL.

The VCAL’s flexibility enables students to undertake a study program that suits their interests and learning needs. There are four compulsory strands:

**Literacy and Numeracy Skills**
Your VCAL program must include literacy and numeracy subjects. These can be selected from VCAL literacy skills and VCAL numeracy skills units and/or VCE English and Mathematics units

**Industry Specific Skills**
Your VCAL program must include industry specific units from Vocational Education and Training (VET) programs. The range of VET options is extensive and includes automotive, engineering, building and construction, hospitality and retail, multimedia, IT, agriculture, horticulture, and hair and beauty.

**Work Related Skills**
Work Related Skills covers the following:
- The integrating of complex work related skills with prior knowledge and experiences about work.
- Enhancing skills through work related activities.
- Development of critical thinking skills that apply to problem solving situations in the work context.
- The application of increasingly complex transferable skills to work related contexts.

In order to develop employability skills, students are required to go out each Friday on a structured Work Placement.

**Personal Development Skills**
The purpose of this area is to focus on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. In the Foundation units the students learn about relationships and skills for working in groups. In the Senior units, students are expected to show competent leadership and decision-making skills which relate to their group work.

**CONTACT:** Dannielle James
VETiS stands for Vocational Education and Training in Schools. It is more commonly referred to as VET. It means that you are learning whatever you need to know about a particular job or vocation. It allows you to train in the industry you choose, and gain the skills and experience directly related to getting a job. On successful completion, you gain two qualifications instead of one – a nationally recognised Vocational and Education Certificate, and a VCE or VCAL Certificate.

VET courses are currently held at Ballarat High School, University of Ballarat, Ballarat Secondary College, Damascus College, Ballarat Group Training and Ballarat South Community Learning Precinct. Students travel to the course of their choice.

VET programs include:
* the theoretical background required for work in the industry
* practical, hands on experience gained through work placement
* skills development
* a chance to improve your understanding of the related industry

As part of your training you need to complete Structured Workplace Learning that provides you with the opportunity to put your skills and knowledge into practice.

Students entering Year 10 are able to apply for VETiS programs. However, please note that preference will be given to suitable Year 11 applicants. This is due to most programs being undertaken over a two year period.

**Please note:**
- VET programs are organised in a four unit structure similar to VCE subjects,
- VET certificates are endorsed for recognition in both the Victorian Certificate of Education and the Victorian Certificate of Applied Learning by the Victorian Curriculum and Assessment Authority (VCAA).
- Most VET programs are two year courses, however, programs will only continue to be offered by the school if there are sufficient numbers of students and the cost of delivering the program is at a level acceptable to both parents and the school.
- VET programs are fee paying programs and students will be expected to contribute to the cost of these programs

**Why choose a VET in Schools program?**
VET programs are designed to:
* expand opportunities and pathways for secondary students by offering a VET certificate as well as the VCE or the VCAL
* provide courses that are motivating and engaging
* help meet the needs of business and industry
* prepare students for further education and employment.

**Steps in applying for a VET in Schools subject**
   Ask about materials, fees, uniforms, texts, times, transport and work placement.
2. Discuss your choice with your parents, your friends, your learning adviser and your teachers.
3. Complete the online APPLICATION FORM by Wednesday 29 August, 2012
4. Attend the interview arranged by the Ballarat VETiS Cluster.
5. If successful, you will be awarded a place in the course and be informed in writing.
6. You will be required to pay the balance of your VET fees in 2013.
VETiS subjects offered at Ballarat High School may be run during regular class times but some will run from 1:30pm until 5:00pm.

The VETiS subjects offered at Ballarat High School include:

- Certificate II in Automotive (Light Vehicle Mechanics)
- Certificate II in Business
- Certificate II in Building & Construction (Partial completion)
- Certificate II in Fashion Design
- Certificate II in Hospitality (Kitchen Operations)
- Certificate II in Sport and Recreation
- Certificate III in Music Performance
- Certificate IV in Music Performance (Partial completion)

VETiS subjects offered off site at other schools and training organisations will generally take place from 1:30pm until 5:30pm and students will be responsible for travelling to and from their class session.

The VETiS subjects offered offsite include:

- Certificate II in Agriculture
- Certificate II in Automotive (Light Vehicle Mechanics)
- Certificate II in Automotive Panel Beating
- Certificate II in Aviation
- Certificate II in Building and Construction
- Certificate II in Building and Construction (Bricklaying)
- Certificate II in Building and Construction (Carpentry)
- Certificate II in Business
- Certificate III in Christian Studies
- Certificate II in Community Recreation
- Certificate II in Community Services Child Care
- Certificate II in Community Services Youth Support
- Certificate II in Conservation and Land Management
- Certificate II in Dance
- Certificate II in Engineering Studies
- Certificate II in Equine Industry
- Certificate II (and partial certificate III) in Fashion Design
- Certificate II in Furnishing (Cabinet Making)
- Certificate II (partial) and partial certificate III in Hair and Beauty
- Certificate II in Hairdressing
- Certificate II in Hospitality and Events
- Certificate II in Hospitality (Kitchen Operations)
- Certificate II in Integrated Technologies
- Certificate III in Information Technology – Networking Stream
- Certificate III in Information Technology – Applications Stream
- Certificate III in Laboratory Skills
- Certificate II and III in Language (Mandarin)
- Certificate II in Make-up Services
- Certificate II and III in Multimedia
- Certificate III in Music Performance
- Certificate III in Music Technology
- Certificate II Plumbing
- Certificate II Retail
- Certificate II Small Business

CONTACT:
Shane Mathison
OTHER OPTIONS

Specialist Sports Program

The Specialist Sport Program enhances the prospects of young elite sports persons by developing and consolidating their skills to the highest level. It involves practical sessions conducted by highly qualified coaches in areas including Football, Basketball, Netball, Cross Country Running and Throwing events.

Expert guest speakers are engaged to speak to the groups and attend training sessions.

In 2013, specialist sports students will work towards gaining Certificate II in Community Recreation.

Students need to apply for entry into the program and go through an interview process in order to be selected.

Applications will be available from the sport office during term three 2012. Selections will be based on sporting performance, school reports and involvement in the wider school program.

CONTACT: Grant Luscombe

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Enhancement Studies in the VCE

The Enhancement Studies program provides the opportunity for very able students to extend their learning in a particular area by completing the first year of a standard university subject as part of their Year 12 program.

Examples of subjects offered under this program are . . .
• Accounting • Computer Systems/Programming • History/Politics • Japanese
• Chemistry • Communications/Media Studies • Mathematics • Music Performance
• English Literature • Philosophy • Psychology • Business Systems and others.

Students would complete these subjects either by attending classes at selected secondary schools, by studying via distance education with mentors at school, or by studying via distance education and attending regular tutorials held at selected schools.

To be selected into an enhancement study program, students will normally have to complete Units 3 and 4 of that subject in Year 11 or be studying them as part of their Year 12 VCE program. If a student successfully completes the program and meets the eligibility guidelines, the university study can be counted as the student’s sixth VCE study and will be included in the calculation of the student’s ATAR.

CONTACT: Your Team Leader
Guidelines for subject selection at Year 10

The Year 10 Curriculum consists of subjects arranged in 5 period weekly blocks. English and Maths are the only two compulsory subjects that must be taken by all students. You are advised to select subjects from a range of learning areas that reflect your interests and strengths.

You need to be aware that:
- English and Mathematics are compulsory;
- you must consult with your Mathematics teacher before choosing the level of mathematics best suited to you;
- subjects which will run for two semesters are:
  - Languages (Japanese and German)
  - English
  - Mathematics
  - Any VET or VCE subjects;
- semester subjects are studied for half a year;
- students are strongly advised to select PE; and
- you may choose to undertake a VCE subject or VET program.

Interested in Choosing a Subject from VCE?

For some students, choosing a VCE unit from the Year 11 selections is a good way to begin working towards the final certificates with which you hope to leave school. Experiencing the VCE while in Year 10 may help students to succeed with a VCE Unit 3 & 4 subject in the following year. Students who wish to enrol in a Unit 1 VCE subject will be asked to demonstrate that they are capable and would benefit from the challenge of the extra demands of a VCE study.

If you choose to select subjects from the VCE/VET selections the following conditions apply:
- students select a maximum of one VCE subject per semester, unless approval has been obtained from Team Leaders;
- you should not select the same subject at year 10 as your VCE/ VET subject;
- you need to be aware of the information in the VCE section and/or the VET section of Highfacts;
- you need to check specific subject requirements. You can find details of VCE subjects in this handbook;
- you need to complete an “APPLICATION FOR ENROLMENT IN VCE at YEAR 10” form available from your ARCH Team teachers;
- you will be individually counselled to determine suitability;
- you will need to gain approval from your Year 9 teacher from the subject area. (This will be part of the Counselling Workshops); and
- you will need to obtain parental/guardian approval.

Student progress will be monitored during the initial weeks to ensure that the choice has been appropriate.
Course selection advice for Years 11 & 12

The following factors should be taken into account when choosing your subjects:

1. **Your ability to handle a subject with a reasonable degree of success.**
   Experience has shown that if a student does not enjoy or succeed in a subject at Year 10 level, success at Year 11 would be very doubtful. Students who are unsure about their ability to meet the requirements of a subject should speak with their teacher, Learning Adviser, or Team Leader.

2. **The need to keep options open:** when students are uncertain about their preferred pathway, it is important to pick a range of subjects which leave a variety of options open for future study or employment.

3. **The relevance of a subject to a career and tertiary selection:** some tertiary courses require that students have studied certain subjects (prerequisites) whilst others are recommended.

4. **DO NOT** select certain subjects because you have been told they score better on the ATAR. Students gain their best score when they enjoy the subject and put in the maximum effort to succeed.

5. All Vocational Education and Training (VET) subjects have adopted a VCE unit sequence, thus becoming part of the mainstream. VET in school subjects have been introduced because of the need to broaden the range of vocational studies.

6. **VCAL** – consider whether the employability and personal skills developed through some of the VCAL units will meet your pathway needs and enhance your employment prospects at the end of Years 11 and 12.

7. **Music and Dance:** students who study Music and Dance outside the School and wish to select that subject in their VCE course should consult with their Team Leaders.
<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>YEAR 10</th>
<th>(Units 1+2)</th>
<th>(Units 3+4)</th>
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<td>ART Drawing/ 3D Sculpture</td>
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<td>Studio Art: Drawing, 3D sculpture, Painting</td>
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<td>Photography</td>
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<td>Health &amp; Human Development</td>
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<td>Physical Education: Action in the outdoors</td>
<td>Outdoor &amp; Environmental Studies</td>
<td>Outdoor &amp; Environmental Studies</td>
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<td>Physical Education: Fitness</td>
<td>Physical Education</td>
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<td>Physical Education: Foundations</td>
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<td>Physical Education: Health for Girls</td>
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<td>Geography</td>
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<td>Philosophy</td>
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<td>History: World War II</td>
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| **PERFORMING ARTS** | Music Classroom  
Music Performance  
VET Certificate III in Music Performance  
Drama | Music Performance: Solo  
VET Certificate III in Music Performance  
Drama | Music Performance: Solo  
VET Certificate III in Music Performance  
VET Certificate IV in Music Performance (Partial Completion)  
Drama  
Theatre Studies |
| **SCIENCE** | Biology  
Chemistry  
Physics  
General Science | Biology  
Chemistry  
Physics  
Psychology | Biology  
Chemistry  
Physics  
Psychology |
| **TECHNOLOGY** | VET Certificate II in Automotive (Light Vehicle Mechanics)  
Textiles/Fashion Design & Production  
Design & Technology: Wood  
Integrated Systems  
Design & Technology: Energy Breakthrough  
Home Economics: Advanced foods  
Home Economics: Food by design  
Home Economics: Food for life | VET Certificate II in Automotive (Light Vehicle Mechanics)  
Product Design & Technology: Textiles  
VET Certificate II (and partial certificate III) in Fashion Design  
Product Design & Technology: Wood  
VET Certificate II in Building & Construction (partial)  
VET Certificate II in Hospitality (Kitchen Operations)  
Employability Skills in the Workforce | VET Certificate II in Automotive (Light Vehicle Mechanics)  
Product Design & Technology: Textiles  
VET Certificate II (and partial certificate III) in Fashion Design  
Product Design & Technology: Wood  
VET Certificate II in Building & Construction (partial)  
VET Certificate II in Hospitality (Kitchen Operations) |
| **VCAL** | VET Certificate II in Agriculture  
Certificate II in Automotive (Light Vehicle Mechanics)  
Certificate II in Automotive Panel Beating  
Certificate II in Building and Construction  
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Certificate III in Christian Studies  
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Certificate II in Dance  
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Certificate II Plumbing  
Certificate II Retail  
Certificate II Small Business |
| **VET (Cluster Offerings)** | You must apply directly to the Highlands LEN online by August 31 to be eligible to study these courses | |
| **CERTIFICATE II IN AGRICULTURE** | Certificate II in Agriculture  
Certificate II in Automotive (Light Vehicle Mechanics)  
Certificate II in Automotive Panel Beating  
Certificate II in Building and Construction  
Certificate II in Business  
Certificate III in Christian Studies  
Certificate II in Community Recreation  
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Certificate III in Music Technology  
Certificate II Plumbing  
Certificate II Retail  
Certificate II Small Business |
English

Course Outline & Assessment

Year 10 English seeks to extend the skills students have gained in Years 7 to 9 and provide an introduction to a range of knowledge and skills required to undertake VCE English.

Year 10 students undertake 8 major units of work over the year:

1. **Context: Identity & Belonging** – students study a range of texts including short stories, poetry, film and media articles which explore the concept of identity and belonging and produce their own writing.
2. **Using Language to Persuade** – students study a range of persuasive techniques used in advertising and media and respond in written and oral format.
3. **Novel Study** – “The Story of Tom Brennan” by J.C.Burke – students complete both analytical and creative responses to the text. The focus is on developing essay writing skills.
4. **Visual Literacy** - students learn to recognise and analyse elements of visual texts such as political cartoons, photographs and illustrations. Visual texts are used as stimulus material for writing.
5. **Context: Future Pathways** - students study a range of workplace texts and produce their own while studying future career pathways. These activities are centred around Year 10 Work Experience and VCE Course Counselling. They also complete an oral presentation about their work experience placement.
6. **Literary Texts** – students study a novel that their teacher has chosen for them. As well as studying characterisation, themes and how the author constructs meaning, students will be challenged to improve their essay writing skills.
7. **Film as Text** – students learn to recognise and analyse different elements of film-making and respond to the film both analytically and creatively.
8. **Media Analysis** – students study a range of media texts, persuasive language techniques and analyse how authors seek to persuade us.

**CONTACT:** John Bourke
Literature

What is Literature?

❖ It is reading poetry, drama and fiction, and learning about culture and tradition.
❖ It represents a language or a people and introduces us to new worlds of experience.
❖ It is important to us because it speaks to us, it is universal and it affects us.

If you like reading and exploring what a writer says and how they say it, Literature will provide you with new, challenging experiences and open up the world of great writers, poets and playwrights. This subject runs for one semester only.

Course Outline

❖ *Oedipus Rex* (Sophocles): An ancient Greek play which we read as a class, learn about the ancient Greek theatre and beliefs and the influence of these plays on modern writers.
❖ *Poetry*: We read a range of classic poems, explore poetic techniques and styles and produce a class anthology of poetry.
❖ *Short stories*: We study how a short story is structured, read a range of short stories from Australia and further afield and complete related activities.
❖ *Romeo and Juliet* (Shakespeare): We read this classic play as a class, explore the characters and plot and compare the play with two film versions and the interpretation in the musical *West Side Story*.
❖ *Novel Study*: We will study a class novel.

Assessment

There will be a range of assessment for, of and about your learning, including:

- Short answer responses
- Essays
- Research report
- Exam

CONTACT: John Bourke

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Foundation English

Course Outline

The VCE Foundation English course offered at Year 10 is designed for students who may require a more vocationally orientated approach to English because they aim to enter the workforce or undertake the VCAL Certificate in Years 11 & 12. It is also aimed at students who need additional time and assistance to strengthen and refine their literacy skills.

The course integrates speaking, listening, reading, viewing and writing across all areas of study to enhance students' knowledge about the structures and functions of written and oral language. The course allows students to improve their skills in comprehending and responding to a variety of texts, and to enhance their communication skills.

Assessment

The Foundation English course is designed around one compulsory area of study, Essentials of English. The teacher will then choose from the five optional areas of study: Communication and the workplace; Technology and communication; The study of texts; The analysis and construction of argument; Information literacy.

CONTACT: John Bourke
There are four maths subjects available at year 10

1. Year 10 Pre vocational Mathematics
2. Year 10 Modified Mathematics
3. Year 10 Core Mathematics
4. VCE General Mathematics

**Year 10 Pre vocational Mathematics**
(Previously called Foundation Maths)

This subject is a preparation for VCAL numeracy and is intended for students who plan to enrol in VCAL in year 11.

![Diagram]

**Year 10 Modified Maths**
(Previously called Maths Further)

This subject is intended for students who have found maths in year 9 difficult and do not wish to study Mathematics in year 12. It would provide enough background for students to complete year 11 General Mathematics but is not a good preparation for Year 12 Further Mathematics.

![Diagram]

Students who are enrolled in **Year 10 Maths Further**
Students who have completed year 10 maths further can enrol in General Maths Further 1/ 2 which leads on to Further Maths 3/4.
Year 10 Core Mathematics
(Previously called Maths Advanced)

This subject is the standard Australian Curriculum Mathematics course. It is the subject that satisfies the requirements for all the VCE Mathematics courses available in year 11 and 12. Students who wish to study a year 12 mathematics course need to enrol in either year 10 Core Mathematics or VCE General Mathematics.
VCE General Mathematics

This subject is intended for capable mathematics students. It is units 1 and 2 of year 11 General Mathematics and not only provides students the option of completing a VCE subject in year 10 but is also an excellent preparation for Mathematical Methods in year 11. Students intending to study Specialist Mathematics in year 12 are strongly advised to select VCE General Mathematics in year 10.
# YEAR 10 ARTS

## ART Drawing/ 3D Sculpture

**Course Outline**
- This unit will introduce students to drawing and 3D activities [ceramics, wire and paper mache sculptures.]
- They will be expected to start exploring the design process involving experimenting with ideas and evaluating them.
- Students will explore art styles and individual artists’ practice.

**Assessment**
- Produce artworks that develop techniques and skills in drawing and 3D sculpture.
- Students will be required to maintain a workbook of ideas and design processes.
- Students will respond to the arts by an artist research project [power point] art analysis and oral discussions.

## ART 2D

**Course Outline**
- This unit will introduce students to creating 2D artworks including; painting, drawing, printmaking and multimedia tasks.
- Students will also research various artists' work practices and specific art periods and styles.

**Assessment**
- A folio of work using various mediums such as painting, drawing, printmaking and multimedia will be produced.
- Research assignment
- Art analysis of specific artists
- Investigations into the design process will be required in the visual diary

## Photography

**Course Outline**
- This unit will introduce students to the basics of black and white photography, digital photography and computer manipulation.
- Students will be required to maintain a workbook of ideas and processes and present a research assignment.

**Assessment**
- Topics covered:
  - Camera use
  - Darkroom printing – photogram only
  - Photo appreciation/theory
  - Digital photography
  - Computer manipulation
  - Composition and design

**CONTACT:** Jamie Greenwood
Video-Making

Course Outline

The course covers both theory and practical work. Students are taught to plan shot sequences (storyboard), film (shot composition) and edit the final master tape (editing occurs on Ballarat High’s editing suite).

Eventually the class divides into four groups to produce a major project. These groups may produce an interview, a documentary, a pop clip, dance clip, comedy sketch or dramatic sketch, depending on class interests and abilities.

Students will be taken through a range of activities and topics including:

- Camera work and shot composition.
- Storyboards planning shot sequences cf. "live" TV studio approach
- One camera approach
- Editing
- Possible excursion to see television production

The course offers an excellent understanding of how television and film works by 'doing it'.

Assessment

- Two assignments
- Exam
- Participation in practical work and theory

CONTACT: Jamie Greenwood

Visual Communication and Design

Course Outline

Visual Communication and Design focuses on the design, drawing and presentation techniques which are used in a variety of design industries such as: graphic design, product design, fashion design, interior design, illustration, engineering, drafting, computer aided design, architecture, landscape architecture, packaging design, web design and game design.

Assessment

Develop an understanding of the ways in which creative professionals generate ideas and develop them into high quality presentations.

Use key terminology (words) to describe and understand visual presentations and the design process.

Learn to generate imagery using a variety of methods including:

- Freehand illustration (drawing)
- Technical (Engineering) Drawing – Orthogonal and Isometric
- Adobe Photoshop – photo manipulation
- Adobe Illustrator – digital illustration
- Rhino – 3 Dimensional computer modelling and rendering

CONTACT: Jamie Greenwood
HAPE - Health & Physical Education

It is government policy that all students participate in physical activity every week in Year 10. Students are encouraged to choose a minimum of one Physical Education subject each semester to fulfil this requirement.

Assessment for all Year 10 HAPE Subjects:
- Participation in practical sessions
- Assignment work
- Role plays
- Reflections/worksheets
- End of semester exam

Contact: Grant Luscombe

PE/Health for Girls

Course Outline
There are many pressures faced by adolescents in society today in particular girls. This unit aims to address some of these issues and provide practical knowledge and skills that girls can utilise in their everyday lives.

The sessions are made up of a double Physical Education practical lesson and 3 single theory lessons. Theory may include: sexuality, relationships, risk taking behaviour, drugs, nutrition and skin care. Girls also have the opportunity to investigate any other issues that they feel is important and prevalent to them.

Action in the Outdoors

Course Outline
This subject is ideal preparation for those students who are considering undertaking Units 1+2 VCE Outdoor Education in Year 11. The subject introduces students to outdoor environments. Students will study a range of activities and develop knowledge and skills in a variety of natural settings. Practical classes will enable students to have the opportunity to extend and apply their knowledge and skills learnt from theory sessions on topics that may include: safe participation in the outdoors, personal responses to risk, minimal impact travel and living, navigational skills and first aid.

PE/Foundations

Course Outline
This subject is ideal preparation for those students who are considering undertaking Units 1+2 VCE Physical Education in Year 11.

The students will participate in a double practical session as well as single theory lessons that may include laboratory activities. This subject may investigate topics such as anatomy (i.e. muscular system, skeletal system, cardiovascular system), and physiology (i.e. responses to exercise, energy systems, posture).

Health and Human Development

Course Outline
This subject is ideal preparation for those students who are considering undertaking Units 1+2 VCE Health and Human Development in Year 11. The costs of health care are always increasing. Health prevention and promotion programmes have been successful in the areas of smoking, driving and skin cancer. Using adolescent health issues as a base, students will develop a health promotion programme using the principles of health promotion. The topics that may be covered include: Australian health care system, mental health, sexuality, drugs and alcohol, nutrition and investigation current health strategies such as QUIT, TAC and Beyond Blue.

PE/Fitness

Course Outline
Many adolescents are aware of the importance regular moderate to vigorous physical activity can have on their physical and emotional development. This unit aims to cater for those students who are willing to physically push themselves and further their knowledge about different training methods that would enhance their overall general fitness and wellbeing as well as identifying which fitness component and energy system is dominant in the particular activity undertaken.

Students will participate in 1 double practical session per week. The double session will involve students in game activities and the remaining 3 single sessions will involve fitness topics that may include weight training, Pilates, endurance training, interval training and circuit training.
Geography

Course Outline

**Water:** Water is Earth's most precious resource. This is because it is vital to the survival of all living things. In this topic you will examine issues such as where Australia’s water comes from, how it is managed, what happens when there isn’t enough of it, and what should we be doing in the future to ensure our water supplies. We will also touch upon related issues such as threats to our catchment basins, the environmental effects of water use and the effect of climate change on our water supplies. This will be carried out through a combination of assessment, research, fieldwork and management plans.

**Energy:** Never before have we used so much energy, and demand is still increasing. What will happen when we run out of oil and coal? In this topic we will look at this problem of how to match our use of energy with supply. We will investigate where our energy comes from and how long it is likely to last. What alternatives are available and how safe and sustainable are they? Why does the community get so worked up over wind turbines? What should we, as a community, be doing to ensure our energy future?

Assessment
Research, fieldwork and management plans

Modern Australian History

Course Outline

Students will examine the relationship between indigenous Australians and other Australians as reflected in a series of government policies. These policies ranged from treating Aborigines as dependent children to expecting them to become black white Australians to seeking to make good the errors of the past. A special study will be made of the Stolen Generations. Students will also explore the ways in which women began asserting their rights for equality in both the workplace and their status in society. Protests involving burning bras were characteristic of the feminist movement. Other mass protest movements arose in response to the horrors of the Vietnam War and conscription with many Australians taking to the streets in moratoriums. There will be opportunities for students to pursue their own interests in the social history of this century by studying aspects of popular culture, achievements, infamous crimes, controversies and famous folk.

Assessment
We will complete class tasks, research, projects and a biography.

World War II History

Course Outline

Australia’s involvement in the Second World War influenced the way in which Australians thought about the role their country played in world politics. It changed the emphasis of our allegiance from Britain to the United States of America. In WWII, for the first time, conflict actually reached our shores, with the bombing of Darwin and Broome, and midget subs entering Sydney Harbour. Our POWs were brutalised, starved and became slaves to the Japanese and those at home agonised over the fate of their loved ones. Together the Allies defeated Hitler’s bold plans for a superior race and world domination. The dropping of atomic bombs on two Japanese cities both ended the war and heralded in the nuclear age.

Assessment
We will complete class tasks, assignments, and presentations.

GEOGRAPHY/HISTORY CONTACT: Matt Richardson
Philosophy

Course Outline
Philosophy is about thinking clearly in the search to find answers to the really big questions. Have you ever wondered where the universe comes from? Whether there is a god? Whether a machine might think? Why there is evil in the world? What is the difference between a cult and a religion? If so, you have begun to think philosophically.

Philosophy helps students to think critically and clearly, to explore beliefs and values, to learn to use reasoning and logical argument, to address different points of view and explore alternatives. Philosophy has challenged the best minds that have ever existed but that does not mean you have to be one of the all-time great thinkers to take part – all that is needed is a sense of wonder or curiosity. You want to know, you want to figure things out for yourself, you want to explore the ideas of others and work things out together.

- Metaphysics/ Introduction to Philosophy – themes and thinkers. What’s out there?
- Study of Existence - the nature of being and the world.
- Philosophy of religion - A study of diverse religious traditions; the purpose and nature of religion today.
- Philosophical reasoning - Where do we start? Philosophy is not only about ideas; it’s also about arguments. Learn the basic skills of philosophical argument and debate – fact, opinion and interpretation, logical argument and critical thinking.
- Political philosophy – What actions are permissible? Political philosophy is the study of government and the relationship of individuals and communities to the state. It includes questions about justice, the good, law, property, and the rights and obligations of the citizen.
- Ethics - What should I do? Ethics and moral philosophy is associated with notions of right and wrong and how people ought to act. A range of current and enduring ethical issues will be studied.
- Aesthetics - Why is this art? What can life be like? Aesthetics deals with beauty, art, enjoyment, sensory-emotional values, perception, and matters of taste and sentiment.

Assessment
A range of assessment strategies will be used: Oral presentations/ reflection, class discussion/dialogue, multi-media presentation, research report, short answer responses, extended essays, group work, exam

CONTACT: Matt Richardson

Business Studies
This subject is an introduction to VCE Business Management, Economics and Accounting. Students will study personal finance (budgeting, saving and credit); investment options (property, shares and superannuation); small business management, incorporating business planning, marketing, location and structure, focusing on local businesses; and small business record keeping as an introduction to accounting, including the balance sheet and the cash journal. Students will also look at the Basic Economic Questions, how markets work and explore a current economic issue in Australia.

Topics:
- Money Management
- Accounting
- Business Management
- Economics

Assessment
Credit investigative report, share portfolio assignment, business simulation assignment, tests and an end of semester examination of 1½ hours.

CONTACT: Matt Richardson
Law

Course Outline
Law is an introduction to VCE Legal Studies. Students study the structure of parliament, law making, the distinction between criminal and civil law, and the impact of law on society and law reform. They investigate the concepts of being a global citizen focusing on human rights. There will be a visit to the Ballarat Magistrates Court.

Topics
- The government and you
- The law and you
- Human Rights & Global Citizenship

Assessment
- Tests
- Research assignments
- Folio of newspaper articles
- Semester examination of 1½ hours

CONTACT: Matt Richardson
YEAR 10 INFO TECH

IT Multi Media

Course Outline
This subject will involve students developing their skills in creating a variety of multimedia products—e.g. web pages, animations, digital video, digital audio.

Students will use a variety of software packages such as Flash, Photoshop, Dreamweaver, Fireworks, Audacity and Movie Maker. The subject is project based with students designing multimedia/interactive programs in topic areas of their choice.

Assessment
Students will be required to design multimedia products using images, graphics, text, video and sound.

CONTACT: Daryl Cavender

IT Programming

Course Outline
This subject will involve students using computer programming to solve problems and create new programs.

Students will learn how to use a variety of introductory programming applications and Visual Basic (VB.Net) to create software programs and game elements. They will develop foundation skills and abilities that would be used by game and software developers in the IT. The subject is project based with students choosing topics for their work.

Assessment
Students will be required to design and create computer programs to solve information problems and create new solutions and environments. Students will be required to develop a folio of completed applications that will be used in the assessment of their work for this course.

CONTACT: Daryl Cavender

Certificate II in Business
SEE subject description and career opportunities in VCE & VET section (page 67).

CONTACT: Daryl Cavender
YEAR 10 LANGUAGES

VET Certificate II in Languages (German)

Prerequisite: Satisfactory completion of first year of the certificate in year 9.

This is the second year of the course and is a nationally recognized certificate which focuses on delivering practical language skills. The competencies are focused on everyday communications in both social and vocational settings so students gain an understanding of what it is like to use the language. In this way they will learn through doing.

The learning outcomes in this certificate are flexible and accommodating to suit the needs of the student. Over two years, students in this course will complete 180 hours of classroom contact to attain the competencies.

Modules are based on speaking (introducing oneself, others, and exchanging personal information, thanking and congratulating people and asking for assistance, reading (participating in basic written instructions to writing short notes), and listening (adhering and following instructions in the workplace and being able to respond to instructions).

Completion of Certificate II will allow students to proceed to Certificate III or take VCE units in German.

Contact: Anya Tusek

VET Certificate II in Languages (Japanese)

Prerequisite: Satisfactory completion of first year of the certificate in year 9.

This is the second year of the course and is a nationally recognised certificate which focuses on delivering practical language skills. The competencies are focused on everyday communications in both social and vocational settings so students gain an understanding of what it is like to use the language. In this way they will learn through doing.

The learning outcomes in this certificate are flexible and accommodating to suit the needs of the student. Over two years, students in this course will complete 180 hours of classroom contact to attain the competencies.

Modules are based on speaking (introducing oneself, others, and exchanging personal information, thanking and congratulating people and asking for assistance, reading (participating in basic written instructions to writing short notes), and listening (adhering and following instructions in the workplace and being able to respond to instructions).

Completion of Certificate II will allow students to proceed to Certificate III or take VCE units in Japanese.

CONTACT: Larelle Dean & Simon Coles
Music Classroom

Course Outline
This subject is intended for those students who wish to further develop their listening, creative and performing skills. Students will have the use of a fully equipped practical room consisting of drum kits, PA’s, electric guitars, bass guitars and keyboards.

Students will develop skills through activities such as:

- Compositions
- Playing in class practical activities
- Studying basic music theory and writing
- Studying various music styles
- Music technology

Assessment
Performance - any group performance will be assessed.
Unit Tasks - includes listening, creative work and all work undertaken throughout the semester.

CONTACT: Damien Woods

Music Performance

Course Outline
- It is now possible for students to do MUSIC PERFORMANCE through to Year 12. Almost any instrument can be studied (although the standard expected at Year 12 is quite high).
- Students doing Year 10 Music Performance should therefore be – interested in pursuing Music through to Year 11 or 12 interested in furthering their skills in Year 10
- Students should be able to play an instrument at a reasonable standard - this would require a minimum of 2-3 years of study.
- As students must present a solo performance, they are strongly encouraged to have a teacher for their instrument. If students are not being taught at school, private lessons may be required.
- Examples include voice, guitar, electric bass, drum-kit, piano, brass and woodwind. Many of these are offered at school.

Assessment

Practical: there are two areas of work: solo and group
Listening: development of aural skills
Creativity: creating original music through improvisation, arranging music, and melody writing
Performance: ensemble and solo performance to an audience
Unit tasks: students will keep a workbook or folio of all classroom activities including the set theory work

CONTACT: Damien Woods
Certificate III in Music Performance
SEE subject description and career opportunities in VCE & VET section (page 70).
CONTACT: Damien Woods

Drama

Course Outline
This is an activity based course which will offer experience in a variety of
 Dramatic techniques - movement, mime, voice, improvisation, scripted work
and role play. Students will work towards the performance stage and be
involved in learning the technical aspects involved in performance. The
course is designed to develop life skills of communication, co-operation,
leadership, use of initiative, self-confidence and self-discipline. Students
learn skills related to both performance and technical aspects of theatre.

Assessment
• Practical Workshop: Students must attend and participate in all
practical classes.
• Performance analysis of live theatre.
• Successful completion is based on, contributions to workshops,
rehearsals and performances.
• Assessment is based on a major assignment and a variety of practical
activities. It is expected that students will see at least one piece of theatre.

CONTACT: Jess Kelly
YEAR 10 SCIENCE

Biology

Course Outline
Biology is the study of living things. It is the science which examines the way in which individual organisms function, how they are structured, and how they co-exist with other life on Earth. In addition, this subject introduces students to more in-depth analysis of biological issues, which affect them and their environment. This unit provides a sound basis for biological studies at higher levels.

Topics include:
- Structure of cells
- Photosynthesis
- Respiration
- Co-ordination in plants and animals
- Genetics
- Evolution

Assessment
- Practical work and reports
- Topic tests
- End of semester exam
- Reports and assignments

CONTACT: Amanda Ryan

Chemistry

Course outline
Chemistry is the science that asks questions about materials, the differences between them, how they react with one another, and how heat or other forms of energy affect them. What is water made of? What happens when hydrogen burns? How are plastics made? All these questions are of interest to chemists. This unit is an introduction to chemical theory and techniques, as well as providing an insight into the study of Chemistry at higher levels.

Topics studied include:
- Matter
- Atomic Structure
- Formation of Compounds
- Chemical Change
- Writing of Chemical Equations
- Acids and Bases
- Precipitation Reactions
- Rate of Reactions

Assessment
- Topic tests
- End of semester exam
- Lab reports
- Assignments and investigations
- Research project

CONTACT: Amanda Ryan
General Science
Course Outline
This unit is a combination of the common Science strands. It offers students the opportunity to become familiar with the style and content of the Science units able to be chosen at VCE. An in-depth investigation into one topic will also be included.

Topics include:
- Physics (Astronomy): History of the universe, galaxies and stars
- Earth Science: Fossil fuels and mineral extraction
- Biology: Ecosystems and biodiversity
- Chemistry: Food chemistry
- In-depth investigation

Assessment
Wherever possible, topics will be introduced and developed by practical exercises and experiments. Assessment includes:
- Practical work and reports
- Investigations
- Topic tests
- End of semester exam
- Reports and assignments

CONTACT: Amanda Ryan

Physics
Course Outline
This subject introduces you to the study of Physics, its practical uses and some of the social issues it raises. Physics doesn't just happen in laboratories. It is all around you, in the school, home, farms and factories. It takes place deep inside the Earth and far out in space. You will find physics everywhere.

Topics include:
- Motion: speed, velocity and acceleration.
- Forces: speeding up and slowing down, gravity and weight, reaction forces.
- Energy: potential and kinetic energy, energy changes.
- Electro-magnetic radiation: production, uses and properties.
- Electricity: charges, currents, voltage, resistance and circuits.
- Magnetism: operation of electromagnetic devices.
- Light and sound: refraction, colour addition, nature and behaviour.

Assessment
Topics are covered through theory and practical work, research and investigations. Assessment includes:
- Topic tests
- End of semester exam
- Investigations
- Practical reports
- Research project

CONTACT: Amanda Ryan
Technology includes the following subjects: Automotive (VET), Building and Construction (VET) Electronics, Energy Breakthrough, Metal, Textiles, Wood and Home Economics.

Many of these areas run VCE and VET Units in both year 11 and 12. Year 10 students are encouraged to consult the teachers named if they wish to enrol in any VCE or VET unit relating to Technology.

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**VET Certificate II in Automotive (Light Vehicle Mechanics)**

SEE subject description and career opportunities in VCE & VET section (page 78).

**CONTACT:** Steve White

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**VET Certificate II (partial) in Building and Construction**

SEE subject description and career opportunities in VCE & VET section (page 78).

**Contact:** Mike Cook

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**Electronics**

**Course outline**

Electronics is designed to cater to students with a special interest in developing their skills in the electronics field. Students will undertake to design and produce a small electronic model. There will be theory on the use and function of various electronic components. Students will research and investigate component design, function, and work tasks leading to model production.

**Assessment**

- A strong practical focus, with students undertaking a research project that leads to the production of a practical model
- Students then evaluate what they have produced with a view to improvements

**CONTACT:** Mike Cook
Product Design and Technology: Energy Breakthrough

This study is designed to give students a greater understanding of the importance design plays in our everyday lives. Students will take on the role of the designer-maker and develop skills knowledge and skills to produce creative, effective solutions to design challenges.

Students enrolled in this subject will not only gain two VCE units but they will also compete in the RACV Energy Breakthrough Competition. This is an exciting program designed to provide opportunities for students, teachers, parents and local industry to work together. The challenge is to design and construct a vehicle, a machine or innovation in technology that will represent an ‘energy breakthrough’. First held in 1991, each year thousands of students make the trip to Maryborough, Victoria each November for four days of celebration and energy! Ballarat High School has been a regular competitor. All students enrolled in this subject are expected to participate in the RACV Energy Breakthrough Competition in some way. While all efforts will be made to secure sponsorship for this event there may be some additional costs.

UNIT 1: PRODUCT RE-DESIGN AND SUSTAINABILITY
This unit focuses on the analysis, modification and improvement of a product design with consideration on the materials used and issues of sustainability.

Area of Study 1: Product redesign for improvement
Area of Study 2: Producing and evaluating a redesigned product

UNIT 2: COLLABORATIVE DESIGN
In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics, materials and sustainability.

Area of Study 1: Designing within a team
Area of Study 2: Producing and evaluating a collaboratively designed product
Home Economics: Advanced Foods

Course Outline
- Students undertaking this course will be expected to develop advanced abilities in preparation, cooking and service of foods for formal functions.
- This course provides a broad grounding for students wishing to enter careers in catering, and can assist VCE/VET Hospitality.
- Theory application includes nutrition, menu planning, time management, meal service, budgeting and assignments.
- **Areas of practical study will include:**
  - Garnishes and hors-d'oeuvres
  - Soups and entrees
  - Fish, meat and poultry dishes
  - Vegetable preparation
  - Desserts

Assessment
- A dinner party: planning, preparation and evaluation
- Theory work/ investigations
- Written exam

CONTACT: Michelle Farquhar

Home Economics: Food by Design

Course Outline
This unit uses the technology process of investigate, design, produce and evaluate to introduce Year 10 students to concepts that are important in enabling them to build their food skills.

Using the daily meal plan of breakfast, lunch and dinner, practical session will include interesting and challenging ways to prepare and cook suitable foods, developing important skills they will keep for life.

The activities undertaken during this unit will extend students’ knowledge, experiences, skills and understanding of many foods related topics. This will also help develop students’ skills in solving problems, time management and decision making.

Assessment
Various design plans, self-evaluations, worksheets, skill development and practical applications, practical and/ or written exam.

CONTACT: Tania Maple
Home Economics: Food for Life

Course Outline
- The primary focus of this unit is food and nutrition, incorporating the technology process of investigate, design, produce and evaluate. Topics such as ‘nutrition’, ‘culinary terminology’, ‘factors influencing food choice’ and ‘meal planning’ are incorporated into the investigations, whilst practical activities use designing, producing and evaluating techniques.
- The activities undertaken during this unit will extend students' knowledge, experiences, skills and understanding of many food and nutrition related topics. This will also help develop students' skills in solving problems, time management, decision making and understanding how good food choices affect future health.

Assessment
- Investigations, design projects, skill development and practical applications, practical and/ or written exam.

CONTACT: Michelle Farquhar

Design and Technology: METAL

Course Outline
- This unit focuses upon the function, form and design of wood and associated materials in Australian society. Fundamental construction processes will be taught along with the safe use of modern power tools. Students will have the opportunity to use a variety of timbers during the construction phase. Folio presentation and design is an integral part of assessment.

Assessment
- Two major practical projects which focus upon the practical development of furniture
- An assignment relating to timber used in furniture construction
- Folio of designs and research relating to practical activities
- Extended test

CONTACT: Peter Every
Design and Technology: WOOD

Course Outline
This unit focuses upon the function, form and design of wood and associated materials in Australian society. Fundamental construction processes will be taught along with the safe use of modern power tools. Students will have the opportunity to use a variety of timbers during the construction phase. Folio presentation and design is an integral part of assessment.

Design and development
- The design elements and principles
- The design process
- Design briefs
- Development of evaluation criteria
- Research techniques
- Illustration techniques
- Design development techniques
- Presentation techniques

Computer design
- Scanning processes
- Research & development techniques
- Computer composite mood boards and client profiles
- Layouts, presentation justifications, production plans & evaluation plans
This content will be developed to specifically encourage participating students to feel comfortable utilising these types of programs.

Production
- Students will investigate traditional and new materials to determine appropriate qualities and processes
- Students will be introduced to a range of techniques and processes which could be incorporated into production work
- Students will assess product design according appropriate to purpose and function
- Students will undertake production activities related to their given work brief.
- Student will investigate and apply the most appropriate quality finishes related to their product
- Production planning

Assessment
- Two major practical projects which focus upon the practical development of furniture
- An assignment relating to timber used in furniture construction
- Folio of designs and research relating to practical activities
- Extended test

CONTACT: Mike Cook
Textiles/Fashion Design & Production

Course Outline
This course could be taken as a stand alone unit which would benefit students entering Graphics, Studio Arts or Design & Development Textiles, Wood or Metal at VCE units 1, 2, 3 & 4. It is designed to extend student understanding of the design process. Students will undertake a series of exercises designed to build confidence and understanding of both

- CAD and freehand approaches to the design process
- Students will develop a folio designed to promote and present design ideas.
- Students will learn how to effectively plan and undertake production activities.

Assessment
1. Computer design
   - Scanning processes
   - Research & development techniques
   - Computer composite mood boards and client profiles
   - Layouts, presentation justifications, production plans & evaluation plans

2. Design and development
   - The design elements and principles
   - The design process.
   - Design briefs
   - Development of evaluation criteria
   - Research techniques
   - Fashion illustration techniques
   - Design development techniques
   - Presentation techniques

3. Textiles/fashion production
   - Students will investigate traditional and new materials to determine appropriate qualities and processes
   - Students will be introduced to a range of traditional and new techniques and processes which could be incorporated into production work
   - Students will assess product design according appropriate to purpose and function
   - Students will undertake production activities related to their given work brief
   - Student will investigate and apply the most appropriate quality finishes related to their product
   - Production planning
   - Evaluation of final product and production activities

CONTACT: Rowan Jones
English

English is concerned with enhancing a student’s communication skills through the modes of reading, writing and speaking.

UNIT 1, 2, 3 and 4
The course covers “Reading and Responding”, “Creating and Presenting” and “Using Language to Persuade”.

The “Reading and Responding” section of the course focuses on an in-depth analysis of novels, plays and films. Students focus on developing their essay writing skills. In “Creating and Presenting” students read and view a variety of texts on a theme and then draw on this knowledge to create their own written texts. Students analyse both print and non-print texts and also present a reasoned point of view on a current issue in the “Using Language to Persuade” section of the course.

English Language

This study aims to combine learning about the nature of language in human thought and communication with learning how to use English more effectively and creatively. It is informed by the discipline of linguistics and integrates a systematic exploration of the nature of the English Language. Students develop skills in the description and analysis of a diverse range of spoken and written English texts.

UNIT 1 & 2: Language and communication and Language change: The use of language is an essential aspect of human behaviour, the means by which individuals relate to each other and to their own particular communities. Unit One is concerned with the nature and functions of language and the way language is organised so that it provides its users with the means by which they can make sense of their experience and have contact with others. Unit 2 looks at the inevitability and the continual process of change. The unit explores the development of English in its many forms.

UNITS 3 & 4: Language variation and social purpose and Language variation and identity: these units can be studied without having studied Units One and Two. They involve extensive study of how people use language and what can be learnt about people and their background from the way they use language, how they write and how they speak. There is scope to examine film and television, the print media, advertising, letters, speeches, extracts from literature, indeed any area where language, in whatever form, is used.

Literature

When you study literature you develop knowledge and enjoyment of a wide range of literary texts, poetry, novels, short stories, plays and films. The study will require you to respond creatively and critically to the texts, discuss the ideas expressed and participate in excursions to view plays. Texts will include novels, poetry, plays, short stories and films both contemporary, and from the past.

UNIT 1: This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text.
UNIT 2: The focus of this unit is on students’ critical and creative responses to texts.
UNIT 3: This unit focuses on the ways writers construct their work and how meaning is created for and by the reader.
UNIT 4: This unit focuses on students’ creative and critical responses to text

CONTACT: John Bourke
Mathematics is a study of patterns in number and space. It provides a symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage the environment.

There are four mathematics subjects offered at VCE Units 1 and 2 level:

- General Mathematics – Further, 1 & 2
- General Mathematics – Advanced, 1 & 2
- Mathematical Methods, 1 & 2
- Foundation Maths, 1 & 2

There are three Mathematics subjects offered at the VCE Units 3 and 4 level:

- Further Mathematics, 3 & 4
- Mathematical Methods, 3 & 4
- Specialist Mathematics, 3 & 4

Units 1 & 2 General Mathematics (Further)

General Mathematics (Further) is designed to prepare students for Further Mathematics 3 & 4, however it can also be taken by able students who only wish to study two units of mathematics in their VCE.

- Networks
- Financial Arithmetic
- Matrices
- Sequences and Series

Units 1 & 2 General Mathematics (Advanced)

General Mathematics Advanced is intended to be completed as VCE Maths in Year 10 or in conjunction with Mathematical Methods in Year 11. It can also be studied by students who have completed 10 Mathematics (Advanced), as a pathway to Further Mathematics.

Areas of Study:

- Linear Equations and Graphs
- Shape and Measurement
- Number Systems
- Financial Arithmetic
- Sequences and Series
- Trigonometry
- Statistics

Units 1 & 2 Mathematical Methods

Mathematical Methods 1 & 2 is designed as a preparation for Mathematical Methods 3 & 4. There is a strong emphasis in the course on Graphing and Algebra. Students completing Mathematical Methods who require extra maths assistance will need to also complete General Mathematics Advanced, which would be studied concurrently in year 11.

Areas of Study:

- Functions and Graphs
- Algebra
- Calculus
- Probability

Units 1 & 2 Foundation Mathematics

Foundation Mathematics provides for the continuing mathematical development of students entering VCE, who need mathematical skills to support their other VCE subjects, including VET studies, and who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year.

Areas of Study:

- Space, shape and design
- Patterns and number
- Handling data
- Measurement
Why study Maths?

Maths allows you to access courses at University and TAFE, or pursue careers in areas such as engineering, computing, accounting, electronics, or banking.
Art

ART is designed to introduce students to ‘life’ as a practising Artist. Each student will learn how to work through the Artistic process – working through or continuing with a specific theme, mediums or techniques to suit each individual student’s needs. Students will explore ideas and demonstrate effective working methods as well as explore a range of technical skills. Art forms and/or media investigations are an integral part of this exploration. Students will also be trained to respond to art in an articulate and informed manner.

UNIT 1 - ART AND MEANING
This unit focuses on artworks as objects and examines how formal qualities such as art elements, materials and techniques communicate meaning. Students examine artists in different societies and cultures, and historical periods, and develop their own points of view about the meanings and messages of the studied artwork. In their own practical work, they explore the characteristics and qualities of materials and areas of personal interest to generate their own artworks.

UNIT 2 – ART AND CULTURAL EXPRESSION
In this unit students become aware that artworks can be created as forms of cultural expression for specific contexts, such as street art, public art, art produced for festivals, newspaper cartoons, art prizes and performance art. Students identify ways in which art expresses and reflects culture. In their practical work, students continue to explore techniques and develop personal and creative responses in their art making. They explore the effects on their own artwork of cultural contexts and social attitudes to art.

UNIT 3 and 4
Practical – REALISATION AND RESOLUTION
Theoretical – INTERPRETING ART and DISCUSSING AND DEBATING ART
Students work on their folio across both units 3 and 4. Students work as if they are a practising artist; developing ideas, letting them evolve, reflecting and evaluating and then resolving ideas into finished artworks. Students study artists to look for specific meanings and message within the artworks being studied, make comparisons and judgements about the artworks and students are encouraged to interpret their own meanings and messages from within the artworks studied.

CONTACT: Jamie Greenwood
**VCE ARTS**

**Studio Art**

Studio Art is designed to provide students with the opportunity to specialise in a particular art form because of special interest or career aspiration, or to prepare for further Art based studies at a tertiary level.

Studio Art has been divided into 2 major separate Art practices. *These will run as separate courses as outlined below...*

Studio Art: Photography Unit 1 and 2 / Unit 3 and 4

Studio Art: Painting and Drawing Unit 1 and 2 / Unit 3 and 4

Therefore, you can ONLY select to do -

- Units 1 & 2 Photography **OR** Units 1 & 2 Painting and drawing
- Units 3 & 4 Photography **OR** Units 3 & 4 Painting and drawing

Careful consideration will need to be given when deciding the choice of which Studio Art course a student will undertake. It is recommended that you follow through your choice of Art form from Unit 1 & 2 into Units 3 & 4, giving you the advantage of very well developed skills and ideas for Units 3 & 4, where more independent study is required.

**Studio Art: Painting, Drawing, Printmaking or 3D**

The Art forms studied in this course could include Painting, Drawing, Printmaking, Sculpture, Ceramics and related processes such as air brush, collage and mixed media.

**UNIT 1 - ARTISTIC INSPIRATION AND TECHNIQUES**

The focus is mainly on methods of developing and documenting ideas and inspirations. Students will also develop skills in using various art materials and techniques. By experimenting with a variety of art materials, students can decide which art form/s they are interested in so they can develop their skills further in future. This will be achieved by responding to different topics, such as portraits, landscapes and still life, in a variety of ways, and recording their findings in a **WORKBOOK**. These workbook experiments will then lead to some finished artworks which will form a **FOLIO**. Students are required to study current and past artists, their inspirations, subject matter, techniques and materials, and to submit this as written research.

**UNIT 2 - DESIGN EXPLORATION AND CONCEPTS**

The focus of this unit is to explore the process of designing and making a finished artwork, from initial inspiration and trialling, through to completed artwork. Students will explore how art elements effect the communication of ideas within an artwork. Students will study how established artists communicate ideas and meaning within their artwork.

**UNIT 3 - STUDIO PRODUCTION AND PROFESSIONAL ART PRACTICES**

The focus of this unit is to develop ideas and specific art techniques that will be used to create a folio of finished artworks in Unit 4. Students will select their own theme for this exploration, write a plan for how they will develop their ideas and art skills, and then follow through this plan, presenting all this exploration work in a folio. Students will study how established artists develop ideas, use specific materials and techniques and develop their own unique style of art.

**UNIT 4 - STUDIO PRODUCTION AND ART INDUSTRY CONTEXTS**

The focus of this Unit is to create a Folio of finished artworks based on the ideas and trials developed in Unit 3. The aim is to refine skills and imagery to complete artworks which demonstrate a high level of skill. Students will also study the art industry, including all aspects involved in the exhibition of artworks in a professional Art Gallery.

**CONTACT:** Jamie Greenwood
Studio Art: Photography

The art form studied in this course is photography and its related processes. Students will be able to explore their interests in black and white photography and darkroom techniques - including some computer imaging techniques.

Note: Students need to be aware that they will be expected to provide their own photographic paper, which will incur some cost. It is also highly recommended that students provide their own SLR 35mm camera.

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CONTACT: Jamie Greenwood
Media

Students take an analytical and creative approach to studying aspects of the media, ranging from film, television, radio, internet and print. They will have the opportunity to explore texts from different eras as well as creating their own media products.

UNIT 1 - REPRESENTATION AND TECHNOLOGIES OF REPRESENTATION
In this unit you will learn about how images are presented, related and ordered. Also the codes and conventions involved in creating images will be explored. The equipment used to produce images will be examined and used by you to create a media product.

UNIT 2 - MEDIA PRODUCTION AND THE MEDIA INDUSTRY
You will discover how the TV News is constructed and how newspapers are produced, and gain experience in developing your own product.

UNIT 3 - NARRATIVE AND MEDIA PRODUCTION DESIGN
You will study two films and learn how to analyse the various components. You will devise a project of your own and design a plan for it. While doing this you will gain the appropriate technical expertise to complete your project in Unit 4.

UNIT 4 – MEDIA: PROCESS, INFLUENCE AND SOCIETY’S SOCIAL VALUES
You will complete your project and also examine society’s social values as expressed on TV. You will also discuss the influence of the media on society eg violence.

CONTACT: Jamie Greenwood

Visual Communication and Design

Visual Communication focuses on the development of design skills and can be of benefit to students with an interest in any design field. Graphic, Industrial, Product, Interior, Landscape, Fashion, Web and Architecture are some examples.

Students work though practical projects to develop drawing, illustration and presentation skills, including the use of digital techniques and processes. They also study the vocabulary and grammar of visual communication, which includes an understanding of, and application of drawing and drawing convention, design elements, and principles and function of design in communication.

UNIT 1 – INTRODUCTION TO VISUAL COMMUNICATION DESIGN
Students focus on the development of essential drawing skills, the use of the design elements and principles through design projects and explore the historical and cultural factors which impact on design.

UNIT 2 – APPLICATIONS OF VISUAL COMMUNICATION DESIGN
Students study Technical Drawing, Typography and undertake a series of increasingly advanced design projects.

UNIT 3 – DESIGN THINKING AND PRACTICE
Students analyse the professional practice of existing designers from a variety of fields and use this learning to inform and refine their own design process. Students establish a plan for their major design task in unit 4

UNIT 4 – DESIGN DEVELOPMENT AND PRESENTATION
Students engage in a highly developed design process from initial brainstorming through to final presentation. They then present their designs back to the class.

CONTACT: Jamie Greenwood
Health & Human Development

The central focus is to examine factors that promote wellbeing in individuals, families and the community. Health and Human Development explores the physical, social and emotional aspects of health and development, beginning with the individual and progressing to family, community and an international perspective.

UNIT 1 - THE HEALTH AND DEVELOPMENT OF AUSTRALIA’S YOUTH
- Understanding health and development
- Youth health and development
- Health issues for Australia’s youth

UNIT 2 - INDIVIDUAL HUMAN DEVELOPMENT AND HEALTH ISSUES
- The health and development of Australia’s children
- Adult health and development
- Health issues

UNIT 3 - AUSTRALIA’S HEALTH
- Understanding Australian’s health
- Promoting health in Australia

UNIT 4 - GLOBAL HEALTH AND HUMAN DEVELOPMENT
- Introducing global health and human development
- Promoting global health and human development

CONTACT: Heather Kearle

Certificate II in Sport & Recreation

Description
Certificate II in Sport and Recreation provides students with the skills and knowledge that will enhance their employment prospects in the sport and recreation industries. Program 2 consists of eleven units of competency – Units 1 and 2: six compulsory units and a minimum of five elective units. On successful completion of Program 2, students are eligible for:
• the award of SIS20310 Certificate II in Sport and Recreation
• recognition of up to three units at Units 1 and 2 level.

Career opportunities
Possible employment outcomes may include outdoor recreation instructor, aerobics/fitness instructor, personal trainer, recreation officer.

CONTACT: Grant Luscombe

Outdoor and Environmental Studies

This subject looks at our interaction with the outdoors in terms of safety procedures, skills required, what motivates people and impact upon the environment. This is done through practical experience as well as theoretical study. Current issues are used to explore the concepts to be developed.

UNIT 1 - EXPLORING OUTDOOR EXPERIENCES
You will get to examine nature in the environment and look at your own and others’ relationship with it. You will study various uses of nature from both within the classroom and first hand in the outdoors.

UNIT 2 - DISCOVERING OUTDOOR ENVIRONMENTS
How do you impact on the outdoors? Are you having a negative effect on it? How does the natural environment affect you? Does it inspire you? Are you motivated to “go bush” or get into some adventure that will really get your adrenalin pumping?

UNIT 3 - RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS
Indigenous cultures have lived on Australian soil for more than 60,000 years with little impact. We will look at how they managed this and how various human groups have related to the environment since then. You will study the impact that has occurred since European settlement.

UNIT 4 - SUSTAINABLE OUTDOOR RELATIONSHIPS
Can the outdoor environment survive the increasing pressure of a growing human population? What needs to be done to keep a sustainable environment that is satisfying for everyone? Environmental conflict, who fights, how do they fight? You will be given the opportunity to develop and defend your own beliefs.

PRACTICAL EXPERIENCE - Each unit involves up to 5 days of practical outdoor activity, including overnight camps that must be completed with our group in order to successfully complete the subject. Students will be required to sign and adhere to a code of conduct to participate in these activities. Please note that some trips will conflict with the lead up to boat race and this should be considered by rowers before selecting these units. Cost: Up to $600 Year 11 and $1000 Year 12.

CONTACT: Grant Luscombe
Physical Education

Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. Physical Education focuses on the complex interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, together with the wider social attitudes to and understanding of physical activity.

Unit 1 – Bodies in motion
Students explore how the body systems (musculoskeletal, cardiovascular and respiratory systems) work together to produce movement and analyse this motion using biomechanical principles. Students apply biomechanical principles to improve and refine movement through practical activities and investigate risk management strategies to prevent injury to the participant/athlete and the rehabilitation practices required to ensure the individual returns to sport or physical activity.

Area of study 1 – Body systems and human movement
Area of study 2 – Biomechanical movement principles
Area of study 3 – Injury prevention and rehabilitation

Unit 2 – Sports coaching and physically active lifestyles
Students explore a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. Students will gain a practical insight into the role of the coach and how they could influence an athlete’s performance. Students are also introduced to the importance physical activity has on the individual and wider population and how physical activity can be promoted to ensure the health and wellbeing of both individual and wider population.

Area of study 1 – Effective coaching practices
Area of study 2 – Physically active lifestyles
Area of study 3 – Promoting active living

Unit 3 – Physical activity participation and physiological performance
Students will gain an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students will also gain an understanding into the energy systems and how they contribute to performance in physical activity, what causes fatigue and different strategies used to delay and manage fatigue and to promote recovery.

Area of study 1 – Monitoring and promotion of physical activity
Area of study 2 – Physiological responses to physical activity

Unit 4 – Enhancing performance
Students consider the manner in which fitness can be improved and participate in a training program designed to improve or maintain selected fitness components. Students also explore the nutritional, physiological and psychological strategies used to enhance performance. Students examine legal and illegal substances and methods of performance enhancement and develop an understanding of different anti-doping codes.

Area of study 1 – Planning, implementing and evaluating a training program
Area of Study 2 – Performance enhancement and recovery

CONTACT: Grant Luscombe
VCE HUMANITIES

Accounting

VCE Accounting provides an introduction to the financial aspects of a business.

UNIT 1 - ESTABLISHING AND OPERATING A SERVICE BUSINESS
This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information.

UNIT 2 - ACCOUNTING FOR A TRADING BUSINESS
This unit focuses on accounting for a sole proprietor of a single activity trading business. Students analyse and evaluate the performance of the business using financial and non-financial information, then suggest strategies to the owner on how to improve the performance of the business.

UNIT 3 - RECORDING AND REPORTING FOR A TRADING BUSINESS
This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system.

UNIT 4 - CONTROL AND ANALYSIS OF BUSINESS PERFORMANCE
This unit covers budgeting, financial performance and assessing financial position.

CONTACT: Matt Richardson

Business Management

VCE Business Management examines the way businesses manage resources to achieve their objectives. Students develop an understanding of the challenges, complexity and rewards that come from managing a business.

UNIT 1 - SMALL BUSINESS MANAGEMENT
This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success. Students will participate in managing a business simulation on a Market Day. There will be an excursion to a local shopping centre to observe and analyse business practices.

UNIT 2 - COMMUNICATION AND MANAGEMENT
Students develop knowledge in all aspects of business communication and are introduced to skills related to its effective use in different contexts.

UNIT 3 - CORPORATE MANAGEMENT
This unit investigates how large-scale organisations operate. Students focus on the internal environment, including management styles and skills. Students also examine how the operations of the business are managed.

UNIT 4 - MANAGING PEOPLE AND CHANGE
This unit commences with a focus on the human resource management function. The unit concludes with students learning about how change is effectively managed within large-scale organisations.

CONTACT: Matt Richardson
History - Twentieth Century

This unit allows students to examine some of the world’s major political, economic and cultural events in the twentieth century.

UNIT 1: TWENTIETH CENTURY HISTORY (1900-1945)
1900 to 1945 in Europe can be considered an exciting time because of the many social, political and economic changes that occurred. Many of these changes led to conflicts between individuals and nations. Through a study of Europe in 1914 at the beginning of and during World War 1 and the rise of Hitler and Germany during World War 2 students can come to understand the issues and events, which have shaped the modern world. Areas of study include a detailed study of the conflicts during World War 1, the changes to German society in the 1930’s, the influence of propaganda and the issues of the Holocaust complicity.
Areas of Study:
• Crisis and conflict  • Social life  • Cultural expression

UNIT 2: TWENTIETH CENTURY HISTORY (1945-2000)
This unit allows students the opportunity to investigate major themes and principal events of post war history: the Cold War, the Vietnam War, the emergence of social movements such as the Black Civil Rights movement and peace movements, the collapse of the Soviet bloc, the end of apartheid and the development of organisations such as the European Union and the North American Free Trade Agreement (NAFTA).
Areas of Study:
• Ideas and political power  • Movements of the people  • Issues for the millennium

History - Revolutions

Revolutions have always tried to destroy regimes that do not represent the interests of its people. They quickly try to build new societies or governments but in so doing cause destruction and construction, dispossession and liberation. Two revolutions such as the French Revolution and the Chinese Revolution will be studied.

UNIT 3: FRENCH REVOLUTION
Students will examine a number of issues related to the French Revolution. What was the cause of the revolution and what led to a loss of confidence in the previous government? With the collapse of the old order what revolutionary ideas or movements will replace it? What roles do individuals play in change? What difficulties were faced in changing society?
Areas of Study:
• Revolutionary ideas, leaders, movements and events  • Creating a new society

UNIT 4: CHINESE REVOLUTION
Students will examine a number of issues related to the Chinese Revolution. Was the revolution a result of an inadequate response to structural change? Why did the people want fundamental change to create a new social and political order? What was the role of Marxism in the revolution? What happened after the death of Mao?
Areas of Study:
• Revolutionary ideas, leaders, movements and events  • Creating a new society

CONTACT: Matt Richardson
Philosophy

UNIT 1 - EXISTENCE, KNOWLEDGE AND REASONING
What is knowledge? Do we have free will? What does it mean for something to be good? What is justice? These are some of the fundamental questions which have engaged students of philosophical enquiry over millennia, and they are just as relevant today. This Unit begins the journey to explore the philosophical concepts and processes behind such questions.

Areas of Study:
- Metaphysics - Self and Identity, Mind and Body.
- Epistemology – the nature and sources of knowledge, rationalism and empiricism
- Introduction to logic and reasoning

UNIT 2 - ETHICS AND PHILOSOPHICAL INVESTIGATION
This area of study explores practical philosophical issues relevant to living in the contemporary world.

Areas of Study:
- Ethics - meta-ethics, normative ethics and applied ethics with a focus on animal rights
- Other great questions in philosophy – a negotiated area of study
- Techniques of reasoning

CONTACT: Jeanette McCabe

UNIT 3 - THE GOOD LIFE
This unit explores ideas concerning the nature of the good life as developed by ancient and modern philosophers, and encourages students to compare these ideas with the notions of the good life in traditions with which they may be familiar. We will look at the answers that different philosophical traditions give to the question, ‘Is there a purpose, or meaning to life?’

Areas of Study:
- Ancient Greek conceptions of the good life: Socrates, Plato, Aristotle
- Nineteenth- and twentieth-century discussion of the good life: Nietzsche, Weil

UNIT 4 – MIND, SCIENCE AND KNOWLEDGE
This area looks at two areas of contemporary philosophical debate and their historical development. The first area of study looks at a topic from metaphysics: What is the mind? The second looks at a topic from epistemology: Does science provide us with knowledge or merely dogmatic belief?

Areas of Study:
- The nature of mind and body -This area of study looks at different notions of the soul and mind, and at the views of those who deny the existence of anything that falls outside the scope of physics. Hume, Descartes, Armstrong
- Knowledge, belief and science - What is science? What is knowledge? What differentiates science from dogma? How ‘true’ is scientific method? This area of study looks at the way knowledge has been conceptualised, and the implications of these for current ideas of scientific thinking. Hume, Popper, Kuhn.

CONTACT: Glenn Miller
VCE HUMANITIES

Legal Studies

VCE Legal Studies is an introduction to the study of Australian law. It looks at how law affects us in our everyday lives and what our rights and responsibilities are. We study both criminal and civil law and how cases are presented in court.

UNIT 1 - CRIMINAL LAW IN ACTION
This unit focuses on the importance of criminal law. It examines the role of police and the punishments imposed on guilty parties.

UNIT 2 – ISSUES IN CIVIL LAW
This unit looks at civil rights. We study areas of contract law and tort law such as negligence. Students study the jury system and the role of courts and tribunals. The students then study some specific areas of law in such as Marriage and divorce, technology and the law and so on.

UNIT 3 - LAW-MAKING
This unit explores how we as citizens are affected by parliament. We also look at how the constitution protects our rights. The role of courts in our system is also evaluated.

UNIT 4 – RESOLUTION AND JUSTICE
This unit looks at how we resolve criminal and civil disputes peacefully. We look at each of the courts from the Children’s Court to the High Court. Is our legal system a fair one? Is the law accessible to all?

CONTACT: Matt Richardson
Information Technology

Information Technology is the study of how problems are solved using equipment (hardware and software), procedures and people.

UNIT 1 – IT in Action
This unit studies how individuals use, and can be affected by, information and communication technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to create information that persuades, educates or entertain. They also explore how their lives are affected by ICT and strategies for influencing how ICT is applied.
Areas of Study: Solving problems using IT techniques, data management and related software, and the exploration of ITC issues.

UNIT 2 – IT Pathways
This unit studies how individuals and organisations such as sporting clubs, charitable institutions, small businesses and government agencies use ICT. Students acquire and apply a range of knowledge and skills to create solutions and information products that meet personal and clients’ needs. They examine how networked information systems are used within organisations.
Areas of Study: Programming, network and related hardware components, and the use of problem solving methodology in developing ICT solutions.

UNITS 3 & 4 – IT Applications
Units 3 and 4 are designed to be taken as a sequence. Students use web authoring, database management software and spreadsheet applications to solve information problems. This course focuses on how individuals or organisations use ICT to solve information problems and to participate actively in a society where ICT is commonplace. Students acquire and apply knowledge and skills in solving information problems to assist in decision making and in management tasks and timelines.
Areas of Study: Problem solving, network organisation, organising informational needs, and informational security.

CONTACT: Daryl Cavender

Certificate II in Business

In this subject, students will develop their skills and abilities in a broad range of competencies related to business and industry, with a focus on IT skills as a core part of the program.

At the end of the year, students will be eligible to gain their Certificate 2 in Business from the University of Ballarat. This is a recognised qualification that will support them in either continuing their studies or gaining employment in areas such as administration, office assistant, receptionist, office manager, secretary, small business owner, office manager, personal assistant, business management.

Five days of structured workplace experience is included in this program. There will be a fee to cover all course materials.

Students will complete competencies in a number of areas including: using business technology, work processing, mail, spreadsheets, maintaining business records, organising personal work priorities, designing and producing business documents, working effectively with others, communication in the workplace.

Career Opportunities
On completion of this course, you will have the opportunity to pursue an occupation in such areas as administration, receptionist or secretary, business owner, customer service officer, office manager and personal assistant.

CONTACT: Daryl Cavender
German

German is the most widely known language in Europe. It is spoken by 100 million native speakers in Germany, Austria, Switzerland and bordering areas. Another 20 million native speakers of German live in countries in and outside Europe. German has always had a strong standing as a language for science and technology. Every seventh publication in the world is in German. Economists predict that German will soon be one of the major trading languages in the world. It is already a leading trading language in the European community. Germany is Australia’s fourth largest trading partner (after the U.S.A., U.K. and Japan). Also German forms part of the Australian cultural heritage. It is marked as a priority language in the national Languages Policy. There is a notable community interest in reviving the knowledge of German.

Unit 1

In Unit 1, students study topics related to everyday life. This may include family, sport and health, or school. They demonstrate their increased understanding of German through assessments such as listening tests, an interview and reading comprehensions.

Unit 2

In the second semester of Year 11, students study either German cities, the environment or fairy tales. They continue to develop their ability to communicate in German in both spoken and written forms. Possible assessments include a journal entry, an interview or a formal letter.

Unit 3

In Unit 3, students begin their detailed study. In School Assessed Coursework they write a 250 word personal or imaginative piece. They also analyse and use information from spoken texts and complete a 3 to 4 minute role play.

Unit 4

This unit, students are preparing for the end of year oral and written exams. School Assessed Coursework includes a 3 to 4 minute interview and a 250-300 word persuasive, informative or evaluative piece.

CONTACT: Danijela Bjelanovic
Japanese

Japanese is spoken by over 120 million people and Japan is one of Australia’s largest trading partners. Japanese language and cultural sensitivity is vital for a growing number of employers. Learning a foreign language, and particularly an Asian language, can give a student an advantage ahead of other applicants seeking employment, not only for their ability to communicate in another language, but for their proven capability to learn one. Australians’ interest in Japanese cuisine, lifestyle and culture (such as martial arts, sports and flower arranging) is growing rapidly, and so learning this language provides opportunities to expand a student’s interest.

Unit 1

Students will learn structures related to describing, explaining and commenting on past, present or future events. Students also practice listening to spoken texts (e.g. conversation, interviews, broadcasts) to obtain information.

Unit 2

This unit focusses on vocabulary and expressions appropriate to the themes of giving, advice or assistance, suggesting, explaining, and agreeing. Over the course of the unit, students will exercise both oral and written skills in Japanese.

Unit 3

In this unit students will practise creating a personal or imaginative text focusing on an event or experience in the past or present, using a range of text types to organise and sequence ideas.

Unit 4

In the final unit students will show awareness of different social contexts require different types of language. They will select and make use of relevant reference materials related to detailed study. The student’s level of achievement for unit 4 will be determined by school-assessed course work and the end-of-year examinations.

CONTACT: Larelle Dean
Music Performance (Solo Performance)
This subject is for instrumentalists/singers who would like to continue developing on their instrument as part of their school study. These students can pursue an enormous range of options from bagpipes, electric bass and violin to modern vocal. Students **MUST** have a teacher from within or outside the school. In the five periods, students work on performances (solo and group), developing their aural/listening skills, creative work and investigating music styles. Being able to read music is an advantage in the aural section of the course. Because units 1 and 2 measure improvement, it is easier to do year 11 than year 12 (where very high standards are set.) Students should see Mar. Woods before selecting to do units 3 and 4.

**UNITS 1 & 2**
You will focus on improving on your solo instrument. The grade you receive will reflect this growth rather an absolute standard. You will perform in groups, develop listening skills (aural), engage in a range of creative activities (composing, arranging, improvising) and investigate musical styles. All assessment is carried out by the school.

**UNITS 3 & 4**
The school assesses 25% of the final mark, 50% is assessed on the solo performance externally, 25% aural and written test assessed externally. The solo performance is graded by an external examiner based on absolute standards.

**CONTACT:** Damien Woods

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Certificate III in Music Performance

**Description**
In this subject, students will extend their music skills which will enhance their employment prospects within the Music Industry. Students who complete this program will obtain the expertise to compose and record their own music, work in a group and solo, improvisation, work at a music event, explore career options and understand copyright.

**Career Opportunities**
On completion of this course, you will have the opportunity to pursue an occupation in such areas as musician, music teacher, singer, songwriter or jingle writer, stage producer, music technician, stage manager, director or music editor, broadcaster, and disk jockey.

**CONTACT:** Damien Woods
Certificate IV in Music Performance (Partial Completion)

Description
This course offers a broadening experience for students and provides training in practical skills and background knowledge related to the music industry. It extends their knowledge of the music industry including its commercial aspects, copyright and OH&S issues.

More specifically this course aims to give students the opportunity to achieve the following outcomes:

- Music performance and presentation before live audiences
- Progress to higher level tertiary studies in music and employment opportunities in the music industry

Career Opportunities
There are a number of employment opportunities resulting from this course, and graduates can look forward to careers in the music industry, in roles that include performing, recording or multimedia music production.

CONTACT: Damien Woods

Drama

The study of Drama both continues and introduces skills and activities associated with performance Drama, such as role play, solo performance, and ensemble work. It also involves the examining of theatre styles through theatre excursions so there will be some cost involved.

UNIT 1 - DRAMATIC STORYTELLING
You will develop characters from theatre history and modern situations and transform these into performance in both group and solo activities.

UNIT 2 - CREATING AUSTRALIAN DRAMA
Here you will use play scripts to create and present dramatic performances, as well as analyse the work of professional theatre companies.

UNIT 3 ENSEMBLE PERFORMANCE
You will work as an ensemble and perform to explore non-realistic drama.

UNIT 4 - SOLO PERFORMANCE
In this unit you will study theatre history and select from a list of topics, develop a solo performance.

CONTACT: Jess Kelly
Theatre Studies

You will study the traditions, styles, conventions and crafts of theatre. It also involves the examining of theatre styles through theatre excursions so there will be some cost involved.

Areas of Study

UNIT 1 - THEATRICAL STYLES OF THE PRE-MODERN ERA
Stagecraft in this unit forms the basis by which students learn to realise play scripts. Stagecraft includes equipment and materials, design, construction, artistic and business management. You will focus on works prior to the 1880s.

UNIT 2 – THEATRICAL STYLES OF THE MODERN ERA
You will focus on plays from the 1880s to the present. Here you will explore a range of performance styles and the theatrical conventions that are appropriate to these styles.

UNIT 3 – PRODUCTION DEVELOPMENT
Here you will produce a play or excerpts to explore the production process.

UNIT 4 – PERFORMANCE INTERPRETATION
You will select a monologue from a prescribed text and develop it to performance.

CONTACT: Jess Kelly
Biology

Biology is the study of living things, and as such is relevant to all of us. We have manipulated the environment to a greater extent than any other species. However, even with the technologies that have been developed, we are still subject to the same principles of life as any other organism.

UNIT 1: UNITY AND DIVERSITY
This unit focuses on the activities of cells, their processes and their importance. Study is made of the systems of organisms and how they function to maintain a constant environment.

UNIT 2: ORGANISMS AND THEIR ENVIRONMENT
Students investigate the relationships between environmental factors, and adaptations and distribution of living things. Types of ecosystems are studied and the effects of environmental changes are analysed.

UNIT 3: SIGNATURES OF LIFE
In this unit an investigation is undertaken of the activities of cells, their diversity and the reactions occurring within them. A study of pathogens and the response of organisms to disease are also made.

UNIT 4: CONTINUITY AND CHANGE
This unit investigates the basis of inheritance and the importance of DNA in the development all aspects of gene technology. A study of evolution, natural selection and the species of man is undertaken.

CONTACT: Amanda Ryan

Why study Biology?
Studying Biology can lead to careers in medical and allied health care, food technology, sport, conservation, research science.
Chemistry

Chemical processes have led to new drugs, synthetic materials, biotechnology, microelectronics, new forms of food preservation, fuels, transportation and communication systems. Chemical processes are important in improving human health, preventing environmental problems and rehabilitating degraded environments.

UNIT 1 – THE BIG IDEAS OF CHEMISTRY

This unit commences with the development of the periodic table and atomic theory. The mole concept and mass spectrometry are used as an introduction to chemical calculations. The unit concludes with an investigation of the structure, properties and applications of materials.

UNIT 2 – ENVIRONMENTAL CHEMISTRY

This unit introduces the role of water in the environment and the principles of green chemistry. Acid-base and redox reactions are developed, and the use of chemical calculations is extended. The interaction between living things and the atmosphere, the kinetic molecular theory for gases and the gas laws are investigated.

UNIT 3 – CHEMICAL PATHWAYS

In this unit students investigate the range of analytical techniques available to chemists. Simple laboratory techniques such as gravimetric and volumetric methods will be covered, as well as more sophisticated instrumental methods. The use of calculations in chemistry will be extended. Also investigated in this unit are organic chemical pathways and the role of organic chemicals in forensic analysis and the development of medicines.

UNIT 4 – CHEMISTRY AT WORK

In this unit students investigate industrial chemistry and the factors that affect chemical reactions. Also investigated are the energy changes associated with chemical reactions with a focus on thermochemistry and galvanic and electrolytic cells.

CONTACT: Amanda Ryan
Physics

Physics aims to develop an understanding of the behaviour of the material world. It has been a challenge to the human mind. Great scientists like Einstein, Newton and Galileo have given us some of the answers as to how the Universe operates, from the smallest nucleus in an atom to the enormity of space. Their imagination and ingenuity have given us a fundamental understanding which applies to a wide range of rewarding careers in science and technology. Users of physics get excited by exploring all sorts of physical things like sound, movement, electricity, light, atoms, astronomy, health, materials, machines and electronics. They have fun experimenting to gain a better knowledge of these physical phenomena.

UNIT 1
- Medical physics
- Electricity
- Nuclear and radioactive physics

UNIT 2
- Astronomy
- Wave-like properties of light
- Movement

UNIT 3
- Motion in one and two dimensions
- Electronics and photonics
- Investigating materials and their use in structures

UNIT 4
- Electric power
- Interactions of light and matter
- Sound

CONTACT: Amanda Ryan

Why study Physics?
Physics can lead to a career in Medicine, Human Movement, Architecture, Engineering, Electronics, Robotics, Earth Science, or Aerospace.
Psychology

Psychology is the systematic study of behaviour and mental processes. In learning about their own and others’ behaviour, students become aware of the complexities and variations involved in all kinds of behaviour. Students also develop knowledge and skills about scientific research methods, including an appreciation of ethics and controversial issues involved in psychology.

Psychology is relevant to most careers dealing with people, and is included as a component, in a broad range of tertiary studies including education, health, welfare, industry, business and administration. Psychology is also a career path for students interested in counselling and/or behavioural research. Fields include early childhood learning, industrial relations, criminal matters, sports motivation and personal development.

**Unit 1:** Introduces Psychology, including an exploration into visual perception and a focus on lifespan development.

**Unit 2:** Builds an understanding of the different methods and models that describe and explain human behaviour: Interpersonal and group behaviour, intelligence and personality.

**Unit 3:** Focuses on studying the relationship between the brain and the mind through investigating states consciousness (including sleep), behaviour, cognition, brain research and memory.

**Unit 4:** Explores the brain, behaviour and experience through studying types of learning and exploring mental health, including an investigation into a selected mental illness.

**CONTACT:** Amanda Ryan

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**Why study Psychology?**
Psychology is a valuable subject for students considering further study in psychology, or careers in psychology, social work, nursing, child care.
Product Design and Technology

This study is designed to give students a greater understanding of the importance design plays in our everyday lives. It determines the form and function of the products we use and wear. In Design and Technology students will take on the role of the designer-maker and develop skills and knowledge to produce creative, effective solutions to design challenges.

The study is made up of four units that may be undertaken with a different materials focus:

- TEXTILES / FASHION DESIGN
- WOOD/TIMBER

UNIT 1: PRODUCT RE-DESIGN AND SUSTAINABILITY
This unit focuses on the analysis, modification and improvement of a product design with consideration on the materials used and issues of sustainability.
Area of Study 1: Product redesign for improvement
Area of Study 2: Producing and evaluating a re-designed product

UNIT 2: COLLABORATIVE DESIGN
In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics, materials and sustainability.
Area of Study 1: Designing within a team
Area of Study 2: Producing and evaluating a collaboratively designed product

UNIT 3: APPLYING THE PRODUCT DESIGN PROCESS
In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or end-user, developed through a design process and influenced by a range of complex factors.
Area of Study 1: The designer, client and/or end-user in product development
Area of Study 2: Product development and industry
Area of Study 3: Designing for others

UNIT 4: PRODUCT DEVELOPMENT AND EVALUATION
In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user.
Area of Study 1: Product analysis and comparison
Area of Study 2: Product manufacture
Area of Study 3: Product evaluation

CONTACT: Mike Cook (Wood), Rowan Jones (Textiles)
Certificate II in Automotive (Light Vehicle Mechanics)

Description
This course will suit you if you are looking towards a career in the automotive industry. It covers the competency to carry out research activities and perform generic mechanical tasks that are encountered in the automotive industry sector. The program is of approximately 400 hours duration to be taken over two full years of study and delivered in class time at Ballarat High School. The units selected are from the pre-apprenticeship descriptor for motor mechanics.

Career opportunities
On completion of this course, you will have the opportunity to pursue a career in such areas as automotive mechanics, engine reconditioning, automotive electrician and electronics, vehicle body repair, painting, panel beating and trimming.

CONTACT:  Steve White

Certificate II (partial) in Building and Construction

Description
This program provides students with the knowledge and skills to enhance their employment prospects in the building and construction industry. The certificate provides completion of two thirds of the pre-apprenticeship program in the carpentry stream. Units in the program include safe handling of plant and power tools, quality principles for the building industry, calculations and workplace documents and plans.

Career opportunities
Completion of this VET course can lead to a carpentry apprenticeship, building engineer, building surveying and quality surveying, architecture and mechanical engineering.

Contact: Mike Cook

Certificate II in Fashion Design

Description
This course aims to provide students with the knowledge and skills to achieve competencies that will enhance their employment prospects in the fashion, clothing and related industries. Students who complete this training will be able to design and produce simple garments, use a sewing machine safely, modify patterns and embellish garments, sew components and garments and identify design processes, fibres and fabrics.

Career opportunities
Completion of Certificate II and (partial) III in Fashion Design will assist students in entering the fashion, clothing and related industries. With additional training and experience, future employment outcomes may include patternmaker, product designer, dressmaker, fashion coordinator, tailor, textile designer or technician.

CONTACT:  Rowan Jones
Certificate II in Hospitality (Kitchen Operations)

**Description**
This course aims to provide students with the skills and knowledge to be competent in a range of kitchen functions and activities to work in various hospitality enterprises where food is prepared and serviced. This includes restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias and coffee shops. It will also provide credit towards an apprenticeship.

**Career opportunities**
Completion of Certificate II and (partial) III in Hospitality will assist students in entering the hospitality industry. With additional training and experience, future employment outcomes may include food & beverage attendant, hospitality manager, chef, cafe owner/manager or kitchen assistant.

**CONTACT**: Shona Maloney

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**Employability Skills in the Workforce**

If you are considering a casual job in the food and beverage area or have dreams of being the ultimate barista, this subject is for you. Employability Skills in the Workforce is concerned with developing a student’s practical and theoretical knowledge in areas specific to gaining **casual** employment in the food and beverage workforce.

You will attain 3 nationally recognised certificates:

1. Responsible Service of Alcohol
2. Prepare & Serve Espresso Coffee
3. Food Handlers Certificate

You will also attain successful completion of two units towards VCE. This is because you will be completing a range of carefully selected VET Hospitality units designed to enhance your appeal to potential employers. As well as the units required to achieve the three nationally recognised certificates you will complete units focused on occupational health and safety, receiving and storing stock and handling cheese.

As the study will require you to respond to specific assessments to achieve the certificates, an external fee applies. This is a **ONE** year only stand-alone subject.

**CONTACT**: Tania Maple & Shona Maloney