Ballarat High School

Year 9 - 12 Course Descriptions

HIGHfacts 2026

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Information in this document is correct at time of publication.

Welcome to HIGHfacts

Ballarat High School offers a broad range of subjects across all areas of the curriculum. Our subjects have clear pathways through to VCE, and are rigorously designed to support the building of key skills and knowledge.

Victoria has moved to a new integrated senior secondary certificate that offers two senior secondary certificates, the VCE and VCE Vocational Major. These new certificates provide all students with the learning opportunities necessary to develop the knowledge, skills and capabilities needed to succeed in further education, work and life.

Current Year 10 students will be able to enrol in either VCE, VCE Vocational Major (VCE VM) or the Victorian Pathways Certificate (VPC). The VCE Vocational Major is a 2-year vocational and applied learning program within the VCE. The VPC is an inclusive Year 11 and 12 certificate that will meet the needs of the minority of students not able or ready to complete a certificate at the VCE level.

Current Year 9 students who are considering the VCE Vocational Major in 2027 should consider doing a VET subject in Year 10. We offer a range of VET subjects onsite at Ballarat High School including Automotive, Business, Community Services, Music, Fashion, Hospitality and Sport & Recreation. These subjects are supplemented by offerings from the VET Cluster.

To support the subject selection process, there will be a Pathways Information Night on Thursday, July 24. In addition to this, students receive individual guidance in selecting their subjects for Years 9 to 12 through our comprehensive Careers program, through course counselling with their Learning & Wellbeing Mentor, and their Team Leader.

When students are making their subject choices, we offer the following advice:

- Consider selecting subjects you are good at, interested in and enjoy
- Select subjects you have the ability to do
- Think about what you want to do when you leave school
- If you wish to gain an ATAR or entry into a course with particular prerequisites, choose your subjects carefully
- Consider your overall subject selection to see if you have a good balance
- Do not select subjects based on what your friends are doing
- Do not select subjects based on who you think will be teaching them

Please consider the information in this guide carefully and seek the expert assistance of our staff where necessary. We look forward to working with students and parents/carers on this exciting journey.

Stephan Fields
Principal

Melissa Pompe
Curriculum Leader

Key Dates

Course Selection:

Thursday 24th July	Parent Information Night & Subject Expo
Tuesday 5th August	Online Course Selections Open
Wednesday 20th August	Online Course Selections Close

VET applications:

Monday 28th July	VET Expression of Interest Form Open - Internal & External VET
Wednesday 6th August	VET Expression of Interest Form Close - Internal & External VET
Monday 11th Aug	VET External Online Applications open 9am (managed by school)
Monday 18th August	VET External Application Close
Monday 25th August	VET External First Round Offers

Year 9 → 10

Wednesday 18th June	Year 9 Careers Immersion Day
Wednesday 6th August	VCE Unit 1 & 2 Expressions of Interests due (Completed on Compass)

Year 10 → 11

Wednesday 25th June	VCE VM Applied & VET Information Session - Year 10 Learning & Wellbeing
Wednesday 30th July	VM Applied Program - Application Support Session
Wednesday 6th August	VM Applied Program Applications Close (Completed on Compass)
Wednesday 6th August	VCE Unit 3 & 4 Expressions of Interests due (Completed on Compass)

Subject Selection Contacts

Assistant Principal 9-10
Tim Davey

Sub-school Leader 9-10
Tom Arnold

Assistant Principal 11-12
Sharon Eppingstall

Sub-school Leader 11 - 12
Will Leversha

Vocational Major
Jenni Nicholls

VET
Kerrie Hammond

Team Leaders

Year 11 Team Leader
Karen Lee

Year 10 Team Leader
Michael Groth

Year 9 Team Leader
Lachlan Marr

Year 11 Team Leader
Belinda Wehl

Year 10 Team Leader
Nathan Thomas

Year 9 Team Leader
Kelly Wade

Curriculum Contacts

Curriculum & Mathematics
Melissa Pompe

English
James Torpy

English
Simon Lasslett

HAPE
Michael Sordello

Humanities
Rebekah Leoncini

Languages
Charlotte Ross-Harris

Mathematics
Emily Hobbs

Performing Arts (Music)
Morgan Colgrave

Performing Arts (Drama)
Jessica Quick

Science
Hannah Wemyss-Sanderson

Technology
Fran Deutsher

Visual Arts
Louisa West

Careers

The Careers Centre staff are available to assist students aged 15 and older in transitioning from compulsory schooling to further education, training, and employment.

Location & Availability

- **Office Location:** Room 7 in North Wing
- **Office Hours:** 8:30 AM - 4:30 PM daily
- **Booking Appointments:** Students can visit the office before or after school, during recess or lunch to gain assistance or schedule appointments.

Services Provided by Careers Staff:

- **Career Counselling:** Guidance on career choices and directions.
- **Pathway Planning:** Assistance with planning the steps required to achieve career goals.
- **Course Counselling:** Help with selecting the right courses for future goals.
- **Subject Selection:** Guidance on choosing subjects that align with career aspirations and University requirements.
- **University and TAFE Applications:** Support with applications, including VTAC (Victorian Tertiary Admissions Centre) and SEAS (Special Entry Access Scheme).
- **Apprenticeships and Traineeships:** Assistance in finding and applying for apprenticeship and traineeship opportunities.
- **School Work Experience:** Coordination of work experience placements to provide real-world job experience.
- **School Based Apprenticeships:** Coordination of part-time school and part-time apprenticeship
- **Casual Employment:** Help in finding part-time or casual employment.
- **VET in Schools Programs:** Assisting students with VET subject selection and application
- **GAP Year and Student Exchange Programs:** Guidance on taking a gap year or participating in student exchange programs.
- **Enhancement Studies:** Support with additional studies to enhance skills and knowledge.
- **Career Testing:** Tools and assessments to help determine suitable career paths.
- **Alternate Pathway Options:** Advice on non-traditional routes to career goals.

Kerrie Hammond

Year 9 Course Selection Advice

In Year 9 students participate in a core curriculum containing the following areas of learning.

- ➔ English - 5 periods per week
- ➔ Humanities - 4 periods per week
- ➔ Mathematics - 5 periods per week
- ➔ Science - 4 periods per week
- ➔ Health - 2 periods per week (1 semester)
- ➔ Applied Learning - 2 periods per week (1 semester)
- ➔ Sport Education - 2 periods per week
- ➔ Learning and Wellbeing - 1 period per week

The core curriculum is supported by an extensive elective program where students select two electives per term for each of the four terms. The elective program comprises a range of options across the following areas of learning.

English	Humanities	Health and Physical Education	Languages
Performing Arts	Science	Technology	Visual Arts

Year 9 is a time to trial as many subjects and pathways as possible. As such, students are encouraged to choose subjects from a variety of curriculum areas. Students should also be aware that selecting the same elective subjects as their friends does not guarantee that they will be in the same classes.

Students complete 8 elective subjects across Year 9, completing 2 each term.
NOTE: A small number of elective subjects run for longer than a term. Choosing these will change the number of subjects completed.

It is **highly recommended** that students choose an elective from Arts (performing or visual) & Technology.

Students will each receive a unique link to the Subject Selection Portal where they will choose their **Top 8 Preferences** and a further **4 Reserve Preferences**.

Year 10 Course Selection Advice

The Year 10 Curriculum consists of subjects arranged in 5 period weekly blocks. You must do English, Maths and a Science subject in Year 10. Otherwise, you are advised to select subjects from a range of learning areas that reflect your interests and strengths.

Compulsory Subjects - Full year

English

- Your English teacher will choose the English subject best suited to you.
- Year 10 students must complete a Year 10 English subject. Year 10 students cannot select any VCE English.

Maths

- Your Mathematics teacher will choose the level of mathematics best suited to you.
- Students currently undertaking Year 9 Advanced Mathematics may be invited to study VCE General Mathematics in Year 10.

Compulsory Subject - One semester

Science

- Year 10 students must complete one semester of Science.
- *It is important to note that Psychology is an elective and does **not** count as the compulsory Science subject.*

Subject Duration:

All other subjects run for one semester except for the following subjects, which are full year.:

- Languages (Japanese or German)
- Any VET or VCE subjects

VCE/VET Guidelines

You may choose to undertake a VCE subject or VET program.

- If a student chooses any Unit 1 & 2 study in Year 10 they must complete the ***Application to Study VCE Units 1 and 2*** (decision will be made on assessment of attitude, motivation, attendance data and current Year 9 results). This form will need to be signed by the Team Leader, student and a parent/guardian.
- Studying VCE Maths Units 1 & 2 in year 10 will be via **invite only**.
- There will be a list of recommended Unit 1 & 2 subjects on the "Application to Study a VCE Subject" form.
- *Students cannot select more than one Unit 1 & 2 subject in Year 10* (but they can select one Unit 1 & 2 subject and a first year VET).
- Students who wish to apply for a first year VET course must complete a **2026 VET Expression of Interest Form**
- An exception to the above is Year 9 students who have completed Advanced Maths. They can complete VCE General maths, by invite only, and one other VCE subject.

VET Guidelines

- If a student selects an external VET course which is run off-campus, they need to be aware they will miss some classes and must be highly organised to catch up on missed classes.
- If students enrol in an external VET course which is run off-campus, costs incurred travelling to and from the place of study are at the student's own expense
- Students can choose a Unit 1 & 2 subject as well as a VET course.

VCE Vocational Major Guidelines

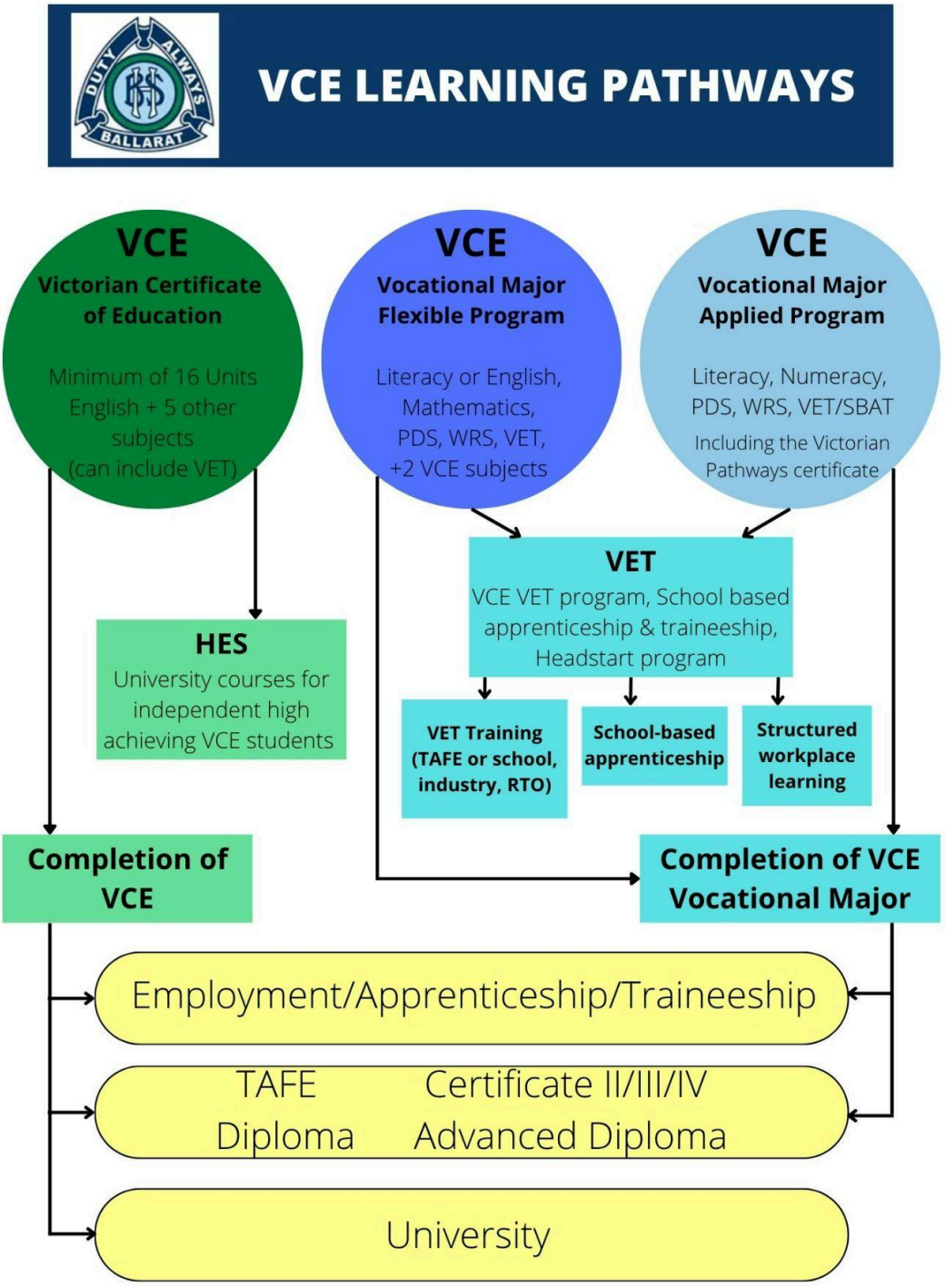
- Year 9 students cannot select VCE Vocational Major for 2026. This is only an option for students moving from Year 10 into Year 11.
- If a student does plan to choose the VCE Vocational Major Applied Program in Year 11, their performance in Year 10 (including attendance) will determine if they are selected.
- At the end of year 10 all students who wish to study the VCE Vocational Major Applied Program will be required to attend an Interview with Applied Learning staff and Team Leaders.
- Students considering VCE Vocational Major in Year 11 are encouraged to undertake the Applied Learning electives in Year 10. It is also recommended that students undertake a VET subject in Year 10.

VCE Course Selection Advice

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

1. VCE OR VCE Vocational Major

The first decision you have to make is whether to enrol in VCE (Victorian Certificate of Education) or VCE Vocational Major. If you choose VCE Vocational Major you can then apply to enrol in the VCE Vocational Major Applied Program or enrol in our VCE Vocational Major Flexible Program.



2. VET

All VCE Vocational Major students must do a Vocational Training (VET) to meet their VCE Vocational Major requirements. VET subjects can also be chosen as part of a VCE certificate, as they count as VCE Units and can be scored subjects.

3. VCE English

Your English teacher will choose the English subject best suited to you.
This will be discussed with students individually and communicated to parents/carers in Term 3.

4. VCE Mathematics

Your Mathematics teacher will choose the Mathematics subject best suited to you.
This will be discussed with students individually and communicated to parents/carers in Term 3.

5. The importance of keeping your options open

If you are uncertain about your preferred pathway, it is important to pick a range of subjects which leave a variety of options open for future study or employment.

6. 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. You may want to consider a Careers appointment to get individualised advice.

7. The importance of choosing subjects you enjoy

Choose subjects that you have enjoyed or succeeded in previously. Experience has shown that if a student does not enjoy or succeed in a subject at Year 10 level, success at Year 11 is very doubtful. If you are unsure about your ability to meet the requirements of a subject, you should speak to your teacher, Learning & Wellbeing teacher or Team Leader. DO NOT select certain subjects because you have been told they score better on the ATAR.

2026 Year 9 Subject List

ENGLISH	LANGUAGES	TECHNOLOGY	VISUAL ARTS
Creative English	German	Coding	Art: Ceramics & Sculpture
Film Studies	Japanese	Programming	Art: Drawing
Journalism	**PERFORMING ARTS**	World Foods	Art: Painting
Myths & Legends	Drama	Baker's Bounty	Art: Photography & Digital Imaging
HAPE	Drama: Scripted Performance	Design & Technology - Wood	Art: Printmaking
Action in the Outdoors	Music Technology	Design & Technology - Metal	Ceramics: Pottery
Bike Education	Music Practical	STEM: Engineering Under Pressure	VCD: Architecture
Outdoor Education	Music Performance	STEM: Rocket Wars	VCD: Computer Assisted Design & Engineering
Specialist Sport	VET Music Certificate II	Clothing Design & Production	VCD: Graphic Design
Physical Education	**SCIENCE**	Soft Toy Design & Production	
Humanities	Food Studies		
Germany at War	Forensics Science		
International Studies			

2026 Year 10 Subject List

CORE SUBJECTS	ELECTIVE SUBJECTS		
ENGLISH	**HEALTH & PHYSICAL EDUCATION**	**TECHNOLOGY**	**APPLIED LEARNING**
English	Health & Human Development	Food Studies	Leadership
Foundation English	Physical Education	Design & Technology – Wood	Personal Development Skills
Literature	Outdoor Education	Design & Technology – Metal	Work Related Skills
English Language	**HUMANITIES**	Systems Engineering	**VET - INTERNAL**
MATHS	Business Studies	Applied Computing	VET Automotive - Light Vehicle Mechanics
Foundation Mathematics	Legal Studies	Design & Technology – Textiles	VET Building & Construction - Carpentry
General Mathematics	History	**ARTS**	VET Business
Mathematical Methods	Philosophy	Art Creative Practice	VET Community Services
SCIENCE	**LANGUAGES**	Art Making & Exhibiting: Painting, Drawing, 3D	VET Fashion - Apparel, Fashion & Textiles
Biology	German	Art Making & Exhibiting: Photography	VET Hospitality
Chemistry	Japanese	Media	VET Music Performance
Environmental Science	**PERFORMING ARTS**	Visual Communication & Design	VET Sport & Recreation (Available in Year 10 to Specialist Sport Program only)
Physics	Drama	Information about all subject pathways can be found in HIGHFacts.	**VET EXTERNAL**
Psychology (NOTE: This does not count towards the compulsory science unit)	Music		Information about VET can be found in HIGHFacts.

2026 VCE Subject List

VOCATIONAL MAJOR	HUMANITIES	PERFORMING ARTS	VISUAL ARTS
VM Literacy	Accounting	Drama	Art Creative Practice
VM Numeracy	History: *Modern History (Units 1 & 2)* & *Revolutions (Units 3 & 4)*	Music: *Music (Units 1 & 2)* & *Contemporary Performance (Units 3 & 4)*	Art Making and Exhibiting: *Painting, Drawing and 3D* OR *Photography*
Personal Development Skills	Legal Studies	**SCIENCE**	Media
Work Related Skills	Business Management	Biology	Visual Communication Design
ENGLISH	Philosophy	Chemistry	**VET – INTERNAL**
English	**Languages**	Environmental Science	VET Automotive: Certificate II – Light Vehicle Mechanics
Literature	German	Physics	VET Building & Construction: Certificate II – Carpentry
English Language	Japanese	Psychology	VET Business: Certificate II
HEALTH & PHYSICAL EDUCATION	**MATHS**	**TECHNOLOGY**	VET Community Service: Certificate III
Health & Human Development	Foundation Mathematics	Applied Computing: *Applied Computing (Units 1 & 2)* & *Software Development (Units 3 & 4)*	VET Fashion: Certificate II – Apparel, Fashion & Textiles
Physical Education	General Mathematics	Food studies	VET Hospitality: Certificate II
Outdoor Environmental Studies	Mathematical Methods	Systems Engineering	VET Music Performance: Certificate III & IV
	Specialist Mathematics	**VET EXTERNAL** Information in HIGHFacts	VCE/VET Sport and Recreation: Certificate III (Specialist Sport only)

VCE

The Victorian Certificate of Education (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. 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 English, Literature or Language)*, with an "S" at unit 3 and 4 level;
- Four total unit 3/4 sequences (8 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 Coursework (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. Students have the opportunity to redeem a failed unit, and this process is outlined in the Ballarat High School VCE Handbook. This allows a student to be awarded an S for the Unit but does not change the original score for the task.

To achieve 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 institutions. In completing additional VCE units, a student has the opportunity to maximise their ATAR required for University admission.

William Leversha
Sub-School Leader 11-12

VCE Vocational Major

The VCE Vocational Major (VCE VM) is a two-year program within the VCE that replaced Intermediate and Senior VCAL from 2023. It will prepare students to move into apprenticeships, traineeships, further education and training, university (through non-ATAR pathways) or directly into the workforce.

VCE Vocational Major curriculum is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stages of their lives through experiential learning and authentic learning experiences.

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition.

At Ballarat High School, students can complete a VCE Vocational Major in one of two ways: the VCE Vocational Major Applied Program or the VCE Vocational Major Flexible Program.

VCE Vocational Major

Jenni Nicholls

VET

Kerrie Hammond

OPTION 1: VCE Vocational Major Applied Program

In this option, students apply to do a set two year program.

They will undertake Structured Workplace Learning every Friday. This is a compulsory part of this program. Can include an SBAT. Victorian Pathways Certificate students choose this option.

Subjects:

- VCE VM Literacy
- VCE VM Numeracy
- VCE VM Work Related Skills
- VCE VM Personal Development Skills
- VET Certificate II level or above (180 nominal hours)

VICTORIAN PATHWAYS CERTIFICATE

The VPC is an inclusive Year 11 and 12 certificate that will meet the needs of the minority of students not able or ready to complete a certificate at the VCE level. The VPC provides students with a standards-based certificate and will provide opportunities to progress to the VCE, including the VCE Vocational Major. It will provide an enriched curriculum and excellent support for students to develop the skills, capabilities and qualities for success in personal and civic life. The VPC will replace Foundation VCAL from 2023.

Students complete at least 12 units, including:

- 2 Literacy units
- 2 Numeracy units
- 2 Work Related Skills units
- 2 Personal Development Skills units
- Students can also include VET, VCE subjects and structured workplace learning.

As the VPC will not be suitable for all students it will be offered to students on an as-needs basis. Students who believe this is an option for them should apply for the VCE Vocational Major Applied Program after talking to their Team Leader.

THE 2026 VOCATIONAL MAJOR APPLIED PROGRAM APPLICATION FORM WILL BE MADE AVAILABLE ON COMPASS

When selecting your course from the dropdown menu, choose VCE Vocational Major Applied Program. Then select your VET. You do not need to do anything else.

OPTION 2: VCE Vocational Major Flexible Program

In this option, students choose each of their subjects individually. In the subject selection progam, choose VCE Vocational Major Flexible Program. You will then need to select your subjects.

English - VCE VM Literacy or VCE English
Maths - VCE Mathematics units
Work-related Skills & Personal Development Skills (Combined class at Year 11 and separate classes at Year 12)
VET - VET Certificate II level or above (180 nominal hours)
VCE subjects (Choose 2 at Year 11 and 1 at Year 12 if applicable)

Students can complete Structured Workplace Learning throughout the year at designated times.

YEAR 11 VCE Vocational Major Flexible Program Planner

English	Maths	WRS & PDS	VET	VCE
☐ VCE VM Literacy OR ☐ English	☐ Foundation Maths OR ☐ General Maths	☐ Work Related Skills & Personal Development Skills	**Internal VET** ☐ Automotive ☐ Business ☐ Community Service ☐ Fashion ☐ Hospitality ☐ Music ☐ Sport & Rec OR ☐ **External VET** Cert name:_____	**VCE Subject 1:** _____ **VCE Subject 2:** _____

YEAR 12 VCE Vocational Major Flexible Program Planner

English	Maths	WRS & PDS	VET	VCE
☐ VCE VM Literacy OR ☐ English	☐ Foundation Maths OR ☐ General Maths	☐ Work Related Skills AND/OR ☐ Personal Development Skills	**Internal VET** ☐ Automotive ☐ Business ☐ Community Service ☐ Fashion ☐ Hospitality ☐ Music ☐ Sport & Rec OR ☐ **External VET** Cert name:_____	**VCE Subject 1:** _____ Students who have satisfactorily completed all Year 11 subjects may select two VCE subjects

VCE Vocational Major Subjects

VM LITERACY

UNIT 1

Areas of study include literacy for personal use and understanding and creating digital texts. Students study the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students read or watch a variety of texts for a personal purpose, such as finding information. Students build on and work to consolidate their digital literacy skills. Students will develop their capacity to critically assess digital platforms, including webpages for vocational and workplace settings, apps, podcasts as well as social media.

UNIT 2

Areas of study include understanding issues and voices and responding to opinions.Students study a range of local and global issues and perspectives with a focus on vocational and workplace settings. Students practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform.

UNIT 3

Areas of study include accessing and understanding informational, organisational and procedural texts and creating and responding to organisational, informational or procedural texts. Students focus on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating their understanding of how these texts inform and shape the organisations they interact with.

UNIT 4

Areas of study include understanding and engaging with literacy for advocacy and speaking to advise or to advocate. Students investigate, analyse and create content for the advocacy of self or a product in a vocational or recreational setting. Students consider what elements are important for creating a "brand" (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one central message to influence an audience.

VM NUMERACY

UNIT 1

Students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.
This unit provides students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

UNIT 2

Students will develop and extend their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies.
This unit provides students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

UNIT 3

Students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies.
This unit provides students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

UNIT 4

Students further develop, enhance and extend their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and use of, evaluation and justification of appropriate technologies.
This unit provides students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

VM PERSONAL DEVELOPMENT SKILLS

UNIT 1: HEALTH INDIVIDUALS

Students focus on the development of personal identity and individual pathways to optimal health and wellbeing. Students investigate emotional intelligence, the role of communities and local health-promoting organisations in the wellbeing of the individual. Students explore the requirements for undertaking activities or voluntary work within the community. Students understand and apply the key elements involved in designing, implementing and evaluating a purposeful activity that aims to achieve a clear objective. Areas of study include healthy individuals, community health and wellbeing and promoting a healthy life.

UNIT 2: CONNECTING WITH COMMUNITY

Students focus on the benefits of community participation and how people can work together effectively to achieve a shared goal. They examine issues affecting local, national and/or global communities. Areas of study include what is community, community cohesion and engaging and supporting community.

UNIT 3: LEADERSHIP & TEAMWORK

Students consider the role of interpersonal skills and social awareness in different settings and contexts. They examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. Students will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate their own contribution as well as the overall effectiveness of their team. Areas of study include social awareness and interpersonal skills, effective leadership and effective teamwork.

UNIT 4: COMMUNITY PROJECT

This unit focuses on student participation in an extended project relating to a community issue. Students identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. Students will engage in a process of planning, implementing and evaluating their response to their selected community issue. They conduct research, analyse their findings and make decisions on how they will present their work. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present their project appropriate to their audience of peers or community members and evaluate the effectiveness of their response. Areas of study include planning a community project, implementing a community project and evaluating a community project.

VM WORK RELATED SKILLS

UNIT 1: CAREERS AND LEARNING FOR THE FUTURE

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry level pathways, emerging industries, growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills and capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings. Areas of study include future careers and presentation of career and education goals.

UNIT 2: WORKPLACE SKILLS AND CAPABILITIES

As the nature of work changes over time, so do the skills, capabilities and attributes needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills, capabilities and attributes that are valued in a chosen pathway. In this unit, students consider the distinction between essential employability skills, specialist and technical work skills, personal capabilities and personal attributes, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills, capabilities and attributes and promote them through writing resumes, cover letters and interview preparation. Areas of study include skills and capabilities for employment and further education and transferable skills and capabilities.

UNIT 3: INDUSTRIAL RELATIONS, WORKPLACE ENVIRONMENT AND PRACTICE

This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace. Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. Students will investigate key areas relating to workplaces relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces. Areas of study include workplace wellbeing and personal accountability, workplace responsibilities and rights and communication and collaboration.

UNIT 4: PORTFOLIO PREPARATION AND PRESENTATION

Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers. In this unit, students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product. Areas of study include portfolio development and presentation.

Vocational Education and Training (VET)

VET courses provide practical and vocational education options that complement student's studies and support them in gaining skills for employment.
Ballarat High School students are able to access **internal** or **external** VET courses. The internal VET courses are delivered onsite at Ballarat High School as part of the school timetable. The external courses are delivered off-site at various locations in Ballarat as part of the Highlands LLEN cluster. Many of the Highlands LLEN VET Cluster programs run 1st Year classes on a Thursday afternoon and 2nd Year programs on a Tuesday afternoon from approximately 1:30pm until 5:30pm. Times and location will vary depending on the courses. Students who wish to apply for either an internal or external VET course must complete the **2026 VET Expression of Interest Form.**

VET programs offer students the opportunity to gain nationally accredited vocational training courses as part of their secondary school study program and give them credit for this learning towards their Year 10, VCE and VCE VM. VET programs range across many industries and skill sets, they provide students with hands-on learning opportunities with about 60% of the course being practical use of the skills they develop.

Please note: Selecting a VET program as part of your subjects is compulsory for VCE VM students, but optional for VCE and year 10 Students.

The benefits of VET

- **Skill Development**: Students gain hands-on experience and practical skills in various trades and industries, making them job-ready upon completion.
- **National Recognition**: The vocational training provided through VET is recognized nationally, ensuring that qualifications are valued across Australia.
- **Pathway Options**: VET Programs provide flexible pathways, allowing students to transition smoothly between school, vocational education, and employment.
- **Contribution to VCE and VCE VM**: The completion of VET courses contributes credits towards both VCE and VCE VM, enhancing students' overall academic achievements.
- **ATAR** some VET Courses are scored in the second year of the study and can contribute to an ATAR.

Frequently asked questions

Who can do VET?

VET programs are available to students in Years 10, 11, and 12 in both the VCE and VCE VM pathways.

Why choose a VET?

Students who choose a VET can gain a nationally accredited certificate (or partial certificate completion) in addition to their VCE or VCE Vocational Major Certificate. Participation in a VET course enables students to develop skills and gives them exposure to industry as well as experience in the workplace, prior to completing secondary school.

Where are VET courses held?
Internal VET programs are conducted at Ballarat High School and are part of the usual school timetable.
External VET programs are offered through the Highlands LLEN VET Cluster and are held at a variety of local Registered Training Organisations (RTO's) and other schools. Venues include Fed TAFE (Mt Helen.SMB and Gillies St Campus'), BGT, MCIE (Ballarat Campus), Curtain Call Performing Arts Centre etc, Ballarat Grammar and Loreto.

How do I get to VET?
It is individual students' responsibility to make arrangements to travel from school to their VET program. Many use public transport and some are transported by parents/guardians.

How do I apply to do a VET?
❏ Attend the Parent Information Night & Subject Expo
❏ Research VET programs and discuss your choice with your parent and Learning Mentor
❏ Complete your BHS subject selection and choose the VET subject
❏ **Complete the 2026 VET Application Form**

HIGHLANDS LLEN VET SUBJECTS

BHS is part of the Highlands LLEN VET Cluster which is a partnership between the Highlands Local Learning and Employment Network, thirty local secondary schools and various Registered Training Organisations (RTO) which work together to provide VET training for students.
Through the VET Cluster students can access a range of VET programs including:

- Agriculture
- Allied Health Assistance
- Animal Care
- Apparel, Fashion and Textiles
- Aviation (Remote Pilot) Drone Flying
- Conservation and Ecosystem Management
- Dance
- Early Childhood Education and Care
- Electrotechnology
- Engineering
- Equine Studies
- Furniture Making Pathways
- Hair and Beauty
- Health Support Services
- Information Technology
- Plumbing
- Retail Cosmetics
- Salon Assistant
- Screen and Media

Highlands LLEN Cluster VET subjects bring a number of students from different schools together to study a program making it viable to run. Many of the Highlands LLEN VET Cluster programs run 1st Year classes on a Thursday and 2nd Year programs on a Tuesday afternoon from 1:30pm until 5:30pm. Times and location will vary depending on the courses.

VET programs are conducted in Training Organisations delivering Adult Education which require students who attend these courses to behave accordingly. VET programs have a minimum attendance requirement of 90%. For further information about VET programs please refer to the Highlands LLEN website https://www.highlandsllen.org/vet-cluster/ or please ask the VET Coordinator.

HIGHLANDS LLEN CLUSTER VET PROGRAM OFFERINGS

Please note: Highlands LLEN cluster VET subjects are delivered off site and require a **2026 VET Expression of Interest Form** to be completed and submitted.

Program	Cert Level	RTO and Venue	Scored	Certificate	Year	Duration
Agriculture	II	Federation University – Mt Rowan	No	Full	10 & 11	2 Years
Allied Health Assistance	III	MCIE - Sturt St Ballarat	Yes	Partial	10 & 11	2 Years
Animal Care	II	MCIE - Sturt St Ballarat	No	Full	10 & 11	2 Years
Carpentry & Bricklaying – Tradie Taster	III	Federation University – SMB Campus	No	Partial	10 & 11	1 Year
Conservation & Eco Mang/Hort – Eco Taster	II	Federation University – SMB Campus	No	Partial	10 & 11	1 Year
Cookery - Baking Taster	II	Federation University – SMB Campus	No	Partial	10 & 11	1 Year
Creative Industries	II	Ausdance - Curtain Call Performing Arts Centre Armstrong St Sth Ballarat	No	Partial	10 & 11	1 Year
Dance	Full II & part of III	Ausdance - Curtain Call Performing Arts Centre Armstrong St Sth Ballarat	Yes	Full	10 & 11	2 Years
Early Childhood Education and Care	III	BGT – Barkly St Ballarat	No	Partial	10 & 11	2 Years
Electrotechnology	II	Federation University – SMB Campus	No	Full	11	2 Years
Engineering Studies	II	Federation University – SMB Campus	Yes	Full	11	2 Years
Equine	III	Skillinvest – Lydiard St Ballarat	Yes	Full	10 & 11	2 Years
Furniture Making	II	Federation University – SMB Campus	Yes	Full	10 & 11	2 Years
Health Support Services	II	Federation University – Mt Helen	No	Partial	10 & 11	1 Year
Hair & Beauty – Beauty Taster	II	Federation University – SMB Campus	No	Partial	10	1 Year
Information Technology	III	Federation University – Mt Helen	Yes	Full	10 & 11	2 Years
Plumbing	II	Federation University – SMB Campus	No	Partial	10 & 11	2 Years
Retail Cosmetics	II	Federation University – SMB Campus	No	Partial	10 & 11	2 Years
Racing – Horse Industry Taster	II	Skillinvest – Lydiard St Ballarat	No	Partial	10	1 Year
Salon Assistance	II	Federation University – SMB Campus	No	Full	10 & 11	2 Years
Screen and Media	III	COSAMP - Loreto College Ballarat	Yes	Full	10 & 11	2 Years

Internal VET Subjects

VET AUTOMOTIVE - LIGHT VEHICLE MECHANICS - CERTIFICATE II

Description

This course will suit students that are looking towards a career in the automotive industry. It covers the competency to carry out minor maintenance, repair and 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. VET Certificate II in Automotive contributes to completion of VCE units 1 - 4. The program is delivered over two years.

Units of competence:
First Year

- Follow environmental and sustainability best practices
- Resolve routine problems in an automotive workplace
- Follow safe work practices in automotive workplace
- Identify automotive electrical systems /components
- Carry out basic vehicle servicing operations
- Dismantle and assemble single cylinder four-stroke petrol engines
- Use and maintain tools and equipment in an automotive workplace

Units of competence:
Second Year

- Communicate effectively in auto workplace
- Operate electrical test equipment
- Solder electrical wiring and circuits
- Identify auto mechanic systems
- Remove and replace brake assemblies
- Dismantle and assemble multi-cylinder
- Remove and replace wheel and tyre assemblies
- Set up and use welding equipment

Career Opportunities:

On completion of this course, students 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: John Francis

VET BUILDING & CONSTRUCTION - CARPENTRY - CERTIFICATE II (PARTIAL COMPLETION)

Description

The VCE VET Building and Construction program is drawn from a national training package and from Victorian accredited curriculum, and offers a portable qualification that is recognised throughout Australia. This qualification provides students with a broad range of skills and knowledge to pursue a career or further training in a number of building trades within the building sector.

VET Certificate II in Building and Construction contributes to completion of VCE units 1 - 4. The program is delivered over two years. Students who receive a VCE VET Unit 3-4 sequence for the VCE VET Building and Construction qualifications will be eligible for an increment towards their ATAR (10% of the lowest study score of the primary four studies).

Units of competence:

First Year

- Apply basic levelling procedures
- Conduct workplace communication
- Carry out measures and calculations
- Apply WHS requirements/policies/procedures
- Work safely in the construction industry
- Interpret/apply basic plans/drawings

Career Opportunities:

Career and pathways opportunities may lead to roles in the building industry, including carpentry and other essential trades.

CONTACT: Tom Ferguson

VET BUSINESS - CERTIFICATE III

Description

This program offers essential cross industry skills for all enterprises. The certificate is an entry level qualification for employment in a business or office environment. 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. VET Certificate III in Business contributes to completion of VCE units 1 - 4. The program is delivered over two years. Scored Assessment is available to students in second year and, this will contribute to the student's ATAR.

Units of competence:
First Year

- Assist with maintaining workplace safety
- Use inclusive work practices
- Design and produce spreadsheets
- Create electronic presentations
- Use digital technologies to communicate in a work environment
- Support personal wellbeing in the workplace
- Apply critical thinking skills in a team environment
- Participate in sustainable work practices

Units of competence:
Second Year

- Organise personal work priorities
- Organise workplace information
- Design and produce business documents
- Engage in workplace communication
- Deliver and monitor a service to customers

Career Opportunities:

Completion of this course provides a pathway into training and employment in business and related industries. Potential occupations may include personal assistant, medical secretary, legal clerk or information desk manager. Further study through higher education pathways could lead to employment opportunities in commerce, management or marketing.

CONTACT: Matt Richardson

VET COMMUNITY SERVICE - CERTIFICATE II

Description

The VCE VET Community Services program provides students with a broad range of knowledge and skills to pursue a career or further training in the community services sector. This course offers students the opportunity to learn about the community services sector and explore specific contexts of work. Skills will be developed in communication, working with diversity, workplace health and safety, administration support, and responding to clients.

VET Certificate II in Community Services contributes to completion of VCE units 1 - 4. The program is delivered over two years. Scored assessment is available to students in their second year and this will contribute to a student's ATAR.

Units of competence:
First Year

- Organise and complete daily work practices
- Interact effectively with others at work
- Work with diverse people
- Provide first aid
- Participate in workplace health and safety
- Communicate and work in health and community services
- Provide first point of contact
- Manage personal stress in the workplace
- Use strategies to respond to routine workplace problems

Units of competence:
Second Year

- Implement participation and engagement strategies
- Work within a community development framework
- Respond to client needs

Career Opportunities:

Completion of this course can provide pathways into work or further study in community services, in areas such as child care, aged care, home and community care, alcohol and other drugs work, disability work, social housing or mental health work. With additional training and experience, future employment opportunities may include a community health worker, counsellor, school support worker, case support worker, recreational activities officer and neighbourhood centre worker

CONTACT: Karen Lee

VET FASHION - APPAREL, FASHION & TEXTILES - CERTIFICATE II

Description

VET Certificate II in Apparel, Fashion and Textiles provides an overview of work that is undertaken by entry-level workers in the textile, clothing and footwear industry. This course is a fabulous introduction to the fashion industry as students will gain hands-on experience of the design and production process. Students will be guided to create and make their own designs. VET Certificate II Apparel, Fashion and Textiles contributes to completion of VCE units 1 - 4. The program is delivered over two years. Scored Assessment is not available for this course.

Units of competence:

First Year

- Apply communication skills
- Participate in environmentally sustainable work practices
- Work safely
- Sew materials by machine
- Work in the TCF industry
- Identify and handle fabrics and textiles

Career Opportunities:

Completion of this course can provide pathways into work or further study in the fashion industry including apparel and textile design and production, footwear design and production and millinery design and production.

CONTACT: Fran Deutsher

VET HOSPITALITY - CERTIFICATE II

Description

VET Certificate II in Hospitality provides students who enjoy cooking with the opportunity to gain knowledge and skills in this industry. Students will learn how to handle food safely, develop cooking techniques, plan menus and interact with customers.

VET Certificate II Hospitality contributes to completion of VCE units 1 - 4. The program is delivered over one year. It is designed as a dual qualification that enables students to enrol in Certificate II in Cookery in second year. Students who complete both courses will have gained experience in both front of house hospitality and kitchen operations which broadens their knowledge, experience and job opportunities in this industry.

Units of competence:

- Use hygienic practices for food safety
- Participate in safe work practices
- Clean kitchen premises and equipment
- Use food preparation equipment
- Prepare and present simple dishes
- Prepare dishes using basic methods of cookery
- Use hospitality skills effectively
- Source and use information on the hospitality industry
- Work effectively with others
- Show social and cultural sensitivity
- Interact with customers
- Receive and maintain stock

Career Opportunities:

Completion of this course can provide pathways into work or further study in the hospitality industry. Immediate job prospects include kitchen hand and food preparation and cafe assistant

CONTACT: Kerrie Hammond

VET MUSIC PERFORMANCE - CERTIFICATE III

Description

The Certificate III in Music assists students in developing a wide range of competencies in varied work contexts of the music industry, as well as in environments that require skills in music performance, music creation or composition, sound production or music business. The qualification is suited to students with a broad interest in music who are keen to further develop skills in their area of interest, from preparing for performances, recording, and mixing music or repairing and maintaining audio equipment for live music events. Depending on the electives chosen, the Certificate III in Music allows for specialisations in performance, sound production and creation and composition.

Units of competence:

- Implement copyright arrangements
- Work effectively in the music industry
- Plan a career in the creative arts industry
- Create simple musical compositions
- Perform simple repertoire in ensembles
- Contribute to backup accompaniment

Career Opportunities:

Career and pathways opportunities may lead to roles such as studio assistant, performer or session musician, producer, arranger, stagehand, songwriter, broadcaster, and sound & lighting technician.

CONTACT: Morgan Colgrave

Please note: Students can still elect this subject even if they did not complete the Certificate II in year 9.

VET MUSIC PERFORMANCE - CERTIFICATE IV

Description

The Certificate IV in Music allows students wishing to advance their existing skills and enter the music industry to develop a wide range of competencies in varied work contexts, apply solutions to a defined range of unpredictable problems and analyse and evaluate information from a variety of sources. The qualification is designed to build upon well-developed skills and a broad knowledge base in music performance, music creation and composition, sound production or music business, giving students the opportunity to provide leadership and guidance to others and have limited responsibility for the output of others. Depending on the electives chosen, the Certificate IV in Music allows for specialisations in performance, sound production and creation and composition.

Units of competence:

- Develop and apply stagecraft skills
- Perform music as part of a group
- Operate sound reinforcement systems
- Record and mix basic music demos
- Mix music in studio environments
- Manage audio input sources

Career Opportunities:

Career and pathways opportunities may lead to roles such as singer/songwriter, studio assistant and music producer.

CONTACT: Morgan Colgrave

Please note: Students who elect to do this subject without having first completed the Certificate III will complete units towards IV, however, they will not be able to complete the full certificate.

VET SPORT & RECREATION - CERTIFICATE III

Description

Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry. In Units 1 and 2, students can choose from a range of electives to create a program of their choice, including teaching the fundamental skills of athletics, basketball, gymnastics or squash and implementing sports injury prevention. Units 3 and 4 offer scored assessment and includes core units such as conduct basic warm-up and cooldown programs, plan and conduct sport and recreation sessions and undertake a risk analysis of activities. Students also undertake electives drawn from the Aquatics, Fitness, Sport and Outdoor Recreation streams. VET Certificate III in Sport and Recreation contributes to completion of VCE units 1 - 4. The program is delivered over two years. Scored assessment is available to students in their second year and this will contribute to a student's ATAR.

Units of competence:
First Year

- Organise personal work priorities
- Provide First Aid
- Participate in workplace health and safety
- Participate in conditioning for sport
- Provide quality service
- Respond to emergency situations
- Maintain activity equipment
- Maintain sport/fitness/recreation knowledge

Units of competence:
Second Year

- Participate in WHS hazard identification
- Conduct sport coaching at FND level
- Deliver recreation sessions
- Facilitate groups

Career Opportunities:

Completion of Certificate III in Sport and Recreation may lead to job outcomes including facilitating sport and recreation programs, maintaining grounds and facilities and working in the service industry in locations such as recreation and fitness centres, outdoor sporting grounds or aquatic centres. With additional training and experience, potential job outcomes may include coaching, teaching and sports administrating.

CONTACT: Ash Baker & Liam Towell

APPLIED LEARNING

YEAR 9
CORE: Applied Learning (1 semester)

YEAR 10	Units 1 & 2	Units 3 & 4
Leadership	VCE Vocational Major Applied Program	VCE Vocational Major Applied Program
Personal Development Skills	VCE Vocational Major Flexible Program	VCE Vocational Major Flexible Program
Work Related Skills		

Please note: It is recommended that students who wish to undertake the VCE Vocational Major choose one or more Applied Learning subjects in Year 10.
A VET subject is also recommended.

YEAR 10 APPLIED LEARNING SUBJECTS

LEADERSHIP

Course Outline:
Many students have untapped leadership potential and this unit is designed so all students can learn leadership skills that they can apply in their everyday life. They will work collaboratively with others, enhance problem solving skills and build their understanding of all aspects of leadership.

Topics
- What is leadership?
- Leadership traits
- Leaders in history

Assessment
- Completion of work booklets
- Research projects

CONTACT: Debra Hutchinson

PERSONAL DEVELOPMENT SKILLS

Course Outline:
This unit provides students with both an introduction to applied learning and a range of experiences similar to those offered in the VCE Vocational Major. The purpose of this unit is to focus on the development of self through the development of personal organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.

Topics
- Career pathways
- Community engagement
- Health and wellbeing
- Personal development

Assessment
- All evidence of project work will be presented in an A3 visual portfolio
- Individual & group projects
- Off campus applied learning tasks

CONTACT: Jenni Nicholls

WORK RELATED SKILLS

Course Outline:
Work Related Skills (WRS) enables the development of knowledge, skills and personal attributes relevant to further education and employment. The study also provides practical, authentic opportunities for students to develop employability skills.
This study examines four key areas: workplace health and culture; skills and capabilities; planning and executing a small-scale work-related activity; and activities related to seeking employment and further training.
WRS has a major focus on the relationship between personal interests and skills, employment and education opportunities and pathway planning. Students apply their knowledge and understanding to practical and collaborative activities to prepare for the process of applying for jobs and being a valued and productive employee in the workplace.
WRS emphasises student participation in activities that develop tangible employability skills and prepares students for their desired future pathway.

Topics
- Interests, attributes and personality
- Employability skills
- Employment opportunities
- Resumes & cover letters

Assessment
- Skills audit
- Reflection on guest speaker or site visit
- Career quiz

CONTACT: Jenni Nicholls

ENGLISH

YEAR 9	
CORE: English (Full year)	ELECTIVES: Creative English Film Studies Journalism Myths & Legends

YEAR 10	Units 1 & 2	Units 3 & 4
Foundation English	VM Literacy	VM Literacy
English	English	English
Literature	Literature	Literature
English Language	English Language	English Language

YEAR 9 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:
- One polished piece of writing
- Snippets of smaller writing across the term collated in a writing journal

Pathways:
- English
- English Literature

Myths & Legends

Course Outline:
Myths & Legends aims to identify the importance of myths and legends in communicating values and using narrative to explain the world. Students also learn how ancient myths and legends preserve cultures. Students will focus on the work of Carl Jung, Joseph Campbell, and other writers on myth, and will examine the oral tradition of storytelling. Key concepts include the Hero's Journey and mythic archetypes found across storytelling in different cultures.

Assessment:
- Report on myth archetypes
- Urban myth presentation
- Poster on the Hero's Journey
- A brochure on a mythical beast/location

Pathways:
- English Literature

Journalism

Course Outline:
Students will explore and write a variety of article types that journalists might be required to create. They will become familiar with the different roles that journalists take on, as well as the power that media can have in the shaping of society. Students will also consider ideas such as the possibility of objectivity in the media; corporate funding and agendas; issues of media ownership; and the changing nature of the modern media landscape. These concepts lead into future Media Studies units in the senior years.

Assessment:
- Written news article
- Analysis of opinion column
- Generation of magazine visuals and articles

Pathways:
- Media

Film Studies

Course Outline:
Students study a range of film texts including feature films, short films, trailers and selected sequences. They will analyse how cinematic techniques, codes, conventions, style, and expectations of genre are used by a director to impact audience reception.

Assessment:
- Screen analysis
- Storyboarding
- Statement of intention

Pathways:
- Media

English Electives Contact:
Simon Lasslett

Location:
Sheehan Wing (First Floor)

YEAR 10 ENGLISH SUBJECTS

Please note: Year 10 students are unable to select VCE English subjects.

FOUNDATION ENGLISH

Course Outline:

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

Topics

- Safety in the workplace practical English
- Branding through film studies
- Community project work through novel study
- Vocational Major explicit English links
- Coming of age textual creation and analysis

Assessment

- English skills coursework
- End of semester exam

CONTACT: Stephanie Bramble

LITERATURE

Course Outline:

Year 10 Literature is a full year subject that seeks to provide an introduction to a range of knowledge and skills required to undertake either VCE English and/or VCE Literature. In year 10 Literature, students read a variety of poetry and explore poetic techniques and styles. Students will study a range of media texts, persuasive language techniques and analyse how authors seek to persuade a specific audience. Students engage in a variety of analytical tasks examining themes, characters and how the author constructs meaning and complete an analytical response to the text. Students will identify similarities and differences between different texts and examine how literary texts can be adapted to suit different audiences. Students will examine how writers write and use the writing process to produce their own writing in a variety of styles and genres.

Topics

- Poetry
- Argument analysis
- Persuasion
- Novel study
- Shakespeare
- Text adaptations

Assessment

- Poetry analysis
- Argument analysis
- Research presentation
- Text analysis essay
- Comparative essay
- Writing folio
- End of semester exam

CONTACT: Kristy Gatens

ENGLISH

Course Outline:

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. Students engage with a variety of texts for study. They analyse, interpret, evaluate and discuss texts (including narratives and persuasive texts), as well as create a wide range of texts themselves (creative, persuasive and analytical). Students ultimately develop a critical understanding of how texts, language, and visual and audio features are influenced by context, audience and purpose in their expression of ideas.

Topics

- Film study
- Analysing argument
- Novel study
- Crafting texts

Assessment

- Text response essay
- Argument analysis essay
- Crafting text pieces
- Persuasive speech
- End of semester exam

CONTACT: James Torpy

ENGLISH LANGUAGE

Course Outline:

The Year 10 English Language provides students with an introduction to the fundamental knowledge, concepts, metalanguage and analytical skills that form the basis of VCE English Language. Students begin by studying the origins of the English language and the ways in which it has evolved from its earliest historical form in the fifth century to the language we use today. Students study how the English language is structured and organised with respect to the five subsystems of the English language: phonetics and phonology, morphology and lexicology, syntax, semantics, and discourse. Students apply their knowledge of introductory linguistics and analyse the ways in which language is used by individuals and groups and how it reflects our thinking, attitudes and values. Finally, students will analyse and describe the structures and features of a range of specific written and spoken texts and how they differ according to their level of formality.

Topics

- History of the English language
- Introductory linguistics
- Language features and language in use
- Analysis of written and spoken texts

Assessment

- History of the English language: Essay
- Introductory linguistics: Test
- Language features: Folio
- Written and spoken texts: Analytical commentary
- End of semester exam

CONTACT: Ian Morley

VCE ENGLISH SUBJECTS

ENGLISH

UNIT 1:
In reading and exploring texts, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. Then, in crafting texts students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive, reflective and informative text through a growing awareness of situated contexts, stated purposes and audience.
Area of Study 1 - Reading and exploring texts
Area of Study 2 - Crafting texts

UNIT 2:
In reading and exploring texts, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to a text. This is followed by exploring argument, where students consider the way arguments are developed and delivered in many forms of media. Students read, view and listen to a range of texts that attempt to position an intended audience, in a particular context, regarding a specific issue.
Area of Study 1 - Reading and exploring texts
Area of Study 2 - Exploring argument

UNIT 3:
In this unit, students read and respond to texts critically and analytically. Students apply reading and viewing strategies to consider the dynamics, complexities and motivations of characters and the relationships between characters, as well as the text's thematic ideas. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. Students read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts.
Area of Study 1 - Reading and responding to texts
Area of Study 2 - Creating texts

UNIT 4:
In this unit, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. In the Analysing Argument area of study students analyse the use of argument and language, and visuals in texts that debate a contemporary issue, as well as create their own persuasive text via an oral presentation.
Area of Study 1 - Reading and responding to texts
Area of Study 2 - Analysing argument

CONTACT: James Torpy

ENGLISH LANGUAGE

UNIT 1: LANGUAGE AND COMMUNICATION

Language is central to how we understand the world, connect with others, and express our identities. In this unit, students explore how language is structured and how it allows us to communicate effectively. They investigate the functions of language, the ways language operates as a system of signs, and how context influences language choices in speech and writing. Students also examine how children learn to speak, focusing on the stages of language acquisition and how different linguistic subsystems, such as phonetics, morphology and syntax, develop during this process.

Area of Study 1 - The nature and functions of language

Area of Study 2 - Language acquisition

UNIT 2: LANGUAGE CHANGE

Languages are constantly evolving. In this unit, students examine how and why English has changed over time and how it continues to change today. They explore language change across all subsystems, from sound patterns to sentence structures, and investigate how English has spread globally, leading to a wide range of regional and social varieties. Students analyse historical and contemporary texts to understand shifts in usage, attitudes toward language change, and the cultural impact of English's expansion. They also consider the role of English in a multilingual world, including its interaction with Indigenous languages and the social consequences of these changes.

Area of Study 1 - English across time

Area of Study 2 - Englishes in contact

UNIT 3: LANGUAGE VARIATION AND SOCIAL PURPOSE

In this unit students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the stylistic features of formal and informal language in both spoken and written modes: the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the purpose in conveying a message; and the particular context in which a message is conveyed. Students learn how to describe the interrelationship between words, sentences and text as a means of exploring how texts construct message and meaning. Students consider how texts are influenced by the situational and cultural contexts in which they occur. They examine how function, field, mode, setting and the relationships between participants all contribute to a person's language choices, as do the values, attitudes and beliefs held by participants and the wider community. Students learn how speakers and writers select features from within particular stylistic variants, or registers, and this in turn establishes the degree of formality within a discourse. They learn how language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language and through the ways in which language varieties are used in processes of inclusion and exclusion.

Area of Study 1 - Informal language

Area of Study 2 - Formal language

UNIT 4: LANGUAGE VARIATION AND IDENTITY

In this unit students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, including national, regional, cultural and social variations. Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity. However, non-Standard English varieties also play a role in constructing users' social and cultural identities. Students examine a range of texts to explore the ways different identities are constructed. These texts include extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents. Students explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between 'us' and 'them', creating solidarity and reinforcing social distance.

Area of Study 1 - Language variation in Australian society

Area of Study 2 - Individual and group identities

CONTACT: Jenni Nicholls & Simon Coles

LITERATURE

The study of Literature is based on the enjoyment and appreciation of reading that comes from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations of texts and the views others hold. The subject requires a strong commitment to the set reading and covers a range of forms including film, novels, plays, short stories and poetry. The study of literature encourages independent and critical thinking in students' analytical and creative responses to texts, which will assist students in the workforce and in future academic study.

UNIT 1:
In this unit, students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. Students closely examine the literary forms, features and language of texts.
Students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.
Area of study 1 - Reading practices
Area of Study 2 - Exploration of literary movements and genres

UNIT 2:
In this unit students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation.
Students focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text. They explore the text to understand its point of view and what it reflects or comments on. Students identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance.
Area of Study 1 - Voices of country
Area of Study 2 - The text in its context

UNIT 3:
In the first area of study students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text, then reflecting on the extent to which adapting the text to a different form. In the second area of study, students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.
Area of Study 1 - Adaptations and transformations
Area of Study 2 - Developing interpretations

UNIT 4:
Students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. In this area of study (2) students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.
Area of Study 1 - Creative responses to texts
Area of Study 2 - Close analysis of texts

CONTACT: Sharon Eppingstall & Simon Marcollo

HEALTH & PHYSICAL EDUCATION

YEAR 9	
CORE: Health (1 semester) Sport Education (Full year)	ELECTIVES: Action in the Outdoors Bike Education Outdoor Education Specialist Sport - by application Physical Education

YEAR 10	Units 1 & 2	Units 3 & 4
Health & Human Development	Health & Human Development	Health & Human Development
Physical Education	Physical Education	Physical Education
Outdoor Education Studies	Outdoor Education Studies	Outdoor Education Studies
	VET Sport & Recreation 1st year completed in Year 10	VET Sport & Recreation 2nd year completed in Year 11
	VET Certificate III in Sport and Recreation is run through the Specialist Sport program. Students must complete a school application form and sit an interview to be accepted into the program at year 10. Application forms are available from Mr Towell in the PE Office.	

Please note: It is recommended that students who wish to undertake VCE Outdoor Education Studies, complete it in Year 10 and Year 11 to minimise the impact on Year 12 studies.

YEAR 9 PHYSICAL EDUCATION ELECTIVES

Action in the Outdoors

Course Outline:
Action in the Outdoor aims to introduce students to a variety of recreational activities to develop their skill set when planning for and participating in the outdoors. Students cover topics like bike education, orienteering, nutrition for expeditions and environmental studies.

Assessment:
- Practical participation
- Classwork
- Projects

Pathways:
- Outdoor Education Studies

Bike Education

Course Outline:
Bike Education aims to introduce students to all aspects of bike riding. Everything from changing a tyre tube to navigating berms. Before heading out for a half-day ride along the Skipton Rail Trail, students will learn about bike safety and road rules.

Assessment:
- Written task
- Rider analysis
- Reflection on ride

Pathways:
- Physical Education
- Outdoor Education Studies

Outdoor Education

Course Outline:
Outdoor Education introduces students to the studies of the outdoor environment. The subject introduces students to a range of outdoor environments and highlights their importance to contemporary study. Students study the importance of healthy environments to society and individuals and include bush walking, camp cooking, natural disasters, national parks and rock climbing.

Assessment:
- Practical participation
- Classwork
- Projects

Pathways:
- Outdoor Education Studies

Specialist Sport

Duration: 2 terms

Course Outline:
This is a practical subject where students will train in their specialised sport for two periods a week. Sports include Netball, Football, Athletics, Strength and Conditioning, Basketball, Badminton and Tennis.
Students will also train for another two periods to develop their practical and theoretical knowledge of fitness components, strength and conditioning.

Only students selected can take this subject.
Applications are available from Mr Towell. Please see the application form for more information.

Assessment:
- Skill development
- Fitness assessment
- Knowledge of the sport

Pathways:
- VET Sport and Recreation

Physical Education

Course Outline:
Physical Education is a practical and theoretical study of sport. Students will participate in practical activities that range from sport specific activities to fitness training. Students also learn about the skeletal, muscular and cardiovascular systems.

Assessment:
- Practical participation
- Test
- Assignment

Pathways:
- Physical Education

Health & Physical Education Electives Contact:
Michael Sordello

Location:
PE Office (inside gymnasium)

YEAR 10 HEALTH & PHYSICAL EDUCATION SUBJECTS

OUTDOOR EDUCATION STUDIES

Course Outline:
In year 10 Outdoor Education students are introduced to outdoor environments and the importance the health of these environments have with individuals and society over a period of time. They will develop knowledge and skills in a variety of natural settings and students will be given opportunities to attend a variety of day excursions that include Surfing, Rock Climbing and an Ocean/ Marine experience that includes snorkelling in Port Phillip Bay and swimming with dolphins/seals.

Theoretical Topics
- Indigenous culture
- Australia before humans
- European settlement
- Sustainability and effects on the environment
- Native and introduced flora and fauna
- Effects of technology on outdoor experiences
- What makes outdoor environments healthy?

Practical Topics
- Bike riding
- Trangia cooking
- Fishing
- Kayaking
- Rock climbing
- Surfing
- Ocean experience

Assessment
- Poster/digital presentations
- Tests
- Practical experience reflections
- End of semester exam

CONTACT: Michael Sordello

PHYSICAL EDUCATION

Course Outline:
In year 10 Physical Education students explore the various systems and mechanisms associated with the production of energy required for human movement and consider the cardiovascular, respiratory and muscular systems and the roles each plays in enabling the body to perform at its best. Through practical activities students will develop effective training programs to improve fitness and performance as well as exploring the interplay of the energy systems during physical activity, sport and exercise and also consider the many factors contributing to fatigue, nutritional tools to delay fatigue and recovery strategies.

Theoretical Topics
- Body systems - muscular, skeletal, cardiovascular and respiratory
- Energy Systems - fatigue and recovery mechanisms
- Developing and designing training programs
- Biomechanics

Practical Topics
- Coaching/peer teaching
- Responses to exercise
- Sport activities
- Lab tests

Assessment
- Assignments and investigations
- Topic test
- End of semester exam

CONTACT: Michael Sordello

HEALTH & HUMAN DEVELOPMENT

Course Outline:
Students in Health and Human Development will explore health and wellbeing as a global concept. Students will focus on health promotion and improvements in population health over time. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource on the emotional, physical and social health of adolescents. This unit aims to address issues and provide practical skills that can be used in everyday lives.

Topics
- Concepts and benefits of health and wellbeing
- Implications for health and human development of global trends
- Body image
- Nutrition
- Being physically active

Assessment
- Assignments and investigations
- Topic test
- End of semester exam

CONTACT: Michael Sordello

VCE HEALTH & PHYSICAL EDUCATION SUBJECTS

PHYSICAL EDUCATION

UNIT 1: HUMAN BODY IN MOTION

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise.

Area of Study 1 - How does the musculoskeletal system work to produce movement?
Area of Study 2 - What role does the cardiorespiratory system play in movement?

UNIT 2: PHYSICAL ACTIVITY, SPORT, EXERCISE AND SOCIETY

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity.

Area of Study 1 - How do Physical activity, sport and exercise contribute to healthy lifestyles?
Area of Study 2 - What are the contemporary issues associated with physical activity and sport?

UNIT 3: MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY

This unit introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport as well as consider how the various body systems and energy systems provide energy for physical activity.

Area of Study 1 - How are movement skills improved?
Area of Study 2 - How does the body produce energy?

UNIT 4: TRAINING TO IMPROVE PERFORMANCE

In this unit students will be required to participate in physical activity which will form the foundations in understanding how to improve performance from a physiological perspective. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students then design, implement and evaluate effective training programs according to the individual needs and chronic adaptations to training.

Area of Study 1 - What are the foundations of an effective training program?
Area of Study 2 - How is training implemented effectively to improve fitness?
Area of Study 3 - Integrated movement experiences

CONTACT: Michael Sordello, Jill Muir & Ashley Baker

HEALTH & HUMAN DEVELOPMENT

UNIT 1: UNDERSTANDING HEALTH AND WELLBEING

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organisation's (WHO) definition and also explore other interpretations. With a focus on youth, students consider their own health as individuals and as a cohort.

Area of Study 1 - Concepts of health
Area of Study 2 - Youth health and wellbeing
Area of Study 3 - Health and nutrition

UNIT 2: MANAGING HEALTH AND DEVELOPMENT

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students make inquiries into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies.

Area of Study 1 - Developmental transitions
Area of Study 2 - Youth health literacy

UNIT 3: AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organisation (WHO). They focus on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

Area of Study 1 - Understanding health and wellbeing
Area of Study 2 - Promoting health in Australia

UNIT 4: HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They look at global action to improve health and wellbeing and human development, focusing on the United Nations' (UNs') Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO).

Area of Study 1 - Global health and human development
Area of Study 2 - Health and the sustainable development goals

CONTACT: Mark Verberne, Steph Kallio, Pat Lynch & Phoebe Kerry

OUTDOOR EDUCATION STUDIES

UNIT 1: CONNECTIONS WITH OUTDOOR ENVIRONMENTS

Students examine how humans connect with outdoor environments and why these connections are important. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments, the factors that affect an individual's access to experiencing outdoor environments and how they connect with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them act sustainably in outdoor environments.

Camp: Anglesea $350 (Approx)

Area of study 1 - Our place in outdoor environments

Area of study 2 - Exploring outdoor environments

Area of study 3 - Safe and sustainable participation in outdoor experiences

UNIT 2: DISCOVERING OUTDOOR ENVIRONMENTS

Students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments. Students will then develop the practical skills required to minimise the impact of humans on outdoor environments.

Camp: Yarra Valley Camp $350 (Approx)

Area of study 1 - Understanding outdoor environments

Area of study 2 - Observing impacts on outdoor environments

Area of study 3 - Independent participation in outdoor environments

UNIT 3: RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS

Students explore how humans have understood and interacted with Australian outdoor environments over time. Students consider several factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in multiple experiences in outdoor environments, including in areas where there is evidence of human interaction.

Camp: Grampians/Arapiles rock climbing trip $250(Approx)

Area of study 1 - Changing human relationships with outdoor environments

Area of study 2 - Relationships with Australian environments in the past decade

UNIT 4: SUSTAINABLE OUTDOOR ENVIRONMENTS

Students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population. Students examine the importance of the sustainability of human relationships with outdoor environments and the urgent need to balance human needs and the needs of outdoor environments. Students engage in multiple related experiences in outdoor environments, conducting an ongoing investigation into the health of, and care for, these places.

Camp: Falls Creek Snow trip $900 (Approx)

Area of study 1 - The importance of healthy outdoor environments

Area of study 2 - The future of outdoor environments

Area of study 3 - Investigating outdoor environments

CONTACT: Michael Sordello, Ashley Baker & Liam Towell

HUMANITIES

YEAR 9	
CORE: Humanities (Full year)	ELECTIVES: Germany at War International Studies

YEAR 10	Units 1 & 2	Units 3 & 4
Business Studies	Accounting	Accounting
	Business Management	Business Management
	VET Business	VET Business
Legal Studies	Legal Studies	Legal Studies
History	History: Modern History	History: Revolutions
Philosophy	Philosophy	Philosophy
	VET Community Service	VET Community Service

Business Management - Market Day 2024

YEAR 9 HUMANITIES ELECTIVES

Germany at War

Course Outline:
"Germany at War" allows students to investigate the creation (and re-formation) of Germany between 1871 and the present day. Students will explore the implications of the First and Second World Wars, including the emergence of Adolf Hitler and the Holocaust. Students examine the breakdown of political relationships between European Nations and other world powers, from the Berlin Wall to Brexit. This elective allows students to understand the post-war period and its implications still present in the modern day.

Assessment:
- Timeline creation
- Research of a key figure
- Extended writing tasks

Pathways:
- History

International Studies

Course Outline:
This elective explores what culture is and the impact culture has on decision making around the world. Students will also have the opportunity to explore peacekeeping bodies, such as the United Nations and their role and relevance in present and past issues.
Finally, students will be able to research a particular instance of global cooperation or conflict and the impact this has had on relationships around the world.

Assessment:
- Culture portfolio
- Case studies
- Research tasks

Pathways:
- Legal Studies

Humanities Elective Contact:
Rebekah Leoncini

Location:
Administration Building Room 209

YEAR 10 HUMANITIES SUBJECTS

BUSINESS STUDIES

Course Outline:
This subject is an introduction to VCE Business Management and Accounting. Students will cover a range of content including budgeting, saving, credit, debt, investment options, cash management, entrepreneurs, innovation, small business management, as well as small business record keeping as an introduction to accounting including cash books and balance sheets.

Topics
- Personal finance
- Accounting
- Innovation and enterprise

Assessment
- Innovation and enterprise test
- Personal finance test
- Accounting test
- Coursework booklet
- End of semester exam

CONTACT: Traci Robins & Rebekah Leoncini

HISTORY

Course Outline:
Australia's involvement in the Second World War not only influenced Australian society but also the way that 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. After the Great War, veterans struggled to return to civilian life and Australian society endured the impacts of the Great Depression, changing many aspects of daily life. With the outbreak of WW2, direct conflict arrived on Australian shores for the first time – with the bombing of Darwin and submarines entering Sydney Harbour. Australians also served in campaigns in North Africa and the Pacific region, and the Homefront endured an era of austerity and rationing. The war came to an end with the dropping of atomic bombs on two Japanese cities, and this heralded the nuclear age.
In this History elective, students will also study history post 1945. Students examine the topic of rights and freedoms through the Indigenous civil rights movements and research an area of interest on this topic. Students also explore how the freedom rides in the US influenced civil rights here in Australia, The Day of Mourning and current day constitutional changes.

Topics
- The Interwar period
- Conflict: North Africa & the Pacific
- Homefront
- End of the War
- Rights and freedoms

Assessment
- Research projects
- Source analysis
- End of semester exam

CONTACT: Joe Coleman

LEGAL STUDIES

Course Outline:
Year 10 Legal Studies 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. They investigate the concepts of being a global citizen focusing on human rights. Possible excursions include the Ballarat Magistrates' Court and guest speakers.

Topics
- The government and you
- The law and you
- Human rights

Assessment
- Human rights research task
- Australian government test
- Criminal and civil law test
- Coursework booklet
- End of semester exam

CONTACT: Rebekah Leoncini

PHILOSOPHY

Course Outline:
Philosophy is about thinking clearly in the search to find answers to the really big questions. Have you ever wondered about the nature of reality and what it means to exist? Or if you are actually the same person you are today as you were when you were a baby? Or what knowledge is and how we actually 'know' something? Or wondered what it means to be an ethical person? Or perhaps you are exploring the nature of love and friendship? If so, you have begun to think philosophically.

Topics
- Introduction to philosophy
- Philosophical reasoning and critical and creative thinking
- Metaphysics - various topics students can pick - The nature of reality, God, time, mind
- Epistemology - How do we get knowledge? What is the difference between believing and knowing? How does this distinction apply to problems in society such as who we can trust?
- Ethics and ethical decision making - various ethical issues students can pick - abortion, love and friendship, death penalty etc

Assessment
- Coursework booklet
- Metaphysics short answer responses
- Epistemology extended essay
- Ethics assignment
- End of semester exam

CONTACT: Bonnie Zuidland

VCE HUMANITIES SUBJECTS

ACCOUNTING

UNIT 1: ROLE OF ACCOUNTING IN BUSINESS

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. It considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors.

Area of Study 1 -The role of accounting

Area of Study 2 - Recording financial data and reporting accounting information for a service business

UNIT 2: ACCOUNTING AND DECISION-MAKING FOR TRADING BUSINESSES

In this unit students develop knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

Area of Study 1 - Accounting for inventory

Area of Study 2 - Accounting for and managing accounts receivable and accounts payable

Area of Study 3 - Accounting for and managing non-current assets

UNIT 3: FINANCIAL ACCOUNTING FOR A TRADING BUSINESS

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to improve the performance of the business.

Area of Study 1 - Recording and analysing financial data

Area of Study 2 - Preparing and interpreting accounting reports

UNIT 4: RECORDING, REPORTING, BUDGETING AND DECISION MAKING

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance

Area of Study 1 - Extension of recording and reporting

Area of Study 2 - Budgeting and decision making

CONTACT: Barbara Walsgott

BUSINESS MANAGEMENT

UNIT 1: PLANNING A BUSINESS

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. In this unit students examine the ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge which are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

Area of Study 1 - The business idea
Area of Study 2 - Internal business environment and planning
Area of Study 3- External business environment and planning

UNIT 2: ESTABLISHING A BUSINESS

Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping.

Area of Study 1 - Legal requirements and financial considerations
Area of Study 2 - Marketing a business
Area of Study 3 - Staffing a business

UNIT 3: MANAGING A BUSINESS

In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies.

Area of Study 1 - Business foundations
Area of Study 2 - Human resource management
Area of Study 3 - Operations management

UNIT 4: TRANSFORMING A BUSINESS

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of effective management and leadership in change management.

Area of Study 1 - Reviewing performance-the need for change
Area of Study 2 - Implementing change

CONTACT: Traci Robins & Matthew Richardson

LEGAL STUDIES

UNIT 1: PRESUMPTION OF INNOCENCE

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions.

Area of Study 1 - Legal foundations
Area of Study 2 - Proving guilt
Area of Study 3 - Sanctions

UNIT 2: WRONGS AND RIGHTS

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

Area of Study 1 - Civil liability
Area of Study 2 - Remedies
Area of Study 3 - Human rights

UNIT 3: RIGHTS AND JUSTICE

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes.

Area of Study 1 - The Victorian criminal justice system
Area of Study 2 - The Victorian civil justice system

UNIT 4: THE PEOPLE THE LAW AND REFORM

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform..

Area of Study 1 - The people and the law makers
Area of Study 2 - The people and reform

CONTACT: Rebekah Leoncini & Matthew Richardson

HISTORY - MODERN HISTORY & REVOLUTIONS

UNIT 1: CHANGE AND CONFLICT

This unit allows students to examine some of the world's major political, economic and social events in the twentieth century. The first of these studies examines significant changes that occurred in Europe between the 19th century to 1945. Focusing on the rise and fall of monarchies, dictators and democracies, students uncover significant individuals and events that altered the course of world history resulting in two major global conflicts in the first half of the 20th century. In the second area of study students explore the major social and cultural shifts of a particular context that occurred during the interwar period. Students explore the impact of political and economic changes that occurred and the impact that it had on people across the globe.

Area of Study 1 - Ideology and conflict

Area of Study 2 - Social and cultural change

UNIT 2: THE CHANGING WORLD ORDER

In Unit 2 students study the changing world order that resulted from WWII. In this unit students examine the "Causes, Course and Consequences" of the Cold War with a focus on the rise of new superpowers USA and Soviet Union. Students develop their understanding of key political ideologies and how a clash between ideologies lead to the Cold War. The study includes exploring the nature of the Cold War including the nuclear arms race and proxy wars. Finally, students explore "Challenge and Change" which examines the many social and political issues that have impacted progress from 1945 to the present. Students are able to choose their own specific focus for this area of study.

Area of Study 1 - Causes, cause and consequences of the Cold War

Area of Study 2 - Challenges and change

UNIT 3: RUSSIAN REVOLUTION

This unit looks at the events and conditions that contributed to the outbreak of revolution, such as the institutional weaknesses and tensions in Tsarist Russia; the ideas that played a significant role in challenging the existing order, including discontent with Tsarist autocracy, liberal ideas and reforms, Marxism and Marxism-Leninism. Additionally, the role of individuals in challenging or maintaining the power of the existing order, and the contribution of popular movements in mobilising society and challenging the existing order, including workers' protests and peasants' uprisings will be analysed. The challenges the new regime faced in attempting to consolidate its power and the changes or continuities in political, social, cultural and economic conditions that influenced leaders to compromise and/or achieve their revolutionary ideals will also be examined. Furthermore, the diverse revolutionary experiences of social groups and their responses to the challenges, and changes to the conditions of everyday life, including nobles, peasants, workers, the bourgeoisie and women will be investigated.

Area of Study 1 - Causes of revolution

Area of Study 2 - Consequences of revolution

UNIT 4: CHINESE REVOLUTION

This unit looks at the events and conditions that contributed to the outbreak of revolution, such as challenges to the early Republican era, the Shanghai Massacre, and the Civil War. Additionally, the ideas that played a significant role in challenging the existing order, the role of individuals in challenging or maintaining the power of the existing order and changing society, such as Yuan Shikai (Yuan Shih-k'ai), and Mao Zedong (Mao Tse-Tung), and the contribution of popular movements in mobilising society and challenging the existing order, such as the New Culture and the Chinese Communist Party will be analysed. The challenges the new regime faced in attempting to consolidate its power, the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise and/or achieve their revolutionary ideals, the diverse revolutionary experiences of social groups and their responses to the challenges, and changes to the conditions of everyday life will be examined as well.

Area of Study 1 - Causes of revolution

Area of Study 2 - Consequences of revolution

CONTACT: Fiona Lindsay & Jon Delacy

PHILOSOPHY

UNIT 1: PHILOSOPHY, EXISTENCE AND KNOWLEDGE

What is the nature of reality? What is the truth? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of 2 key areas of philosophy: epistemology and metaphysics. The emphasis is on 'doing philosophy' through the exploration of questions in dialogue with others. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central problems.

Area of Study 1 - The nature and methods of philosophy
Area of Study 2 - Metaphysics
Area of Study 3 - Epistemology

UNIT 2: QUESTIONS OF VALUE

What are the foundations of our judgments about value? What is the relationship between different types of value? This unit enables students to explore these questions in relation to different categories of value judgement within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.

Area of Study 1 - Ethics and moral philosophy
Area of Study 2 - Further problems in value theory
Area of Study 3 - Philosophy: its nature, purpose and value

UNIT 3: THE GOOD LIFE

This unit considers the crucial question of what it is for a human to live well. It explores questions of relevance to our own good lives – what is happiness? What role should pleasure and self-discipline, friendship and love play in the good life? – as well questions regarding the good life as it may be understood within the context of our relationships with others beyond our immediate communities. Students engage with the set texts to develop perspectives on questions relating to the good life, including questions of relevance to contemporary living.

Area of Study 1 - The good life and the individual
Area of Study 2 - The good life and others

UNIT 4: On Believing

In recent decades, developments in information and communication technologies have changed the way we share beliefs and acquire and justify knowledge. More than ever, we rely on the testimony of others, in particular, those we judge to be experts. But what is an expert? What qualities must testimony have to be trusted? And, in a world filled with multiple and often contradictory sources, how do we separate good beliefs from poor beliefs? This unit focuses on interpersonal aspects of belief and belief formation, considering what it means to believe well by examining the nature of belief and the grounds for accepting or rejecting beliefs. Across 2 areas of study, students explore what our obligations are in relation to belief; when we should adjust or change our beliefs; and to what extent we should take responsibility for fostering the good beliefs of others and the conditions that make them possible. Through so doing, students are invited to consider the interrelationship between believing well and living well.

Area of Study 1 -Foundations of belief
Area of Study 2 - Contemporary applications

CONTACT: Bonnie Zuidland

LANGUAGES

YEAR 9
ELECTIVES: German Japanese

YEAR 10	Units 1 & 2	Units 3 & 4
German	German	German
Japanese	Japanese	Japanese

YEAR 9 LANGUAGE ELECTIVES

German

Prerequisites: Have achieved at or above expected Year 8 level German.

Course Outline:
German at Year 9 is an exciting dive into both the German language and culture. From programming robots to Germanic cooking, we get hands on with all things Deutsch!
Students continue to build on their skills and knowledge gained throughout years 7 and 8. We cover 6 units including excursions, sport, health and daily life, and permission and persuasion.
As we increase focus on intercultural experiences students compare Australian and Germanic lifestyles and consider future pathways and options, including how German might be part of these.
An exchange to Germany occurs on a two year rotation and is available to students currently studying German. Next exchange is in 2027.

Assessment:
- Role play in a restaurant
- Daily routine schedule
- Role play at the doctors
- Persuade a parent to let you go to a party

Pathways:
- German

Language (German) Elective Contact:
Charlotte Ross-Harris

Location:
Sheehan Wing (Second Floor)

Japanese

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

Course Outline:
This elective builds on the skills and knowledge gained in years seven and eight. Students will work more with the katakana written script to broaden their ability to interact with Japanese texts and culture.
Students will also learn more kanji and develop the grammar skills necessary to incorporate this into complex sentences.
An important part of Japanese culture is also about food and festivals, so students will learn about these, taking part in excursions locally and to Melbourne in order to experience Japanese food in a more traditional environment.
An exchange to Japan occurs on a two year rotation and is available to students currently studying Japanese. Next exchange is in 2026.

Assessment:
- Katakana writing
- Role play
- Getting around town
- Diary entries

Pathways:
- Japanese

Language (Japanese) Elective Contact:
Simon Coles

Location:
TLC

YEAR 10 LANGUAGE SUBJECTS

GERMAN

Prerequisite:

Satisfactory completion of year 9 German or equivalent.

Course Outline:

Year 10 German continues to build skills in grammar and fluency, focusing on practical language skills for everyday communications. Students continue to gain an understanding of what it is like to use the language in real–life situations, such as buying things at the shops, ordering in a restaurant and travelling on holiday. We engage in 'real life German' thorough videos, films, blogs, even text messages. We conclude the year by writing our own German Fairytales.

The biennial exchange with our sister school in Germany, reciprocated by their exchange to BHS, provides further opportunities for in-depth language use with native German speakers, and further promotes cross-cultural communication and understanding. Friendships developed through these three-week exchanges are often long-lasting and lead to significant travel opportunities and ongoing cultural exchange. Next German exchange will occur in 2027.

Topics

- Shopping
- Comparing school experiences
- Berlin
- Environment
- The world of work
- Holidays

Assessment

- Fashion show
- School rules Poster
- Holiday Postcard
- Berlin Brochure
- Shark tank pitch

CONTACT: Charlotte Ross-Harris

JAPANESE

Prerequisites:

Satisfactory completion of year 9 Japanese.

Course Outline:
Year 10 Japanese continues to build skills in grammar and fluency, focusing on practical language skills for everyday communications. Students continue to gain an understanding of what it is like to use the language in real–life situations, complemented by exposure to authentic texts such as films, stories and interviews.

The biennial exchange with our sister school in Japan, reciprocated by their exchange to BHS, provides further opportunities for in-depth language use with native Japanese speakers, and further promotes cross-cultural communication and understanding. Friendships developed through these three-week exchanges are often long-lasting and lead to significant travel opportunities and ongoing cultural exchange.
Next Japanese exchange will occur in 2026.

Topics

- School trips
- Getting around town
- Part time work
- Careers
- Culture

Assessment

- Giving directions
- Diary entries
- Speaking about goals

CONTACT: Simon Coles

VCE LANGUAGE SUBJECTS

GERMAN

UNIT 1: GERMAN SPEAKING COMMUNITIES
In this unit students develop an understanding of the language and culture/s of German-speaking communities through the study of three or more topics from the prescribed themes. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through German and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, songs, films, photographs, artworks, food, clothing, sports and festivals. Students apply acquired knowledge of German culture and language to new contexts.
Area of Study 1 - Spoken interaction
Area of Study 2 - Listening and responding
Area of Study 3 - Presentation

UNIT 2: GERMAN CULTURE
In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through German and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.
Area of Study 1 - Written response
Area of Study 2 - Reflective article
Area of Study 3 - Presentation

UNIT 3: MODERN LIFE
In this unit students investigate the way German speakers interpret and express ideas, and negotiate and persuade in German through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through German, and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of German-speaking communities. They reflect on how knowledge of German and German-speaking communities can be applied in a range of contexts and endeavours.
Area of Study 1 - Spoken exchange
Area of Study 2 - Writing
Area of Study 3 - Expressing ideas

UNIT 4: CULTURAL PERSPECTIVES
Students build on their knowledge of German-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through German. Students identify and reflect on cultural products or practices that provide insights into German-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other.
Area of Study 1 - Sharing ideas
Area of Study 2 - Analysing information
Area of Study 3 - Presenting information

CONTACT: Charlotte Ross-Harris

JAPANESE

UNIT 1: IDENTITY AND LIFESTYLE
Students consider language as a tool for communication and focus on language important for effective participation in spoken interaction. They develop their understanding that the content and the direction of an exchange are influenced by the participants and the purpose of the interaction, and consider the influence of cultural perspectives on meaning and mutual understanding
Area of Study 1 - Travel and leisure
Area of Study 2 - Festivals and culture
Area of Study 3 - School life

UNIT 2: JAPANESE CULTURE
Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.
Area of Study 1 - Part Time jobs and responsibilities
Area of Study 2 - Travel
Area of Study 3 - Culture

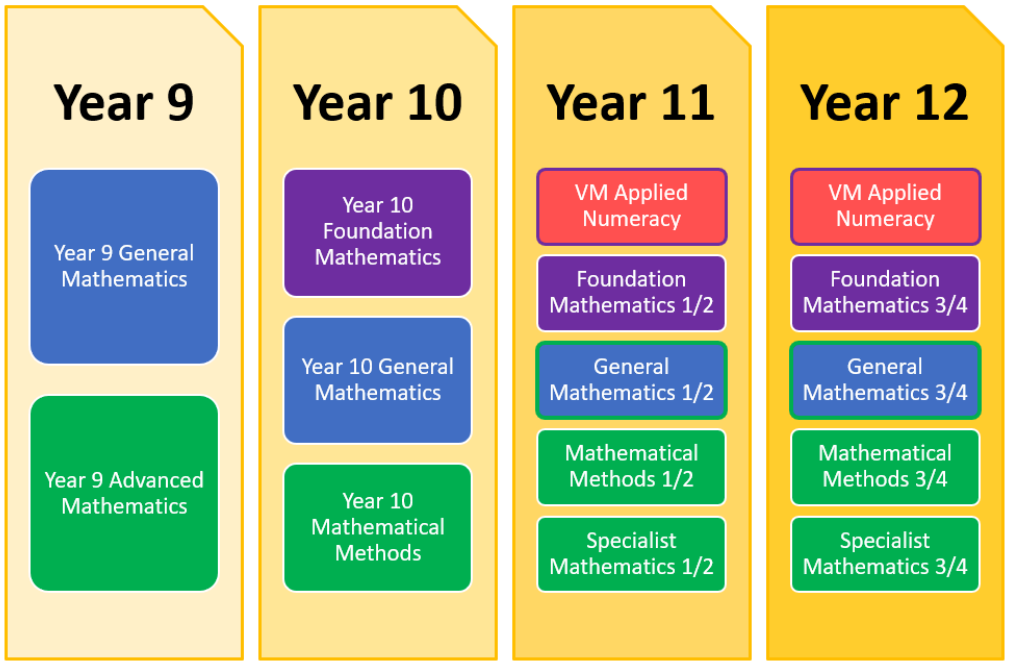
UNIT 3: GLOBAL SOCIETY
Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Japanese-speaking communities. They reflect on how knowledge of Japanese and Japanese-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.
Area of Study 1 - Spoken interaction
Area of Study 2 - Listening and responding
Area of Study 3 - Presentation

UNIT 4: COMMUNITIES
Students identify and reflect on cultural products or practices that provide insights into Japanese-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.
Area of Study 1 - Spoken interaction
Area of Study 2 - Listening and responding
Area of Study 3 - Significant people

CONTACT: Simon Coles

MATHEMATICS

BHS MATHEMATICS PATHWAYS



Please note: Studying VCE Maths whilst in year 10 will be via invite only.

Mathematics is a study of function and pattern in number, logic, space and structure, and of randomness, chance, variability and uncertainty in data and events. 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:

- Foundation Mathematics – 1 & 2
- General Mathematics - 1 & 2
- Mathematical Methods - 1 & 2
- Specialist Mathematics - 1 & 2

There are four mathematics subjects offered at the VCE Units 3 and 4 level:

- Foundation Mathematics - 3 & 4
- General Mathematics - 3 & 4
- Mathematical Methods - 3 & 4
- Specialist Mathematics - 3 & 4

Please note: Numeracy is only available to students undertaking the Vocational Major Applied Program.

YEAR 10 MATHEMATICS SUBJECTS

FOUNDATION MATHEMATICS

Course Outline:
This subject is intended for students who have found Maths in Year 9 difficult and wish to build their foundational skill within Maths. It does not provide enough background for students to complete Year 11 VCE General Mathematics, but students can move into Year 11 Foundation Maths as a Unit 1 & 2 subject.

Topics
- Number skills
- Money and financial mathematics
- Measurements
- Time and Distance

Assessment
- Assignments
- Course work
- End of semester exam

CONTACT: Mel Pompe & Emily Hobbs

GENERAL MATHEMATICS

Course Outline:
This subject is the standard Victorian 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 General Mathematics or VCE General Mathematics.

Topics
- Linear algebra and graphs
- Statistics
- Probability
- Trigonometry
- Networks
- Financial mathematics
- Measurements

Assessment
- Topics tests (with and without calculators)
- Assignments
- End of semester exam

CONTACT: Mel Pompe & Emily Hobbs

MATHEMATICAL METHODS

Course Outline:
This subject is intended for students who have achieved very high results in Mathematics in Year 9 and wish to study Methods and Specialist Mathematics in their VCE. It provides enough background for students to complete Year 11 Math Methods and Specialist Maths.

Topics

- Linear relations and graphs
- Surds
- Trigonometry
- Probability
- Quadratics
- Parabolas
- Polynomials
- Indices and logs

Assessment

- Topics tests (with and without calculators)
- Assignments
- End of semester exam

CONTACT: Emily Hobbs

Please note: Students intending to study Specialist Mathematics 3/4 in Year 12 must concurrently study Mathematical Methods 3/4. These students must study Mathematical Methods 1/2 in Year 11 and it is highly recommended they concurrently study Specialist Maths 1/2.

VCE MATHEMATICS SUBJECTS

FOUNDATION MATHEMATICS

UNIT 1:
In Unit 1 of Foundation Mathematics students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. It is recommended for students who may still require VCE maths, but have found Year 10 General Mathematics challenging.
Areas of study 1 - Data analysis, probability and statistics
Area of study 2 - Financial and consumer mathematics
Area of study 3 - Space and measurement
Area of study 4 -Number and structure

UNIT 2:
The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations.
Area of study 1 - Data analysis, probability and statistics
Area of study 2 - Financial and consumer mathematics
Area of study 3 - Space and measurement
Area of study 4 - Number and structure

UNIT 3:
Assumed knowledge and skills for Foundation Mathematics Units 3 are contained in Foundation Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes. In undertaking Unit 3, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algebra, algorithms, measures, equations and graphs, with and without the use of technology.
Area of study 1 - Data Analysis, probability and statistics
Area of study 2 - Financial and consumer mathematics
Area of study 3 - Space and measurement
Area of study 4 - Number and structure

UNIT 4:
Assumed knowledge and skills for Foundation Mathematics Units 4 are contained in Foundation Mathematics Units 1, 2 and 3, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes.
In undertaking unit 4, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algebra, algorithms, measures, equations and graphs, with and without the use of technology.
Area of study 1 - Data analysis, probability and statistics
Area of study 2 - Financial and consumer mathematics
Area of study 3 - Space and measurement
Area of study 4 - Number and structure

CONTACT: Bronwyn Cambridge & Emily Hobbs

GENERAL MATHEMATICS

UNIT 1:
General Mathematics Unit 1 provides for the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, and matrices are important.
General Mathematics Unit 1 caters for a range of student interests, provides preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contains assumed knowledge and skills for these units.
Area of study 1 - Data analysis (Univariate), probability and statistics
Area of study 2 - Recurrence relations and sequences (Financial mathematics)
Area of study 3 - Linear functions, graphs and models
Area of study 4 - Matrices

UNIT 2:
General Mathematics Unit 2 caters for a range of student interests, provides preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contains assumed knowledge and skills for these. In undertaking Unit 2, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams, networks and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology. They should be proficient with relevant mental and by-hand approaches to estimation and computation.
Area of study 1 - Data analysis (Bivariate), probability and statistics
Area of study 2 - Networks
Area of study 3 - Non-linear data modelling (variation)

UNIT 3:
This is the main mathematical course studied for Year 12. Assumed knowledge and skills for General Mathematics Units 3 are contained in General Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study. General Mathematics Units 3 focuses on real-life application of mathematics and consists of the areas of study 'Data analysis' and 'financial modelling'. Students who have done only Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study.
Areas of study 1 - Data analysis (Univariate and Bivariate)
Areas of study 2 - Recursion and financial mathematics

UNIT 4:
General Mathematics Units 4 focuses on real-life application of mathematics and consists of the areas of study 'matrices' and 'Networks and decision mathematics'. Students who have done only Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study.
Area of study 1 - Matrices
Area of study 2 - Networks and decision mathematics

CONTACT: Mel Pompe & Jaz Plinius-Wiese

MATHEMATICAL METHODS

UNIT 1:
Mathematical Methods Units 1 provides an introductory study of simple elementary functions of a single real variable, algebra, graphing, functions and polynomials and their applications in a variety of practical and theoretical contexts. Students will develop CAS technology skills and apply these to solve mathematical applications. There is a strong emphasis in the course on Graphing and Algebra. The unit is designed as preparation for Mathematical Methods Units 2, 3 and 4 and contain assumed knowledge and skills for these units.
Area of study 1 - Functions, relations and graphs
Area of study 2 - Algebra

UNIT 2:
Mathematical Methods Units 1 focuses on the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. Unit 2 has a clear progression of skills and knowledge from Unit 1. In undertaking this unit, students are expected to be able to apply techniques, routines and processes with and without the use of technology. They should be proficient with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.
Area of study 1 - Functions, relations and graphs
Area of study 2 - Algebra
Areas of study 3 - Calculus
Area of study 4 - Probability and statistics

UNIT 3:
Mathematical Methods Unit 3 includes the areas of study 'Functions, relations and graphs' and 'Algebra, number and structure', applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study.
Area of study 1 - Functions, graphs and relations
Area of study 2 - Algebra, number and structure
Area of study 3 - Calculus
Area of study 4 - Data analysis, probability and statistics

UNIT 4:
Mathematical Methods Unit 4, has a selection of content from 'Functions, relations and graphs', 'Algebra, number and structure' and 'Calculus' areas of study, and the study of random variables, discrete and continuous probability distributions, and the distribution of sample proportions from the 'Data analysis, probability and statistics' area of study. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study.
Area of study 1 - Functions, graphs and relations
Area of study 2 - Algebra, number and structure
Area of study 3 - Calculus
Area of study 4 - Data analysis, probability and statistics

CONTACT: Emily Hobbs

SPECIALIST MATHEMATICS

UNIT 1:
Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and matrices, diagrams, graphs, logic gates and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They are expected to be able to construct proofs and develop and interpret algorithms to solve problems.
Area of study 1 - Algebra, number and structure
Area of study 2 - Discrete mathematics

UNIT 2:
In this unit, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables, vectors and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology. They are expected to be able to construct proofs and develop and interpret algorithms to solve problems.
Area of study 1 - Data analysis, probability and statistics
Area of study 2 - Space and measurement

UNIT 3:
Specialist Mathematics Units 3 students will study mathematical structures, reasoning and proof. The areas of study in Units 3 extend content from Specialist Mathematics Unit 1 and 2 and Mathematical Methods Units 3 to include rational and other quotient functions as well as other advanced mathematics topics such as logic and proof, complex numbers, vectors, differential equations, kinematics, and statistical inference. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.
Area of study 1 - Discrete mathematics
Area of study 2 - Functions, relations and graphs
Area of study 3 - Algebra, number and structure
Area of study 4 - Calculus
Area of study 5 - Space and measurement
Area of study 6 - Data analysis, probability and statistics

UNIT 4:
The areas of study in Units 4 extend content from Specialist Mathematics unit 1 and 2 and Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as logic and proof, complex numbers, vectors, differential equations, kinematics, and statistical inference. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.
Area of study 1 - Discrete mathematics
Area of study 2 - Functions, relations and graphs
Area of study 3 - Algebra, number and structure
Area of study 4 - Calculus
Area of study 5 - Space and measurement
Area of study 6 - Data analysis, probability and statistics

CONTACT: Amanda Hook

PERFORMING ARTS

YEAR 9
ELECTIVES:
Drama
Drama: Scripted Performance
Music Technology
Music Practical
Music Performance
VET Music Certificate II (2 terms + after school lesson all year)

YEAR 10	Units 1 & 2	Units 3 & 4
Drama	Drama	Drama
Music	Music	Music: Contemporary Performance
VET Music Performance	VET Music Performance	VET Music Performance

YEAR 9 PERFORMING ARTS ELECTIVES

Drama

Course Outline:
Drama empowers students to create their own unique performances. It is a highly practical subject wherein students will collaborate to brainstorm, improvise, rehearse and refine performances in response to a theme.
They will also view dramatic works from a range of performance styles and analyse how conventions of drama can impact an audience.

Assessment:
- Practical work
- Performances
- Written analysis

Pathways:
- Drama

Drama: Scripted Performance

Course Outline:
Scripted performance sees the students interpret dialogue and contexts presented in scripts.
Students will have an opportunity to work in different production areas, not just acting but also backstage roles. They will design concepts for their choice of: costume, set, make-up, hair, sound and/or lighting.
They analyse and justify their interpretive decision making.

Assessment:
- Practical work and presentation
- Design taks
- Written analysis

Pathways:
- Drama

Music Technology

Course Outline:
Students will be introduced to the fundamentals of music technology. They will look at basic sound editing and mixing concepts using Digital Audio Workstations such as Ableton, Soundtrap and BandLab. They will learn how to record using Microphones, an interface and a MIDI controller. They will develop songs by recording audio and mixing pre-recorded music. This develops skills in a variety of areas (but not limited to) Music Production, Composition, Streaming, Content Creation and Gaming. There will also be the chance to develop instrument skills in this class.

Assessment:
- Song mixing
- Audio editing
- Record music

Pathways:
- Music

Music Practical

Course Outline:
Students will develop their ability to practice and perform music. Our practice space offers opportunities to learn guitar, bass guitar, drums, keyboard and vocals alongside other woodwind and brass instruments. In the classroom, students learn about the elements of music and fine tune their listening skills. Students will take a deeper look at the impact of music and will develop an appreciation for how it is used across different cultural contexts.

Assessment:
- Rehearse and perform
- Class work and set assignments

Pathways:
- Music

Music Performance

Course Outline:
Students will improve their ability to play their chosen instrument. Students will learn techniques to enhance their playing skills, as well as performance skills. Time will be spent developing individual performance skills alongside forming small bands to learn and perform songs. Students are encouraged to personalise their learning outside of school by practising regularly. Students have the opportunity to develop leadership skills and will perform on a regular basis. In the classroom, students will learn about key artists in music history. Students will listen to and interpret a range of music in order to better inform their music making skills.

Assessment:
- Rehearse and perform
- Classwork and set assignments

Pathways:
- Music

VET Music - Certificate II

Duration: 2 terms + 1hr after school class all year

Course Outline:
The Certificate II in Music prepares students to perform a range of tasks in the music industry, using practical elements and fundamental operational knowledge in environments that require foundational skills in music performance, music making or composition, sound production or music business. The program is suited to students with an interest in music who are keen to develop their skills as a musician or producer with the aim to perform, use music technology and be involved with live music events.

Students receive a Certificate II upon completion. There is a pathway into Cert III & IV at Ballarat High School.

Pathways:
- VET Music

Performing Arts (Drama) Electives Contact:
Jessica Quick

Location:
Robinson Centre

Performing Arts (Music) Electives Contact:
Morgan Colgrave

Location:
Robinson Centre

YEAR 10 PERFORMING ARTS SUBJECTS

DRAMA

Course Outline:
This is a practical performance based subject wherein students refine and extend their understanding of character, relationships and contexts. Through improvisation, scripted drama, rehearsal and performance they extend their use of expressive and performance skills. They experiment with mood, use contrast, application of symbol production areas such as lighting/set design/costume unpacking how these areas can communicate meaning.

Students engage with diverse performance styles, this includes seeing a live theatre performance for analysis. They evaluate actors' success in expressing their intentions and the use of expressive skills in drama they view and perform.
The course is designed to develop life skills of communication, collaboration, leadership, use of initiative, self–confidence and self–discipline.

Topics
- Performance styles and conventions
- Devising rama using playmaking techniques
- Performance analysis

Assessment
- Participation and documentation of practical workshops, rehearsals and performances
- Performance to an audience
- Written performance analysis of live theatre
- End of semester exam

CONTACT: Jessica Quick & Eleanor Jones

MUSIC

Course Outline:
Students will develop their ability to practice, perform and create music. Time is spent on the improvement of skills in both individual and group settings. This class is suitable for both contemporary instruments/singers and band instruments. In the classroom, students learn about style, genre, lyric analysis and composition. Students will utilise technology to create music. We learn about how songs are written and work in small groups to create and compose songs across a variety of genres. Regular self reflection and feedback is undertaken to help improve practice habits and direct, efficient improvement in skill development. These skills will help prepare students looking to study VCE Music in Year 11 along with students who wish to improve their playing skills in general.

Topics
- Instrument skill development
- Large and small group performance
- Recording/composition
- Music language
- Genre & lyric analysis

Assessment
- Group performance
- Solo performance
- Creation
- Music language

CONTACT: Morgan Colgrave

VCE PERFORMING ARTS SUBJECTS

DRAMA

UNIT 1: INTRODUCING PERFORMANCE STYLES AND CONTEMPORARY DRAMA PRACTICES
In this unit students study three or more performance styles from a range of social, historical and cultural contexts. They examine the traditions of storytelling and devise performances telling stories that go beyond representations of reality. They incorporate and/or juxtapose a number of performance styles to make dramatic statements and create performances that are innovative, transformational and contemporary. Students apply play-making techniques to shape and give meaning to their performance. This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories.
Area of Study 1 - Creating a devised performance
Area of Study 2 - Presenting a devised performance
Area of Study 3 - Analysing a devised performance
Area of Study 4 - Analysing and evaluating a professional drama performance

UNIT 2: CONTEMPORARY DRAMA PRACTICES AND AUSTRALIAN IDENTITY
In this unit, students study aspects of Australian identity by engaging with contemporary drama practices as artists and as audiences. Students explore and experiment with ways that play-making techniques, expressive skills, performance skills, dramatic elements, conventions, performance styles and production areas may be used to realise the dramatic potential of stimulus material and shape dramatic action. Students consider how to use techniques intentionally to have an effect on and engage the audience in ways that are appropriate to contemporary drama practice. They consider the sustainable sourcing and ethical use of materials when applying production areas. Students analyse and evaluate their own performance work as well as undertaking an analysis and evaluation of a performance of an Australian work by professional actors, and develop an understanding of relevant drama terminology.
Area of Study 1 - Using Australia as inspiration
Area of Study 2 - Presenting a devised performance
Area of Study 3 - Analysing and evaluating a devised performance
Area of Study 4 - Analysing and evaluating an Australian drama performance

UNIT 3: DEVISED ENSEMBLE PERFORMANCE
In this area of study, students develop and present a devised ensemble performance. Students work with given stimulus material and guidelines that provide a starting point for the structure of a performance. They apply their knowledge of ways in which other drama practitioners work to devise and shape their work to communicate meaning and to have an impact on their audience in specific and intentional ways. When creating their ensemble performance, students develop a work that incorporates application of symbol and transformation of character, time and place. In addition, students attend, analyse and evaluate a live professional drama performance.
Area of Study 1 - Devising and presenting ensemble performance
Area of Study 2 - Analysing and evaluating a devised performance
Area of Study 3 - Analysing and evaluating a professional drama performance

UNIT 4: DEVISED SOLO PERFORMANCE
This unit focuses on the development and the presentation of devised solo performances. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present solo performances. Students further experiment with application of symbol and transformation of character, time and place; they also apply conventions, dramatic elements, expressive skills, performance skills and aspects of performance styles to shape and give meaning to their work.
Area of Study 1 - Demonstrating techniques of solo performance-making
Area of Study 2 - Devising a solo performance
Area of Study 3 - Analysing and evaluating a devised solo performance

CONTACT: Jessica Quick

MUSIC - MUSIC & CONTEMPORARY PERFORMANCE

This subject is for students who wish to develop their performance skills and further their knowledge and understanding of music language. We work on individual performance development, group performances and further investigation of music analysis and aural/theory language concepts.

UNIT 1: ORGANISATION OF MUSIC
In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation. They prepare and perform ensemble and solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. They develop knowledge of music language concepts and musicianship as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.
Area of study 1 - Performing
Area of study 2 - Creating
Area of study 3 - Analysing and responding

UNIT 2: EFFECT IN MUSIC
In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding. Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas.
Area of study 1 - Performing
Area of study 2 - Creating
Area of study 3 - Analysing and responding

UNIT 3: MUSIC CONTEMPORARY PERFORMANCE
Students begin developing the recital program they will present in Unit 4. Contemporary students' programs will align with the student's Statement of Intent and include at least one performance that is a reimagined version of an existing work plus a work created by an Australian artist since 1990. Students use music analysis skills to refine strategies for developing their performances. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based discussion.
Students develop their ability to identify, recreate and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.
Area of study 1 - Performing
Area of study 2 - Analysing for performance
Area of study 3 - Responding

UNIT 4: MUSIC CONTEMPORARY PERFORMANCE
Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance. Students use music analysis skills to refine strategies for further developing and presenting their final recital.
Area of study 1 - Performing
Area of study 2 - Analysing for performance
Area of study 3 - Responding

CONTACT: Morgan Colgrave

SCIENCE

YEAR 9	
CORE: Science (Full year)	ELECTIVES: Food Studies Forensic Science

YEAR 10	Units 1 & 2	Units 3 & 4
Biology	Biology	Biology
Chemistry	Chemistry	Chemistry
Environmental Science	Environmental Science	Environmental Science
Physics	Physics	Physics
Psychology	Psychology	Psychology

Please note: All students entering Year 10 must complete at least one semester of science. Students can complete more than one semester of science but cannot choose the same subject twice.

If Year 10 Psychology or Unit 1 & 2 of Psychology is undertaken at year 10, a semester of another science is still required.

YEAR 9 SCIENCE ELECTIVES

Food Science

Course Outline:
Food Science draws from many disciplines such as biology, chemical engineering, and biochemistry in an attempt to better understand food processes and ultimately improve food products for the general public. Food scientists study the aspects of food that make it appealing - the physical, microbiological, and chemical makeup of food. By applying their findings, they are responsible for developing the safe, nutritious foods and innovative packaging that we see everyday in the supermarket.

Assessment:
- Test
- Research investigation
- Assignment
- Practical investigation
- Presenting a visual summary of finding and an oral report

Pathways:
- Chemistry & other sciences

Forensic Science

Course Outline:
Forensic science is the application of science to criminal and civil law. Forensic scientists collect, preserve, and analyse scientific evidence during the course of an investigation. While some forensic scientists travel to the scene to collect the evidence themselves, others occupy a laboratory role, performing analysis on objects brought to them. In this science elective you will become a scientist and learn techniques and procedures that are used to provide evidence to police to help solve crimes. Criminal investigation has become more advanced as technologies are developed.

Assessment:
- Test
- Research investigation
- Assignment
- Practical investigation
- Presenting a visual summary of finding and an oral report

Pathways:
- Psychology & other sciences

Science Electives Contact:
Hannah Wemyss-Sanderson

Location:
TLC Room 23

YEAR 10 SCIENCE SUBJECTS

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 studying biology at higher levels.

Topics
- Structure of cells
- Genetics
- Inheritance
- Evolution

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

CONTACT: Elizabeth Kent

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
- Matter
- Atomic structure
- Formation of compounds
- Chemical change
- Writing of chemical equations
- Acids and bases
- Precipitation reactions
- Rate of reactions

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

CONTACT: Kate Wemyss

ENVIRONMENTAL SCIENCE

Course Outline:
This unit is an investigation of tectonic plates, global systems and how humans impact the environment. Scientists are working on solutions to the current issues of renewable energy resources and sustainability with some remarkable results, but further research is needed before all the problems are solved.

Topics
- Climate change
- Biodiversity and the effects of human activity
- Global systems and cycles
- The greenhouse effect and global warming
- Tectonic plates
- Convection currents and seafloor spreading
- Earthquakes and volcanoes

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

CONTACT: Hannah Wemyss-Sanderson

PHYSICS

Course Outline:
This subject introduces students 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 us, in the school, home, farms and factories. It takes place deep inside the Earth and far out in space. Physics can be found everywhere.

Topics
- 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.
- Light and sound: wave and particle models

Assessment
- Topic tests
- Investigations
- Practical reports
- Research project
- End of semester exam

CONTACT: Paul Natoli

PSYCHOLOGY

Course Outline:
Psychology is the scientific study of human thoughts, feelings and behaviour. The aim of this subject is to give students an overview of what psychology is, how we study the brain, possible career paths and a taste of the topics covered in Units 1-4. Students will be provided with opportunities to develop scientific understanding through the following key concepts: questioning and predicting, planning and conducting, recording and processing, analysing and evaluating and communicating. These concepts may be investigated within a particular psychological topic to facilitate an understanding of the various aspects of psychology and to provide a focus for scientific inquiries. Topics are covered through theory and practical work, research and investigations.

Topics
- What is psychology?
- Research methods
- Nervous system
- Sleep

Assessment
- Tests
- Poster
- Scientific Logbook
- Scientific Poster
- End of semester exam

CONTACT: Kara Smith

Please note: Psychology does NOT count towards the compulsory Science unit.

VCE SCIENCE SUBJECTS

BIOLOGY

UNIT 1: HOW DO ORGANISMS REGULATE THEIR FUNCTIONS?

In this unit students examine the cell as the structural and functional unit of life, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation. They explore how systems function and consider the role of homeostasis

Area of Study 1 - How do cells function?
Area of Study 2 - How do plant and animal systems function?
Area of Study 3 - How do scientific investigations develop understanding of how organisms regulate their functions?

UNIT 2: HOW DOES INHERITANCE IMPACT ON DIVERSITY?

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They examine chromosomes, alleles, epigenetic factors and environment influences on gene expression. Students analyse the advantages and disadvantages of sexual and asexual reproduction including cloning technologies. They also study adaptations that enhance an organism's survival. They consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in the Australian ecosystem.

Area of Study 1 - How is inheritance explained?
Area of Study 2 - How do inherited adaptations impact diversity?
Area of Study 3 - How do humans use science to explore and communicate contemporary bioethical issues?

UNIT 3: HOW DO CELLS MAINTAIN LIFE?

In this unit students explore the relationship between nucleic acids (that make up DNA and RNA and proteins as key molecules in cellular processes. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students also investigate the biochemical pathways of photosynthesis and cellular respiration.

Area of Study 1 - What is the role of nucleic acids and proteins in maintaining life?
Area of Study 2 - How are biochemical pathways regulated?

UNIT 4: HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES?

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and how application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. Students examine the evidence for relatedness between species and change in life forms over time including human evolution.

Area of Study 1 - How do organisms respond to pathogens?
Area of Study 2 - How are species related over time?
Area of Study 3 - How is scientific inquiry used to investigate cellular processes and/or biological change?

CONTACT: Elizabeth Kent

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: HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

In this unit students focus on the nature of chemical elements, their atomic structure and their place in the periodic table. Students will also investigate the nature of metals and their properties, including metallic nanomaterials. Fundamental quantitative aspects of chemistry are introduced.

Area of Study 1 - How do the chemical structures of materials explain their properties and reactions?
Area of Study 2 -How are materials quantified and classified?
Area of Study 3 - How can chemical principles be applied to create a more sustainable future?

UNIT 2: WHAT MAKES WATER SUCH A UNIQUE CHEMICAL?

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. Students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Area of Study 1 - How do chemicals interact with water?
Area of Study 2 - How are chemicals measured and analysed?
Area of Study 3 - How do quantitative scientific investigations develop our understanding of chemical reactions?

UNIT 3: HOW CAN DESIGN AND INNOVATION HELP TO OPTIMISE CHEMICAL PROCESSES?

This unit focuses on investigating chemical production of energy and materials with the application of innovation, design, and sustainability principles. Students analyse and compare different fuels as energy sources, evaluate different cell designs and principles, and investigate factors that influence reaction rates and extent. They use chemistry terminology to represent and explain their observations and data.

Area of Study 1 - What are the current and future options for supplying energy?
Area of Study 2 - How can the rate and yield of chemical reactions be optimised?

UNIT 4: HOW ARE CARBON-BASED COMPOUNDS DESIGNED FOR PURPOSE?

This unit focuses on investigating carbon-based organic compounds, including their structures, reactions, and applications in everyday life. Students study food metabolism and the action of medicines, explore laboratory analysis techniques, and conduct practical investigations related to the synthesis and analysis of organic compounds. Green chemistry principles are also considered in the production of synthetic organic compounds.

Area of Study 1 - How are organic compounds categorised and synthesised?
Area of Study 2 - How are organic compounds analysed and used?
Area of Study 3 - How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

CONTACT: Kate Wemyss

ENVIRONMENTAL SCIENCE

Environmental Science investigates the relationships between humans and their environment, focusing on how Earth's systems interact and respond to change. It draws from biology, chemistry, geology and physics to understand how the atmosphere, biosphere, hydrosphere and lithosphere are connected. Environmental scientists examine biodiversity, pollution, food and water security, energy use, and climate change to find solutions for a sustainable future. Students learn to apply scientific inquiry, fieldwork and practical investigation skills to explore environmental issues, evaluate evidence and propose strategies that promote sustainability and ecological integrity.

UNIT 1: HOW ARE EARTH'S DYNAMIC SYSTEMS INTERCONNECTED TO SUPPORT LIFE?

Students investigate Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere – and how energy and matter move between them to support life. They explore the natural processes that shape and change ecosystems and consider how these changes affect ecological integrity. Students undertake a scientific investigation into ecosystem components, monitoring, or change.

Area of Study 1 – How are Earth's systems organised and connected?
Area of Study 2 – How do Earth's systems change over time?
Area of Study 3 – How do scientific investigations develop understanding of how Earth's systems support life?

UNIT 2: WHAT AFFECTS EARTH'S CAPACITY TO SUSTAIN LIFE?

This unit focuses on pollution, food and water security, and the challenges of maintaining a sustainable environment. Students examine how pollutants affect Earth's systems, and evaluate methods to manage their impact. They also explore agricultural and water systems and how they can be made more sustainable. Students investigate a contemporary environmental issue and how science is used to address it.

Area of Study 1 – How can we manage pollution to sustain Earth's systems?
Area of Study 2 – How can we manage food and water security to sustain Earth's systems?
Area of Study 3 – How do scientific endeavours contribute to minimising human impacts on Earth's systems?

UNIT 3: HOW CAN BIODIVERSITY AND DEVELOPMENT BE SUSTAINED?

Students explore biodiversity as a measure of ecosystem health and resilience. They examine why biodiversity is important, the threats it faces, and strategies to protect it. Students also study an environmental science case study to evaluate sustainability and environmental management practices, considering stakeholder values and sustainability principles.

Area of Study 1 – Why is maintaining biodiversity worth a sustained effort?
Area of Study 2 – When is development sustainable?

UNIT 4: HOW CAN CLIMATE CHANGE AND THE IMPACTS OF HUMAN ENERGY USE BE MANAGED?

This unit focuses on the causes and consequences of climate change, and the role of science in understanding and addressing it. Students compare different energy sources, their environmental impacts and their potential for reducing emissions. They complete a student-designed scientific investigation on biodiversity, environmental management, climate change, or energy use, and communicate their findings in a scientific poster.

Area of Study 1 – What effects can be observed in Earth's climate system?
Area of Study 2 – What is the role of energy production and use in the climate system?
Area of Study 3 – How is scientific inquiry used to investigate environmental science questions?

CONTACT: Hannah Wemyss-Sanderson

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: HOW IS ENERGY USEFUL TO SOCIETY?

In this unit, students will learn about some of the key ideas and concepts used by physicists to understand and explain energy. They will explore models used to understand light, heat, radioactivity, nuclear processes, and electricity. They will also apply these concepts to real-world issues such as communication, climate change, medical treatments, electrical safety, and Australia's energy needs.

Area of Study 1 - How are light and heat explained?
Area of Study 2 - How is energy from the nucleus utilised?
Area of Study 3 - How can electricity be used to transfer energy?

UNIT 2: HOW DOES PHYSICS HELP US TO UNDERSTAND THE WORLD?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

Area of Study 1 - How is motion understood?
Area of Study 2 - How does physics inform contemporary issues and applications in society?
Area of Study 3 - How do physicists investigate questions?

UNIT 3: HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

In this unit students study motion using Newton's laws, and explore the concept of fields to explain motion of objects. They compare gravitational, magnetic and electric fields and examine their importance in particle motion. The unit covers electricity production and delivery, as well as fields in particle accelerators.

Area of Study 1 - How do physicists explain motion in two dimensions?
Area of Study 2 - How do things move without contact?
Area of Study 3 - How are fields used in electricity generation?

UNIT 4: HOW HAVE CREATIVE IDEAS AND INVESTIGATION REVOLUTIONISED THINKING IN PHYSICS?

This unit explores the relationship between theory and experiment in generating models to explain natural phenomena. It examines monumental changes in thinking that have changed the course of how physicists understand and investigate the Universe. Students explore the limitations of wave theory in describing light behaviour and the re-imagination of matter using a wave model. They are challenged to think beyond their everyday experiences and imagine the relativistic world of length contraction and time dilation.

Area of Study 1 - How has understanding about the physical world changed?
Area of Study 2 - How is scientific inquiry used to investigate fields, motion or light?

CONTACT: Steven Pompe

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: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

Students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. They consider the complex nature of psychological development and the development of thoughts, feelings and behaviours.

Area of Study 1 - What influences psychological development?
Area of Study 2 - How are mental processes and behaviour influenced by the brain?
Area of Study 3 - How does contemporary psychology conduct and validate psychological research?

UNIT 2: HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

Area of Study 1 - How are people influenced to behave in particular ways?
Area of Study 2 -What influences a person's perception of the world?
Area of Study 3 - How do scientific investigations develop understanding of influences on perception and behaviour?

UNIT 3: HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?

Students investigate the nervous system and how it influences behaviour. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge.

Area of Study 1 - How does the nervous system enable psychological functioning?
Area of Study 2 - How do people learn and remember?

UNIT 4: HOW IS WELLBEING DEVELOPED AND MAINTAINED?

Students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach.

Area of Study 1 - How does sleep affect mental processes and behaviour?
Area of Study 2 - What influences mental wellbeing?
Area of Study 3 - How is scientific inquiry used to investigate mental processes and psychological functioning?

CONTACT: Sarah Mackenzie

TECHNOLOGY

YEAR 9
ELECTIVES:
Coding
Programming
World Foods
Baker's Bounty
Design & Technology - Wood
Design & Technology - Metal
STEM: Engineering Under Pressure
STEM: Rocket Wars
Clothing Design and Production
Soft Toy Design and Production

YEAR 10	Units 1 & 2	Units 3 & 4
Food Studies	Food Studies	Food Studies
	VET Hospitality	VET Hospitality
Design & Technology Wood	VET Building & Construction - Carpentry	VET Building & Construction - Carpentry
Design & Technology Metal	VET Automotive - Light Vehicle Mechanics	VET Automotive - Light Vehicle Mechanics
Systems Engineering	Systems Engineering	Systems Engineering
Applied Computing	Applied Computing	Applied Computing: Software Development
Design & Technology Textiles	VET Fashion - Apparel, Fashion & Textiles	VET Fashion - Apparel, Fashion & Textiles

YEAR 9 TECHNOLOGY ELECTIVES

Coding

Course Outline:
This course will engage and introduce students in a variety of coding activities using both block and console features of contemporary applications. Students will explore the different possible coding environments to solve process and computational problems using graphical tools. At the completion of the course students will be able to use common design patterns to implement the common constructs such as sequences, iterations and selections. Finally, students will be expected to demonstrate their coding skills by implementing a sequence of instructions to control a remotely controlled device.

Assessment:
- Design Tool Folio
- Coding Project Folio
- Demonstration of code-controlled device

Pathways:
- Applied Computing

Programming

Course Outline:
Students will develop skills visualising possible problem solutions and representing these solutions using a variety of standard thinking routines. Students will also have the opportunity to write programming solutions using a variety of programming applications and other devices such as programmatically controlled robots.

Assessment:
- Algorithmics Folio
- Coding Test Folio
- Problem Solving Tasks

Pathways:
- Applied Computing

World Foods

Course Outline:
Enjoy the cuisine of EUROPE without having to leave home! Every week we will cook food from different European countries, so if you like the sound of Dorset apple cake, Italian spaghetti, Spanish pizza then this is the unit for you.

Assessment:
- Work requirements follow the design plan process and include satisfactory participation in classes and completion of all bookwork.
- Students will be assessed on a practical design task completed throughout the term.

Pathways:
- Food Studies
- VET Hospitality

Baker's 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 muffins, apricot turnovers, cinnamon scrolls, brownies and Fettuccine Napolitana.

Assessment:
- Work requirements follow the design plan process and include satisfactory participation in classes and completion of all bookwork.
- Students will be assessed on a practical design task completed throughout the term.

Pathways:
- Food Studies
- VET Hospitality

Design & Technology - Wood

Course Outline:
The purpose of this course is to allow students to design, develop, produce and evaluate a design concept which could include projects similar to a pencil box. Students participate in the development, construction and evaluation of one major production piece and extension work on completion of the major product which could include further development of the major product or a second product as decided on by both student and teacher relative to time, material and ability.

Assessment:
- Investigation
- Generate designs
- Plan and management of production
- Production and final evaluation

Pathways:
- Design & Technology - Wood
- VET Building and Construction

Design & Technology - Metal

Course Outline:
This course allows students to experience and build a number of metalworking skills including sheet metal marking out, cutting methods, folding techniques, joining methods including riveting and spot welding, drilling and filing.

Assessment:
- Written folio which includes safety, design, drawing theory and metal production work.
- Production of two assessable metal projects with a design element

Pathways:
- Design & Technology - Metal
- VET Automotive

STEM: Engineering Under Pressure

Course Outline:
In this course, students will learn to think like engineers. They will apply key scientific concepts such as forces and geometry to consider the characteristics of different buildings & structures to design & build their own structure.

Assessment:
- Workbook
- Project identifying the parts, purpose and complexities of an object or system
- Design Folio explaining their ideas and solutions and the process of developing a prototype

Pathways:
- Systems Engineering

STEM: Rocket Wars

Course Outline:
In this course, students will learn how to design, build and launch their own solid fuel rocket. They will make their own flame resistant wadding and parachute recovery system. They will create a folio scaffolded by the STEM design cycle of brainstorm, define, research, design and create. Altimeters are used to track height, acceleration, speed and trajectory. This data is directly blue toothed to the student's device giving evidence for reflection and modification of chosen design solutions. The learning intention of this unit is to build student capacity to think deeply in a multidisciplinary context and apply their knowledge of this new and exciting context.

Assessment:
- Workbook
- Project identifying the parts, purpose and complexities of an object or system
- Design Folio explaining the process of developing a prototype

Pathways:
- Systems Engineering

Clothing Design & Production

Course Outline:
'Hoodies 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. Innovative design technologies will be used.

Assessment:
- Design folio to support design activities
- Production skills and making process
- Evaluation

Pathways:
- Design and Technologies - Textiles
- VET Fashion

Soft Toy Design & Production

Course Outline:
Small products made using fabrics and fibres are the focus of this unit. Designing and creating soft toys, comfort cushions and small accessories can be the focus of this Textiles design elective. Students will be encouraged to explore creative and innovative technologies to design and produce a unique range of quirky collectables.

Assessment:
- Design folio to support design activities
- Production of, at least, one product over the term
- Evaluation

Pathways:
- Design and Technologies - Textiles
- VET Fashion

Technology Electives Contact:
Fran Deutsher

Location:
Technology Building (ground floor & first floor)

YEAR 10 TECHNOLOGY SUBJECTS

FOOD STUDIES

Course Outline:
Year 10 Food Studies covers topics like food safety and hygiene, nutritional value of food, food preparation techniques, factors influencing food choices, and the impact of food on individuals and society. Students will also learn about food trends, technology advancements in food production, and the environmental impact of food choices.

Topics
- Food safety and hygiene
- Nutrition
- Food preparation
- Food science
- Food trends
- Food systems

Assessment
- Practical cookery
- Food technology projects
- Written reports
- Presentations
- End of semester exam

CONTACT: Sarah Jane

DESIGN & TECHNOLOGY - WOOD

Course Outline:
Design and Technologies - Wood has a high skills development focus whilst integrating the product design process as part of creating design solutions. Learning in Technologies involves developing designed solutions that take into consideration a range of factors, such as ethics, functionality, and sustainability, related to the identified need and that can be evaluated using identified criteria for success. It involves experimenting with technologies through drawing, modelling and the manipulation of materials.

Topics
- Safe use of tools and equipment
- Product design
- Working from plans
- Pattern making
- Manufacturing

Assessment
- Folio - product design process
- Product
- End of semester exam

CONTACT: Tom Ferguson

DESIGN & TECHNOLOGY - METAL

Course Outline:
Design and Technologies - Metal has a high skills development focus whilst integrating the product design process as part of creating design solutions. In an increasingly technological and complex world, it is important for students to develop knowledge and confidence to critically analyse and respond creatively to design challenges. Learning in Technologies involves developing designed solutions that take into consideration a range of factors, such as ethics, functionality, and sustainability, related to the identified need and that can be evaluated using identified criteria for success. It involves experimenting with technologies through drawing, modelling and the manipulation of materials.

Topics
- Safe use of tools and equipment
- Steel fabrication
- Working from plans
- Pattern making
- Welding and design

Assessment
- Folio - product design process
- Product
- End of semester exam

CONTACT: John Francis

SYSTEMS ENGINEERING

Course Outline:
Student focus on solving real world problem related to Science, Technology, Engineering & Mathematics (STEM). Students develop their creative and critical thinking skills through the application of computer modelling, 3D printing, laser cutting, coding and electronics. They develop both technical and non-technical skills with the aim to become self-directed learners.

Topics
- Digital design
- Microprocessors
- Sustainability
- Renewable energy

Assessment
- Report on renewable energy
- Prototyping a project
- Design a microprocessor system
- End of semester exam

CONTACT: Ben Hunt

APPLIED COMPUTING

Course Outline:
In Applied Computing, students are actively engaged in the processes of analysing problems and opportunities, designing, developing and evaluating digital solutions, and creating and sharing information that meets a range of current and future needs. This course will have a dual focus on data analytics and software development. With data analytics students will use a range of software applications (such as databases, spreadsheets and other data systems) to analyse, visualise and model salient aspects of data. The software development aspects of the course will aim to develop specific coding skills as well as developing standard thinking routines used to develop problem solutions or algorithms. Throughout the course students will be encouraged to evaluate their solutions and information systems in terms of risk, sustainability and potential for innovation. Hardware and software concepts/issues will also be covered in the course.

Topics
- Data and analytics
- Hardware and networking
- Programming

Assessment
- Networking, hardware and data structure research folio
- Folio of application tasks: spreadsheets, databases and other data repositories
- Folio of programming modules
- End of semester exam

CONTACT: Ben Hunt

DESIGN & TECHNOLOGY - TEXTILES

Course Outline:
This textiles (fibre based) specialisation explores a broad range of traditional, contemporary and emerging materials and design techniques, including an extensive use of new technologies, in the development of fabric based fashion, interior design items and toys. Students have access to a range of new and innovative technologies which support learning about designed solutions and processes whilst considering sustainability within the textiles industry. Students are encouraged to experiment with CAD, dye sublimation printing, digitised embroidery, laser cutting and 3D printing as part of their creating designed solutions. Creative and critical thinking are central to the design and technologies learning, all of which are documented through a folio process; theory and practical tasks.

Topics
- Factors that influence design
- Product design process
- Drawing techniques
- Production skills
- End-user feedback and evaluation

Assessment
- Folio - product design process
- Product
- End of semester exam

CONTACT: Fran Deutsher

VCE TECHNOLOGY SUBJECTS

FOOD STUDIES

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills, and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices. During this course of study students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems, and the many physical and social functions and roles of food. Students research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food, and critically evaluate information, marketing messages and new trends.

UNIT 1: FOOD ORIGINS

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world including the evolution of food/agriculture, Indigenous food and food from international cultures.

Area of Study 1 - Food around the world
Area of Study 2 - Food in Australia

UNIT 2: FOOD MAKERS

In this unit students investigate food systems in contemporary Australia. Students gain insight into the significance of food industries to the Australian economy and investigate how the food industry provides safe, high-quality food that meets the needs of consumers.

Area of Study 1 - Australia's food systems
Area of Study 2 - Food in the home

UNIT 3: FOOD IN DAILY LIFE

This unit investigates the many roles and everyday influences of food. Students explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. In addition, students focus on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness.

Area of Study 1 - The science of food
Area of Study 2 - Food choices, health and wellbeing

UNIT 4: FOOD ISSUES, CHALLENGES AND FUTURES

In this unit students examine debates about global and Australian food systems and describe key issues relating to the challenge of adequately feeding a rising world population. Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating, and consider how food selections and food choices can optimise human and planetary health.

Area of Study 1 - Navigating food information
Area of Study 2 - Environment and ethics

CONTACT: Sarah Jane

SYSTEMS ENGINEERING

VCE Systems Engineering involves the design, production, operation, evaluation and iteration of integrated systems, which mediate and control many aspects of human experience. This study can be applied to a diverse range of engineering fields such as manufacturing, transportation, automation, control technologies, mechanisms and mechatronics, electrotechnology, robotics, pneumatics, hydraulics, and energy management. VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the application of the systems engineering process. The study is based on integrated mechanical and electro technological engineered systems. The study provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. Students gain knowledge and understanding about technological systems and their applications.

UNIT 1: MECHANICAL SYSTEMS

Students learn about fundamental mechanical engineering principles and the components required when producing an operational system. Fundamental principles of how mechanisms and simple mechanical systems provide movement and mechanical advantage, and how the specific components of a system or an entire mechanical system can be represented diagrammatically are of focus.

Area of Study 1 - Mechanical system design

Area of Study 2 -.Producing and evaluating mechanical systems

UNIT 2: ELECTROTECHNOLOGICAL SYSTEMS

Students study fundamental electrotechnological engineering principles. The term 'electrotechnological' encompasses systems that include electrical/electronic circuitry including microelectronic circuits. Through the application of the systems engineering process, students create operational electrotechnological systems, which may also include mechanical components or electro-mechanical subsystems. Electrotechnology is a creative field that responds to, and drives rapid developments and change brought about through technological innovation.

Area of Study 1 - Electrotechnological systems design

Area of Study 2 - Producing and evaluating electrotechnological systems

UNIT 3: INTEGRATED AND CONTROLLED SYSTEMS DESIGN

Students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems.

Area of Study 1 - Integrated and controlled systems design

Area of Study 2 - Clean energy technologies

UNIT 4: SYSTEMS CONTROL

Students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts.

Area of Study 1 - Producing and evaluating integrated and controlled systems

Area of Study 2 - New and emerging technologies

CONTACT: Stephen Kuhn

APPLIED COMPUTING - APPLIED COMPUTING & SOFTWARE DEVELOPMENT

VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.
VCE Applied Computing is underpinned by four key concepts: digital systems, data and information, approaches to problem solving, and interactions and impact. This course of study provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently, effectively and innovatively when creating digital solutions.

UNIT 1: APPLIED COMPUTING
Students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.
Area of Study 1 - Data analysis
Area of Study 2 - Programming

UNIT 2: APPLIED COMPUTING
Students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.
Area of Study 1 - Innovative solutions
Area of Study 2 - Network security

UNIT 3: DATA ANALYTICS
Students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.
Area of Study 1 - Data analytics
Area of Study 2 - Data analytics: analysis and design

UNIT 4: DATA ANALYTICS
Students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.
Area of Study 1 - Data analytics: development and evaluation
Area of Study 2 - Cybersecurity: data and information security

CONTACT: Ben Hunt

VISUAL ARTS

YEAR 9
ELECTIVES:
Art: Ceramics & Sculpture
Art: Drawing
Art: Painting
Art: Photography & Digital Imaging
Art: Printmaking
Ceramics: Pottery
VCD: Architecture
VCD: Computer Assisted Design & Engineering
VCD: Graphic Design

YEAR 10	Units 1 & 2	Units 3 & 4
Art Creative Practice	Art Creative Practice	Art Creative Practice
Art Making & Exhibiting	Art Making & Exhibiting: Painting, Drawing & 3D OR Photography	Art Making & Exhibiting: Painting, Drawing & 3D OR Photography
Art Making & Exhibiting: Photography		
Media	Media	Media
Visual Communication Design	Visual Communication Design	Visual Communication Design

Please note: All VCE Visual Arts subjects require a folio. Due to workload, students wishing to undertake more than two 'folio based subjects' in Year 12 will need to gain approval.

Systems Engineering is also considered a 'folio based subject'.

Where students wish to complete more than one VCE folio subject it can be advantageous to apply to undertake one as a VCE subject in Year 10 in order to spread the workload. It is best not to choose your most preferred subject to undertake early.

Example: Simone considers Visual Communication to be her most important folio subject for her career pathway. She also has an interest in photography. Simone could undertake Art Making and Exhibiting: Photography as a VCE subject in Year 10 where she would gain valuable skills before commencing Visual Communication in Year 11.

Art Quick Comparison

	Art Creative Practice	Art Making and Exhibiting
	Artforms: Photography, Drawing, Painting, Printmaking, Ceramics, Sculpture, Digital Imagery, etc	
Prac 60%	Students explore across artforms and often combine them to communicate ideas, issues and personal responses.	Explore the characteristics of their chosen artform and become skilful in its application to create and exhibit artworks.
Theory 40%	Study current and historical artists' communication of ideas, issues and personal responses. Consider values, beliefs and traditions of cultures.	Study other artists' use of materials, techniques and processes. Explore how artworks are planned, created, exhibited and preserved.

YEAR 9 VISUAL ARTS ELECTIVES

Art: Ceramics & Sculpture

Course Outline:
Students will design and construct 3D artworks using clay with various construction and decoration techniques. Students combine basic clay modelling techniques, such as pinch and slab construction, to develop complex forms. Several creative themes will be explored to stimulate ideas for their artworks. Students will maintain a visual diary documenting study of sculptors, student planning, ideas, sketches and evaluations.

Assessment:
- Visual diary
- Folio of completed ceramic sculptures

Pathways:
- Art Making & Exhibiting

Art: Drawing

Course Outline:
This elective unit focuses on developing skills through observational drawing of various subject matter. Students gain experience and control with a number of traditional drawing materials and techniques while developing their own personal style. Students will maintain a visual diary documenting research of an artist as inspiration for drawing development and demonstrating development of skill and personal style.

Assessment:
- Visual diary
- A folio of finished drawings

Pathways:
- Art Creative Practice

Art: Painting

Course Outline:
Students explore a range of painting techniques and styles based on class interest. Topics may include watercolour, still life, pop art, landscape, portraits and stencil. Students record their development of painting skills, ideas and exploration of artists from a range of periods and cultures in a visual diary.

Assessment:
- Visual diary
- Production of final works

Pathways:
- Art Creative Practice

Art: Photography & Digital Imaging

Course Outline:
This elective unit will introduce students to photography and digital imaging as an art form. Students will gain experience producing and manipulating images in Photoshop as well as learning the basics of operating a digital SLR camera. Students will record their learning and explore the work of existing photographers using a visual diary

Assessment:
- Visual diary
- Finished photographic artworks

Pathways:
- Art Making & Exhibiting: Photography

Art: Printmaking

Course Outline:
Students revisit and expand on the lino printing process creating more elaborate artworks. Other advanced printing techniques explored may include screen printing, etching and mono prints. Students will take part in arranging their work, so it can be presented for an exhibition within the school. Students explore the work of professional printmakers to inform their own art practice which is documented in a visual diary.

Assessment:
- Visual diary
- Production of final works

Pathways:
- Art Creative Practice

Ceramics: Pottery

Course Outline:
Students will explore ceramic techniques to make functional pottery. Techniques such as Slip casting, Pottery, Wheel throwing and other moulding techniques will be used to create such things as cups, bowls, plates and vases. A major aspect of making functional pottery is the decoration of the surface of the pot. Students will explore and use various glazing techniques to create artistic designs. Students will also look at the pottery work of Ceramic artists for inspiration.

Assessment:
- Visual diary
- Folio of ceramic pottery

Pathways:
- Art Making & Exhibiting

VCD: Architecture

Course Outline:
This subject will focus on design for the built environment. Students will learn specific skills in perspective drawing and architectural rendering as well as the construction and dimensioning of house plans. They will also develop computer aided design models and renderings of Architectural spaces.

Assessment:
- Production of manual perspective drawings
- Analysis of an existing space
- Architectural design process
- Architectural plan production
- Computer aided modelling and rendering

Pathways:
- Visual Communication Design

VCD: Computer Assisted Design & Engineering

Course Outline:
Students produce two and three dimensional engineering drawings and develop simple functional objects in response to a design problem. Students use Computer Aided Models with laser cutting and 3D printing fabrication techniques to test and evaluate their designs. Students explore Digital manufacturing techniques.

Assessment:
- Research task
- Formal drawings
- Object design process
- Object plan production
- Computer aided design

Pathways:
- Visual Communication Design

VCD: Graphic Design

Course Outline:
This subject will focus on manual drawing and computer based design skills. Students will complete a range of visual communications that may include the development of a new logo for a music app and a uniform for a club team or group. Students will explore the ways in which designers communicate using imagery.

Assessment:
- Folio of design work
- Written analysis of graphic design samples
- Final presentation/s

Pathways:
- Visual Communication Design

Arts Elective Contact:
Louisa West

Location:
Technology building (first floor)

YEAR 10 VISUAL ARTS SUBJECTS

ART CREATIVE PRACTICE

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.

Topics
- Drawing and washes
- Acrylic painting
- Printmaking
- Visual analysis

Assessment
- A folio of work using various mediums: drawing, painting and printmaking
- Visual diary, documenting ideas and the creative art process
- Art analysis of specific artists, essay
- End of semester exam

CONTACT: Kaitlyn Fry

ART MAKING & EXHIBITING

Course Outline:
In this unit, students use drawing techniques to develop ideas for making 3D artworks. Students apply construction techniques with ceramics and various other materials (plaster, papier mache, wire, plastics) to create finished artworks. Through observation, drawing and experimentation, students will develop their own ideas in response to different creative topics. Students will research and discuss how other artists, past and present, have developed ideas and used materials in their sculptures.

Topics
- Ceramic shoe sculpture
- Surreal artwork
- Abstract sculpture
- Visual analysis

Assessment
- Finished artworks
- Visual diary of ideas and the creative art process
- Artist research project and artwork analysis
- End of semester exam

CONTACT: Kaitlyn Fry

ART MAKING & EXHIBITING - 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. Each topic will require students to learn about photography by planning and taking photos and then processing, printing and presenting their images.

Topics
- Camera basics, including manual SLR camera use, exposure, lighting effects, lenses.
- The art of photography, including composition, camera angle, depth of field, lighting techniques, exposure and exploring subject matter, genres (styles) of photography
- Digital image development: using Photoshop to create interesting effects with your images
- Analysis of photographic artworks

Assessment
- Photography folio
- Visual diary of ideas and the design process
- Visual analysis
- End of semester exam

CONTACT: Kaitlyn Fry

MEDIA

Course Outline:
The course covers both theory and practical work. Students are taught to plan shot sequences (storyboard), film (shot composition) and edit the product.

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

Topics
- Camera work and shot composition.
- One camera approach
- Editing

Assessment
- Two assignments
- Participation in practical work and theory
- End of semester exam

CONTACT: Jamie Greenwood

VISUAL COMMUNICATION DESIGN

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

Topics
- Technical drawing
- Rendering skills
- Design thinking and analysis
- Major design task

Assessment
- Folio of technical drawings
- Folio of rendering exercises
- Written analysis through annotation and structured question and answer
- End of semester exam

CONTACT: Kaitlyn Fry

VCE VISUAL ARTS SUBJECTS

ART CREATIVE PRACTICE

In Art Creative Practice, students engage in their own art practice with a variety of art forms including drawing, painting, printmaking, mixed media and ceramics, developing their own critical and creative thinking skills. Students use inquiry-based learning to explore their own ideas and personal responses in their practical work while developing their research and analysis skills in responding to the artworks of others. Students learn about the role of art in contemporary society as well as exploring its role in historical cultures and societies. Students learn practical and theoretical skills to enable them to follow pathways into tertiary art education and art-related careers.

UNIT 1: INTERPRETING ARTWORKS AND EXPLORING THE CREATIVE PRACTICE

In this unit, students use experiential learning to explore areas of personal interest to develop a series of visual responses in a range of materials and techniques including drawing and painting. They experiment with and develop skills in these artforms while developing their own style and practice. They also examine how artists communicate ideas and meanings in their artworks.

Area of Study 1 - Artists, artworks and audiences
Area of Study 2 - The creative practice
Area of Study 3 - Documenting and reflecting on the creative practice

UNIT 2: INTERPRETING ARTWORKS AND DEVELOPING THE CREATIVE PRACTICE

In this unit, students use the creative practice to make and present artworks that communicate their own ideas in response to historical and contemporary culture. Students continue to explore a range of art forms including painting, printmaking, and ceramics. Students use Inquiry learning to explore the artistic and collaborative practices of artists while learning about how culture is reflected in artworks.

Area of Study 1 - The artist, society and culture
Area of Study 2 - The collaborative creative practice
Area of Study 3 - Documentation of collaboration using the creative practice

UNIT 3: INVESTIGATION, IDEAS, ARTWORKS AND THE CREATIVE PRACTICE

In this unit, students use inquiry and project-based learning to develop their own body of work based on their own areas of interest. Students select materials and techniques to explore while communicating their own meanings and messages. Students research selected artists as inspiration and produce artworks in response to their chosen artists.

Area of Study 1 - Investigation and presentation
Area of Study 2 - Personal investigation using the creative practice

UNIT 4: INTERPRETING RESOLVING AND PRESENTING THE CREATIVE PRACTICE

In this unit, students continue working on their own body of work, reflecting on feedback to further refine and resolve their ideas in their artworks. They further develop their skills and practice in their chosen artform. They also examine how artworks can contain different aspects and layers of meaning and compare the different meanings and messages in artworks.

Area of Study 1 - Documentation and critique of the creative practice
Area of Study 2 - Resolution and presentation of a body of work
Area of Study 3 - Comparison of artists, their practice and their artworks

CONTACT: Kaitlyn Fry

ART MAKING & EXHIBITING

Photography students study digital SLR photography, lighting, image processing, and analogue / darkroom processes. Painting and Drawing students study painting, drawing, ceramics and printmaking
Students use inquiry learning to explore, develop, and refine their use of chosen materials and techniques. Students will also learn how artworks are displayed and exhibitions are curated, visiting and viewing exhibitions and displays.

UNIT 1: EXPLORE, EXPAND, AND INVESTIGATE
Students explore different techniques and processes to build their understanding of different materials. They learn about the historical development of specific art forms and investigate how different artists have used materials, techniques, and processes in their artworks and present a proposed exhibition.
Area of Study 1 - Explore – materials, techniques and art forms
Area of Study 2 - Expand – make, present and reflect
Area of Study 3 - Investigate – research and present

UNIT 2: UNDERSTAND, DEVELOP, AND RESOLVE
Students continue to build their skills in materials and techniques relevant to their own interest. They manipulate art elements, principles, and aesthetic qualities to make artworks in response to a theme. They visit an exhibition and design their own thematic exhibition.
Area of Study 1 - Understand – ideas, artworks and exhibition
Area of Study 2 - Develop – theme, aesthetic qualities and style
Area of Study 3 - Resolve – ideas, subject matter and style

UNIT 3: COLLECT, EXTEND, AND CONNECT
Students focus on the development of their own ideas, they research artists and record their ideas and artmaking in a Visual Arts journal (folio). They make and present artworks and learn to respond to feedback. Students also learn about the role of the curator and how exhibitions are prepared and displayed.
Area of Study 1 - Collect – inspirations, influences and images
Area of Study 2 - Extend – make, critique and reflect
Area of Study 3 - Connect – curate, design and propose

UNIT 4: CONSOLIDATE, PRESENT, AND CONSERVE
Students continue to develop their own artmaking in their chosen artform. They research the connections between specific artists and their own artworks. Students visit exhibitions and learn about how artworks are conserved.
Area of Study 1 - Consolidate – refine and resolve
Area of Study 2 - Present – plan and critique
Area of Study 3 - Conserve – present and care

CONTACT: Scott Haskins

Please note: Art Making and Exhibiting appears twice in the subject selection software because students specialise in photography **or** painting and drawing. Students can only choose one of these options.

MEDIA

Students take an analytical and creative approach to studying various forms of media including 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: MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES
Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.
Area of Study 1 - Media representations
Area of Study 2 - Media forms in production
Area of Study 3 - Australian stories

UNIT 2: NARRATIVE ACROSS MEDIA FORMS
Students further develop an understanding of narrative and analyse the influence of developments in media technologies. Students undertake production activities to design and create narratives through media.
Area of Study 1 - Narrative, style and genre
Area of Study 2 - Narratives in production
Area of Study 3 - Media and change

UNIT 3: MEDIA NARRATIVES, CONTEXTS AND PRE-PRODUCTION
Students will study two films and learn how to analyse the various components. Students will devise a project of their own and design a plan for it. While doing this students will gain the appropriate technical expertise to complete their project in Unit 4.
Area of Study 1 - Narratives and their contexts
Area of Study 2 - Research, development and experimentation
Area of Study 3 - Pre-production planning

UNIT 4: MEDIA PRODUCTION; AGENCY AND CONTROL IN AND OF THE MEDIA
Students will complete the production and post-production stages of the project they commenced in unit 3. They will examine how much control the media has over an audience and whether an audience can exert control over global media corporations.
Area of Study 1 - Media production
Area of Study 2 - Agency and control in the media

CONTACT: Jamie Greenwood

VISUAL COMMUNICATION 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, architectural, interior, landscape, fashion, web and UX are some examples. Students work through practical projects to develop drawing, illustration and presentation skills, including the use of digital techniques and processes. Students learn how to define a design problem and develop human centred design solutions.

UNIT 1: FINDING AND REFRAMING DESIGN PROBLEMS

Students work through graphic and product design tasks. Students consider the impact of design on society including the ways in which design problems are researched and defined. They examine notions of 'good design' and how these have changed over time.

Area of Study 1 - Reframing design problems
Area of Study 2 - Solving communication design problems
Area of Study 3 - Design's influence and influences on design

UNIT 2: DESIGN CONTEXTS AND CONNECTIONS

Students undertake the design process through architecture and UX (interactive digital) design tasks. Students consider the integration of modern and historical architecture, they explore cultural ownership and intellectual property.

Area of Study 1 - Design, place and time
Area of Study 2 - Cultural ownership and design
Area of Study 3 - Designing interactive experiences

UNIT 3: VISUAL COMMUNICATION IN DESIGN PRACTICE

Students investigate how and where contemporary designers work and experiment with the processes they use. They analyse the practical and aesthetic decisions made by designers in developing design solutions. Finally they identify a design problem and develop a broad range of possible solutions.

Area of Study 1 - Professional design practice
Area of Study 2 - Design analysis
Area of Study 3 - Defining problems and developing ideas

UNIT 4: DELIVERING DESIGN SOLUTIONS

Continuing from Unit 3 students evaluate and develop their ideas into effective design solutions. They evaluate these designs and refine them to produce final presentations which they present to the class.

Area of Study 1 - Refining and resolving design concepts
Area of Study 2 - Presenting design solutions

CONTACT: Jack Marshall