Year 7 - 12 Curriculum Handbook
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The information contained in this publication is correct at the time of printing but may be subject to change.

Students and parents are advised to refer to the school website www.caseygrammar.vic.edu.au for the most recent updates, prior to making subject selections.

Please keep this handbook as a useful curriculum reference for Years 7 - 12.
Introduction

The Curriculum Handbook

The purpose of this handbook is to provide parents and students with information about the full range of learning opportunities available to students as they progress through the secondary school at Casey Grammar. It contains information about the subject options available at each year level, including subject details, units of study, assessment and homework expectations. It also provides a useful snapshot of the Year 7-12 learning journey at CGS.

The curriculum outlined within these pages reflects the School's firm belief that providing students with a rich, relevant and diverse curriculum is the best way to equip them with the knowledge, understanding, skills and values they require to succeed in a rapidly changing and complex global world.

Each part of the program is designed around a number of guiding principles and ideas:

- Learning is lifelong
- The starting point for learning is a positive ethos and climate of respect and trust across the school community - this includes high expectations for all
- Curriculum programs build skills, attributes and knowledge for future learning, life and work in the 21st century
- Programs should be flexible enough to cater for the unique educational needs of students at each stage of schooling - this includes opportunities for learning beyond subject boundaries as well as enhancement and extension activities
- Learning is an active and dynamic process
- All students can learn and experience success
- Literacy is the foundation of learning

The Australian Curriculum is incorporated through the AusVELS framework.

The curriculum program at Casey Grammar is well-supported by technology (ICT) which is used extensively by students and teachers. Our curriculum resources include a well-stocked Learning Centre and purpose-built, fully equipped, facilities such as the Performing Arts Centre, the Science building and the new VCE Centre.

For further information about the School's 7-12 curriculum please contact Julie Squires, Head of Teaching and Learning.
Home Study

At Casey Grammar School students are expected to take appropriate responsibility for their learning and this includes a well-managed home study routine.

At each level we encourage students to organise their time around a Study Session of concentrated, uninterrupted application several times a week. In each session students should have a number of things they set themselves to achieve.

Homework may include:

- Assigned homework exercises
- Practising skills
- Reading - as one of the most vital skills for language development and building personal learning skills students are expected to read widely at home
- Independent research
- Preparatory work for class activities
- Reviewing work - students must develop a routine of regular review as tests and exams form a substantial percentage of each term’s results.
- Summarising class notes to reflect on learning is crucial for learning success
- Individual inquiry and creative pursuits to build lifelong learning skills

At Secondary School the benefits of homework are well supported by research. The homework areas outlined above show there is never a reason for students to say, “No home study tonight!” Nor is there a reason for students to miss deadlines as the school provides many opportunities for students to catch up during lunch time and after school.

At Casey Grammar we work hard to ensure teachers set effective and achievable homework. Parents need to be aware that sometimes a student who appears to have ‘too much’ homework might actually be working on material that should have been completed during class time. In such situations a review of the student’s learning behaviours will take place in conjunction with the class teacher.

Suggested Home Study Sessions

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Study Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>10 x 30 minutes</td>
</tr>
<tr>
<td>Year 8</td>
<td>14 x 30 minutes</td>
</tr>
<tr>
<td>Year 9</td>
<td>12 x 45 minutes</td>
</tr>
<tr>
<td>Year 10</td>
<td>14 x 45 minutes</td>
</tr>
<tr>
<td>Year 11</td>
<td>15 x 50 minutes</td>
</tr>
<tr>
<td>Year 12</td>
<td>21 x 50 minutes</td>
</tr>
</tbody>
</table>
Year 7 Curriculum

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Year 7 Overview

Introduction

The curriculum at Year 7 incorporates both the Australian Curriculum and the Victorian Essential Learning Standards. It is organised around the traditional disciplines to ensure all students are exposed to a core ‘foundation’ curriculum. Each subject area includes a focus on interpersonal development and personal learning, as well as thinking and communication skills across the curriculum.

The learning program is designed to foster spiritual, intellectual, physical and social development in each student through participation in programs of study and other activities appropriate to their diverse needs, abilities and aspirations. Consequently, the Year 7 curriculum incorporates programs which seek to build the skills required for the successful transition into secondary school.

Students at Year 7 study a curriculum which provides a strong foundation for future academic studies.

Programs are provided in the following areas:

- English
- Humanities (History and Geography)
- Integrated Studies
- Mathematics
- Science
- Languages (French)
- Visual Arts
- Performing Arts
- Health and Physical Education
- Product Design and Technology
- Information and Communications Technology (ICT)
- Religious Education

Students may also work on integrated units of study which will cover knowledge and skills across several domains.
Curriculum Map

### Core Subjects
- Compulsory
  - English
  - Mathematics
  - Humanities
  - Science
  - Health and Physical Education
  - Religion
  - Language: French
  - Information and Communication Technologies (ICT)

### Electives
- Semester Based
  - Performing Arts
    - Drama
    - Music
  - Visual Arts
    - Art
    - Visual Communication and Design (VCD)
  - Specialist Areas
    - Product Design and Technology (subject to staffing constraints from year to year)
    - Integrated Studies

### Personal and Social Development Programs
- Enrichment
  - ‘Power of One’ Lunchtime Activities
  - Sport
  - Year 7 Camp
  - Student Leadership Team
  - Reach Foundation Workshops
  - House Activities
- Pastoral Care
  - Habits of Mind
  - Thinking Tools
  - Values Education
  - Study Skills
  - Teamwork
  - Time Management
  - Personal Health
  - Relationships
  - Research Skills

The final subject offerings are subject to sufficient student demand, availability of teaching staff and any resource and timetabling constraints.
Year 7
Core Subjects

English

The course is structured around the key dimensions of reading, writing, speaking and listening. Reading involves understanding, interpreting, reflecting upon, and enjoying written and visual, print and non-print texts. Writing refers to the active process of conceiving, planning, composing, editing and publishing fiction and non-fiction texts. Speaking and listening refers to the various formal and informal ways oral language is used to convey and receive meaning.

Course content is approached thematically and covers the dimensions in a way which incorporates topics which are relevant to or expand students’ interests and horizons and develops their language skills. Various text types are examined, discussed and analysed. Students realise that texts are created for multiple purposes and audiences in a range of contexts. Students explore the power of language and develop strategies to improve their communication skills including planning, drafting, reviewing, rehearsing and editing.

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Exploring the essential elements of a novel</td>
<td>• Text response essay</td>
</tr>
<tr>
<td>• Exploring the key features of persuasive writing</td>
<td>• Oral presentation</td>
</tr>
<tr>
<td>• Exploring cinematography and film</td>
<td>• Journal writing</td>
</tr>
<tr>
<td>• Exploring poetry, children’s literature and political cartoons</td>
<td>• Persuasive writing</td>
</tr>
<tr>
<td></td>
<td>• Create a picture book for children</td>
</tr>
</tbody>
</table>

Additional Information

• Reading for pleasure
• Author visits and writing workshops
Mathematics

In Year 7 Mathematics, students still require active experiences that allow them to construct key mathematical ideas, but also gradually move to using models, pictures and algebraic symbols to represent these ideas.

The curriculum develops key understandings by extending the number, measurement, geometric and statistical learning from the early levels; by building foundations for future studies through an emphasis on patterns that lead to generalisations; by describing relationships from data collected and represented; by making predictions; and by extending topics that represent a key challenge in these levels, such as fractions and decimals.

In these levels of schooling, it is particularly important for students to develop a deep understanding of whole numbers to build reasoning and to strengthen their understanding of place value. These concepts allow students to develop proportional reasoning and flexibility with number through mental computation skills, and to extend their number sense and statistical fluency.

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Whole numbers and number patterns</td>
<td>• Topic tests</td>
</tr>
<tr>
<td>• Geometry</td>
<td>• Assignments</td>
</tr>
<tr>
<td>• Fractions, percentages and decimals</td>
<td>• Problem solving</td>
</tr>
<tr>
<td>• Algebra and equations</td>
<td></td>
</tr>
<tr>
<td>• Measurement</td>
<td></td>
</tr>
<tr>
<td>• Using basic probability and statistics</td>
<td></td>
</tr>
<tr>
<td>• Shapes and transformations</td>
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</tbody>
</table>

Additional Information

Students undertake both a Maths Mate homework program and the Mathletics program that run parallel to the conventional course. These programs encourage students to constantly improve and consolidate their overall mathematical skills on a weekly basis.

Each student is also assessed on an individual basis for extension or remedial mathematics where necessary and individual learning programs are implemented as required.
Year 7
Core Subjects

Humanities

Geography

In Year 7 Geography students will investigate two units of study: ‘Water in the world’ and ‘Place and liveability’.

Water in the world will focus on water as a resource; the ways it is perceived and valued, its different forms, as well as the impact of floods and drought. This will be explored using studies drawn from Australia and a variety of countries around the world.

Place and liveability focuses on the concept of place through an investigation of liveability. Students will examine why people choose certain places to live and analyse the impact that the movement of people has on liveability. The liveability of places is investigated using studies drawn from Australia and Europe.

The key inquiry questions for Year 7 are:

- How do people’s reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Water in the world</td>
</tr>
<tr>
<td>- Place and liveability</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Research assignments</td>
</tr>
<tr>
<td>- Mapping tasks</td>
</tr>
<tr>
<td>- Class tests</td>
</tr>
<tr>
<td>- Source analysis</td>
</tr>
<tr>
<td>- Note taking</td>
</tr>
</tbody>
</table>
History

In Year 7 History students will study history from the time of the earliest human communities to the end of the ancient period. The study of the ancient world includes the discoveries and the mysteries about this period of history, in a range of societies including Australia, Greece and India. The content provides opportunities for students to develop historical understanding through key concepts.

The key enquiry questions for Year 7 History are:

• How do we know about the ancient past?
• Why and where did the earliest societies develop?
• What emerged as the defining characteristics of ancient societies?
• What have been the legacies of ancient societies?

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigating the ancient past</td>
<td>Source analysis</td>
</tr>
<tr>
<td>The Mediterranean World: Greece</td>
<td>Research tasks</td>
</tr>
<tr>
<td>The Asian World: India</td>
<td>Timelines</td>
</tr>
<tr>
<td>Source analysis</td>
<td>Note taking</td>
</tr>
<tr>
<td>Research tasks</td>
<td>Mapping</td>
</tr>
<tr>
<td>Timelines</td>
<td>Class tests</td>
</tr>
</tbody>
</table>
Year 7
Core Subjects

Science

The Year 7 Science course is designed to provide students with a basic understanding in the following key areas of Science:

- Biological Science
- Physical Science
- Chemical Science
- Earth and Space Science

Material covered at this level of the course is designed to fascinate and engage adolescent learners whilst encouraging curiosity in the world around them and towards everyday scientific applications. The course is also designed to prepare students with solid background knowledge in preparation for the study of Science in their senior years. They are encouraged to begin developing skills to identify and construct questions and problems that they can investigate scientifically. They begin to plan experiments whilst identifying variables to be changed, measured and controlled. Students are encouraged to actively use appropriate scientific language and representations to communicate science ideas, methods and findings.

Additional Information

Students will be given the opportunity to take part in The National Chemistry Quiz, The University of New South Wales Science In Schools Competition and undertake a fieldwork excursion.
Health and Physical Education

Unless students are healthy in mind and body, they cannot perform adequately in any learning area. Health and Physical Education teaches students how to enhance their own and others’ health, safety, wellbeing and physical activity participation in varied and changing contexts. It offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active. At Year 7, this core subject will consist of seven periods per cycle; one period of Health, two periods of Sport Education, and four periods of Physical Education.

The Year 7 curriculum supports students to refine a range of specialised knowledge and skills in relation to their health, safety and wellbeing, whilst further developing confidence and movement competence in more complex skills in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer skills and concepts across a variety of physical activities. Students explore the important role that games and sports, outdoor recreation, lifelong physical activities and rhythmic and expressive movement activities play in shaping cultures and identities. They also reflect on and refine a range of personal and social skills as they participate in a range of physical activities.

Additional Information

Because of the school’s firm belief in the importance of physical activity participation in this subject is compulsory. Students are only excused from activities with a signed note from a parent or a medical certificate for any ongoing issues. For many injuries, there is often a modified activity that students will be able to participate in to ensure they are gaining something meaningful from their time in the subject.
Religion

In their Religious Education studies, Year 7 students explore their communities and examine their individual roles within their communities. This will enable students to gain a sense of belonging and identity. Students will explore the significance of Jesus by examining his early life, ministry, death and resurrection. A particular focus will be on his teachings and how they relate to our lives today. The unit ‘Faith in Action’ allows students to study people in history who have used their faith to inspire others, as well as their own actions. Finally, students will study other cultures through the unit on World Religions. They will examine the importance of religion to different societies and explore the values within each religion.

Units of Study / Topics

- Communities
- Jesus
- Faith in action
- World religions

Assessment

Students will be expected to complete an assessment task for each unit studied.

- Poster
- Role play
- Research task
- PowerPoint presentation
Language

French

In learning a Language Other Than English students develop communication skills and knowledge, and come to understand social, historical, familial and other aspects of the specific language and culture of the speakers of the language they are studying. Language learning contributes to the development of inter-culturally aware citizens.

The course is structured around the knowledge, understandings and skills required to communicate in French, to be aware of language as a system and to gain cultural insights. Course content is centred on themes relating to everyday language use, covering topics relevant to the students’ own language needs. Topics include greetings, introductions, school life, family and friends, leisure activities, weather, time, food, shopping – all the language of the students’ own world.

Units of Study / Topics

• Bienvenue! (Welcome!)
• La Famille (Family)
• Au Collège (School Life)
• French poetry

Assessment

• Regular tests of speaking, listening, reading and writing to monitor student progress and thus influence style and pace of teaching
• Completion of workbook exercises
• Cultural projects and assignments
• Participation in group and individual activities
• Peer/self-assessment

Home Study

Students are expected to complete regular homework in French, including vocabulary revision on a nightly basis.

Regular written homework will also be set by the teacher, and students are encouraged to access Internet websites listed on Moodle to increase their understanding of the French language and awareness of French culture.
Year 7
Core Subjects

Information and Communication Technologies (ICT)

At Year 7, students become more proficient in the use of ICT for the purposes of sharing knowledge and acquiring information. They use ICT to visualise their thinking in order to make sense of ideas, concepts and issues from all areas, and to reflect on their learning.

Students progress by devising planned approaches to problem solving. Students use a wider range of ICT tools, techniques and functions to support their thinking processes, to model systems, to solve problems and to create information products for a variety of purposes. They use the equipment’s operating system and software functions to manage their files.

Students become more proficient in the use of Internet research tools to locate and download information from a range of sources, and they judge the quality of information, based on set criteria. They conform to accepted codes of practice when using ICT, and discuss the consequences of ICT use in a range of environments and contexts in the community. Students create and maintain digital evidence of their learning in all domains, the evidence showing the progress made in applying ICT knowledge and skills.

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Microsoft Office Suite</td>
<td>• Portfolio and online based</td>
</tr>
<tr>
<td>• History of computing</td>
<td>• Team based tasks</td>
</tr>
<tr>
<td>• Research projects</td>
<td>• Assignments and investigations</td>
</tr>
<tr>
<td>• Video editing</td>
<td></td>
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</tbody>
</table>
Drama

Students are introduced to the basics of drama and performance. Through improvisation, students gain confidence in performance and public speaking, using their expressive skills to create role and character. Within groups students participate in a number of improvised and scripted performances. Students are also introduced to several theatrical styles and genres. This subject involves:

- Characterisation
- Improvisation
- Scripting
- Style/genre
- Performance in different cultures

Music

All students study Music for one semester in Year 7. Throughout the semester, they learn about the different elements of music focusing on Rhythm, Melody and Instrumentation. Students also listen to and analyse works from a range of styles, developing an appreciation and understanding of music.

- Rhythm
- Instruments of the orchestra
- Melody
- The elements of music
- Film music

Assessment

- Writing folio
- Written project
- Improvised and scripted performances

Assessment

- Practical assessments
- Topic tests
- Listening analysis
- Project
Year 7 Electives

Visual Arts

Art

Within guidelines provided by the teacher, students use a variety of starting points to develop their own artworks in both two and three-dimensional areas of study. Students explore and manipulate art elements and principles as well as using their own experiences, feelings and direct observations to find solutions to art problems. Learning to use a variety of skills, techniques and processes allows the students to choose appropriate techniques for a range of traditional and non-traditional art forms. Students research, discuss and write about their own art works and the works of both traditional and contemporary artists. When making and discussing art works students are encouraged to use appropriate terminology.

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clay building techniques</td>
<td>• Knowledge of other artists</td>
</tr>
<tr>
<td>• Research assignment on famous five artists</td>
<td>• Written art analysis</td>
</tr>
<tr>
<td>• Animal habitat drawing</td>
<td>• Knowledge of art terms</td>
</tr>
<tr>
<td></td>
<td>• Building technique with clay</td>
</tr>
<tr>
<td></td>
<td>• Drawing skill</td>
</tr>
<tr>
<td></td>
<td>• Level of control with media</td>
</tr>
</tbody>
</table>
Visual Communication and Design (VCD)

Students will be introduced to both two-dimensional and three-dimensional drawing systems and will learn to recognise and interpret both drawing styles. Freehand drawing and instrumental drawing skills will be introduced and students will learn to render using tone to enhance three-dimensional form. They will:

- Use a range of media including paper, pencils, markers and digital media
- Learn the basics of Adobe Photoshop to make creative design solutions for their own visual communication
- Learn basic terminology to analyse simple communications

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Learning design elements and principles</td>
<td>- Drawing skills</td>
</tr>
<tr>
<td>- Creative type and logo design</td>
<td>- Instrumental drawing techniques</td>
</tr>
<tr>
<td>- Instrumental drawing</td>
<td>- Use of media and digital media</td>
</tr>
<tr>
<td>- Advertisement layout</td>
<td>- Neatness and presentation</td>
</tr>
<tr>
<td></td>
<td>- Critical Analysis of design elements</td>
</tr>
<tr>
<td></td>
<td>- Knowledge of design terms</td>
</tr>
<tr>
<td></td>
<td>- Development of ideas</td>
</tr>
</tbody>
</table>
Year 7
Electives

Specialist Areas

Product Design and Technology

These units explore the hand tools that are used in Technology. It looks at their correct use and safe handling. Particular attention will be given to the tools and their correct names to familiarise students with the language of the subject.

The second focus is on developing skills in creating and making 3D projects. Students will be given a base design project and expected to make appropriate changes to both appearance and construction method. Students are introduced to a range of materials: wood, metals, plastics and paper. They will examine the characteristics of these materials to determine the most appropriate to use.

The final section of the course involves self-evaluation of their work.

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Investigation and design</td>
<td>• Theory component including a sketchbook containing research, a design brief, visualisation drawings and evaluation</td>
</tr>
<tr>
<td>• Production and evaluation</td>
<td>• Practical component including a number of small projects assessed on design and level of finish</td>
</tr>
<tr>
<td>• Projects such as: toilet roll holder, duck letter holder, serviette holder and cheese board</td>
<td></td>
</tr>
</tbody>
</table>

Product Design and Technology

- Investigation and design
- Production and evaluation
- Projects such as: toilet roll holder, duck letter holder, serviette holder and cheese board

Assessment

- Theory component including a sketchbook containing research, a design brief, visualisation drawings and evaluation
- Practical component including a number of small projects assessed on design and level of finish
Integrated Studies

Integrated Studies is about developing 21st Century skills. It blends various subject disciplines together in a meaningful way, including English, Humanities and Science, so that students gain a depth and breadth of understanding that goes beyond individual subject knowledge. Units of work are centred on a problem-solving or ‘real world’ project designed to help students understand the interconnectedness of different disciplines. This holistic approach fosters the 21st Century skills students need to make sense of a complex global world.

Each unit focuses on developing ‘the 4Cs’ of:

- Critical thinking
- Communication
- Collaboration and creativity

### Units of Study / Topics

- Wisdom, wit and the world
- The science of apples
  (Topics may vary)

### Assessment

- Student portfolio
Year 8 Curriculum

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Year 8 Overview

Introduction

The curriculum at Year 8 is organised around the traditional disciplines to ensure all students continue to be exposed to a core curriculum. At this level there is also an emphasis on ‘learning to learn’ activities to build independent learning skills. Each subject area continues to incorporate interpersonal development and personal learning, as well as thinking and communication skills.

While students at this level are still building the foundation skills required for future studies our curriculum provides programs of study and other activities appropriate to the diverse needs, abilities and aspirations of Year 8 students. One such program is the Year 8 IMAGINE program: a ‘hands on’ subject which offers a range of practical activities each year.

Students at Year 8 continue to study a curriculum which provides a strong foundation for future academic studies. Programs are provided in the following areas:

- English
- Humanities (History and Geography)
- Mathematics
- Science
- Languages (French)
- Visual Arts
- Performing Arts
- Health and Physical Education
- Information and Communications Technology (ICT)
- Religious Education
- Product Design and Technology

Students may also work on practical units of study in the IMAGINE Program: textiles, design, dance and movement, sport, kitchen science, solar cars and games.
## Curriculum Map

### Year 8 Foundation Sequence of Schooling

<table>
<thead>
<tr>
<th>Core Subjects</th>
<th>Electives</th>
<th>Personal and Social Development Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory</td>
<td>Semester Based</td>
<td>Enrichment</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>‘Power of One’</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Information and</td>
<td>Lunchtime Activities</td>
</tr>
<tr>
<td>Humanities</td>
<td>Communication</td>
<td>Sport</td>
</tr>
<tr>
<td>Science</td>
<td>Technologies (ICT)</td>
<td>Student Leadership Team</td>
</tr>
<tr>
<td>Health and Physical</td>
<td>Performing Arts</td>
<td>Reach Foundation</td>
</tr>
<tr>
<td>Education</td>
<td>• Drama</td>
<td>Workshops</td>
</tr>
<tr>
<td>Religion</td>
<td>• Music</td>
<td>House Activities</td>
</tr>
<tr>
<td>Language: French</td>
<td>Visual Arts</td>
<td></td>
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<tr>
<td></td>
<td>• Art</td>
<td></td>
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<td></td>
<td>• Visual Communication</td>
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<td></td>
<td>and Design (VCD)</td>
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<td></td>
<td>Specialist Areas</td>
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<td></td>
<td>• Product Design and</td>
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<td>Technology (subject to</td>
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<td></td>
<td>staffing constraints</td>
<td></td>
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<td></td>
<td>from year to year)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• IMAGINE Program</td>
<td></td>
</tr>
</tbody>
</table>

- **Pastoral Care**
  - Habits of Mind
  - Thinking Tools
  - Values Education
  - Study Skills
  - Teamwork
  - Time Management
  - Personal Health
  - Relationships
  - Research Skills

The final subject offerings are subject to sufficient student demand, availability of teaching staff and any resource and timetabling constraints.
English

The course is structured around the key dimensions of reading, writing, speaking and listening. Reading involves understanding, interpreting, reflecting upon, and enjoying written and visual, print and non-print texts. Writing refers to the active process of conceiving, planning, composing, editing and publishing fiction and non-fiction texts. Speaking and listening refers to the various formal and informal ways oral language is used to convey and receive meaning.

Course content is approached thematically and covers the dimensions in a way which incorporates topics which are relevant to or expand students’ interests and horizons and develops their language skills. Various text types are examined, discussed and analysed. Students realise that texts are created for multiple purposes and audiences in a range of contexts. Students explore the power of language and develop strategies to improve their communication skills including planning, drafting, reviewing, rehearsing and editing.

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>My story - personal stories</td>
<td>Essay</td>
</tr>
<tr>
<td>Film study</td>
<td>Multimodal presentation</td>
</tr>
<tr>
<td>Responding to a written text</td>
<td>Persuasive writing</td>
</tr>
<tr>
<td>Persuasive language in advertising</td>
<td>Reflective writing</td>
</tr>
</tbody>
</table>

Additional Information

- Reading for pleasure
- Author visits
- Writing workshops
Mathematics

Year 8 Mathematics begins a shift in learning to more abstract ideas. Students still think in concrete ways but they begin to see generalisations and they use symbols to represent these ideas and concepts.

Previously established mathematical ideas can be drawn upon in unfamiliar sequences and combinations to solve non-routine problems and to develop more complex mathematical ideas. However, students still need an understanding of the connections between mathematical concepts and their application in their world.

During these levels, students need to be able to represent numbers in a variety of ways; to develop an understanding of the benefits of algebra, through building algebraic models and applications and the various applications of geometry; to explore ways of working with data to allow a variety of representations; and to make predictions about events based on their observations.

### Units of Study / Topics

- Positive and negative numbers
- Linear graphs
- Fractions, percentages and decimals
- Algebra and equations
- Measurement
- Ratios and rates
- Shapes and transformations

### Assessment

- Topic tests
- Assignments
- Problem solving

### Additional Information

Students undertake both a Maths Mate homework program and the Mathletics program that run parallel to the conventional course. These programs encourage students to constantly improve and consolidate their overall mathematical skills on a weekly basis.

Each student is also assessed on an individual basis for extension or remedial mathematics where necessary and individual learning programs are implemented as required.
Year 8 Core Subjects

Humanities

Geography

In Year 8 Geography students will investigate two units of study: ‘Landforms and landscapes’ and ‘Changing nations’.

Landforms and landscapes focuses on the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by people, hazards associated with landscapes, and the management of landscapes. Students will develop their understanding of this unit using studies drawn from Australia and around the world.

Changing nations investigates the changing human geography of countries through a study of population distribution. Students will explore the economic, social and environmental causes of such changes. Through various case studies and analysis, students will consider the impact of urbanisation in Australia and compare this with other nations, such as China.

The key inquiry questions for Year 8 are:

• How do environmental and human processes affect the characteristics of places and environments?
• How do the interconnections between places, people and environments affect the lives of people?
• What are the consequences of changes to places and environments and how can these changes be managed?

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Landforms and landscapes</td>
<td></td>
</tr>
<tr>
<td>• Changing nations</td>
<td></td>
</tr>
<tr>
<td>• Research assignments</td>
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<tr>
<td>• Mapping tasks</td>
<td></td>
</tr>
<tr>
<td>• Class tests</td>
<td></td>
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<tr>
<td>• Source analysis</td>
<td></td>
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<tr>
<td>• Note taking</td>
<td></td>
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</tbody>
</table>
History

In Year 8 History, students will explore history from the end of the ancient period to the beginning of the modern period. The study of this period requires students to analyse ways in which the modern world began to take shape through the contact of major civilisations with each other. During the semester, students will study a range of societies including Medieval Europe and Shogunate Japan, as well as exploring the impact of contact between the Spanish Conquistadors and the native population of South America. The content provides opportunities for students to develop historical understanding through key concepts.

The key enquiry questions for Year 8 History are:

• How did societies change from the end of the ancient period to the beginning of the modern age?
• What key beliefs and values emerged and how did they influence societies?
• What were the causes and effects of contact between societies in this period?
• Which significant people, groups and ideas from this period have influenced the world today?

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Western and Islamic World: Medieval Europe</td>
<td>• Source analysis</td>
</tr>
<tr>
<td>• The Asia-Pacific World: Japan under the Shoguns</td>
<td>• Research tasks</td>
</tr>
<tr>
<td>• Expanding Contacts: The Spanish Conquest of the Americas</td>
<td>• Timelines</td>
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<tr>
<td></td>
<td>• Note taking</td>
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<tr>
<td></td>
<td>• Mapping</td>
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<tr>
<td></td>
<td>• Class tests</td>
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</tbody>
</table>
Year 8
Core Subjects

Science

The Year 8 Science course is designed to consolidate student’s general understanding in the following key areas of Science:

• Biological Science
• Chemical Science
• Physical Science
• Earth and Space Sciences

During Year 8, students continue to develop their understanding of important science concepts across the major disciplines. Current science research and its human application is used to motivate and engage students and develop a richer understanding of how science can be enhanced. They will undertake open investigations that will help to refine their science inquiry skills and further develop their quantitative inquiry skills. Students learn to summarise data from different sources and construct representations of their data to reveal and analyse trends and patterns, using these when justifying their conclusions.

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fair tests</td>
<td>• Practical reports\skills</td>
</tr>
<tr>
<td>• Particles of matter</td>
<td>• Project\assignment work</td>
</tr>
<tr>
<td>• Elements and compounds</td>
<td>• End of year theory and practical exam</td>
</tr>
<tr>
<td>• Useful materials</td>
<td></td>
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<tr>
<td>• Cells – units of life</td>
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<tr>
<td>• Plant and animal systems</td>
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<tr>
<td>• Heart and blood</td>
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<tr>
<td>• Using energy</td>
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<tr>
<td>• Heat energy</td>
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<tr>
<td>• Rock hunting</td>
<td></td>
</tr>
<tr>
<td>• Mining</td>
<td></td>
</tr>
<tr>
<td>• Investigating space</td>
<td></td>
</tr>
</tbody>
</table>

Additional Information

Students will be given the opportunity to take part in various extension activities\excursions including: Bacteria Bandit and a field work investigation and access to The University of New South Wales Science In Schools Competition and The National Chemistry Quiz.
Health and Physical Education

Unless students are healthy in mind and body, they cannot perform adequately in any learning area. Health and Physical Education teaches students how to enhance their own and others’ health, safety, wellbeing and physical activity participation in varied and changing contexts. It offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active. At Year 8, this core subject will consist of nine periods per cycle; three periods of Health, two periods of Sport Education, and four periods of Physical Education.

The Year 8 curriculum supports students to refine a range of specialised knowledge and skills in relation to their health, safety and wellbeing, whilst further developing confidence and movement competence in more complex skills in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer skills and concepts across a variety of physical activities. Students explore the important role that games and sports, outdoor recreation, lifelong physical activities and rhythmic and expressive movement activities play in shaping cultures and identities. They also reflect on and refine a range of personal and social skills as they participate in a range of physical activities.

**Units of Study / Topics**

- Food, nutrition and mental health
- Alcohol and other drugs
- Relationships and sexuality
- Challenge and adventure activities
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive movement activities.
- Four week swimming program and water safety activities (compulsory)

**Assessment**

- Active participation in class activities
- Use of appropriate motor skills and tactics
- Fitness testing
- Topic tests

**Additional Information**

Because of the school’s firm belief in the importance of physical activity, students must participate in this subject. They will not be excused from this subject without a signed note from their parents which explains the nature of their illness. If a physical problem persists, the school will request a doctor’s certificate. For many injuries, there is often a modified activity that students will be able to participate in to ensure they are gaining something meaningful from their time in the subject.
Students in Year 8 Religious Education will begin the year by studying characters and stories contained within the Old Testament. This will be followed by an in depth study of the New Testament, with a focus on key characters and significant events. Students will be exposed to Aboriginal Spirituality through a study of the Dreamtime, rituals and research into their culture. Students will develop their understanding of the purpose of prayer through a study of different types of prayer; such as meditation, music, etc.

### Units of Study / Topics

- Old Testament
- New Testament
- Aboriginal Spirituality
- Prayer

### Assessment

Students will be expected to complete an assessment task for each unit studied.

- Character study
- Research assignment
- Poster
- Prayer
Language

French

In learning a Language Other Than English students develop communication skills and knowledge, and come to understand social, historical, familial and other aspects of the specific language and culture of the speakers of the language they are studying. Language learning contributes to the development of inter-culturally aware citizens.

The course is structured around the knowledge, understandings and skills required to communicate in French, to be aware of language as a system and to gain cultural insights. Course content is centred on themes relating to everyday language use, covering topics relevant to the students’ own language needs. Topics include greetings, introductions, school life, family and friends, leisure activities, weather, time, food, shopping – all the language of the students’ own world.

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Les passe-temps (Hobbies)</td>
<td>• Regular tests of speaking, listening, reading and writing to monitor student progress and thus influence style and pace of teaching</td>
</tr>
<tr>
<td>• Bon appétit! (Food)</td>
<td>• Completion of workbook exercises</td>
</tr>
<tr>
<td>• Chez moi (My Home)</td>
<td>• Cultural projects and assignments</td>
</tr>
<tr>
<td>• French poetry</td>
<td>• Participation in group and individual activities</td>
</tr>
<tr>
<td>• Cultural assignment</td>
<td>• Peer/self-assessment</td>
</tr>
</tbody>
</table>

Home Study

Students are expected to complete regular homework in French, including vocabulary revision on a nightly basis.

Regular written homework will also be set by the teacher, and students are encouraged to access internet websites listed on Moodle to increase their understanding of the French language and awareness of French culture.
# Year 8 Electives

## Information and Communication Technologies (ICT)

In Information and Communications Technology, they learn to use a variety of ICT tools and techniques to assist with filtering, classifying, representing, describing and organising ideas, concepts and issues. For example, a graphic/visual organisers such as an interaction outliner can be used to help structure thinking about the actions, reactions and outcomes of two groups associated with an issue. Using software such as databases and spreadsheets enable the filtering and classifying of data and information in order to make more informed decisions.

In addition, students use ICT tools to retrace the decisions made and actions taken when learning and problem solving. By using a range of symbols, charts, images, sound and text, students can create a flow chart that maps their thinking processes and actions. Students reflect on the effectiveness of these saved thinking process maps and retrieve relevant ones to guide future applications. Students become efficient users of ICT for planning collaborative projects that involve creating information products and solving problems.

Students develop their knowledge about the characteristics of data by manipulating various data types, such as text, sound, movies, numbers and images (still and moving), to create formatted information products such as essays and reports, animated slide shows, and websites, brochures and cartoons.

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Microsoft Office Suite - Advanced</td>
<td>• Portfolio and online based</td>
</tr>
<tr>
<td>• Video editing and filming</td>
<td>• Team based tasks</td>
</tr>
<tr>
<td>• Mind-mapping tools</td>
<td>• Assignments and investigations</td>
</tr>
<tr>
<td>• Online software and data visualisations</td>
<td></td>
</tr>
</tbody>
</table>
Performing Arts

Drama

Students build upon the skills developed in Year 7. They continue to explore and develop their characterisation and improvisation skills through a variety of performance styles and genres. They will undertake an improvised satire performance, a scripted performance task, learn about genre and the Dramatic and Stagecraft elements integral to a performance.

Music

All students study Music for one semester in Year 8. Throughout the semester, they learn about the different styles of music including African Music, Blues Music and Rock Music. Students also listen to, analyse and compose works from a range of styles, developing an appreciation and understanding of music.

Units of Study / Topics

- Characterisation
- Stagecraft and dramatic elements
- Narrative
- Genre: Comedy, Melodrama and Soap Opera
- Working with stimulus (text, photos, music)
- Issue based drama
- Improvised and scripted performances

Assessment

- Improvised performance
- Scripted performance
- Stagecraft design assignment
- Drama folio

Units of Study / Topics

- Rhythm
- African Music
- Melody
- Blues Music
- Rock Music

Assessment

- Practical assessments
- Composition
- Listening analysis
- Project
Year 8 Electives

Visual Arts

Art

This course enables students to gain practical skills in traditional art methods alongside contemporary art media. The course will focus on the exploration of ideas and experimentation. Students will develop confidence working with a range of art media including pencil, paint, cardboard and various other materials. Students will use 2D and 3D art techniques; these include drawing, painting and sculpture to complete their own unique works. Students will be introduced to major art works with an emphasis on those that have played a role in Art History.

### Units of Study / Topics

- Observational drawings
- Tonal painting
- Tribal mask and introduction to symmetry
- Cubist artwork
- Sculpture: create a chair based on a famous artwork

### Assessment

- Drawing folio
- Painting technique
- Cutting skills
- Understanding of the art elements
- Development of ideas
- Construction
- Research task
- Knowledge of art terms
Visual Communication and Design (VCD)

Students will learn to represent their designs in a variety of different drawing methods including freehand and instrumental drawings. They will understand how to use the design elements and principles to create successful layouts. Students will be able to create type designs which are suited for a specific purpose. They will be able to analyse and explain the purpose behind their own designs and those of other designers. They will form an understanding of the design fields. Students will be able to use digital media to refine their own drawn design concepts. Students will have an understanding of the design process and how to use it to present their own design concepts.

They will:

- Understand what design fields and their purpose in Visual Communication and Design
- Use a range of media including paper, pencils and markers
- Improve their knowledge of Adobe Photoshop to make creative design solutions for their own visual communication and be introduced to Adobe Illustrator
- Increase their understanding of design elements and be introduced to the design principles and identify where and why they have been used in visual communications
- Develop an understanding of drawing methods including paraline, perspective and orthogonal

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Create a Pictograph using the design elements</td>
<td>• Freehand drawing skills</td>
</tr>
<tr>
<td>• Design a CD design and introduction to design principles</td>
<td>• Instrumental drawing techniques</td>
</tr>
<tr>
<td>• Instrumental drawing of industrial design product</td>
<td>• Use of media and digital media</td>
</tr>
<tr>
<td>• Orthogonal drawing</td>
<td>• Neatness and presentation</td>
</tr>
<tr>
<td>• Promotional poster</td>
<td>• Critical analysis of design elements and</td>
</tr>
<tr>
<td></td>
<td>principles</td>
</tr>
<tr>
<td></td>
<td>• Knowledge of design terms</td>
</tr>
<tr>
<td></td>
<td>• Development of ideas</td>
</tr>
</tbody>
</table>
Year 8 Electives

Specialist Areas

Product Design and Technology

In Year 8 the course focuses on the hand tools used in Technology. Students will learn correct use and safe handling. Particular attention will be given to the correct names of tools to familiarise students with the language of the subject.

The second focus is on developing skills in creating and making 3D projects. This will be done by visualisation drawings and use of computers. Students will be given a base design project and be expected to make changes to the appearance and construction method. The students use a range of materials: Wood, Metals and Plastics. They will examine the characteristics of these materials to determine the most appropriate to use.

The final section of the course involves self-evaluation of their work.

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Investigation and design</td>
<td>• Theory component including a sketchbook containing research, a design brief, visualisation drawings and evaluation</td>
</tr>
<tr>
<td>• Production and evaluation</td>
<td>• Practical component including a number of small projects assessed on design and level of finish</td>
</tr>
<tr>
<td>• Projects such as: plastic key-ring, sliding lidded box, puzzle maze and fruit bowl</td>
<td></td>
</tr>
</tbody>
</table>
IMAGINE Program

The IMAGINE program is a ‘hands on’ integrated subject that provides opportunities for practical activities such as:

- Textiles
- Design
- Dance and movement
- Sport
- Kitchen Science
- Solar cars
- Games

The focus is on active learning projects.

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Build it!</td>
<td>• Student portfolio</td>
</tr>
<tr>
<td>• Make it!</td>
<td>• Practical work</td>
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<tr>
<td>• Move it!</td>
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<tr>
<td>• News flash</td>
<td></td>
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<tr>
<td>• Food literacy</td>
<td></td>
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<tr>
<td>(Topics may vary)</td>
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</table>
# Year 9 Curriculum

## Overview

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## Core Subjects

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<td>Religion</td>
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</table>

## Electives

<table>
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<tbody>
<tr>
<td>54</td>
<td>Mathematics</td>
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<tr>
<td>54</td>
<td>Humanities</td>
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<td>55</td>
<td>Science</td>
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<td>56</td>
<td>Health and Physical Education</td>
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<td>59</td>
<td>Language</td>
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<td>60</td>
<td>Information and Communication Technologies (ICT)</td>
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<td>61</td>
<td>Performing Arts</td>
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<td>62</td>
<td>Visual Arts</td>
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<td>64</td>
<td>Specialist Areas</td>
</tr>
</tbody>
</table>
Year 9 Overview

Introduction

In Year 9 students undertake the traditional core subjects to strengthen the foundation skills essential to learning. This core is supplemented by a broad range of electives designed to cater for students’ changing interests and subject preferences as they transition through the school. By the end of Year 9 many students have discovered their true academic strengths because the elective program has enabled them to explore a range of subjects.

At Year 9 students also participate in the Year 9 Program, a course specifically designed to meet the needs of this particular age group. Students are exposed to a range of opportunities and skills to foster:

- Motivation and engagement
- A positive, productive and strong working relationship with teachers and peers
- A sense of belonging
- Creative and critical thinking skills

The Year 9 Program

Year 9 students are involved in a holistic program which encourages students to take on roles of responsibility in their homes, local communities and within the school gates. Participation in this program is integral to the successful completion of Year 9. The program empowers students to see connections between school life and that of the ‘outside world’. The aim is to engage students in the decision-making processes of life. Consequently, over and above their academic studies, the students will be encouraged to focus on school-based service, community service and be challenged to explore life beyond their immediate surroundings.

The Year 9 Program consists of a variety of tasks, activities and units of work. Essentially, the program is used to encourage all students to be ‘the best they can be’. Involvement provides the students with opportunities to reinforce and develop essential life skills such as effective time management practices, positive study habits, greater responsibility, increased regard for others and more acute understanding of themselves as a member of a wider community.

Key focus areas:

- City Experience / Northern Territory Lilla Community Service
- Life skills: career prospects, interview skills, how to make phone calls, prepare meals and budgets. ‘The Real Game’
- Community and beyond
- Reflecting on learning
### Curriculum Map

#### Year 9 Breadth Sequence of Schooling

<table>
<thead>
<tr>
<th>Core Subjects Compulsory</th>
<th>Electives Semester based</th>
<th>Personal and Social Development Programs</th>
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<tbody>
<tr>
<td>English</td>
<td>Mathematics</td>
<td>Year 9 Program</td>
</tr>
<tr>
<td></td>
<td>• Data Analysis</td>
<td>• Mind and Spirit: community service, leadership and learning</td>
</tr>
<tr>
<td></td>
<td>Humanities</td>
<td>• Developing ‘Minds for the Future’ including creating, respectful and ethical minds</td>
</tr>
<tr>
<td></td>
<td>• Myths and Legends</td>
<td>• City Experience</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>• Northern Territory Experience</td>
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<td></td>
<td>• Forensics</td>
<td>• The Real Game</td>
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<td></td>
<td>• Genetics, Reactions and the Road</td>
<td>• Personal Learning Portfolio</td>
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<td></td>
<td>Health and Physical Education</td>
<td>• Co-curricular Activities</td>
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<td></td>
<td>• Duke of Edinburgh</td>
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<td></td>
<td>• Sports Coaching</td>
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<td></td>
<td>• Health and Exercise Science</td>
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<td></td>
<td>• Lifestyle and Recreation</td>
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<tr>
<td></td>
<td>Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• French (two semesters)</td>
<td></td>
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<tr>
<td></td>
<td>Information and Communication Technologies (ICT)</td>
<td></td>
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<tr>
<td></td>
<td>Performing Arts</td>
<td></td>
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<tr>
<td></td>
<td>• Drama - Script to Screen</td>
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<tr>
<td></td>
<td>• Performance</td>
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<tr>
<td></td>
<td>• Music</td>
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<td></td>
<td>Visual Arts</td>
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<td></td>
<td>• Art</td>
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<tr>
<td></td>
<td>• Visual Communication and Design (VCD)</td>
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<td></td>
<td>Specialist Areas</td>
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<tr>
<td></td>
<td>• Product Design and Technology</td>
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<td></td>
<td>• Digital Photography</td>
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<td></td>
<td>• Money Matters</td>
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<td></td>
<td>• Novel into Film</td>
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</tbody>
</table>

The final subject offerings are subject to sufficient student demand, availability of teaching staff and any resource and timetabling constraints.
Year 9
Core Subjects

English

Each part of the Year 9 English course continues to build on the domains of Speaking and Listening, Writing, and Reading and Responding. Students have the opportunity to comprehend, evaluate and discuss a range of literary, informative and persuasive texts. Grammar, punctuation, spelling and vocabulary skills are essential components in each unit of work to extend students’ understanding of how language works.

Students will explore a ‘coming of age’ film, a Shakespearean tragedy and various fiction, non-fiction and media texts. Students learn how these texts can be discussed and analysed in relation to themes, ideas and historical and cultural contexts. They continue to develop their written and oral persuasive skills and practise creative writing.

- Romeo and Juliet live performance
- Author visits and writing workshops
- Reading for pleasure

Units of Study / Topics

- Introduction to Shakespeare - Romeo and Juliet
- Understanding how language is used to persuade
- Film study
- Thematic study

Assessment

- Writing folio
- Text response essay
- Oral presentation
- Analysis of persuasive language in media
- Creative writing – short story

Additional Information

- Romeo and Juliet live performance
- Author visits and writing workshops
- Reading for pleasure
Mathematics

Year 9 Mathematics continues the shift in mathematics learning to more abstract ideas. Through key activities such as the exploration, recognition and application of patterns, the capacity for abstract thought can be developed and the ways of thinking associated with abstract ideas can be illustrated.

The foundations built in previous levels prepare students for this change. Previously established mathematical ideas can be drawn upon in unfamiliar sequences and combinations to solve non-routine problems and to consequently develop more complex mathematical ideas. However, students of this age also need an understanding of the connections between mathematical concepts and their application in their world as a motivation to learn. This means using contexts directly related to topics of relevance and interest to this age group.

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Number and financial mathematics</td>
<td>• Topic tests</td>
</tr>
<tr>
<td>• Solving simultaneous equations</td>
<td>• Assignments</td>
</tr>
<tr>
<td>• Using Pythagoras’ theorem and trigonometry</td>
<td>• Problem solving</td>
</tr>
<tr>
<td>• Linear relations</td>
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<tr>
<td>• Measurement</td>
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<tr>
<td>• Indices and surds</td>
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<tr>
<td>• Geometry</td>
<td></td>
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<tr>
<td>• Algebra</td>
<td></td>
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<tr>
<td>• Using basic probability and statistics</td>
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</tbody>
</table>

Additional Information

Students undertake a Maths Mate homework program that runs parallel to the conventional course. This program encourages students to constantly improve and consolidate their overall mathematical skills on a weekly basis.

Each student is also assessed on an individual basis for extension or remedial mathematics where necessary and individual learning programs are implemented as required.
Year 9
Core Subjects

Humanities

Geography

At Year 9 students will study two units of study: Biomes and food security and Geographies of interconnections.

Biomes and food security focuses on investigating the role of the biotic environment and its role in food and fibre production. Students will investigate the capacity of the world’s environments to sustainably feed the projected future population, in the face of competing land uses such as biofuel production and urbanisation.

Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. The interconnections between people are explored in many ways; for example, through the products people buy and communication technologies.

Key inquiry questions for Year 9 are:

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Biomes and food security</td>
<td>- Designing web sites</td>
</tr>
<tr>
<td>- Geographies of interconnections</td>
<td>- Research assignments</td>
</tr>
<tr>
<td></td>
<td>- Class tests</td>
</tr>
<tr>
<td></td>
<td>- End of year exam</td>
</tr>
<tr>
<td></td>
<td>- Analysis tasks</td>
</tr>
<tr>
<td></td>
<td>- Mapping tasks</td>
</tr>
</tbody>
</table>
History

The Year 9 History Curriculum provides a study of the history of the modern world from 1750 to 1918. The content provides students with the opportunities to develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Students will examine the movements of people throughout the world and how this impacted on the creation and development of nations. They will study the Industrial Revolution in depth and identify how the technological developments of this time impacted on the lives of people. Students will identify how significant economic, social and political ideas influenced the rise of nationalism and led to the outbreak of war.

The key enquiry questions for Year 9 History are:

• What were the changing features of the movements of people from 1750 to 1918?
• How did new ideas and technological developments contribute to change in this period?
• What was the origin, development, significance and long-term impact of imperialism in this period?
• What was the significance of World War I?

### Units of Study / Topics

- Making a better world (movement of peoples)
- Australia and Asia (making a nation)
- World War I

### Assessment

- There will be major and minor assessment tasks relating to each unit of study
- Historical knowledge and skills will be assessed through investigation and analysis of key ideas, historical extracts and sources
- Students will be required to respond to questions in a variety of ways e.g. in the form of essays, role plays, oral presentations, discussions, multiple choice and short answer test questions and set homework activities
- There will be examinations or major tests at the end of each semester
### Year 9 Core Subjects

#### Science

The Year 9 Science course is designed to provide students with a thorough understanding in the four key areas of Science:

- Biological Science
- Physical Science
- Chemical Science
- Earth and Space Science

Whilst consolidating and extending the skills developed in the junior secondary years, students will use scientific knowledge, curiosity and intuition to test and confirm their understanding. Students are encouraged to integrate their knowledge of scientific processes to create a deeper understanding of Science and its relationship to the world. They are taught to develop questions and hypotheses that can be investigated using a range of inquiry skills and will begin to independently design and improve appropriate methods of investigation including the control and accurate measurement of variables and systematic collection of data. Students will use appropriate scientific language, representations and text types when communicating their findings and ideas for specific purposes. The subject also aims to provide important developmental and preparatory skills to aid the student with the study of Science at a VCE level.

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Everyday reactions</td>
<td>• Topic tests</td>
</tr>
<tr>
<td>• Atomic structure</td>
<td>• Practical reports/skills</td>
</tr>
<tr>
<td>• Health and nutrition</td>
<td>• Model building/use</td>
</tr>
<tr>
<td>• Body balance</td>
<td>• Project/assignment work</td>
</tr>
<tr>
<td>• Disease</td>
<td>• End of year theoretical and practical exam</td>
</tr>
<tr>
<td>• Ecosystems</td>
<td>• Going into space</td>
</tr>
<tr>
<td>• Electrical energy</td>
<td>• Topic tests</td>
</tr>
<tr>
<td>• Light energy</td>
<td>• Practical reports/skills</td>
</tr>
<tr>
<td>• Using radiation</td>
<td>• Model building/use</td>
</tr>
<tr>
<td>• Plate tectonics</td>
<td>• Project/assignment work</td>
</tr>
<tr>
<td>• Going into space</td>
<td>• End of year theoretical and practical exam</td>
</tr>
</tbody>
</table>

### Additional Information

Students will be given the opportunity to take part in various extension activities/excursions including: Forensic Investigations and DNA Science, The Green Gene and access to The University of New South Wales Science In Schools Competition and The National Chemistry Quiz.
Economics, Civics and Citizenship

Economics introduces students to the structure and management of the economy and its resources, the world of work and business and Australia's political and legal systems.

It promotes the development of enterprise skills and attributes, Civics and Citizenship education and an understanding of the values which underpin Australian society.

At Year 9, students studying economics will develop consumer and financial literacy skills, enterprising capabilities, and the ability to make responsible and informed decisions. These skills will allow students to face challenges of the 21st century, to maximise their opportunities for productive and rewarding futures and to make a contribution to the economy. The curriculum will enable students to engage with the economy as business and financially literate citizens locally, nationally, regionally and globally, both now and in the future.

The Civics and Citizenship curriculum is designed to foster students' commitment to national values of democracy, equity and justice. This curriculum will develop students' appreciation of Australia's diversity and, overall, "what it means to be a citizen". It explores ways in which students participate in Australia's civic life and make a positive contribution as local and global citizens.

### Units of Study / Topics

- Our place Australian economy
- The world of work
- The Australian political system
- The Australian legal system

### Assessment

- ASX share market game
- Company research assignment
- Drafting a resume
- Creating a political party
- Text response essay
Health and Physical Education

Physical Education at Year 9 aims to develop students’ confidence in using more specialised movement skills and complex movement strategies within a range of movement environments. Whilst doing this, students will seek ways to evaluate and refine the quality of their own performance, including developing their use of more complex movement strategies and tactics. The course also aims to increase students’ motivation to become active, as well as maintain a level of fitness that allows them to participate in many types of physical activities and ultimately maintain a healthy lifestyle.

They will also experience different roles that contribute to successful participation in physical activity by actively participating in a SEPEP unit (Sport Education in Physical Education Programs) and displaying appropriate sporting conduct by implementing fair play and good sporting behaviours. Students will analyse how physical activity and sport participation can influence an individual’s identities and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate the personal and social skills necessary to demonstrate leadership and collaboration in a range of physical activities.

### Units of Study / Topics

- Challenge and adventure activities
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive movement activities

### Assessment

- Active participation in class activities
- Use of appropriate motor skills and tactics
- Personal fitness goal evaluation and fitness testing
- Topic tests

### Additional Information

Because of the school’s firm belief in the importance of physical activity, students must participate in this subject. They will not be excused from this subject without a signed note from their parents which explains the nature of their illness. If a physical problem persists, the school will request a doctor’s certificate. For many injuries, there is often a modified activity that students will be able to participate in to ensure they are gaining something meaningful from their time in the subject.
Religion

In their Religious Education studies, Year 9 students will gain a better understanding of their own values and the positive values that they can see in others. Students will have the opportunity to explore the development of values and individual character. They explore the role of humanity in caring for our environment and the inhabitants of the Earth.

Students will study Practical Philosophy where we will look at: how to acquire wisdom; ways to increase awareness; how to become more grounded and confident; steps to overcome the limiting effects of negative emotions; learn how to be more productive and, at the same time, free of stress.

### Units of Study / Topics

- Values
- Environment
- Philosophy

### Assessment

Students will be expected to complete an assessment task for each unit studied.

- Story book
- PowerPoint presentation
- Film review
- Research report
Data Analysis

Data is everywhere. It exists in every magazine, newspaper and billboard advertisement. The aim of this elective is to explore where and how data is obtained. We will look at the need for data and real life applications with case studies of where it is used effectively in society.

Some of these uses include marketing, sales, research, and product development. Some real world analysis tools will also be covered and introduced. This will include forecasting, trend analysis and patterns, predominantly through the use of technology.

Units of Study / Topics

- Data in the real world
- Data applications in marketing, sales, research and product development
- Ratios
- Predicting trends
- Time series

Assessment

- Assignments and problem solving tasks
- Group work and analysis of data using tools such as spreadsheets, graphing packages and other relevant technology

Mathematics

Humanities

Myths and Legends

The course is divided into two parts:

- Ancient myths and legends including those from Greece, Rome, Egypt, Norse, Celtic and Aztec beliefs
- Medieval myths and legends including the stories of Robin Hood, King Arthur, Urban Legends, Superstitions, Nursery Rhymes

Units of Study / Topics

- Ancient myths and legends
- Medieval myths and legends

Assessment

- Research assignment
- Class activities
Science

Forensics

This one semester elective is designed to allow students to gain an understanding of the work of a forensic scientist and examine the many different career paths available in this area. It will also encourage students to develop the skills to interpret forensic evidence and infer which subjects are guilty of mock crimes and to gather evidence from mock crime scenes.

Whilst studying the key areas above, students will undertake the development of their observation and analytical skills. Students are encouraged to use their inquiry skills to develop hypotheses and independently and in group scenarios apply problem solving skills to solve crime scenes.

Units of Study / Topics

- The history of forensics and how techniques and evidence analysis have improved
- Different types of forensic scientists and the role of their specific profession
- Collection and analysis of evidence from crime scenes
- Test cases, past case analysis, crime scene evaluation and case solving techniques

Assessment

- Practical reports and skills
- Project and assignment work

Genetics, Reactions and the Road

This one semester elective is designed to provide students with a comprehensive base of scientific knowledge and skill to take with them into their VCE studies. It is advised that students wishing to undertake Science at the VCE level choose this subject to improve their preparation.

Whilst studying the key areas above, students will develop topic specific areas of skill and practical ability. Their analytical skills in relation to chemical experiments will be fostered and developed, whilst aiming to improve their ability to deduce, examine, hypothesize, investigate and conclude when conducting practical work. Students will be encouraged to relate their studies to ‘everyday’ reactions and tasks that can be found in society or at home.

Units of Study / Topics

- Introductory genetics
- Dominant and recessive inheritance and pedigree analysis
- DNA structure and function, and extraction techniques
- Everyday reactions
- The road

Assessment

- Practical reports and skills
- Project and assignment work
Year 9
Electives

Health and Physical Education

Duke of Edinburgh

Students have the opportunity to earn the Duke of Edinburgh’s Award in this elective. The program is a nationally recognised award which aims to “Give young people of all abilities the opportunity to volunteer in their communities, develop their skills, join in physical activity, and embark on adventurous journeys”.

The core values of the award are: courage, community, innovation and integrity.

Units of Study / Topics

- Orienteering
- First Aid
- Map reading and navigation
- Survival skills
- Outdoor cooking/camp craft

Assessment

- Practical participation
- Written journals and reflections
- First Aid theory
- First Aid practical

Sports Coaching

Students will develop specific coaching skills and strategies as they teach students in Years 3-6 in a variety of activities including: athletics, Australian rules football, basketball, hockey, soccer, netball, cricket, tennis and volleyball. They will be responsible for coaching teams during the Primary Lightning Premiership competitions and may be required to help umpire some of the games if confident.

There will also be some theory that is related to specific coaching principles and techniques that they can implement and consolidate in their practical coaching sessions.

Units of Study / Topics

- Coaching philosophy
- Communication
- Planning sessions
- Group management techniques
- Feedback and sports psychology
- Fitness training

Assessment

- Ability to design lessons that focus on the key skills for their designated sport
- Ability to teach skills and strategies used in a range of sports and games
- Ability to take on a leadership role
Health and Exercise Science

In this elective, students will learn about a variety of topics in a mixture of both practical and theoretical lessons. They will learn how to create their own sport specific fitness training program to enhance their performance. In doing so, they will cover all of the components of fitness, perform a variety of fitness tests, participate in an assortment of different training methods and seek to enhance their fitness levels through developing and completing a basic training program.

Aside from learning their basic anatomical terms, students will also study how the musculoskeletal system helps with movement and posture and how the cardiorespiratory systems changes and adapts in response to exercise. They will also explore the way sports technology is evolving and how this technology can help athletes improve their performance. Students will look into legal and illegal substances that athletes have taken to improve their performance and discuss why they may do this. Finally, they will learn about the importance of nutrition for general health, but also for optimum functioning of the human body, including in a sporting context.

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport training programs including fitness components, fitness testing, training methods and designing your own individualised sport training program</td>
<td>Participation in practical activities</td>
</tr>
<tr>
<td>Musculoskeletal system</td>
<td>Research assignments and tests</td>
</tr>
<tr>
<td>Cardiorespiratory system</td>
<td>Evaluation of your sports training program</td>
</tr>
<tr>
<td>Somatotyping and sports technology</td>
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</tr>
<tr>
<td>Ways of enhancing sport performance</td>
<td></td>
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<tr>
<td>Nutrition</td>
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</tbody>
</table>
Year 9
Electives

Health and Physical Education

Lifestyle and Recreation

Lifestyle and Recreation aims to develop the knowledge, understanding and skills each student needs to adopt an active and health-promoting lifestyle. Students will build upon their learning from Health and Physical Education in Years 7 and 8 and will participate in a wide variety of recreational activities, which promote encouragement of adopting an active lifestyle.

By engaging in a range of different physical activities, many of which could be maintained throughout their lifespan, Lifestyle and Recreation seeks to make a positive contribution to the holistic health of students. Students will also develop knowledge and understanding of the factors that influence participation in physical activity and the benefits of maintaining an active lifestyle all throughout the lifespan.

### Units of Study / Topics

- Practical activities, for example; beach volleyball, cycling, dance, yoga, cross fit, outdoor cooking, surfing, lawn bowls and several more.
- Theory will consist of surveying the local community for leisure activities and making recommendations to improve a person’s lifestyle of various age brackets

### Assessment

- Participation in the range of lifestyle and recreation activities
- Written activity evaluations
Language

French

In learning a Language Other Than English students develop communication skills and knowledge, and come to understand social, historical, familial and other aspects of the specific language and culture of the speakers of the language they are studying. Language learning contributes to the development of inter-culturally aware citizens.

The course is structured around the knowledge, understandings and skills required to communicate in French, to be aware of language as a system and to gain cultural insights. Course content is centred on themes relating to everyday language use, covering topics relevant to the students’ own language needs.

Year 9 and Year 10 French are pre-requisites for students wishing to study French in VCE.

A cultural and linguistic tour to New Caledonia is offered to students in alternating years.

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mode Ado! (Teen Fashion)</td>
<td>• Regular tests of speaking, listening, reading</td>
</tr>
<tr>
<td>• En Forme! (Health and Sickness)</td>
<td>and writing to monitor student progress and</td>
</tr>
<tr>
<td>• On Se Relaxe! (Entertainment and Going Out)</td>
<td>thus influence style and pace of teaching</td>
</tr>
<tr>
<td>• Tous Les Jours (Daily Activities and Chores)</td>
<td>• Oral presentations including role-plays</td>
</tr>
<tr>
<td>• Voyages et Vacances (Holidays)</td>
<td>• Participation in group and individual activities</td>
</tr>
<tr>
<td>• Une Voyage en France (Travelling to France)</td>
<td>• French poetry competition</td>
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<tr>
<td></td>
<td>• End of year examination</td>
</tr>
</tbody>
</table>

Home Study

Students are expected to complete regular homework in French, including vocabulary revision on a nightly basis. Students should also maintain summary notes, particularly as there is a stronger focus on grammar (verb conjugation, tenses, adjectival agreement etc) than in previous years.

Regular written homework will also be set by the teacher, and students are encouraged to access internet websites listed on Moodle to increase their understanding of the French language and awareness of French culture.
Year 9 Electives

Information and Communication Technologies (ICT)

Software Design (Programming / Web Applications)
Software Design is a semester elective based on computer programming, graphics and animation. Students are taught to program using Microsoft Visual Basic .Net from scratch using a variety of techniques that introduce each concept in an easy to understand manner. Basic web design creation is also covered through HTML, Microsoft Expression and Dreamweaver.

Other programming languages covered are Gamemaker and Scratch. Students who already have a strong background in programming or IT are given enrichment activities which allow them to go well beyond the scope of the course.

Students construct fully functioning and interactive software programs. This course is a good introduction to the fields of programming, web design, graphics and multimedia.

Game Theory
This elective aims to give students an introduction to the rigours and challenges of computer game design by using Imperative Programming languages such as Visual Basic, Visual Basic.NET and GameMaker.

Some of the concepts that are covered are 3D graphical design techniques such as skin design, animation and collisions, as used by the computer game industry.

Also, it provides an introduction to Information Technology (IT) where IT refers to the process, applications and equipment by which we create, organise, analyse, present and communicate information in a range of formats including text, images and sound. This elective offers the students an introduction to four phases of the technology process: Investigating, Designing, Producing and Evaluating the software and hardware used by programmers throughout society. Students should gain a greater degree of understanding of the types of computer systems they will meet in industry and general society.

Units of Study / Topics
- Basic HTML
- Advanced HTML
- Scratch
- Gamemaker
- Visual Basic
- Visual Basic.NET
- Adobe Dreamweaver
- Expression Web

Assessment
- Folio based
- Extended projects
Performing Arts

Drama - Script to Screen

This elective allows students to explore and develop their characterisation and acting skills by creating their very own television program and movie. They will look at a variety of performance and acting styles, and film and television genres before scripting, filming and editing their own works. In doing so, students will learn about camera angles, filming, and editing techniques. They will also increase their dramatic vocabulary.

Units of Study / Topics

- Developing characterisation
- Narrative
- Script writing
- Film study
- Screen acting techniques
- Camera techniques
- Genre

Assessment

- Creation of a television program
- Creation of a short film
- Film analysis

Performance

This elective provides an opportunity for students to build performance skills while creating a school-based presentation. This presentation will draw on the unique talents of the individuals within the class and will encompass Drama, Music, Dance and Multimedia.

Due to the changing class dynamic and talents, there is the potential for this elective to be different each year. The core elements, Performance, Music and Drama, will provide the framework for the subject.

Units of Study / Topics

- Developing narrative
- Creating Drama works based on stimulus material
- Interpreting character and story
- Producing a showcase

Assessment

- Short ensemble performance
- Short individual performance
- In Term 4, students will be expected to attend a presentation evening at which they will showcase their two items (a collaborative piece and an individual) developed throughout the semester
Year 9 Electives

Performing Arts

Music

Year 9 Music has a focus on building and developing practical musical skills through the use of contemporary music. Students are expected to have some experience with at least one musical instrument and a keen willingness to learn performance skills is essential. Students are exposed to various computer music programs and by the end of the subject will be able to use them to create high quality music.

- The elements of Music
- Contemporary Music
- Performance
- Composition

Assessment

- Performances
- Film analysis
- Theory tests
- Composition

Visual Arts

Art

This course encourages those who are willing to experiment to develop practical skills in traditional art methods alongside contemporary art media. The course will focus on the development of ideas and experimentation. Develop confidence working with a range of art media that includes, paint, various drawing media alongside digital technology for a creative experience. Use 2D and 3D art techniques; these include drawing, painting, printmaking, digital art and sculpture to complete your own unique artworks.

- Drawing from observation
- Photomontage, painting and clay sculpture
- Analysis/interpretation of surrealist artists
- Transforming of everyday objects
- Printmaking linocuts and etching
- Exploration of different media

Assessment

- Drawing skills and level of control with media
- Clay building technique
- Printmaking folio
- Use of digital media
- Text response essay
- Development of ideas
- Analysis of printmaking techniques
- Knowledge of Art terms
Visual Communication and Design (VCD)

Visual Communication and Design is a bridge between an idea and its intended audience. It focuses on the design fields of communication, industrial and environmental. In this course students will extend their understanding of how ideas and information can be presented. They will develop new skills in freehand and instrumental drawing and also learn rendering techniques. Students will be able to use design elements and principles to present visually impacting designs. They will develop the ability to discuss the value of design and appreciate how it is used in the world around them. Students will learn how to use digital media to refine, arrange and create their own personalized designs. They will create designs for a specific audience and purpose.

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>- Exploring media drawing</td>
<td>- Media and rendering techniques</td>
</tr>
<tr>
<td>- Design elements and principles</td>
<td>- Skill and understanding of drawing methods</td>
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<tr>
<td>- Soft drink logo and label design</td>
<td>- Knowledge of digital media</td>
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<tr>
<td>- Two-point perspective</td>
<td>- Understanding of design process</td>
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<tr>
<td>- Instrumental drawings</td>
<td>- Visualisation and observational drawings</td>
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<tr>
<td>- Extension topic – advertising poster</td>
<td>- Instrumental drawing</td>
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<td></td>
<td>- Analysis of visual communication</td>
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<td>- Visual diary</td>
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</table>
Year 9
Electives

Specialist Areas

Product Design and Technology

This unit concentrates on interdisciplinary learning and further exploration of the use of hand tools used in Technology. Students will examine the use of hand power tools and machinery as an expansion of tool usage in the subject. This will lead to more detailed studies of safety in the workroom, in particular safe practices with power tools when working in close proximity. Students will look at complex joining processes.

The second focus will be on further developing and learning skills involved in producing a range of projects. Students will build on skills and knowledge in the area of design development.

The students will examine the origins of materials and their impact on the environment in the transformation from a raw material into a useable processed material. Students use wood, metals, plastic and paper to achieve a range of production outcomes.

The final section of the course involves a detailed self-evaluation which highlights the design process and areas of improvement.

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<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>- Investigation</td>
<td>- Theory will consist of a design folio containing: research, a design brief, proposal and working drawings, 2D/3D visualisation drawings and evaluation</td>
</tr>
<tr>
<td>- Design</td>
<td>- The practical component of this unit will consist of a number of small projects</td>
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<tr>
<td>- Production</td>
<td></td>
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<tr>
<td>- Evaluation</td>
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<tr>
<td>- Projects such as: beach chair, camp stool, metal dustpan and longboard</td>
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</table>
Digital Photography

This subject will introduce students to understanding and using a digital SLR camera. They will learn about the history of photography, cameras, lenses, exposure, aperture, shutter speed and ISO.

They will learn elements of composition, for example: light, focus, blur, position of objects in photo, Rule of Thirds, Leading Lines, camera position, distractions and motion.

Finally they will be introduced to black and white photography, using software to enhance photos, how to prepare for a camera ‘shoot’ and what makes a ‘great’ photo.

Students will use the school environment and also their everyday surroundings as subject matter to create unique and visually engaging photos and film. Students will also be introduced to movie making and in groups will create a short 3 minute silent film. They will investigate how music and film have been used in different ways by musicians and film makers. They will choose an appropriate piece of music to go with their film.

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Anywhere outside the school</td>
<td>• Folio - photographs and film</td>
</tr>
<tr>
<td>• Movement and motion</td>
<td>• Understanding of composition</td>
</tr>
<tr>
<td>• Composition in photography</td>
<td>• Development of film idea</td>
</tr>
<tr>
<td>• Portraiture</td>
<td>• Analysis of video clips and photographs</td>
</tr>
<tr>
<td>• Critical analysis of video clips</td>
<td>• Understanding and technique with camera</td>
</tr>
<tr>
<td>• Short film - making the ordinary extraordinary</td>
<td>• Homework tasks and creative thinking</td>
</tr>
</tbody>
</table>
Year 9
Electives

Specialist Areas

Money Matters

This elective is designed to develop students’ financial literacy skills by investigating topics that will help them operate in Australia’s fast-paced consumer society.

The elective will help students make important financial decisions in the short-term and long-term with the aim to make them financially independent and successful in life.

### Units of Study / Topics

- Savings and budgeting - how you can make money and more importantly keep it
- Investment - how to generate more money through savvy decisions
- Scams - if it seems too good to be true it probably is!
- Taxation - what you need to pay to the government and why
- Credit Cards - are they necessary or a debt trap?

### Assessment

- Savings and budgeting - my goal(s) poster
- Investments - $1,000,000 inheritance PowerPoint
- Taxation test
Novel into Film

Students read several novels and compare these to their filmic adaptations. Novels will be of different genres and feature both contemporary and more classic reads. Both the novels and the films will be read and analysed in regard to themes, characters, direction, casting, portrayal and presentation. The importance of shot types, camera angles and symbolism within the films will be discussed. Students will then try their hand at the adaptation process, turning a short story or section from a larger novel of their choosing into their own film.

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Adaptation</td>
<td>• Analysis assignment</td>
</tr>
<tr>
<td>• Narrative, plot and story</td>
<td>• Adaptation task</td>
</tr>
<tr>
<td>• Film terminology and techniques</td>
<td>• Contribution to class discussion</td>
</tr>
<tr>
<td>• Comparison of film techniques and written text</td>
<td></td>
</tr>
<tr>
<td>• Characterisation and portrayal of character</td>
<td></td>
</tr>
<tr>
<td>• Storyboarding</td>
<td></td>
</tr>
<tr>
<td>• Creation of students’ own adaptation</td>
<td></td>
</tr>
</tbody>
</table>
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Year 10 Overview

Introduction

The Year 10 Curriculum is designed to ensure that all students at this level are given the opportunity to experience a broad range of learning pursuits to achieve their personal best. The school seeks to build knowledge, skills and understanding across all learning areas and seeks to nurture the talents and capacities of every student.

Our focus is on the development of lifelong learners with the strong personal qualities and confidence necessary to meet the challenges of life in a complex information-rich and constantly changing world in the 21st Century.

In Year 10 the core curriculum consists of: English, Ethics, Health and Physical Education, Humanities (History and Geography), Mathematics, Science and Work-Related Skills. Students have the opportunity to extend and enrich their interests and abilities through the elective program which offers a range of diverse opportunities and provides a very sound basis for VCE.

Where appropriate, and subject to approval and availability, some students in Year 10 are also able to undertake a VCE subject. However, the majority of VCE studies are undertaken in Years 11 and 12.

At this level we continue to build students’ capacity to work independently and encourage them to become autonomous learners. The academic program is designed to provide students with a solid grounding so that they can confidently pursue the Victorian Certificate of Education. (or equivalent)

VCE Pathways

At Casey Grammar School VCE subjects are organised using a ‘Pathways’ framework to ensure students choose appropriate programs for future study and employment. This enables students to choose a course to meet their learning needs. The Year 10 timetable grid is organised to ensure students have access to these programs in Year 11 and 12.

While final offerings are based on student demand the subjects outlined in the VCE section of this handbook are available for selection each year.
## Curriculum Map

### Year 10 Breadth Sequence of Schooling

<table>
<thead>
<tr>
<th>Core Subjects Compulsory</th>
<th>Electives Semester based</th>
<th>Specialised Study / Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Mathematics</td>
<td>Fundamentals for VCE</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Humanities</td>
<td>• Literacy and Numeracy</td>
</tr>
<tr>
<td>Humanities</td>
<td>Science</td>
<td>VCE Units 1 &amp; 2</td>
</tr>
<tr>
<td>Science</td>
<td>Health</td>
<td>• IT: Applications</td>
</tr>
<tr>
<td>Health</td>
<td>Ethics</td>
<td>• Outdoor and Environmental Studies</td>
</tr>
<tr>
<td>Ethics</td>
<td>Work Related Skills</td>
<td>• Health</td>
</tr>
<tr>
<td>Work Related Skills</td>
<td>Physical Education</td>
<td>• Psychology</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td>• Music</td>
</tr>
</tbody>
</table>

The final subject offerings are subject to sufficient student demand, availability of teaching staff and any resource and timetabling constraints.
Year 10 Core Subjects

English

Year 10 English gives students an opportunity to develop their writing skills and study and respond critically to spoken, written and visual texts created for a range of audiences and purposes. At Year 10, students will closely study a novel and a documentary film. They will be exposed to a selection of texts exploring conflict, and will compose a range of imaginative, informative and persuasive texts about this theme. Students will also build on their understanding of the language of persuasion through the analysis of influential speeches and the creation of persuasive texts. The Year 10 English course is designed to equip students with the fundamental skills and knowledge required in VCE English.

Units of Study / Topics

• How language is used to persuade
• Creating and presenting - conflict
• Reading and responding to texts

Assessment

• Oral presentation
• Essay
• Creative memoir
• Group task – adaptation of text
• Language analysis

Additional Information

• Author visits
• Writing workshops
Mathematics

In Year 10, the intent of the curriculum is to encourage the development of important ideas in more depth, and to promote the interconnectedness of mathematical concepts. An obvious concern is the preparation of students intending to continue studying mathematics in the senior secondary levels. Teachers will, in implementing the curriculum, extend the more mathematically able students by using appropriate challenges and extensions within available topics (Level 10A). A deeper understanding of mathematics in the curriculum enhances a student’s potential to use this knowledge to solve non-routine problems, both at this level of study and at later stages.

Level 10A content descriptors indicate optional additional content suitable for development of student mathematical background in preparation for further study of functions, algebra, and calculus; as well as other additional content related to statistics and trigonometry.

### Units of Study / Topics

- Linear relations
- Algebra
- Trigonometry
- Measurement
- Indices and surds
- Statistics
- Quadratic equations and graphs
- Logarithms and polynomials

### Assessment

- Topic tests
- Assignments
- Problem solving
- Examinations

### Additional Information

All students undertake Level 10 of the Australian Curriculum. In consultation with students, parents and the mathematics teachers, students are guided into the appropriate topics in preparation for VCE, whether that is for General Mathematics using Year 10 as the standard, or for Mathematical Methods, using both Levels 10 and 10A as the standards.

Both levels incorporate 10 and 10A usage of CAS calculator technology.

Each student is also assessed on an individual basis for extension or remedial mathematics where necessary and individual learning programs are implemented as required.
Year 10 Core Subjects

Humanities

Geography

In Year 10 Geography students will investigate two units of study: ‘Environmental change and management’ and ‘Geographies of human wellbeing’.

Environmental change and management focuses on investigating environmental geography through an in-depth study of a specific environment. Students will explore the environmental functions that support all life, the major challenges to their sustainability and the environmental world views that influence how people respond to these challenges.

Geographies of human wellbeing will involve the exploration of global, national and local differences in human wellbeing between places. Students will examine different concepts and measures of human wellbeing, and the causes of global differences between countries. Aspects of human wellbeing are investigated using studies drawn from Australia and around the world.

The key inquiry questions for Year 10 are:

• How can the spatial variation between places and changes in environments be explained?
• What management options exist for sustaining human and natural systems into the future?
• How do worldviews influence decisions on how to manage environmental and social change?

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| • Environmental change and management  
• Geographies of human wellbeing | • Research assignments  
• Mapping tasks  
• Source analysis  
• Note taking  
• Key assessment tasks |
History

The Year 10 History curriculum provides students with the opportunity to explore the history of the modern world and Australia from 1918 to present. The study of this period requires students to analyse ways in which Australia developed socially, culturally, economically and politically during this time. Students will be able to identify the causes, events, outcome and broader impact of World War II. They will investigate ways in which human rights and freedoms have been ignored, demanded or achieved in Australia and around the world. Finally, students will explore how popular culture has shaped Australian society.

The key enquiry questions for Year 10 History are:

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>World War II</td>
<td>Source analysis</td>
</tr>
<tr>
<td>Rights and freedoms (1945 to present)</td>
<td>Research tasks</td>
</tr>
<tr>
<td>The globalising world: popular culture</td>
<td>Timelines</td>
</tr>
<tr>
<td></td>
<td>Note taking</td>
</tr>
<tr>
<td></td>
<td>Mapping</td>
</tr>
<tr>
<td></td>
<td>Key assessment tasks</td>
</tr>
</tbody>
</table>
The Year 10 Science course is designed to provide students with the skills to become discriminating thinkers capable of making informed decisions about controversial and complex issues. They are encouraged to improve their sustained thinking skills and develop a deep understanding of the four key areas of Science:

- Biological Science
- Physical Science
- Chemical Science
- Earth and Space Sciences

Whilst consolidating and extending the skills developed in the junior secondary years, students will be challenged to identify, use reflect on, evaluate and modify a variety of effective thinking strategies to inform future choices. Students will learn to formulate and test hypotheses, connections and conjectures and to collect evidence to support or reject them. They will develop their skills in synthesising complex information and solving problems that include a wide range of variables. Students will use appropriate scientific language, representations and text types when communicating their findings and ideas for specific purposes. The subject also aims to provide important and consolidatory skills to aid the student with the study of Science at a VCE level.

### Units of Study / Topics

- Using Science
- Chemical reactions
- The periodic table
- Using Chemistry
- DNA and genetics
- Evolution
- Forces and motion
- Alternative energy sources
- Earth Systems
- Environment case studies
- The Universe

### Assessment

- Topic tests
- Practical reports\skills
- Model building\use
- Project\assignment work
- End of year theoretical and practical exam

### Additional Information

Students will be given the opportunity to take part in various extension activities\excursions including: National Brain Bee Challenge, DNA profiling, Forensic Investigations and DNA Science, The Green Gene, The University of New South Wales Science Competition and The National Chemistry Quiz.
Health

This unit aims to help students to lead healthier, happier and more productive lives and to better understand themselves and relate more empathetically to others. They will improve their competence in decision-making, especially in relation to their own well-being, and learn to value the importance of developing preventative health measures. Students will participate in a safe and secure environment in which personal and community health issues can be discussed.

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sexual awareness</td>
<td>• Recognition of harm-minimisation strategies</td>
</tr>
<tr>
<td>• Drug information</td>
<td>• Ability to identify strategies that promote mental health and wellbeing</td>
</tr>
<tr>
<td>• Mental health</td>
<td>• Understanding of sexual health for an individual</td>
</tr>
</tbody>
</table>
Students in Ethics begin by studying Media Ethics. This unit explores the role of the media in society and its impact on our lives. During our study of Medical Ethics students will investigate and complete research on current issues within the medical realm; such as genetic engineering and cloning. Students will develop their understanding of the impact of discrimination through a unit on stereotypes and culture. They will also study current issues within Animal Ethics through research. In Ethics, students are required to research and identify the key arguments within ethical issues. Using analysis students then make decisions about where they stand on issues and support their decisions with evidence.

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media ethics</td>
<td>Students will be expected to complete an assessment task for each unit studied.</td>
</tr>
<tr>
<td>Medical ethics</td>
<td>Assignments ask students to use the process of ethical decision making to complete research and analysis on selected issues</td>
</tr>
<tr>
<td>Stereotypes</td>
<td></td>
</tr>
<tr>
<td>Animal ethics</td>
<td></td>
</tr>
</tbody>
</table>

Casey Grammar School Year 7 - 12 Curriculum Handbook
Work Related Skills

Year 10 students focus on planning their pathway to achieve broad career goals that offer a range of options.

Students use their increased self-knowledge and deeper understanding of the education and training requirements to inform these decisions.

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Self-development</td>
<td>• Career tests</td>
</tr>
<tr>
<td>• Career exploration</td>
<td>• Career management plan</td>
</tr>
<tr>
<td>• Career management</td>
<td>• Tertiary institution research project</td>
</tr>
</tbody>
</table>

Additional Information

Students can undertake meaningful work experience throughout the year.

All students will participate in the Discovery Week Program in the last week of Term 2. They will visit various universities and TAFEs, participate in forums, complete an OHS program and listen to guest speakers.
Physical Education at Year 10 aims to develop students’ proficiency in performing and refining specialised movement skills in increasingly challenging movement situations. Whilst doing this, students will seek ways to evaluate and refine the quality of their own performance through the use of effective feedback and implementation of appropriate tactical strategies. The course also aims to increase students’ motivation to become active, as well as maintain a level of fitness that allows them to participate in many types of physical activities and ultimately maintain a healthy lifestyle as they enter adulthood. Adding to this, students will develop, implement and evaluate a personalised plan for improving their own fitness levels.

The curriculum also provides opportunities for students to refine and consolidate the personal and social skills necessary to demonstrate leadership and collaboration in a range of physical activities. They will also reflect on how ethical behaviour can influence the outcomes of movement activities.

Additional Information

Because of the school’s firm belief in the importance of physical activity, students must participate in this subject. They will not be excused from this subject without a signed note from their parents which explains the nature of their illness. If a physical problem persists, the school will request a doctor’s certificate. For many injuries, there is often a modified activity that students will be able to participate in to ensure they are gaining something meaningful from their time in the subject.
Mathematics

Explore and Extend

This course is designed to extend students' inquiry skills and problem solving strategies. They will be encouraged to develop their communication of ideas through solving Mathematical problems, puzzles and other extension activities. Emphasis will be placed on analysis, applying Mathematical processes to non-routine procedures and thinking skills.

The elective is intended to broaden the Mathematical knowledge of the participants by strengthening their understanding of skills introduced in their core Mathematics subject and encourage them to extrapolate this knowledge in the context of higher order problems.

Please note: this unit is available to students who have already demonstrated a strong aptitude and keen interest in this area.

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solving challenging Mathematical problems</td>
<td>Problem solving tasks and group work</td>
</tr>
<tr>
<td>Communicating Mathematical data</td>
<td>Reports and assignments</td>
</tr>
<tr>
<td>Extending CAS (calculator) technology</td>
<td>Tests and presentations</td>
</tr>
</tbody>
</table>
Year 10 Electives

Humanities

History Mysteries
This elective is designed to explore various mysteries past and present, both global and with a special focus on Australia. Students will explore the history behind these mysteries using evidence, research and the analysis of various theories.

Units of Study / Topics
• Ancient mysteries
• Modern mysteries

Assessment
• Research
• Source analysis
• Note taking
• Film review

Philosophy
This introductory course explores the key ideas in Philosophy. It aims to develop critical reasoning skills while focusing on some of the most interesting, difficult, abstract and persistently worrying questions that have always engaged reflective people. Philosophical studies leave a deep mark on the mind, and provide skills and intellectual virtues in demand beyond school.

Units of Study / Topics
• What is Philosophy?
• Critical reasoning
• Life’s big questions: truth, meaning, reality, morality and existence

Assessment
• Participation in discussion
• Assignments and classwork
• Learning journal
• Presentations
Science

Oceans, Minds and Everyday Reactions

This full year elective is designed to provide students with a comprehensive base of scientific knowledge and skill to take with them into their VCE studies. This will help students to develop a deeper understanding of Science and its relationship to the world. It is strongly advised that students wishing to undertake science at the VCE level choose this subject to improve their preparation.

The course will examine the following:

- Biological Science
- Biochemical Science
- Chemical Science

Whilst studying the key areas above, students will develop their ability to use investigative, problem solving and thinking curriculum approaches to questions. They will examine Science linked to real-life applications and take part in hands on inquiries and investigations. Students will continue to develop skill sections that develop a variety of practical and theoretical skills. They will also examine a variety of case studies of various scientific studies and fields of science at work.

### Units of Study / Topics

- Introductory risk assessments and MSDS use
- Nucleation reactions and the physics of rockets
- The circulatory system and the anatomy of the human heart
- Bacterial growth and analysis\correct aseptic technique
- Microscope use and cell staining technique
- Polymers and their qualities
- Dissection technique

### Assessment

- Practical reports\skills
- Project assignment work
- End of year theory and practical skill exam
Year 10 Electives

Health and Physical Education

Applied Sport Science

This elective is designed for students who are interested in medicine, the human body, or rehabilitation with a sporting twist. They will comprehensively learn about the anatomy and physiology of the human body and how the body responds to exercise. We will specifically study the role of a sports physician, who is a doctor with specialist training in sport injuries, illnesses and rehabilitation programs. We will also research other sports medicine areas such as physiotherapy, massage therapy, podiatry, and sport trainers, and discover what these professions do to treat their patients.

Students will look specifically at some of the most common injuries and illnesses that a sports physician would have to treat, like asthma, diabetes and Osgood-Schlatters syndrome. They will explore the various different types of testing that they might use to treat a patient and will work through some injury case studies to apply this knowledge into some practical scenarios. Students will also complete some first aid and CPR training, along with trialling some basic sports taping for some routine injuries. Lastly, we will briefly touch on some drugs in sport examples from a medical point of view and will research the university requirements for the different careers within the sport medicine field.

Units of Study / Topics

• Anatomy and physiology of the human body
• Acute and chronic responses to exercise
• Sport management plans for common ailments (eg. Asthma, diabetes, Osgood-Schlatters)
• Common types of tests (eg. x-ray, blood test, ECG, MRI)
• Medical case studies
• First Aid training
• Drugs in sport – legal and illegal
• Careers - Sports Medicine and similar areas

Assessment

• Anatomy and physiology test
• Completion of case studies
• First aid practical assessment
• First aid theory assessment
Strategies in Sport

In this predominantly practical based elective, students will participate in a range of team sports and practical activities where they will aim to develop their leadership skills and use of tactical strategies. There will be SEPEP competitions where students will be responsible for taking on the different roles within a sporting competition, such as umpire, team manager, captain, skills coach, fitness coach and media publicist, whilst all competing in round robin style competitions.

While a high level of skill isn’t a necessity for this elective, bringing your full sports uniform, being willing to get involved in all types of sporting activities and exhibiting appropriate sporting behaviours is essential.

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tactical awareness</td>
<td>• Participation in practical activities</td>
</tr>
<tr>
<td>• Leadership roles in a sporting context</td>
<td>• Leadership and ability to assume roles of responsibility</td>
</tr>
<tr>
<td>• How to run a sporting competition</td>
<td>• Displaying appropriate sportsmanship</td>
</tr>
<tr>
<td>• SEPEP tournaments</td>
<td>• Written evaluation</td>
</tr>
<tr>
<td>• Practical activities could include any of the following activities: Australian Rules Football, Badminton, Basketball, European Handball, Futsal, Gaelic Football, Gridiron, Hockey, Indoor Hockey, Indoor Soccer, Netball, Table Tennis, Touch Rugby, Soccer, Speedball, Ultimate, Volleyball.</td>
<td></td>
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</tbody>
</table>

year 7
year 8
year 9
year 10
VCE
French

In learning a Language Other Than English students develop communication skills and knowledge, and come to understand social, historical, familial and other aspects of the specific language and culture of the speakers of the language they are studying. Language learning contributes to the development of inter-culturally aware citizens.

The course is structured around the knowledge, understandings and skills required to communicate in French, to be aware of language as a system and to gain cultural insights. Course content is centred on themes relating to everyday language use, covering topics relevant to the students’ own language needs.

Year 9 and 10 French are pre-requisites for students wishing to study French in VCE.

A cultural and linguistic tour to New Caledonia is offered to students in alternating years.

Home Study

Students are expected to complete regular homework in French, including vocabulary revision on a nightly basis. Students should also maintain summary notes, particularly as there is a stronger focus on grammar (verb conjugation, tenses, adjectival agreement etc) than in previous years.

Regular written homework will also be set by the teacher, and students are encouraged to access multimedia including recommended websites to increase their understanding of the French language and awareness of French culture.
Information and Communication Technologies (ICT)

Analytics

Students will use complex ICT tools and techniques to visually represent, model, reframe and refine their thinking to assist in developing new understanding. Working in real and virtual teams, students collaboratively develop conventions for storing and presenting information (such as style guides, filenames, file structure, file access rights) to create information products and solve problems set in real-world contexts in all areas of the curriculum.

They investigate threats to data security, such as accidental loss (failure to follow file management procedures), stealing (files from a network), and data corruption by viruses and hackers. These investigations could focus on the preventative actions taken by businesses within the local community to protect their data and information. They apply ICT techniques and privacy law principles to protect individual and team files from unauthorised access and accidental damage.

Students, individually and in teams, use ICT to make detailed project plans that sequence tasks to be done, resources needed and timelines for completion. When selecting hardware and software for each task, students consider the capabilities and limitations of these tools and recognise that their choice is influenced by the characteristics of the data to be manipulated.

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Microsoft Office Suite – intermediate/advanced level</td>
<td></td>
</tr>
<tr>
<td>• Data analysis</td>
<td></td>
</tr>
<tr>
<td>• Research projects – web based</td>
<td></td>
</tr>
<tr>
<td>• Applications/development</td>
<td></td>
</tr>
<tr>
<td>• Google resources</td>
<td>• Portfolio and online based</td>
</tr>
<tr>
<td></td>
<td>• Team based tasks</td>
</tr>
<tr>
<td></td>
<td>• Assignments and investigations</td>
</tr>
</tbody>
</table>
### Year 10 Electives

#### Performing Arts

**Drama**

This semester elective will serve as an introduction to the concepts and skills required for VCE Drama. Students will learn about stagecraft, dramatic elements and the conventions of non-naturalism. They will work individually and as part of an ensemble to develop and present both improvised and scripted material to an audience.

Students will view and analyse a performance (either a musical or non-naturalistic work) by a professional company.

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Creation and presentation of scripted material to an audience</td>
</tr>
<tr>
<td>• Development of a performance from a prescribed structure</td>
</tr>
<tr>
<td>• Stagecraft</td>
</tr>
<tr>
<td>• Play making techniques</td>
</tr>
<tr>
<td>• Performance skills</td>
</tr>
<tr>
<td>• Analysis of a professional production</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Scripted and improvised performances</td>
</tr>
<tr>
<td>• Production analysis</td>
</tr>
<tr>
<td>• Performance self-evaluation</td>
</tr>
<tr>
<td>• Rehearsal and class contribution</td>
</tr>
</tbody>
</table>

**Music**

Year 10 Music is designed to be an introduction to VCE Music Solo Performance and provide students with the skills needed to be successful in VCE Music. It is important that students have experience with at least one musical instrument and preferable that they have instrumental music lessons, although this is not essential.

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Elements of Music</td>
</tr>
<tr>
<td>• History of Music</td>
</tr>
<tr>
<td>• Performance</td>
</tr>
<tr>
<td>• Composition</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Performance</td>
</tr>
<tr>
<td>• Listening analysis</td>
</tr>
<tr>
<td>• Theory tests</td>
</tr>
<tr>
<td>• Composition</td>
</tr>
</tbody>
</table>
Visual Arts

Visual Communication and Design (VCD)

Visual communicators use text and/or image to communicate information. Architecture, engineering, graphic, industrial and multimedia design, advertising and marketing, cartography and fashion are challenging and possible future career options. Students will learn about the three design fields: Communication, Industrial and Environmental.

This course will explore a range of creative and traditional methods used to communicate information and ideas visually. Students will learn the fundamentals of scanning, output and digital manipulation and gain an understanding of Adobe Photoshop and Adobe Illustrator to explore design possibilities and to create final presentations. Students will learn traditional drawing methods alongside digital technology, work with a wide variety of different media to develop their concepts and become familiar with the design process. Throughout the course technical drawing skills will be acquired and these will be used to further develop their own personal designs. Students will learn to analyse and research existing design with a strong emphasis on understanding design elements and principles.

Units of Study / Topics

- Exploring media drawing
- Room interior perspective unit
- Exploring of design elements and principles
- Adobe Illustrator skills
- Introduction to design principles, logo development and packaging
- Instrumental drawings: isometric and planometric methods
- Orthogonal drawing

Assessment

- Level of skill with media and rendering techniques
- Skill and understanding of drawing methods
- Knowledge of digital media
- Understanding of design process
- Visualisation and observational drawings
- Development of design briefs
Year 10 Electives

Visual Arts

Creative Drawing

Explore the techniques of drawing and illustration using a variety of media and materials. Develop your skills with illustration and experiment with media such as charcoal, ink and pastels. Drawing projects are aimed to develop new ways of exploring themes, chosen quotes and personal reflection.

Through the study of other artists students become familiar with different drawing and art techniques which can be used to enhance the quality of their own art work.

- A different way of seeing letters
- I see myself as an animal
- Alice in Wonderland quote

Assessment

- Exploration of art elements
- I see myself as an animal: research, explore media trials and present final illustration using four different techniques
- Alice in Wonderland quote represented in realistic, abstract and cartoon interpretation
- Level of skill in handling different media
- Ability to describe process and plan drawings
- Creative thinking

Specialist Areas

Product Design and Technology

This elective aims to develop in each student the knowledge, understanding and skills they need to complete Design Folio and Production pieces.

It enables students to build upon their learning in Years 7-9 Technology. Specifically, it focuses on the following stages: Design, Investigate, Produce and Evaluate. Students learn about the design process involving design ideas, trial solutions, problem solving, and the development of a working plan that leads into a production outcome and an evaluation of the whole process.

- Design to meet a brief
- Design to meet a need
- Production using hand and power tools
- Understanding characteristics of materials
- Projects such as desk organiser, key rack, side table and planter box

Assessment

- The theory component of this unit will consist of a design folio containing: research, a design brief, visualisation drawings in 2D and 3D, proposal drawings and working drawings
- The practical component of this unit will consist of a number of small projects
Digital Photography

This subject will introduce students to understanding and using a digital SLR camera. They will learn about the history of photography, cameras, lenses, exposure, aperture, shutter speed and ISO.

They will learn elements of composition eg light, focus, blur, position of objects in photo, Rule of Thirds, Leading Lines, camera position, distractions and motion.

Finally they will be introduced to black and white photography, using software to enhance photos, how to prepare for a camera “shoot and what makes a “great” photo.

Students will use the school environment and also their everyday surroundings as subject matter to create unique and visually engaging photos and for filming. Students also be introduced to movie making and in groups will create a short 3 minute silent film. They will investigate how music and film have been used in different ways by musicians and film makers. They will choose an appropriate piece of music to go with their film.

---

**Units of Study / Topics**

- Anywhere outside the school
- Movement and motion
- Composition in photography
- Portraiture
- Critical analysis of video clips
- Short film - making the ordinary extraordinary

**Assessment**

- Folio- photographs and film
- Understanding of composition
- Development of film idea
- Analysis of video clips and photographs
- Understanding and technique with camera
- Homework tasks
- Creative thinking
Year 10 Electives

Specialist Areas

Media and Journalism

This introductory course examines a number of aspects of media including: print journalism, production, photography, writing ‘copy’, film and advertising. Students are encouraged to explore the various ways the media influences the public and produce their own ‘media’ products.

Units of Study / Topics

- Introduction to media
- Understanding media conventions
- Media representations
- Film study
- Journalism

Assessment

- Reflection Diary
- A journal of ideas, inspiration, plans and reflective thinking that uses appropriate media terminology
- Written analysis of films
- Projects

Taking Care of Business

This elective is designed to assist Year 10 students in gaining an understanding of the various types of “Business Style” subjects that Casey Grammar has to offer in VCE. Students will complete units of Business Management, Legal Studies, Economics, Accounting and Politics.

Units of Study / Topics

- What is the difference between advertising and marketing?
- What is Legal Studies and how our legal system affects us?
- Introduction to accounting and basic balance sheets.
- Introduction to economics, the share market and how these affect our way of life

Assessment

- Creating a new cereal concept
- Creating a business and new product
- Serial killer biography
- Balance sheets, profit and loss and revenue statements
- The ASX Share Market game
# Year 10 Specialised Study

## Fundamentals for VCE

### Literacy and Numeracy

This subject is designed to equip students with the skills and knowledge they need to maximise their academic success in VCE. While the main focus of the course is building literacy skills there are also opportunities for students to develop numeracy and study skills within the structure of the subject.

<table>
<thead>
<tr>
<th>Units of Study / Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Essentials of English</td>
<td>• Learning journal: summarising, note-taking, analysis and discussion of texts</td>
</tr>
<tr>
<td>• Information literacy</td>
<td>• Text response: essay writing</td>
</tr>
<tr>
<td>• The analysis and construction of argument</td>
<td>• Writing folio: effective communication</td>
</tr>
<tr>
<td>• Technology and communication</td>
<td>• Presentations</td>
</tr>
<tr>
<td>• The study of texts</td>
<td></td>
</tr>
</tbody>
</table>
# VCE Curriculum

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VCE Overview

Introduction

The Victorian Certificate of Education (VCE) is completed over two years = four semesters. Units 1 & 2 are usually completed in Year 11 and Units 3 & 4 are usually completed in Year 12.

Each unit per semester includes:

• 50-60 hours in class
• 30 hours of structured homework
• 20-30 hours of independent study (revision)

Students must:

• Satisfy a minimum of 16 units
• Have three units from the English group
• Complete five units per semester in Year 12

Pathways

The following sample courses (see pages 97 - 99) are based on subjects, which together will provide pathways to tertiary studies, University, TAFE and employment areas. However, students are free to pick any subjects of their own choice from each block as per the current VCE Blocking Sheet. Each pathway includes suggestions for alternative options likely to complement it. It is important to be mindful of any prerequisites that tertiary institutions may require and refer to the appropriate VICTER Guide when making selections.

The following pathways are outlined:

• Humanities / General
• Business
• Science / Engineering
• Performing Arts / Music
• Health / Sport / Physical Education
• Art and Design
Humanities / General

Year 11
- Unit 1 & 2
- English or Literature
- Legal Studies
- Health
- General Mathematics
- History

Year 12
- Unit 3 & 4
- English or Literature
- Legal Studies
- Health
- Further Mathematics
- History

Alternative Options
- Unit 3 & 4 Psychology, Studio Arts, Information Technology, Outdoor and Environmental Studies, French, Business Management

Career Pathways
- Justice
- Law
- Education
- Health Sciences
- Arts Degree
- Nursing
- Occupational Therapy
- Journalism
- Child Care
- Youth and Social Work
- Police

Business

Year 11
- Unit 1 & 2
- English
- Legal Studies
- Business
- Accounting
- Either Mathematics

Year 12
- Unit 3 & 4
- English
- Legal Studies
- Business
- Accounting
- Either Mathematics

Alternative Options
- Unit 3 & 4 Psychology, Studio Arts, Information Technology, Outdoor and Environmental Studies, French, Economics

Career Pathways
- Management
- Business Administration
- Social Sciences
- Accounting
- Hospitality
- Tourism
- Law
- Justice
- Public Relations
- Marketing
- Human Resource Management
- International Trade
- Commerce (with Mathematical Methods)

These diagrams are an overall representation of Units in these areas; it cannot display all intricacies of subject choice or individual possibilities.
### VCE Overview

#### Science / Engineering

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
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</thead>
<tbody>
<tr>
<td>Unit 1 &amp; 2</td>
<td>Unit 3 &amp; 4</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>Mathematical Methods</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Physics</td>
<td>Physics</td>
</tr>
<tr>
<td>Biology</td>
<td>Biology</td>
</tr>
</tbody>
</table>

#### Alternative Options
- Unit 1 & 2 Biology, Business Management, History, Visual Communication and Design (VCD), French
- Unit 3 & 4 Psychology, Studio Arts, Information Technology, Outdoor and Environmental Studies, French

#### Career Pathways
- Medicine
- Biomedicine
- Engineering
- Physiotherapy
- Radiology
- Architecture
- Chemist
- Physicist
- Biologist
- Psychologist
- Environmental Science

### Performing Arts / Music

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 &amp; 2</td>
<td>Unit 3 &amp; 4</td>
</tr>
<tr>
<td>English or Literature</td>
<td>English or Literature</td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
</tr>
<tr>
<td>Drama</td>
<td>Drama</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Information Technology</td>
</tr>
<tr>
<td>Either Mathematics</td>
<td>Either Mathematics</td>
</tr>
</tbody>
</table>

#### Alternative Options
- Unit 1 & 2 Biology, Business Management, History, Visual Communication and Design (VCD), Mathematical Methods, General Maths, French
- Unit 3 & 4 Psychology, Studio Arts, Legal Studies, Physical Education, French

#### Career Pathways
- Performing Arts
- Actor
- Education
- Theatre Technician
- Sound Engineer
- Musician
- Media Communications
- Film
- Television
- Information Technology

These diagrams are an overall representation of Units in these areas; it cannot display all intricacies of subject choice or individual possibilities.
Health / Sport / Physical Education

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
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</thead>
<tbody>
<tr>
<td>Unit 1 &amp; 2</td>
<td>Unit 3 &amp; 4</td>
</tr>
<tr>
<td>English or Literature</td>
<td>English or Literature</td>
</tr>
<tr>
<td>Health</td>
<td>Health</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Outdoor and Environmental Studies</td>
<td>Outdoor and Environmental Studies</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>General Mathematics</td>
</tr>
</tbody>
</table>

Alternative Options

- Unit 1 & 2 Chemistry, Economics, Music, Accounting, Physics, Drama, Biology, Business Management, History, Visual Communication and Design (VCD)

Career Pathways

- Education
- Adventure Recreation
- Human Movement
- Eco Tourism
- Sports Management
- Fitness Training
- Environmental Science
- Sports Rehabilitation
- Exercise Science
- Physiotherapy (with Mathematical Methods)

Art and Design

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 &amp; 2</td>
<td>Unit 3 &amp; 4</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Studio Arts</td>
<td>Studio Arts</td>
</tr>
<tr>
<td>Visual Communication and Design (VCD)</td>
<td>Visual Communication and Design (VCD)</td>
</tr>
<tr>
<td>Design Technology</td>
<td>Design Technology</td>
</tr>
<tr>
<td>Either Mathematics</td>
<td>Either Mathematics</td>
</tr>
</tbody>
</table>

Alternative Options

- Unit 1 & 2 Chemistry, Economics, Music, Accounting, Physics, Drama

Career Pathways

- Teaching
- Design
- Fashion
- Publicity
- Gold and Silver Smithing
- Sign-writing
- Visual Merchandising
- Illustration
- Animation
- Photography
- Furniture Making
- Cabinet Making
- Fine Arts
- Jewellery Making

These diagrams are an overall representation of Units in these areas; it cannot display all intricacies of subject choice or individual possibilities.
Most students in Year 11 will study General Mathematics. The course leads students onto studying Further Mathematics at Year 12.

The other option for studying Mathematics at Year 11 is to choose to study Mathematical Methods (CAS) 1 & 2 which is used as an introduction to Mathematical Methods (CAS) 3 & 4.

Specialist Mathematics is for students who are passionate for studying high levels of Mathematics at University levels (Science and Engineering) but is not compulsory for the majority of tertiary courses.

Prerequisites

Many tertiary courses have prerequisites in the area of Mathematics. As such, it is important to be aware of any such prerequisites.
Language is central to the way in which students understand, critique and appreciate their world and to the ways in which they participate in Australian society. The study of English encourages the development of literate individuals capable of critical and imaginative thinking. The course is divided into three key areas: Reading and Responding; Creating and Presenting; Using Language to Persuade.

### Year 11

**Unit 1**
- Identify and discuss key aspects of a set text
- Create and present texts and consider audience, purpose and context
- Identify and discuss how language can be used to persuade

**Unit 2**
- Discuss and analyse how texts convey ways of thinking about the characters, ideas and themes
- Create and present texts and consider audience, purpose and context
- Identify and analyse how language is used in a persuasive text and (to) present a reasoned point of view

### Year 12

**Unit 3**
- Analyse and interpret texts
- Create written responses which draw on ideas from key texts. Explain choices about form, purpose, audience, language and context
- Analyse the use of persuasive language and present a point of view

**Unit 4**
- Develop and justify an interpretation of a set text
- Create written responses which draw on ideas from key texts. Explain choices about form, purpose, audience, language and context

### Entry Point Skills

- Critical and creative thinking
- Strong written and oral communication skills
- ‘At Standard’ result for Year 10 English

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
General Mathematics

Mathematics provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modeling, and problem solving.

Entry Point Skills

- Averaged 60% in Mathematics throughout Year 10
- Excellent problem solving skills
- Competent in analysing graphs, charts and data

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
Mathematical Methods

Mathematical Methods provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving.

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 2</strong></td>
</tr>
<tr>
<td>Functions and graphs (I)</td>
<td>Algebra (I)</td>
</tr>
<tr>
<td>Rates of change/calculus (I)</td>
<td>Probability (I)</td>
</tr>
<tr>
<td><strong>Unit 3</strong></td>
<td><strong>Unit 4</strong></td>
</tr>
<tr>
<td>Functions and graphs (II)</td>
<td>Algebra (II)</td>
</tr>
<tr>
<td>Rates of change/calculus (II)</td>
<td>Probability (II)</td>
</tr>
</tbody>
</table>

Units 1 and 2 build upon knowledge and skills attained in Year 10. This allows students to explore the following topics using both CAS and technology free approaches.

**Entry Point Skills**

- 85% average on all assessment tasks throughout Year 10 Mathematics
- Units 1 & 2 Mathematical Methods (CAS) is required before attempting Units 3 & 4
- Excellent working knowledge of CAS calculator

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
VCE Units 1-4

Accounting

The study of Accounting focuses on the financial recording, reporting and decision-making processes that are required of a sole proprietor small business. You will study both theoretical and practical aspects of accounting. Financial data will be collected and recorded, and accounting information reported, using both manual and information and communications technology (ICT) methods.

Year 11

Unit 1
• Explore the reasons why people go into business for themselves and the decisions they must make
• Learn how to record accounting information and prepare a range of accounting reports for a service business

Unit 2
• Learn how to record accounting information and prepare a range of accounting reports for a trading business
• Discover the role of ICT in Accounting
• Learn how to evaluate a small businesses financial position

Year 12

Unit 3
• Apply complex knowledge of recording accounting information into journals, ledgers and stock cards
• Learn to complete balance day adjustments and report and interpret accounting information

Unit 4
• Further develop skills in the recording and reporting of accounting information
• Explore the concept of financial planning and decision making in small business

Entry Point Skills

• Strong analytical skills
• Basic mathematics skills
• Ability to interpret and apply information

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
Biology

Biology is the study of living things examining familiar and complex multi-cellular organisms that live in the many different habitats of our biosphere as well as single celled micro-organisms that live in seemingly inhospitable conditions. It enables students to understand that despite diverse ways of meeting the challenges to survival, all living things have many structural and functional characteristics in common.

Year 11

Unit 1
Unity and diversity

Unit 2
Organisms and their environment

Year 12

Unit 3
Signatures of life

Unit 4
Continuity and change

Entry Point Skills

- Achieve an average of 75% or above in Year 10 Science
- Display independent practical skills
- Well developed problem solving skills

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
Within Australia there is a wide variety of business organisations in terms of size, ownership, objectives, resources and location. These organisations are managed by people who establish systems and processes to achieve a range of objectives. In this subject students develop an understanding of the complexity, challenges and rewards that come from business management and gain an insight into the various ways resources can be managed in small, medium and large-scale organisations.

### Year 11

#### Unit 1
- Small business management
  - An introduction to the nature of business in Australian society
  - Decision-making, planning and evaluation of small businesses, including a business simulation activity
  - Day-to-day operations of small business

#### Unit 2
- Communication and management
  - Explore the role of communication in business and how it is achieved
  - How do businesses market themselves? What does this involve?
  - Developing and promoting a business public image

### Year 12

#### Unit 3
- Corporate management
  - Explore the context in which large scale organisations exist within Australia
  - Managing the internal environments of large scale organisations
  - Operations management in large scale organisations

#### Unit 4
- Managing people and change
  - Analyse and evaluate processes and practices in relation to managing people in large scale organisations
  - Analyse and evaluate the management of change in large scale organisations

### Entry Point Skills
- Ability to apply knowledge to case study examples
- Ability to work independently
- Ability to apply critical thinking skills

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
Chemistry

Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Students use the language of chemistry, its symbols and chemical formulas and equations, to explain observations and data collected from experiments. Students will investigate how chemistry is used to respond to the effects of human activities on our environment, the scope of techniques available to the analytical chemist, organic reaction pathways and the chemistry of particular organic molecules and systematic organic chemistry.

Year 11

Unit 1
- The big ideas of Chemistry
- Explain how evidence is used to develop or refine chemical ideas and knowledge.
- Use models of structure and bonding to explain the properties and applications of materials.

Unit 2
- Environmental Chemistry
- Write balanced equations and apply these to qualitative and quantitative investigations of reactions involving acids and bases, the formation of precipitates and gases, and oxidants and reductants
- Explain how chemical reactions and processes occurring in the atmosphere help to sustain life on earth

Year 12

Unit 3
- Chemical pathways
- Evaluate the suitability of techniques and instruments used in chemical analyses
- Identify and explain the role of functional groups in organic reactions and construct reaction pathways using organic molecules

Unit 4
- Chemistry at work
- Analyse the factors that affect the extent and rate of chemical reactions and evaluate the optimum conditions used in the industrial production of the selected chemical
- Analyse chemical and energy transformations occurring in chemical reactions

Entry Point Skills

- Achievement of 80% or higher in Year 10 Science
- Strong mathematics skills
- Ability to work independently during the practical component

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
VCE
Units 1-4

Drama

The study of Drama focuses on the creation and performance of characters, narratives and stories in a non-naturalistic style. Students draw on a range of contexts, practitioners and stimulus to devise live theatre. They develop an understanding of dramatic elements, stagecraft and conventions appropriate to both their own performance work, and that of professional productions.

Year 11

Unit 1
- Dramatic story-telling
- Develop an awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance styles
- Study of non-naturalistic practitioners
- Create an ensemble performance based on a prescribed structure
- Exploring dramatic and stagecraft elements, conventions and performance styles
- Analysis of a professional production

Unit 2
- Non-naturalistic Australian drama
- Creation and presentation of a Solo performance
- Analysis of a professional production

Year 12

Unit 3
- Non-naturalistic Ensemble performance
- Focus on non-naturalistic drama from a diverse range of performance traditions
- Creation, development and presentation of an ensemble performance using dramatic elements, conventions, stagecraft and performance skills
- Evaluate stages involved in the creation, development and presentation of an ensemble performance
- Analysis of a professional production

Unit 4
- Non-naturalistic Solo performance
- Create and develop character/s within a short solo performance
- Develop and perform an extended solo performance in response to a prescribed structure issued by VCAA

Entry Point Skills
- ‘Medium’ grade average in Year 10 English
- Students must undertake Unit 3 prior to undertaking Unit 4
- A passion for performing

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
Economics

Economics is the study of how resources are used to satisfy needs. It is central to understanding why individuals and societies behave as they do. VCE Economics equips students with a unique set of concepts, ideas and tools to apply to individual and social circumstances, and helps them to be more informed citizens, consumers and investors.

Unit 1
- Understand how decisions made by consumers affect what is produced
- Examine the importance of maintaining sustainable rates of economic growth for current and future living standards
- Investigate wealth and income distribution in Australia

Unit 2
- Gain an appreciation of the challenges facing businesses wishing to expand
- Analyse the impacts of high unemployment on both society and the individual
- Close examination of Australia’s trading relationships

Entry Point Skills
- ‘Medium’ grade average in Year 10 English
- Students must undertake Unit 3 prior to undertaking Unit 4
- A passion for performing

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
The study of language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. The areas of study for French comprise themes and topics, grammar, text types, vocabulary and kinds of writing. The course is delivered in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

**Year 11**

**Unit 1**
- Establish and maintain a spoken or written exchange related to personal areas of experience
- Listen to, read and obtain information from written and spoken texts
- Produce a personal response to a text focusing on real or imaginary experience

**Unit 2**
- Participate in a spoken or written exchange related to making arrangements and completing transactions
- Listen to, read, and extract and use information and ideas from spoken and written texts
- Give expression to real or imaginary experience in written or spoken form

**Year 12**

**Unit 3**
- Express ideas through the production of original texts
- Analyse and use information from spoken texts
- Exchange information, opinions and experiences

**Unit 4**
- Analyse and use information from written texts
- Respond critically to spoken and written texts which reflect aspects of the language and culture of French-speaking communities

**Entry Point Skills**
- Studied the language for at least 200 hours or completed Year 10 French
- Demonstrate independent study skills and commit to regular practice beyond the classroom

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
Health and Human Development

Health and Human Development involves students investigating health and human development in our local, Australian and global communities. The study of human development is about individual change, that is, a continuous lifelong process that begins at conception and continues until death. Individual human developmental changes are cumulative; development that occurs in the future is dependent upon development occurring in the past. Understanding nutrition and the major role it plays in influencing both health status and individual human development.

**Year 11**

**Unit 1**
- Examine the concepts of health and individual human development
- Focused study on Australia’s youth
- Identify issues that have an impact on Australia’s youth

**Unit 2**
- Investigate the health and individual human development for the lifespan stages of prenatal, childhood and adulthood
- Identify issues that affect the health and individual human development of Australia’s mothers and babies, children and adults

**Year 12**

**Unit 3**
- Measuring Australia’s health status
- Understanding the NHPAs initiative and how it seeks to bring a national health policy focus to diseases and conditions that have a major impact on the health of Australians
- Gain knowledge of the Australian health system - Medicare

**Unit 4**
- Examining the global perspective on achieving sustainable improvements in health and human development
- The role of the United Nations in the development of Millennium Development Goals to reduce the inequalities that result in human poverty
- Analysing International aid to reduce poverty

**Entry Point Skills**

- Ability to read and analyse a volume of text from various sources
- Ability to examine and discuss strategies to improve Individual and Global health and human development

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. It is a synthesising discipline which draws upon most elements of knowledge and human experience. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures. The study of history draws links between contemporary society and its history, in terms of its social and political institutions, and language.

**Year 11**

**Unit 1**
- Conquest and Resistance
  - Analyse the means by which the colonisers imposed and maintained control
  - Discuss the ideas and roles of the leaders and nationalist movements in the resistance to colonial rule
  - Evaluate the extent to which the new nation realised its ideals and the role of nationalism

**Unit 2**
- People and Power
  - Describe a specific form of established authority and analyse the ways in which it was maintained
  - Explain the reasons that led individuals and/or groups to challenge the established authority and the way in which their dissent was manifested
  - Evaluate the degree to which change occurred as a result of challenges to the established authority

**Entry Point Skills**
- Ability to research relevant information from a range of primary and secondary sources
- Well-developed analytical and inferential skills
- Ability to develop texts using evidence

**Year 12**

**Unit 3**
- Revolutions - French
  - Evaluate the role of ideas, leaders, movements and events in the development of the revolution

**Unit 4**
- Revolutions - Russian
  - Analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society, and evaluate the nature of the society created by the revolution

**Unit 3 and Unit 4**
(Outcomes apply to both Units 3 and 4)

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
The rapid pace of development in information and communications technology (ICT) is having a major influence on many aspects of society. Not only does ICT provide the capacity to change how tasks and activities are undertaken, but it also creates new opportunities in work, education, entertainment and society.

**Unit 1**
- From data to information: students learn to present various forms of data in an exciting graphic form
- Networks: students learn about global and local area computer networks
- Explore issues and opportunities associated with ICT in a global economy

**Unit 2**
- Locate, analyse and present information from large data sets
- Programming and pathways: students learn programming using scripting or programming tools
- Develop an ICT solution to solve a customer problem

**Entry Point Skills**
- Have a genuine passion for technology
- An understanding of basic programming and web design skills

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
VCE Legal Studies investigates the ways in which the law relates to and serve individuals and the community. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society.

**Year 11**
- **Unit 1** Criminal law in action
  - Students examine the need for laws in society
  - Investigate the key features of criminal law, how it is enforced and adjudicated
  - Explore the main features and operations of criminal courts

- **Unit 2** Issues in civil law
  - Examine the rights that are protected by civil law
  - Investigate types of civil laws (torts and contracts) by examining cases
  - Focus on cases that have had a broader impact on the legal system

**Year 12**
- **Unit 3** Law-making
  - Evaluation of the effectiveness of law-making bodies
  - Develop an understanding of the importance of the Constitution in their lives and on society
  - Investigate the relationships that exist between parliaments and courts

- **Unit 4** Resolution and justice
  - Examine the institutions that adjudicate criminal cases and civil disputes
  - Develop an understanding of the adversary system of trial and the jury system
  - Consider reforms that improve the effectiveness of the legal system

**Entry Point Skills**
- Strong research skills
- An ability to support statements using evidence and examples
- A passion for the law

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
Literature

The study of literature focuses on the enjoyment and appreciation of reading. It includes discussion, debate and the challenge of exploring the meanings of literary texts. VCE Literature encourages students to develop independent and critical thinking which will assist them in the workforce and in future academic study.

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
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<tbody>
<tr>
<td>Unit 1</td>
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**Unit 1**
- Readers and their responses: How personal responses to literature are developed
- Focus on the ways social and cultural contexts are represented
- Interpret and make meaning of non-print texts

**Unit 2**
- The text the reader and their context: Analyse and respond to a text from a past era
- Comparing how texts relate to one another

**Unit 3**
- Adaptations and transformations: How does meaning change if the form of a text is changed
- Views, values and contexts: How texts create perspectives of the world
- Considering alternative viewpoints: How other perspectives can impact on your own interpretation

**Unit 4**
- Creative responses to texts: Understanding imaginative technique
- Close analysis: Identify critical features in a text

**Entry Point Skills**
- Enjoyment and appreciation of reading and writing
- Independent and critical thinking skills
- Willingness to discuss and debate how meaning is implied

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music, and develop their ability to communicate their understanding through music making: performing, composing, arranging and/or improvising, musicianship, analysis and music language.

**Year 11**

**Unit 1**
- Prepare a program of group and solo works for an end of semester recital
- Demonstrate and describe instrument specific techniques and their relevance to your performance
- Be able to write, aurally recognise and describe elements of music

**Unit 2**
- Prepare a program of group and solo works for an end of semester recital
- Demonstrate and describe instrument specific techniques
- Write, aurally recognise and describe elements of music
- Compose a piece of music using ICT

**Year 12**

**Unit 3**
- Prepare a program of group and solo works for an end of semester recital
- Demonstrate and describe instrument specific techniques and their relevance to your performance
- Be able to write, aurally recognise and describe elements of music

**Unit 4**
- Prepare a program of group and solo works for an end of semester recital
- Demonstrate and describe instrument specific techniques and their relevance to your performance
- Be able to write, aurally recognise and describe elements of music written by post 1910 Australian composers/writers

**Entry Point Skills**
- Ability to play an instrument/sing and an AMEB grade 4 level (recommendation)
- A basic understanding of Music theory
- A passion for performing and playing music

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
Outdoor and Environmental Studies

VCE Outdoor and Environmental Studies provide students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with more theoretical ways of knowing enables informed understanding of human relationships with nature.

**Year 11**

**Unit 1**
- Exploring outdoor experiences

**Unit 2**
- Discovering outdoor environments

**Year 12**

**Unit 3**
- Relationships with outdoor environments

**Unit 4**
- Sustainable outdoor relationships

**Entry Point Skills**
- ‘Medium’ grade average in English and Geography
- Students may be required to undertake an interview to determine suitability for the subject
- Complete a fitness assessment in a set time

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
Physical Education

Physical Education explores the sciences of the human body. Within this, students will learn how the different body systems allow such a range of movements, from power to precision. They will discover how the body responds to different types of physical activity and how to enhance performance through a wide variety of methods. Students will learn about the implementation of cutting edge practices, including the latest ideas from coaching, new training methods and technological advancements.

Year 11

Unit 1
Bodies in motion
- Body systems and human movement
- Biomechanical movement principles
- Technological advancements in sport
- Sport injuries and rehabilitation

Unit 2
Sports coaching and physically active lifestyles
- Coaching and personal training
- Physically active lifestyles
- Community facilities and participation
- Decision making in sport

Year 12

Unit 3
Physical activity and physiological performance
- Monitoring and promoting physical activity
- The body’s physiological responses to physical activity
- Energy production, fatigue and recovery

Unit 4
Enhancing performance
- Planning, implementing and evaluating a successful training program
- Long term training improvements
- Performance enhancement from a dietary, physiological and psychological perspective
- Illegal performance enhancement and anti-doping codes and practices

Entry Point Skills

- Interest in the human body and its responses to exercise
- Ability to grasp difficult concepts and analyse data and graphs
- Able to work productively in class and complete regular homework and revision
- Ability to participate in all practical activities and work productively with different groups

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
Physics

Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe. This understanding has significance for the way we understand our place in the Universe. This study is designed to enhance the scientific literacy of students in the specialised area of Physics.

**Entry Point Skills**

- Very high grade average in Year 10 Mathematics and Science
- A passion for formulas and problem solving
- Unit 1 & 2 are highly recommended before attempting Units 3 & 4
VCE Units 1-4

Product Design and Technology

VCE Product Design and Technology can provide a pathway to a range of related fields such as industrial, product, interior design, engineering, furniture, jewellery, textile and ceramic. Moreover, VCE Product Design and Technology can inform sustainable behaviours and develop technical skills to present multiple solutions to everyday life situations. It contributes to creating confident and unique problem solvers and project managers well equipped to deal with the multi-disciplinary nature of modern workplaces.

Year 11

**Unit 1**
- Product re-design and sustainability

**Unit 2**
- Collaborative design

Year 12

**Unit 3**
- Applying the product design process

**Unit 4**
- Product development and evaluation

Entry Point Skills

- Able to develop a range of ideas in a design folio
- A capacity to draw in 2D and 3D drawing systems
- The ability to competently and safely use a range of hand and power tools

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
Psychology

Psychology is the study of mental processes and behaviour in humans. It centres on the complex relationship between the brain, behaviour, cognition and socio cultural influences. It enables students to understand the factors that influence thought, emotions and behaviour. The study assists students in developing effective language skills for communication and numeracy skills for data analysis. In addition students develop a range of broader skills including problem solving, critical evaluation and the application of processes of scientific inquiry.

Year 11

Unit 1
Introduction to psychology

- The development of psychology into a scientific study
- Examination of visual perception as an example of psychological processes
- Psychological development through the lifespan including psychosocial development and mental illness

Unit 2
Self and Others

- Examine attitude development
- Examine group behaviour and the effects of groups on conformity and compliance
- Examine theories of personality and intelligence

Entry Point Skills

- Achieve satisfactory results in Year 10 Science
- Display independent practical skills
- Well-developed problem solving skills

Year 12

Unit 3
The Conscious Self

- Examine the types of awareness and its characteristics
- Investigate sleep as an altered state of consciousness
- Examine brain structure and processes
- Examine the process of memory and forgetting

Unit 4
Brain, Behaviour and Experience

- Consider how we learn and the theories of learning
- Analyse mental health and illness
- The acquisition of phobias
- Focus on schizophrenia as an example of mental illness

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
VCE Units 1-4

Studio Arts

Studio Arts is the study that encourages and supports students to recognise their individual potential as art makers and presents a guided process to assist their understanding and development of art making. The study establishes effective art practices through the application of an individual design process to assist the student’s production of artworks. The theoretical component of this study is an important basis for studio practice as it offers students a model for inquiry that can support their art making practices.

Entry Point Skills

- A keen interest in Arts with the desire to produce final artworks of interest
- A basic knowledge of Art materials and techniques
- An understanding of the basic elements and principles

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
Visual Communication and Design (VCD)

Visual Communication Design can inform people’s decisions about where and how they live and what they buy and consume. The visual presentation of information influences people’s choices on what they think they need or want. The study provides students with the opportunity to develop an informed, a critical and a discriminating approach to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, processes and dispositions, supports skill development in areas beyond design, including science, business, marketing and management.

Entry Point Skills

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au
VET offers students the opportunity to:

• Combine general and vocational studies
• Explore career options and pathways
• Undertake learning in the workplace
• Gain a nationally recognised qualification or credit towards a qualification that contributes to the VCE
• Develop skills that will equip students for the workplace and further study

**VET Providers**

- TAFE - either on a Wednesday or Friday
- Other local schools
- Group Training Company

**Examples of Programs**

- Agriculture and Horticulture
- Animal Studies
- Fashion Design
- Automotive
- Building and Construction
- Business
- Cisco
- Dance
- Engineering
- Hospitality
- Health
- Media
- Sport and Recreation

**Additional Information**

- Students complete their VET studies one day a week and are not at school on that day, therefore they need to be highly organised
- Costs – often between $800 and $3,000 dollars – the school will subsidise some of these costs depending on government funding (parents are billed in Semester 2 for the remaining costs)
- If a student decides to not complete the course the parent will still be billed as the providers cost their courses for the entire year (the school must repay the provider)
Useful Links

Victorian Department of Education www.education.vic.gov.au
Victorian Curriculum and Assessment Authority www.vcaa.vic.edu.au
Victorian Tertiary Admissions Centre www.vtac.edu.au
My Future www.myfuture.edu.au
My University www.myuniversity.gov.au
Australian Training Sector www.training.gov.au
Australian Government Department of Industry www.myskills.gov.au
Australian Apprenticeships www.australianapprenticeships.gov.au