SUBJECT INFORMATION 2022

LEARNING PROGRAM YEARS 11 & 12

Our College Vision

Marian College is a dynamic and nurturing Kildare Education Ministries Catholic College in the Brigidine tradition.

We are committed to ensuring a vibrant and challenging educational environment of learning and personal growth.

Our safe supportive environment will empower our young people to become part of a generation responsible for bringing positive change to our world.

Kildare MINISTRIES

Kildare Ministries is inspired by the transformative vision of the Christian story and our rich traditions.

Our Vision

A community where all people are valued, where all creation is recognised as sacred and where hope, justice and courage are our hallmarks.

Our Mission

Responding to the changing needs of our world, we strive to build inclusive communities through the provision of education and community works.

Our Values

Wonder
Celebrating all that is good with joy and gratitude

Justice
Making the needs of the vulnerable paramount

Courage
Speaking and acting with integrity

Compassion
Walking with and having empathy for all

Hospitality
Welcoming all

Hope
Bringing a sense of purpose

College Overview

Strength and Gentleness

Established by the Brigidine sisters on its current site in 1889, Marian College prides itself on its very long commitment to providing high quality learning and teaching for young men and women of the Grampians-Ararat-Stawell region.

Marian College is a Kildare Education Ministries school in the Brigidine tradition that continues to offer high quality educational opportunities and experiences, which will shape our students in positive ways throughout their lives.

At Marian College we seek to provide an education that empowers students to become life-long learners, who are encouraged to think creatively, to analyse critically, to respond intelligently, and with thought and compassion for others.

As a Catholic learning community we endeavour to keep the Gospel values at the heart of our school, and actively promote high expectations, respectful communications, perseverance, tolerance, compassion, justice and service.

Our Learning and Teaching programs are designed:

- to be challenging and responsive to emerging needs in education that are tailored to support personalized learning pathways,
- to promote innovation and creative thinking,
- to embrace contemporary technologies and real-world experiences,
- and to excite the imagination and passion in the pursuit of excellence.

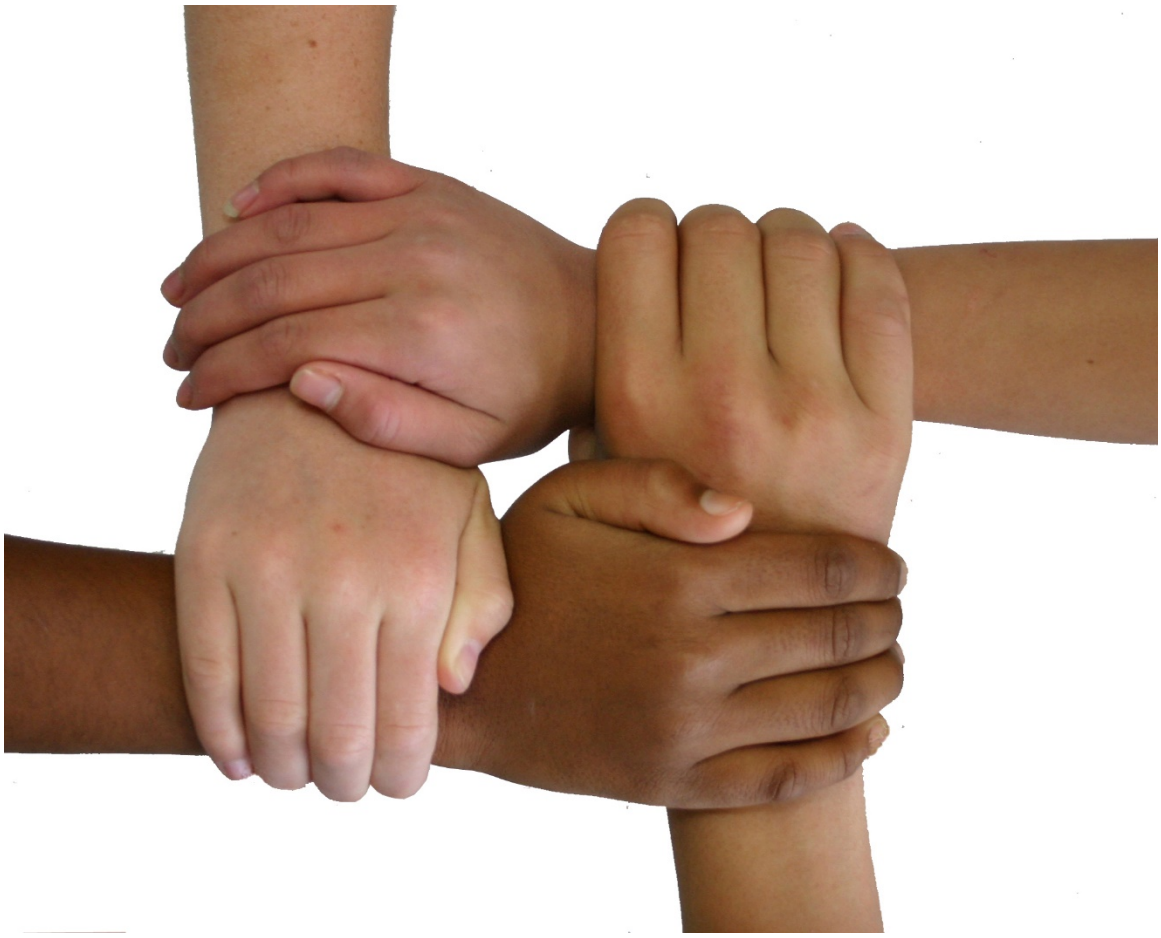
Students are encouraged to excel and to work towards continual improvement to achieve their best. We are very proud of our strong Brigidine identity and ethos, where staff actively promote and nurture the spiritual, intellectual, emotional, physical and social growth of all students.

Teaching staff work collaboratively and reflectively in Professional Learning Teams to continue to remain at the forefront of advancing teaching and learning practices. They endeavour to model learning and a passion for learning, providing ongoing effective feedback for continual improvement.

Our Teacher Advisor (T.A.) program represents an integral element of our mission. Each Teacher Advisor is the advocate and role model in the lives of the students in their care. They support these students academically and socially throughout their secondary

journey. In partnership with parents, they help guide students to flourish and grow into thoughtful young men and women who can contribute positively to the world.

At Marian College we challenge our students to be people of courage and action, and to find their voice and place in the world.



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Focus of each Year level

THE CULTURE OF LEARNING AT MARIAN COLLEGE

Our Commitment to Learning
We encourage excellence and perseverance in learning
We strive for continuous improvement.

Student Learning- Action Statement

I WILL:

- Learn in every lesson
- Come prepared for every lesson in attitude and action
- Respect the learning environment
- Respect the rights of others to learn
- Accept new challenges
- Persevere and complete all tasks to the best of my ability
- Accept feedback as a chance to grow

YEAR 7: A YEAR OF TRANSITION

At Marian College we understand that the transition from primary to secondary education is an important step for all students. The curriculum at Year 7 helps in this transition process by providing a wide range of subjects for the students to experience. Students who have specific learning needs (especially in literacy and numeracy) receive special assistance.

The camp at Year 7 is designed to help students to get to know their new classmates and is held early in Term 1.

Year 7 students will study:

Core Subjects

- Religious Education
- English
- Language - Chinese
- Health & Physical Education
- Humanities
- Mathematics
- Science
- Wellbeing

Technologies

Digital Technologies

Design and Technologies:

- Home Economics
- Textiles
- Wood, Metal & Plastics

The Arts

- Art
- Performing Arts: Music and Drama

Enhancement

- Literacy Program

YEAR 8: A YEAR OF CONSOLIDATION

We concentrate on strengthening and developing skills and understandings in the subjects begun in Year 7. A literacy program is offered to these students who have been identified as having needs in this area. The rest of the subjects are the same as for Year 7.

The camp at Year 8 is designed to provide students with an opportunity to move out of their comfort zones.

Year 8 students will complete the following subjects:

Core Subjects

- Religious Education
- English
- Language - Chinese
- Health & Physical Education
- Humanities
- Mathematics
- Science
- Wellbeing

Technologies

Digital Technologies

Design and Technologies:

- Home Economics
- Textiles
- Wood, Metal & Plastics

The Arts

- Art
- Performing Arts: Music and Drama

Enhancement

- Literacy Program

YEAR 9: A YEAR OF PERSONAL DEVELOPMENT

Year 9 and 10 are exciting and important years in the intellectual, physical and social emotional development of our young people and Marian College strongly encourages all students to make the most of every learning opportunity made available to them. It is often through leaving one's comfort zone and trying something new that a new talent or ability is identified or a lifelong hobby or interest developed.

In Year 9, careful consideration should be given to the selection of electives and subject outlines need to be read carefully. If you are unsure about what electives your child/ren should choose, please make contact with your child's TA or subject teachers.

YEAR 10: A YEAR OF CONSIDERING THE FUTURE

By Year 10, it is very likely that you will have changed your ideas about career choices several times, so it is important to consider the options which will best allow you to achieve your potential.

At Year 10 you will study a number of core subjects which contain options within them and you will also select several elective units for each Semester.

A number of VCE and VET Units 1 & 2 are also offered at Year 10, however, students are required to apply for one of these subjects. The option of VCE and VET will depend on the blocking as well as the academic performance of students in Year 9.

**Please see Applied Learning section for all VCAL and VET subjects offered for Accelerated Learning.

SENIOR STUDENT PATHWAYS

Senior students should now be able to concentrate on achieving success in their chosen subjects creating a pathway for either University, TAFE, an Apprenticeship or employment.

Selecting your Subjects

YEARS 7 & 8

The subjects for students in Years 7 and 8 are set. All students at either Year 7 or Year 8 will follow a common program for their first two Years at Marian College.

YEARS 9 & 10

The subjects for Years 9 and 10 have core learning units, core electives and general electives, with Year 10 then also having the option of accelerated learning. Subject selections should be made in consultation with subject teachers, parents and Faculty Heads, remembering it is important to keep the right balance.

Once subjects are selected and accepted, it is proposed that the students program will remain in place for the Year.

ACCELERATION

In Year 10, Acceleration is not for all students. In some circumstances, the extra workload may have a negative effect on the student's wellbeing and academic progress.

It also must be understood that completing a VCE subject must be done within the confines of the VCAA and the rules associated with VCE.

The decision to attempt a VCE subject above the current Year level should not been seen as a 'trial run', but as an important decision that will have impacts on all other subject choices and the availability of subjects that can / will run within the school. It must also be considered in the light of the availability within the timetable and whether or not your child's TA and Semester Reports indicate that acceleration is the right option.

Except in exceptional circumstances students will only be permitted to undertake one accelerated subject sequence.

In terms of 'process' moving forward, if your child wishes to complete a VCE subject above their Year level, ie, they are in Year 10 and would like to study a Unit 1 & 2 subject or Year 11 and want to study a Unit 3 & 4 subject, they will need to apply to the relevant Head of Faculty and follow the application process.

**Please see Applied Learning section for all VCAL and VET subjects

NEW STUDENTS

Subject selection and timetable planning for new students will be completed by the Head of Student Development.

The Timetable & Codes

At Marian College, we use a three letter code for the subject that the student will be studying at any given time for their year level curriculum.

At Years 7 and 8, there is a set timetable for all subjects with a core curriculum. The codes for the Core curriculum are as follows (*Some codes may vary on the individual student's timetable):

*Subject	No of Semester Units	*Subject	No of Semester Units
English = ENG	2	Digital Technology = DIG	2
Humanities = HUM	2	Textiles = TEX	1
Language, Chinese = CHN	2	Art = ART	1
Mathematics = MAT	2	Drama = DRA	1
Religion = REL	2	Physical Education = PED	2
Science = SCI	2	Learning Enhancement = LEN	2
Technology = TEC	2	Wellbeing = WELL	2
Home Economics = HEC	1	Study = STU	2
Metal, Wood & Plastics = MWP	1	Music = MUS	1

Each Subject is generally followed by the Class number, eg: 07A or 08D etc.

The curriculum for each year level is colour coded in this handbook as follows:

Year 7

Year 8

Year 9

Year 10

VCE

Elective = *

Accelerated Learning = ♠

Each student is also placed into a school team called a "House". The House colours are as follows:

Barron = BAR	**Kelly - KEL**
Synnott = SYN	**Clancy – CLA**

Sample Timetable

The following example timetable sets the subjects for Years 9 and 10.

SEMESTER ONE *Week One*

	Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom 8.57am –9.03am	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
Period 1 9.05am – 9.52am					
Period 2 9.54am – 10.41am					
10.41am – 11.05am	**Recess**	**Recess**	**Recess**	**Recess**	**Recess**
Period 3 11.08am – 11.55am					
Period 4 11.57am – 12.44pm					
12.44pm – 1.32pm	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
Period 5 1.35pm – 2.22pm					
Period 6 2.24pm- 3.11pm					
Homeroom 3.11pm –3.14pm	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom

SEMESTER ONE *Week Two*

	Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom 8.57am –9.03am	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
Period 1 9.05am – 9.52am					
Period 2 9.54am – 10.41am					
10.41am – 11.05am	**Recess**	**Recess**	**Recess**	**Recess**	**Recess**
Period 3 11.08am – 11.55am					
Period 4 11.57am – 12.44pm					
12.44pm – 1.32pm	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
Period 5 1.35pm – 2.22pm					
Period 6 2.24pm- 3.11pm					
Homeroom 3.11pm –3.14pm	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom

Selecting Learning Pathways: Step 1 – VCE or VCAL?

	VCAL (Applied Learning)	VCE	

Course requirements	• 1 year courses
	• 3 different levels (foundation, intermediate and senior)
	• 10 units required covering 5 areas:
	  ○ Literacy
	  ○ Numeracy
	  ○ Work related skills
	  ○ Industry skills (VET)
	  ○ RE/Personal Development
	• VCE/VET units can also be counted
		• 2 year course
		• requires 16 units including
		  ○ 4 Unit 3 and 4 streams
		  ○ 3 units of English and/or Literature	

Marian requirements	• It is hoped that all VCAL students complete a School Based Apprenticeship (SBA) or Structured Workplace Learning (SWL). • Students not completing SBA or SWL will be expected to complete extra VET subjects.	In Year 11 students will study: • Religion • 6 other subjects • only 1 unit 3 & 4 subject	In Year 12 students will study: • Religion • 5 other subjects
Evidence of skills	Students need to develop their own portfolio of accomplishments in VCAL: • impressing in the work place • completing VET studies to a high standard • create a portfolio • resume	Students performance will be based on: • ATAR score (total of 4 best subjects and 10% of 2 others) • portfolio work • interviews	
Pathways	• Apprenticeships and traineeships are the most common objective • TAFE is a possibility depending on the VET subjects • University is possible but rare • Employment	Further study the primary objective: • University • TAFE • Apprenticeships	
Need to consider	• VCAL is the perfect option for students who have a specific industry workplace future • Students work with the VCAL staff and career counsellor seeking a work placement • All VCAL students must complete a VET subject	• Strong students benefit from doing a unit 3/4 subject in year 11 • VET subjects are a viable option when selecting a VCE course but you can only choose from those offered at Marian College	

Subjects available at Marian College

To satisfactorily complete VCE students must complete 16 Units of study including 4 sequences of unit 3 & 4 subjects. One of those subjects must be from the English group.

Compulsory Units

Religious Education (Choose one: Text and Tradition OR Religion and Society)

English – (English and/or Literature)

ELECTIVE UNITS

Mathematics
General Mathematics (Units 1-2)
Further Mathematics (Units 1-4)
Mathematical Methods (Units 1- 4)
Specialist Mathematics (Units 1- 4)

Science
Biology
Chemistry
Physics
Psychology

Humanities
Business Management (units 1-4)
Legal Studies (Units 1-4)
History
- 20th Century History (Units 1 & 2)
- Ancient History (Units 3 & 4)

Language
Chinese – Language, Culture & Society
Chinese – First Language

The Arts
Music Performance
Drama/Theatre Studies
Studio Arts
Visual Communication and Design

Health & Physical Education
Health & Human Development (Units 1-4)
Physical Education Units (1-4)

Technologies
Food Studies
Systems Engineering
Product Design & Technology:
- Textiles, Fabrics and Fibres; or
- Wood, Plastic, Metal

Vocational Education Training (VET) Programs
VCE students can only choose Marian based VET subjects

Certificate II in Automotive Studies (Pre-vocational)
Certificate II in Building & Construction
Certificate II in Community Service
Certificate III in Early Childhood
Certificate II in Engineering Studies
Certificate II in Furniture Making
Certificate II and/or III in Music Industry (Performance)
Certificate III in Sport and Recreation (See Applied Learning section)

Victorian Certificate of Applied Learning (VCAL)
There are three levels of VCAL Certificates – Foundation, Intermediate and Senior in:
- Religious Education: Through Courageous Action and Courageous Voice
- Literacy (reading, writing and oracy)
- Numeracy
- Personal Development Skills
- Work Related Skills

Selecting Your Learning Pathways

There are two certificate courses you can select from – VCE or VCAL

VCE (VICTORIAN CERTIFICATE OF EDUCATION)

The VCE offers pathways to University, Further Education (TAFE) and the Workplace. The most common pathway to enter University is via obtaining an ATAR high enough to be offered a place in a course. The ATAR is a rank derived from both Year 12 SAC results in class and VCAA (external) exams, with the GAT also playing a part in confirming your rank.

Since the ATAR is partly derived from your performance in SAC's, the first attempt of a SAC is the most important. **Remember**: these scores cannot change, even though you can redeem the assessment task.

Entrance into TAFE and the Workplace is the same as with VCAL.

VCE is more about knowledge and application that involves a higher level of thinking and more mental effort. With assistance and a good study routine VCE is a viable option.

VCAL (VICTORIAN CERTIFICATE OF APPLIED LEARNING)

VCAL is a Year 11 and 12 course designed to prepare students for TAFE and the workplace. VCAL is ideal for those students who wish to participate in Work Placements with the hope of being offered an apprenticeship or traineeship.

VCAL is much less structured and is designed with particular student interests.

In 2020 Marian College will offer an integrated program whereby Literacy, Personal Development and Work Related Skills will be incorporated into various project based activities. VCAL numeracy classes will be available for VCE students who have difficulty with VCE General Mathematics.

Things to consider

Students will perform best in subjects that they enjoy doing. When making decisions it is very important to review past student reports, NAPLAN results and midyear exam results. Each year work gets increasingly more difficult and students need to take this into account. Often it is necessary to make changes to study habits and approach to work at school.

VCE subjects often involve the application of concepts and if students have not learnt the concepts they are unable to apply them. Students have to work hard and learn given concepts it is not good enough to merely read over work. Learning and questioning requires discipline.

Resources for selecting learning pathways:

Head of Learning & Teaching:	Matthew Summers
Head of Student Pathways:	Lucy Edwards
Head of Student Development:	Geoff Parker
Head of Applied Learning:	Dani Smith
Careers Coordinator:	Andrea Knights

Websites:

VCAA website: www.vcaa.vic.edu.au

This website contains all study designs and information regarding Year 11 and 12 subjects.

VTAC website: www.vtac.edu.au

This website contains all university requirements in Victoria (interstate universities have similar sites as do TAFEs).

Expectations for VCE and Applied Learning students

The Victorian Curriculum and Assessment Authority sets out guidelines that have to be strictly adhered to by teachers and students.

Students are expected to

- produce work that meets the required standard;
- submit work on time;
- submit work that is clearly his or her own; and
- observe VCAA and school rules.

Most of the assessment sections of the unit outcomes (SAC's- School Assessed Coursework) are completed in class. This ensures that work can be authenticated by teachers. This does not preclude normal expectations for a student to complete research and learning activities outside of class time.

Some tasks for assessment of outcomes may in fact require preliminary preparation prior to completion of work in class.

It is important to note that school policy states '… students will be given one week to do the work that was not submitted on the due date, or one week to resubmit work that was unsatisfactory.' This is at the discretion of the relevant teacher and can be applied for via an 'Application for Redemption/Extension of an Assessment Task'.

Graded results from the first attempt of an assessment task cannot be changed. However, assessment tasks can be redeemed to pass the unit. An 'Application for Redemption/Extension' form can be obtained from the coordinator's office.

The school has a policy, in line with the VCAA guidelines, that students have a minimum of 80% attendance.

If a SAC is missed, students must obtain a Medical Certificate. This will enable the student to receive a fully graded SAC. Without a Medical Certificate, the grade will be zero. Missed SACs must be completed in an Academic Tutorial, 3.30-4.30pm on Wednesdays.

If a student wishes to change a SAC date, an application stating the reason must be made. Sanctioned applications are rare, and will be fully graded.

Emphasis is placed on students becoming self-directed, developing skills to formulate patterns of work and homework/study timetables.

Help can be obtained from Resources (as per the previous page) and Staff.

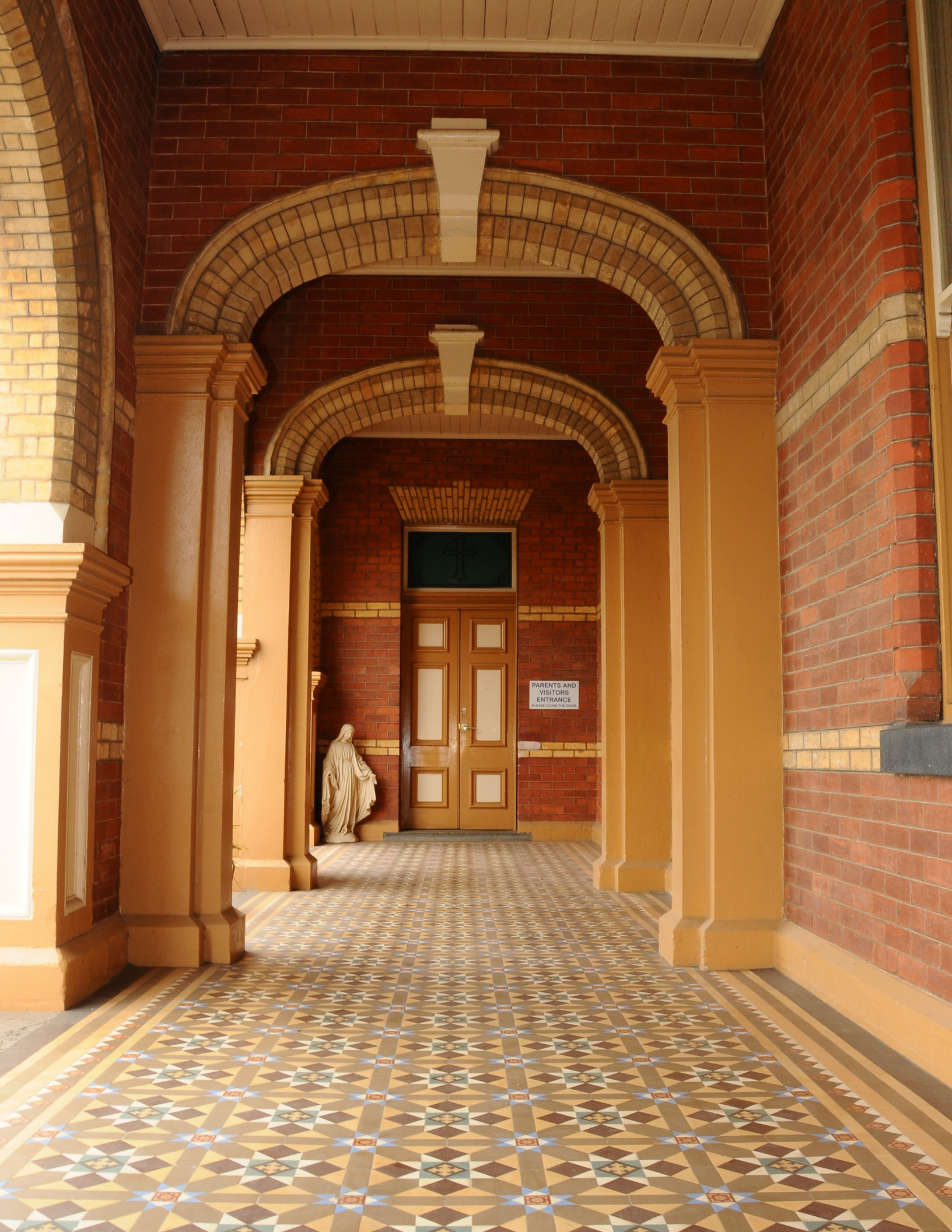
Unit 1 & 2 – students should spend 2-3 hours a night on homework and Units 3 & 4 requires 3-4 hours' homework a night. Several hours of homework a weekend is also necessary to keep on top of the workload.

Study is essential and is an integral part of the work, not left until exam time.

IMPORTANT:

All Subject selections **MUST** be completed online **via Web preferences by Friday, August 13th 2021.**

Refer to your student email from web preferences for access to your student portal.


PARENTS AND
VISITORS
ENTRANCE
PLEASE CLOSE THE DOOR

RELIGIOUS EDUCATION

Year 7	Year 8	Year 9	Year 10	VCE
RELIGIOUS EDUCATION				
RE Religious Education	RE Religious Education	RE Religious Education	RE Religious Education	RE Religious Education

Enrolment at Marian College is an invitation to “come and see” in the spirit of the Gospel invitation of Jesus, within the framework of our Catholic faith, Kildare Ministries values, and our Brigidine Tradition.

The Religious Education experience at Marian College is not just a strong part of our curriculum, but entrenched in our whole school culture and community. It aims to develop religiously literate young people who understand and appreciate religious values, are positive about life, have a sense of their own worth and of their contribution to the world, and are able to apply the Gospel values they have acquired in the context in which they live and work.

At a curriculum level, our Religious Education Program from Year 7-10, follows the Awakenings Guidelines mandated for use in Catholic schools in the Ballarat Diocese. Our strands of study cover Christian Ethics – Personal and Social, Church & Tradition, God Religion and Society, Prayer, Liturgy and Sacraments, and Scripture, Israel and Jesus.

In the Senior Years, the Year 11 students study a single unit of Religion that counts towards their VCE.

Our Year 12 students participate in an internal Religious Education Program. Students studying VCAL are also involved in Religious Education Personal Development Units aligned with their VCAL Program.

Religious Education

Religious Education – Religion and Ethics (Yr 11)

How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Do we do what feels right? Or do we rely on a definition of what is good from a religious tradition? What are the principles that guide decision making? Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments. An important influence on ethical perspective, is the method of ethical decision-making, made up of concepts, principles and theories.

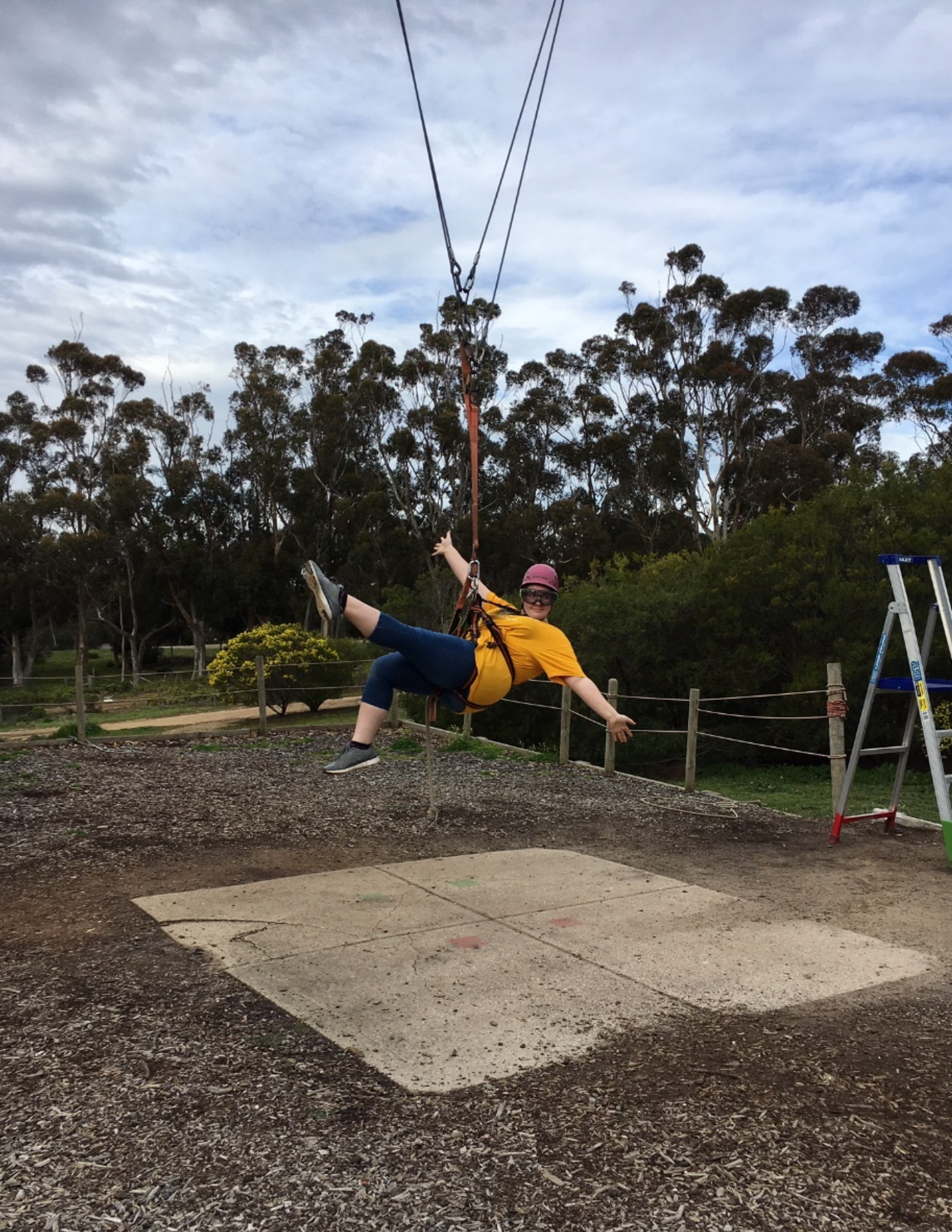
Religious Education (Yr 12)

In Year 12, our students complete a Marian College based Religious Education program which also centers around the text – "The Road Ahead", which includes the following areas of study:

- Retreat
- Meditation
- Easter Mass/Liturgy
- Study Skills
- Decision Making
- Social Justice – Fred Hyde Day
- Resilience
- Pastoral Care
- Careers
- Graduation

*Religious Education – Through Courageous Action and Courageous Voice **

(* See VCAL Programs Section)



The ARTS

Year 7	Year 8	Year 9	Year 10	VCE
ART				
ART Art	ART Art	ART * Art	ART * Art	VCE ♠ Studio Art
		ART * Drawing	ART * Drawing	VCE Visual Communication Design
		ART * Ceramics	ART * Ceramics	
		ART * Photography	ART * Photography	
		ART * Visual Communication	ART * Visual Communication	
DRAMA				
DRA Drama	DRA Drama	DRA * Drama	DRA * Drama	VCE ♠ Drama
		DRA * Lights Set Action	DRA * Drama & Production	VCE Theatre Studies
MUSIC				
MUS Music	MUS Music	MUS * Popular Music	MUS * Music Performance & Composition	VCE ♠ Music Performance
		MUS * Music Technology		

Art, Drama & Music

Studio Art – Units 1 - 4 ♠

Unit 1: Studio inspiration and techniques: Includes exploration of ceramics, drawing, painting, photography and printmaking

Students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks.

Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks. Several final artworks will be completed.

Unit 2: Studio Exploration: Like a mini year 12 this unit is very much self-guided. Students choose their own theme and art materials to create final artworks.

Students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. A folio will be the predominant focus with one final artwork completed.

Unit 3: Studio practices and processes

This unit focuses on the implementation of an individual design process leading to the production of a range. In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4.

For this study, the exploration proposal supports the student to identify a direction for their studio process. The student determines the studio process. This process records

trialing, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. From this process students progressively develop and identify a range of potential directions. Students will select some of these potential directions from which to develop at least two artworks in Unit 4.

The study of artists and their work practices and processes may provide inspiration for students' own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques. They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms.

The exhibition of artworks is integral to Unit 3 and students are expected to visit a variety of exhibitions throughout the unit, reflect on the different environments where artworks are exhibited and examine how artworks are presented to an audience. Students are expected to visit at least two different exhibitions and study specific artworks displayed in these exhibitions during their current year of study.

Unit 4: Studio practice and art industry contexts

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. The development of these artworks should reflect refinement and skillful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks.

This unit also investigates aspects of artists' involvement in the art industry, focusing on a least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions. Students examine a range of environments for the presentation of artworks including public galleries and museums, commercial and private galleries, university art galleries, artist-run spaces, alternative art spaces and online gallery spaces.

Visual Communication Design - Units 1- 4

Unit 1: Introduction to Visual Communication Design

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.

Unit 2: Applications of Visual Communication Design

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields.

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field

Unit 3: Design, Thinking and Practice

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Unit 4: Design, Development and Presentation

The focus of this unit is the development of design concepts and two final presentations of Visual

Communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs.

VCE Drama - Units 1,3 &4 ♠

Unit 1: Introducing performance styles

In this unit students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived.

This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

Students apply play-making techniques to shape and give meaning to their performance. They manipulate expressive and performance skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in a range of performance styles. They document the processes they use as they explore a range of stimulus material, and experiment with production areas, dramatic elements, conventions and performance styles.

Unit 3: Devised ensemble performance

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout development of the work they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Unit 4: Devised solo performance

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbol and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

Theatre Studies Units 3 & 4

Unit 3: Producing theatre

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre.

Unit 4: Presenting an interpretation

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer.

Music Performance - Units 1 - 4 ♠

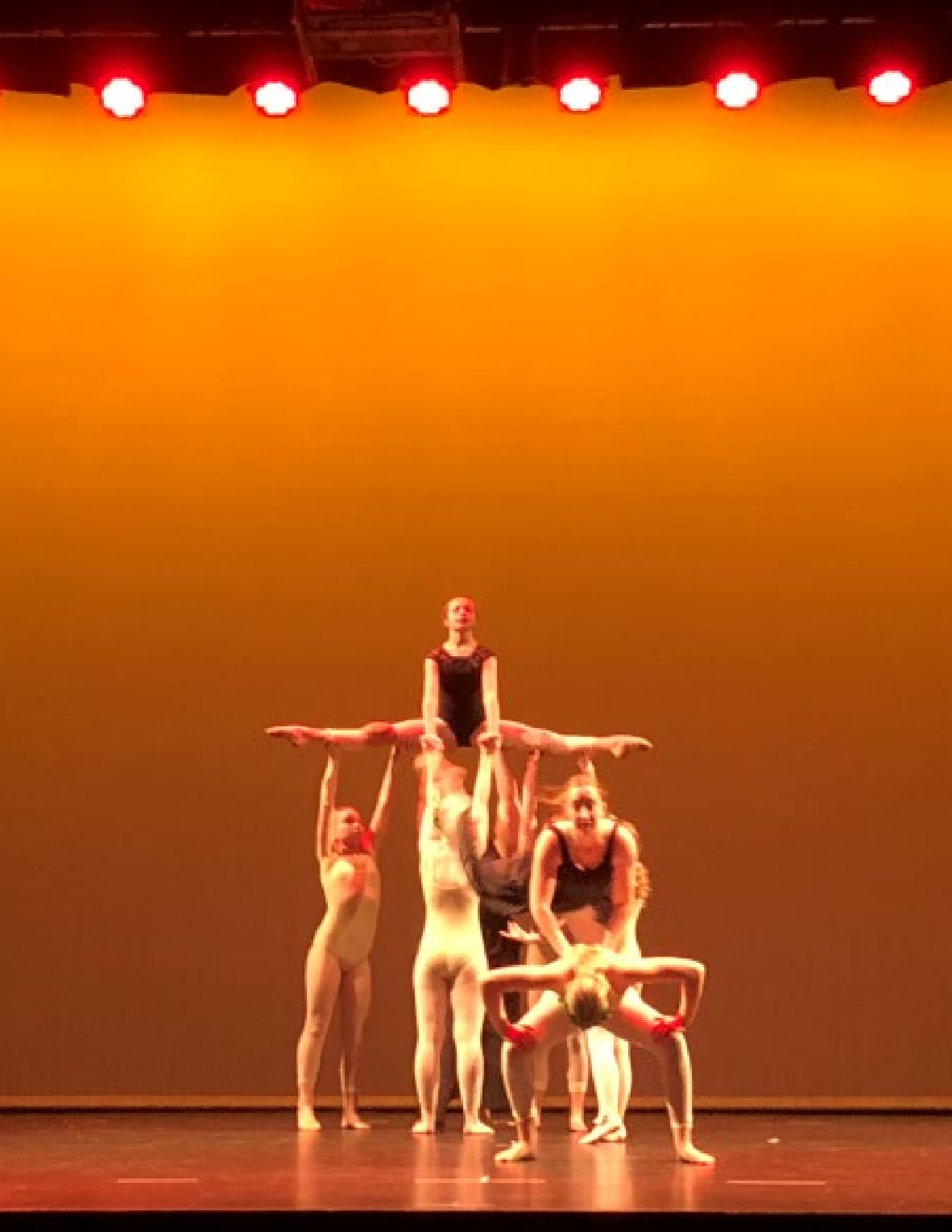
Unit 1 focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 2 focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances

Unit 3 focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to

optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances

Unit 4 focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end-of-year examination. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.



TECHNOLOGIES

Year 7	Year 8	Year 9	Year 10	VCE
TECHNOLOGIES				
TECHNOLOGY	TECHNOLOGY	TECHNOLOGY * Computer Aided Design	TECHNOLOGY * Computer Aided Design	VCE ♠ Food Studies
TECHNOLOGY Home Economics	TECHNOLOGY Home Economics	TECHNOLOGY * Digital Technology	TECHNOLOGY * Digital Technologies	VCE ♠ Systems Engineering
TECHNOLOGY Digital Technology	TECHNOLOGY Digital Technology	TECHNOLOGY * Systems Mechatronics	TECHNOLOGY * Asian Foods	VCE ♠ Product Design & Technology Textiles or Wood, Plastic & Metal
TECHNOLOGY Product Design	TECHNOLOGY Product Design	TECHNOLOGY * Materials – Metal & Engineering	TECHNOLOGY * Survival Foods	
TECHNOLOGY Textiles	TECHNOLOGY Textiles	TECHNOLOGY * Materials – Wood & Plastics	TECHNOLOGY * Food for Fitness	
		TECHNOLOGY * Textiles: Clothing Solutions	TECHNOLOGY * My Kitchen Hamper	
		TECHNOLOGY * Jewellery Making	TECHNOLOGY * Textiles: Weekend Away	
		TECHNOLOGY * Cooking for Celebration	TECHNOLOGY * Textiles: Wearable Art	

Year 7	Year 8	Year 9	Year 10	VCE

TECHNOLOGIES

Year 7	Year 8	Year 9	Year 10	VCE
		TECHNOLOGY * Multicultural Cooking	TECHNOLOGY * Materials: Furniture Making	
			TECHNOLOGY * Materials – Metal, Wood & Plastic	
			TECHNOLOGY * Metal Engineering	
			TECHNOLOGY * Systems – Mechatronics Advanced	

Technologies

Product Design and Technology Units 1 - 4 (Textiles or Wood, Metal, Plastics) ♠

Unit 1: Sustainable Product Redevelopment

Throughout Unit 1, students learn to design and plan the redevelopment of a product with the consideration of sustainability issues. Students maintain a folio including working drawings, production plan, materials, tools, equipment and processes required to make a redeveloped product. Students make the redeveloped products and then compare this with the redeveloped product and then compare this with the original product.

Unit 2: Collaborative Design

Throughout Unit 2, students learn to design and plan a product or a range of products collaboratively in response to a design brief. Students maintain a folio to justify, manage and use appropriate production processes. They make a product as a member of a team and then individually evaluate the suitability of a product against the design brief.

Unit 3: Applying the Product Design Process

In Unit 3, students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. These factors include the purpose, function and context of the product; human centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

Unit 4: Product development and Evaluation

Throughout Unit 4, students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the Product design factors.

Systems Engineering Units 1 - 4 ♠

Unit 1: Mechanical Systems

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term 'mechanical systems' includes systems that utilise all forms of mechanical components and their linkages. While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the focus is on the creation of a system. The creation process draws heavily upon design and innovation processes. Students create an operational system using the systems engineering process. The focus is on a mechanical system; however, it may include some electrotechnological components. All systems require some form of energy to function. Students research and quantify how systems use or convert the energy supplied to them. Students are introduced to mechanical engineering principles including mechanical subsystems and devices, their motions, elementary applied physics, and related mathematical calculations that can be applied to define and explain the physical characteristics of these systems.

Unit 2: Electrotechnology Systems

In this unit students study fundamental electrotechnological engineering principles. The term 'electrotechnological' encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electrotechnological systems, which may also include mechanical components or electro-mechanical subsystems.

While this unit contains fundamental physics and theoretical understanding of electrotechnological systems and how they work, the focus is on the creation of electrotechnological systems, drawing heavily upon design and innovation processes.

Unit 3: Integrated and Controlled Systems

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

Students commence work on the creation of an integrated and controlled system using the systems engineering process. This production work has a strong emphasis on innovation, designing, producing, testing and evaluating. Students manage the project, taking into consideration the factors that will influence the creation and use of their integrated and controlled system. Students' understanding of fundamental physics and applied mathematics underpins the systems engineering process, providing a comprehensive understanding of mechanical and electro technological systems and how they function. Students learn about sources and types of energy that enable engineered technological systems to function.

Comparisons are made between the use of renewable and non-renewable energy sources and their impacts. Students develop their understanding of technological systems developed to capture and store renewable energy and technological developments to improve the credentials of non-renewables.

Unit 4: Systems Control

In this unit students complete the creation of the mechanical and electro technological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3.

Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts. Students continue producing their mechanical and electro technological integrated and controlled system using the systems engineering process. Students develop their understanding of the open-source model in the development of integrated and controlled systems, and document its use fairly. They effectively document the use of project and risk management methods throughout the creation of the system. They use a range of materials, tools, equipment and components. Students test, diagnose and analyse the performance of the system. They evaluate their process and the system.

Students expand their knowledge of emerging developments and innovations through their investigation and analysis of a range of engineered systems. They analyse a specific emerging innovation, including its impacts.

Food Studies Units 1 – 4 ♠

Unit 1: Food Origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

Unit 2: Food Makers

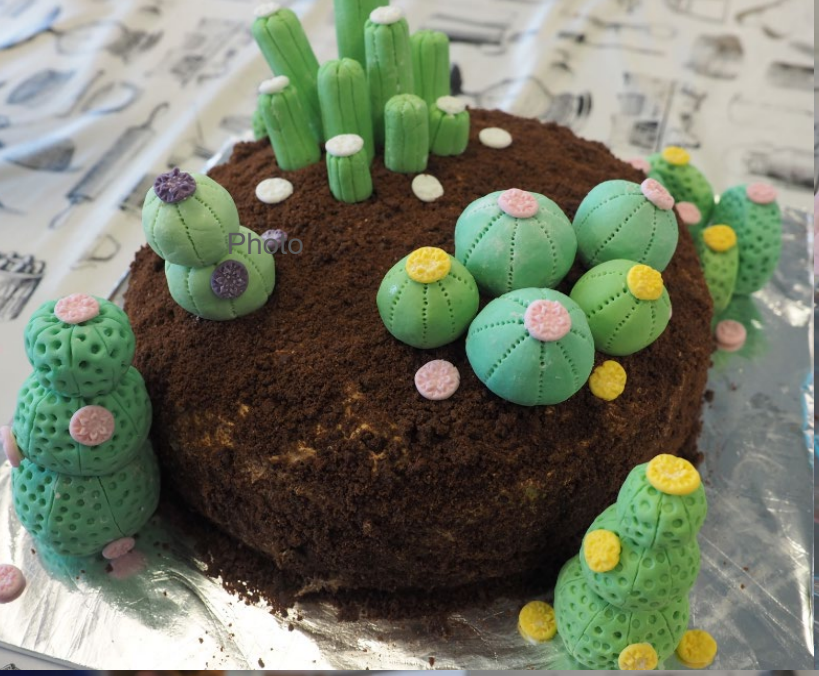
In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Unit 3: Food in Daily Life

This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au) and develop their understanding of diverse nutrient requirements.

Unit 4: Food Issues, Challenges and Futures

In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures.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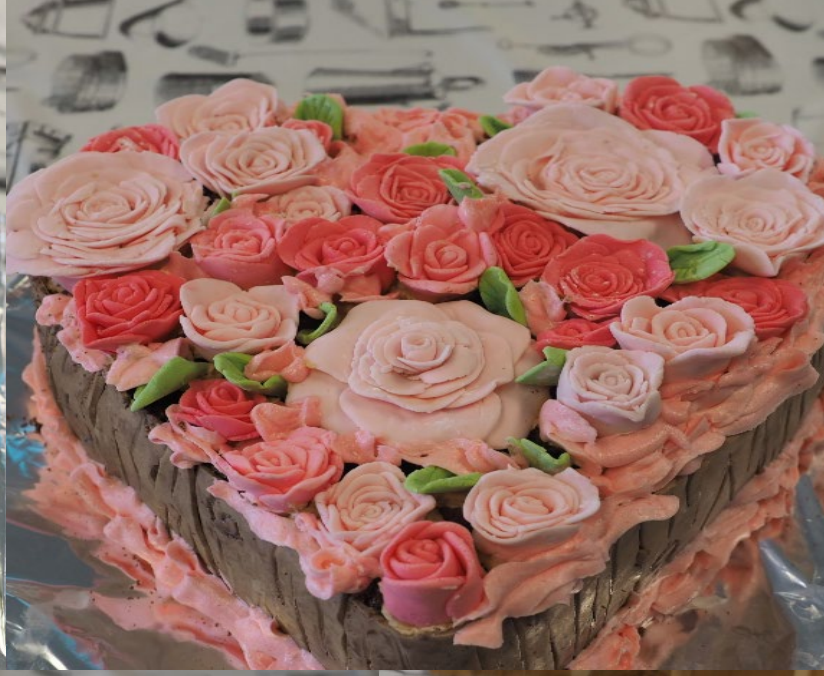
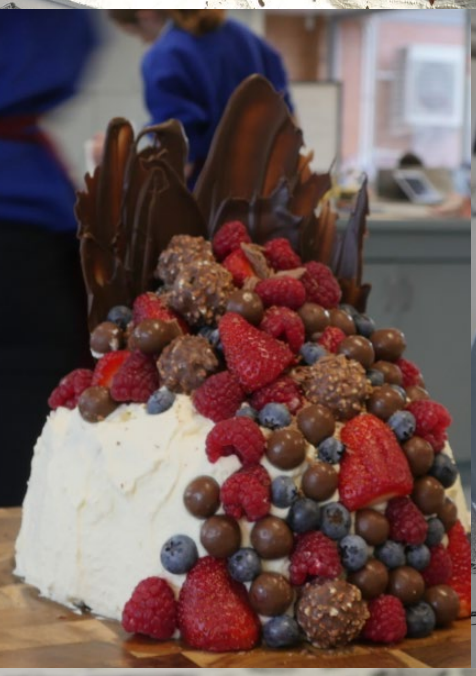
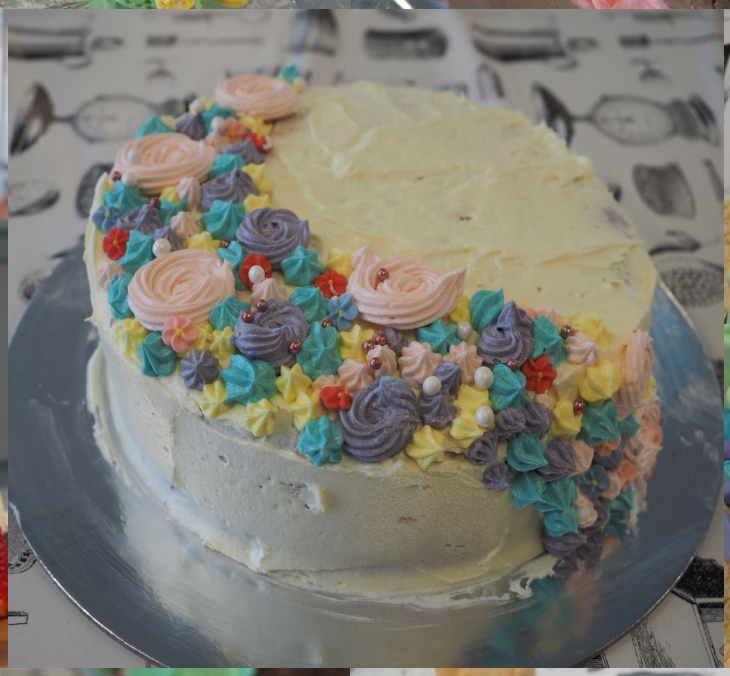
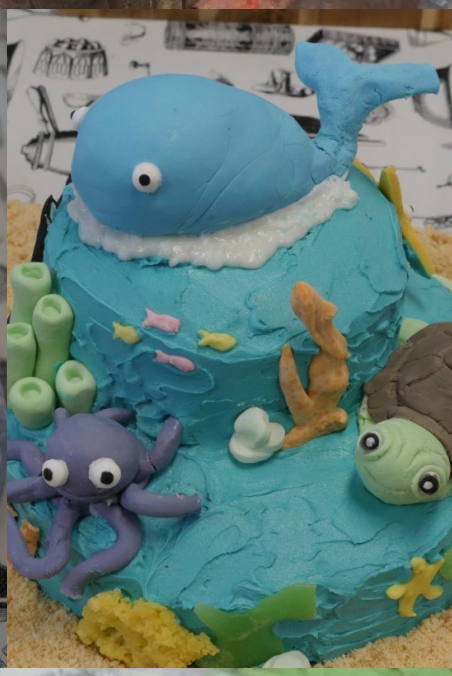
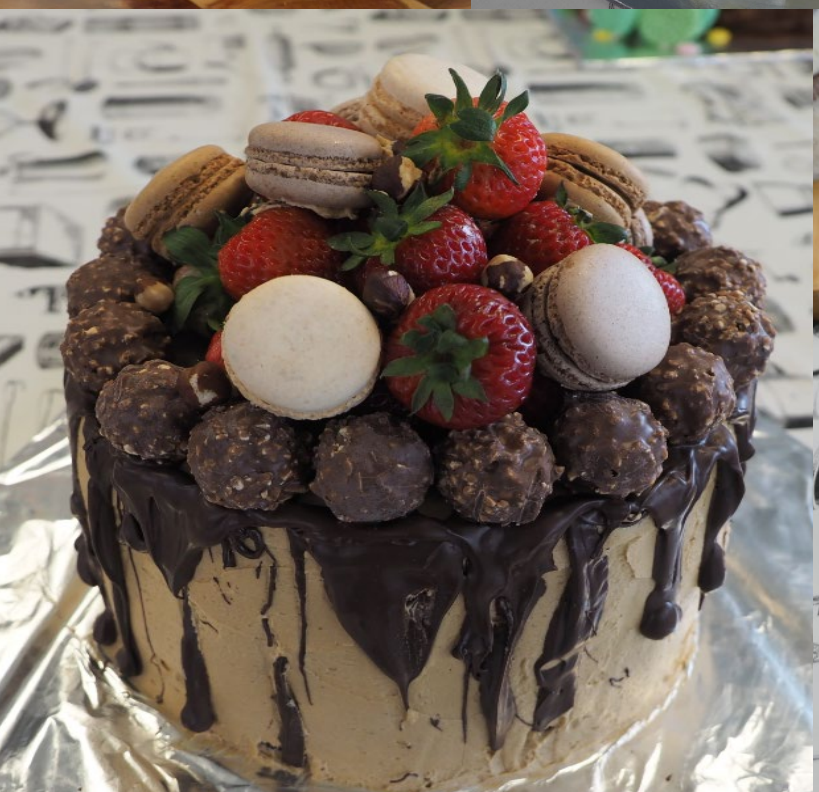
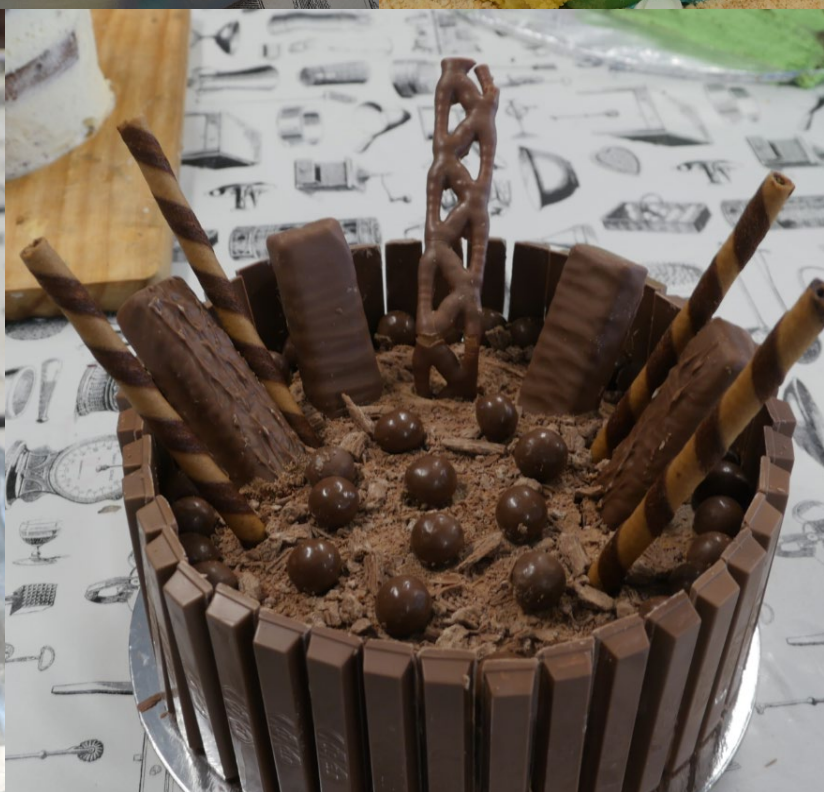












ENGLISH

Year 7	Year 8	Year 9	Year 10	VCE
ENGLISH				
ENG English	ENG English	ENG English	ENG English	VCE English
LEN Learning Enhancement	LEN Learning Enhancement	ENG * Literature	ENG * Literature	VCE Literature
		ENG * Creative Writing	ENG * Creative Writing	
		ENG * Cinema Studies	ENG * Cinema Studies	

English

English – Units 1 - 4

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. The VCE English course (Units 1 & 2 and Units 3 & 4) develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis, thus building upon learning in Years 7 - 10 English.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it.

Unit 1:

In this unit, students explore how meaning is created in texts by studying author decisions authors make, how they use structures, language and conventions in order to build the world of the text for the reader as well as investigating how context may influence the way in which a text is written or read.

Students develop analytical responses which examine the ways in which texts convey meaning and present the author's point of view on key issues. They also develop creative responses to texts considering purpose, audience, voice and style, and the effects their decisions as authors have.

Unit 2:

In this unit students compare the presentation of ideas, issues and themes in texts and how they can provide a deeper understanding of issues, ideas and themes. They also analyse arguments, persuasive language and create their own texts intended to position audiences.

Students explore how features of texts communicate ideas, issues and themes that reflect the world and our human experience. They produce a comparison of selected texts. They examine the impact of argument and persuasive language and develop and

present a reasoned point of view on a contemporary social issue. They also practice presenting their points of view in writing.

Unit 3:

In this unit students study how features of texts create meaning and influence interpretation. They consider the ways in which readers are invited to respond to texts by studying how the features of the set texts create meaning. Students identify and analyse the explicit and implied ideas and values in texts and how these influence reader responses.

Students prepare analytical interpretations, using planning and drafting to clarify ideas as they craft their writing for effective presentation. They also present a sustained creative response which explores the issues of purpose and audience, structure and language. They develop voice, style and other features to offer a particular interpretation of a text.

Unit 4:

In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Students produce a written analysis comparing selected texts. They also develop a viewpoint and argument on a contemporary social issue. They consider how oral conventions may be used to influence an audience and how to effectively express their argument. Students reflect on their intentions in positioning the reader and the language they have chosen.

Literature – Units 1 - 4

Unit 1: Approaches to Literature

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Unit 2: Context and connections

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse

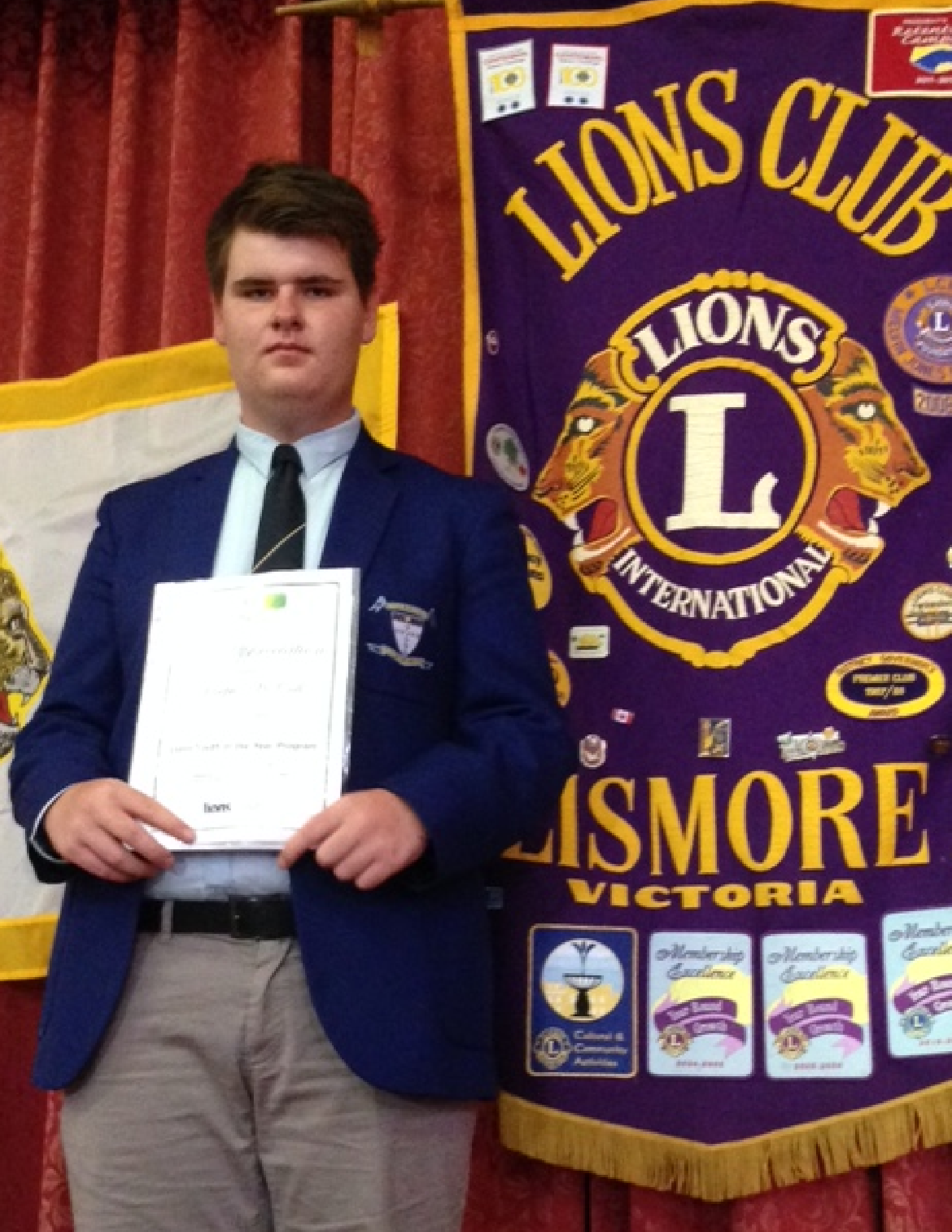
the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based.

Unit 3: Form and Transformation

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts. Students develop their skills in communicating ideas in both written and oral forms.

Unit 4: Interpreting Texts

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.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LANGUAGE

Year 7	Year 8	Year 9	Year 10	VCE
LANGUAGE				
CHN Chinese	CHN Chinese	CHN * Chinese	CHN * Chinese	VCE * Chinese Language, Culture & Society
		CHN * Foods and Festivals	CHN * Language and Culture	VCE * Chinese First Language
		CHN * Travel and Holidays	CHN * Pre VCE	

Language

*Chinese Language, Culture and Society **

Unit 1:

In this unit students focus on important aspects of life in modern China. They explore the tradition of filial piety and examine and explore the impact of generational change in families. Students analyse the schooling system to consider and reflect on cultural values in China. They participate in discussions and analyse research about family and education in China. Students interact with other learners of the language and share information related to aspects of their personal world and life in Chinese-speaking communities. Students develop their reading and comprehension skills in Chinese and produce texts. They also exchange information using appropriate vocabulary and expressions.

Unit 2:

This unit focuses on the importance of myths, legends and Chinese art. Aspects of Chinese culture are explored through Chinese mythology as reflected through contemporary culture. Students undertake research related to, for example, mythology, legends and art. This unit also focuses on developing the students' capacity to interact in spoken Chinese. Students develop their language skills by initiating, maintaining and closing an exchange. Tourism, geographical features and regional differences in China are considered. Students are given opportunities to write appropriately for context and situation.

Unit 3:

In this unit students investigate and examine significant and influential schools of thought throughout Chinese history and their impact on contemporary culture in China. Students explore and discuss in English the significance of Chinese philosophy and concepts related to contemporary Chinese culture and Chinese-speaking communities. Students present information on leisure in China using appropriate intonation, tones and stress with the appropriate vocabulary and expressions. Students produce simple texts using their knowledge to infer meaning from linguistic and contextual features of various sources.

Unit 4:

This unit focuses on an exploration of contemporary Chinese social values through aspects of change in China as well as through China's role in the global economy. Students investigate technological, social and political change in China. They reflect

upon their own and others' cultural values and further develop the capacity to interact with other speakers of the language. Information is also accessed through a range of spoken texts on the world of work and there is an emphasis on conveying meaning accurately in spoken Chinese. Students also further develop their writing skills in the area of future employment.

*Chinese First Language **

Chinese First Language is designed for students who will typically have spent some time as a resident and/or have had significant experience of studying Chinese in a country in which Chinese is a major language of communication.

Units 1–4:

The areas of study for Chinese First Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit. The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes. The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes. The common areas of study provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

HEALTH & PE

Year 7	Year 8	Year 9	Year 10	VCE
HEALTH & PHYSICAL EDUCATION (PED)				
PED Physical Education	PED Physical Education	PED Physical Education	PED Physical Education	VCE ♠ Health & Human Development
		PED * Games of the World	PED * Outdoor Activities	VCE ♠ Physical Education
		NET * Netball Studies	PED * Exercise Science	

Health & PE

Health and Human Development, Units 1 - 4 ♠

Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Unit 3: Australia's Health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the

benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Unit 4: Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Physical Education, Units 1 - 4 ♠

Unit 1: The human body in motion

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

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Unit 2: Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Unit 3: Movement skills and energy for physical activity

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

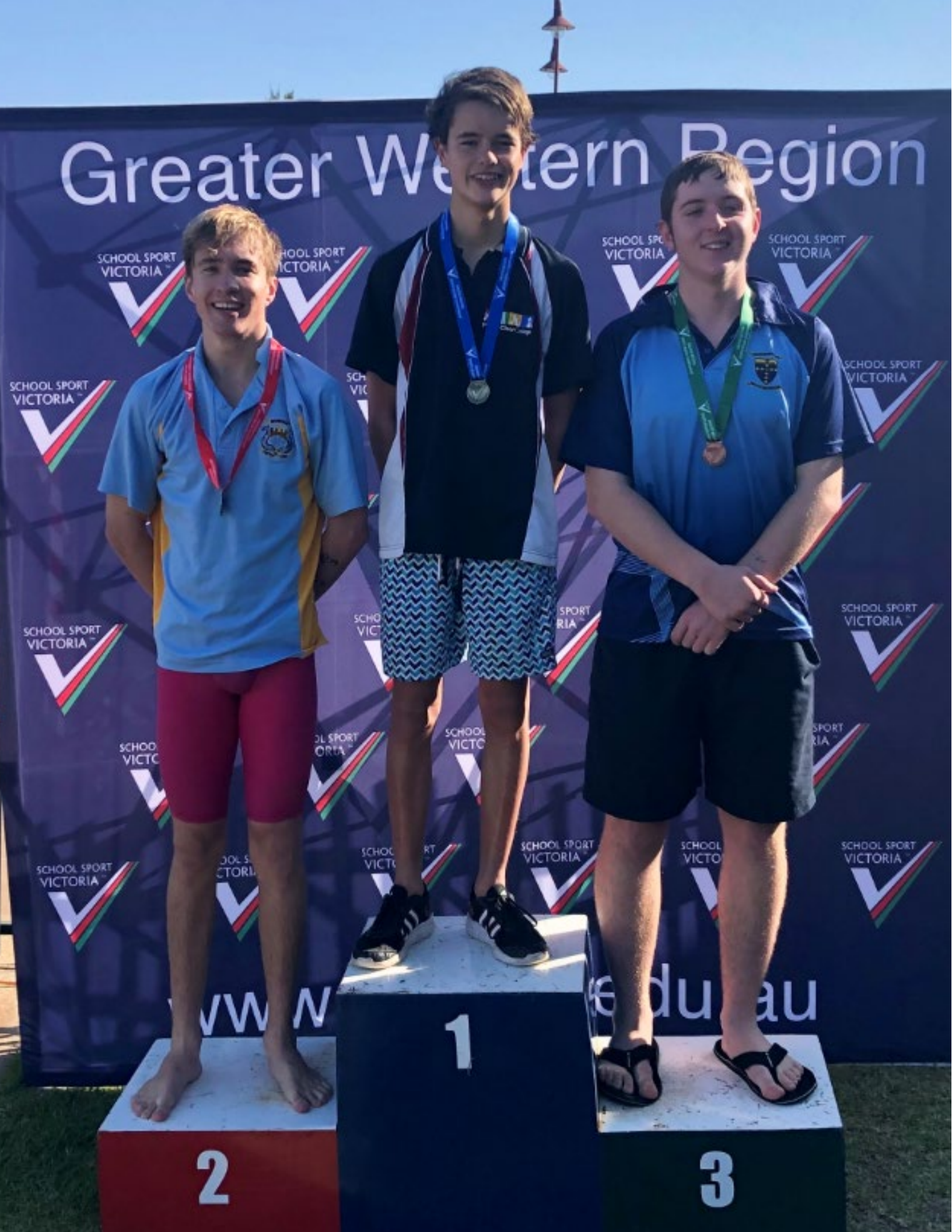
Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4: Training to Improve Performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity.

Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a

variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.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HUMANITIES

Year 7	Year 8	Year 9	Year 10	VCE
HUMANITIES				
HUM Humanities	HUM Humanities	HUM Humanities	HUM Humanities	VCE ♠ Business Management
				VCE ♠ Legal Studies
				VCE ♠ History

Humanities

Business Management, Units 1 - 4 ♠

Unit 1: Planning a Business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Unit 2: Establishing a Business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Unit 3: Managing a Business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Unit 4: Transforming a Business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to

determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

Legal Studies, Units 1 – 4 ♠

Unit 1: Guilt and Liability

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation.

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Unit 2: Sanctions, Remedies and Rights

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

Students undertake a detailed investigation of two criminal cases and two civil cases from the past four Years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Unit 3: Rights and Justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving

civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Unit 4: The People and The Law

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

History, Units 1 - 4 ♠

Unit 1 & 2: Empires

Students investigate the foundations and features of empires and the significant global changes they brought to the wider world in the early modern period. Empires at their core were expansionist, dominating trade and political influence in their regional or global contexts. A range of key factors arising from the social, political, economic, cultural, religious, environmental and technological features of Empires played a role in the ambition and quest for power, prestige and influence over rival and competing states.

By the 15th century, international trade was dominated by the Republic of Venice, the Ming Dynasty in China and the Byzantine Empire. Between them they controlled key trading hubs along the Silk Road and Mediterranean Sea, in cities such as Constantinople, Venice and Beijing. Other empires were regional rather than global in reach: Mughals in India, Ming and Qing in China and the Tsars of Russia. By the 16th century the Ottoman Empire conquered Constantinople and controlled key trading routes. Emerging European powers Portugal, Spain, France, Britain and the Netherlands circumvented the power of these established empires, gaining access to goods through alternative routes. By harnessing new knowledge and technologies, their voyages of exploration into the Asia-Pacific, the Americas and Africa challenged the hegemony of power of existing empires beyond the Mediterranean world.

Mindsets also changed. Emergent new ideas of the Renaissance brought forth innovative theories of the Scientific Revolution, the reforms of Protestant Reformation and the Counter-Reformation and, later, the Enlightenment. New economic structures of capitalism and mercantilism and the political ideas of absolute authority enabled Western European empires to entrench and impose their power on their colonial subjects. Consequently, new trade networks such as the 'Columbian Exchange' increased the prevalence and reliance on the slave trade and the demand for resources. Europe and Asia profited in their monopolies at the expense of indigenous cultures and environmental sustainability.

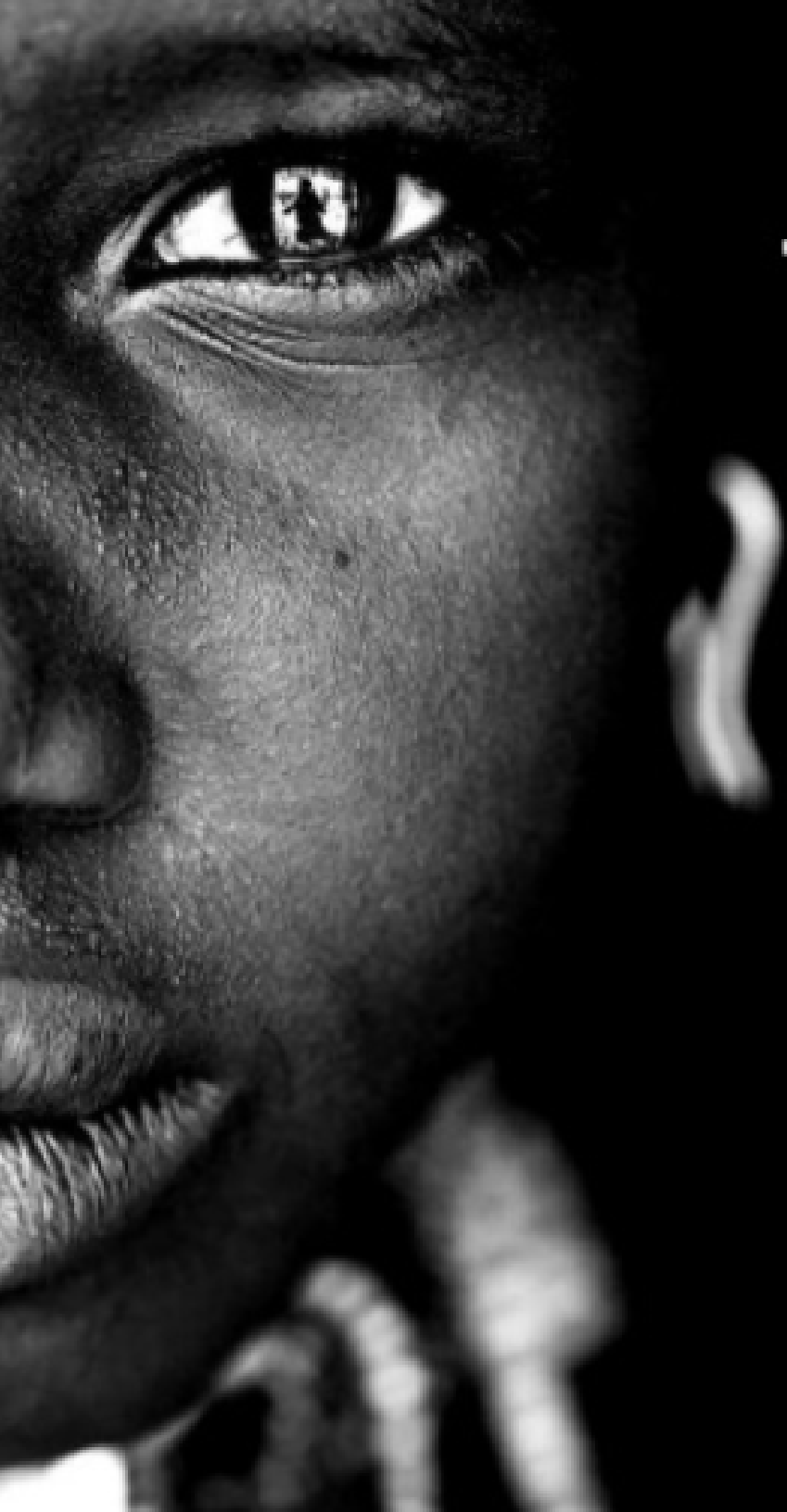
Imperial exploitation of colonial outposts and occupied territories drastically affected the indigenous peoples and the colonial societies. The local and international rivalries that ensued had an impact on the management and defence of empires. Wars and conflicts escalated as the quest for territorial power and resources intensified, culminating in the Seven Years War, which later influenced the revolutions within America, France and Haiti.

Units 3 and 4: Revolutions

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

Change in a post-revolutionary society is not guaranteed or inevitable and continuities can remain from the pre-revolutionary society. The implementation of revolutionary ideology was often challenged internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In these Units students construct an argument about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the complexity and multiplicity of the causes and consequences of revolution, and to evaluate the extent to which the revolution brought change to the lives of people. Students analyse the different perspectives and experiences of people who lived through dramatic revolutionary moments, and how society changed and/or remained the same. Students use historical interpretations to evaluate the causes and consequences of revolution and the extent of change instigated by the new regime.



THE HUMANITIES

are about what it is to be human.

The Humanities are *academic disciplines* that **seek** to **appreciate** and **interpret** the human experience, from **individuals** to entire **cultures**, engaging in the *discover*, *preservation*, and *communication* of the PAST and PRESENT record to **enable a deeper understanding of contemporary society.**

MATHEMATICS

Year 7	Year 8	Year 9	Year 10	VCE
MATHEMATICS				
MAT Maths	MAT Maths	MAT Maths General and Methods	MAT Maths General and Methods	VCE General Maths
			MAT * Maths through Investigation	VCE Further Maths
				VCE Maths Methods
				VCE Specialist Maths

Mathematics

Mathematics – General

General Mathematics provides for different combinations of student interests and preparation for study of VCE mathematics at the Unit 3 and 4 level. The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and Structure', 'Arithmetic and Number', 'Discrete Mathematics', 'Geometry, Measurement and Trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

For Units 1 and 2, to suit the range of students entering the study, content must be selected from the six areas of study using the following rules:

- For each unit, content covers four or more topics in their entirety, selected from at least three different areas of study.
- Courses intended as preparation for study at the Units 3 and 4 level should include a selection of topics from areas of study that provide a suitable background for these studies.
- Topics can also be selected from those available for Specialist Mathematics Units 1 and 2.
- Content covered from an area of study provides a clear progression in knowledge and skills from Unit 1 to Unit 2.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Further Mathematics (General Maths 3 & 4)

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data Analysis' and 'Recursion and Financial modelling'. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and Decision Mathematics', 'Geometry and Measurement' and 'Graphs and Relations'. 'Data Analysis' comprises 40 per cent of the content to be covered, 'Recursion and Financial modelling' comprises 20% of the content to be covered, and each selected module comprises 20% of the content to be

covered. Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics: 'Computation and practical arithmetic', 'Investigating and comparing data distributions', 'Investigating relationships between two numerical variables', 'Linear graphs and Modelling', 'Linear relations and Equations', and 'Number patterns and Recursion'. For each module there are related topics in General Mathematics Units 1 and 2.

Mathematical Methods

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions: algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Functions and Graphs', 'Calculus', 'Algebra' and 'Probability and Statistics', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods Units 3 and 4.

For Unit 3 a selection of content would typically include the areas of study 'Functions and Graphs' and 'Algebra', and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study. For Unit 4, this selection would typically consist of remaining content from the areas of study: 'Functions and Graphs', 'Calculus' and 'Algebra', and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions. For Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content.

Specialist Mathematics

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and Statistics'. The development of course content should highlight mathematical structure, reasoning and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics 'Number systems and recursion' and 'Geometry in the plane and proof', and concurrent or previous study of Mathematical

Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics, which are drawn on as applicable in the development of content from the areas of study and key knowledge and skills for the outcomes.

Math Teaches Us How To

PERSEVERE MAKE CONNECTIONS THINK

use tools appropriately **problem solve**

EXPLAIN *learn from mistakes* discover patterns

critically analyze information ENVISION SOLUTIONS

BE PRECISE reason abstractly

CONSTRUCT LOGICAL ARGUMENTS REPRESENT

REASON QUANTITATIVELY *make informed decisions*

PRESENT SOLUTIONS CLEARLY APPLY PRIOR KNOWLEDGE

THINK CRITICALLY PLAN AHEAD INTERPRET INFORMATION

work with others to generate multiple solutions

Mistakes **A**llow **T**hinking to **H**appen

SCIENCE

Year 7	Year 8	Year 9	Year 10	VCE
SCIENCE				
SCI Science	SCI Science	SCI Science	SCI Science	VCE ♠ Biology
			SCI * Introduction to Psychology	VCE Chemistry
			SCI * Healthy Farming	VCE Physics
				VCE ♠ Psychology

Science

Biology 1 - 4

In **Unit 1**, students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

In **Unit 2**, students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction.

The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signaling molecules and reactions between antigens and antibodies to

highlight the importance of molecular interactions based on the complementary nature of specific molecules.

Unit 4: How does life change and respond to challenges over time?

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from paleontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species.

Chemistry 1 - 4

Unit 1: How can the diversity of materials be explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure, students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms.

Students examine the modification of metals, assess the factors that affect the formation of ionic crystals, and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications.

Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

Unit 2: What makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox.

Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water

samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues

Unit 3: How can chemical processes de designed to optimize efficiency?

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions.

Unit 4: How are organic compounds categorised, analysed and used?

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials.

Physics 1 - 4

Unit 1: What ideas explain the physical world?

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and

between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Unit 2: What do experiments reveal about the physical world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question.

Unit 3: How do fields explain motion and electricity?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

Unit 4: How can two contradictory models explain both light and matter?

A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to

consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

Psychology 1 - 4

Unit 1: How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Unit 2: How do external factors influence behaviour and mental processes?

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways. A student practical investigation related to internal and external influences on behaviour is undertaken in this unit.

Unit 3: How does experience affect behaviour and mental processes?

The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Unit 4: How is wellbeing developed and maintained?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.


Part 2 – Setting
ecolinc
Tube Number
Master Mix
1
20ul Plant MM (green)
20ul Non GMO
2
20ul GMO MM (red)
20ul Non GMO
20ul Plant MM (green)
20ul Test food
GMO MM (red)
20ul Test food
20ul GMO positi

WELLBEING

Year 7	Year 8	Year 9	Year 10	VCE
WELLBEING				
Oak Program	Oak Program	Oak Program	Oak Program	Oak Program

The Oak program is designed to specifically target the wellbeing needs of students at each Year level. A variety of concepts are explored, as at Marian college, we view the wellbeing of students being interconnected with their academic achievement. In addition to this, the OAK program enables students to develop an understanding of the importance of respectful relationships, a positive approach to education and finding the right balance in their lives.

At Marian College, our wellbeing vision statement states the following: We value and respect the dignity of our students. We believe that positive student wellbeing is central to student learning. We believe that positive relationships between students and their teachers is of the utmost importance. We commit to restorative practices wherein the voices of students and teachers are both heard and conflict is resolved calmly and fairly. We acknowledge the immense value of building strong connections with parents and families and believe this in turn aides in our students' growth. We believe that the education we offer at Marian College shapes well-rounded, empathetic and inspired citizens

Wellbeing

Wellbeing – Oak Program

Students in Year 11 work with the Elevate Program to gain insight into evidence-based study skills strategies that are proven to work, giving them a chance to use what they think suits their learning styles. Other topics covered in Year 11 include: Leadership and Teamwork; Goal Setting; Mind and Body Connections; Core Values; Kindness and Connections.

Wellbeing – Oak Program

In Year 12, the focus is very much on self-care and leadership during what is an important and busy Year for our students. Students reflect on what Marian College has meant to them and are urged to consider the important role they have played in building the culture of our school. Students also engage in “active wellbeing” lessons wherein they find relief from stress through physical movement or meditation, etc. Year 12 students also work with the Elevate Study program at key times in their school Year to help them organisation and study, as well as exam preparation.

BEAT THE WEAPONS OF MASS DISTRACTION!

Get in the zone

Create a study space free from distracting noise and technology.

Break it down

Break down tasks into manageable units with time deadlines for each.

Chill out

Make sure you schedule yourself regular short breaks.

Treat yourself

Reward yourself for completing small tasks.

Get together

Start a study group or find a study buddy to help keep you on track.

CONNECT

TALK & LISTEN, BE THERE, FEEL CONNECTED

BE ACTIVE

DO WHAT YOU CAN, ENJOY WHAT YOU DO, MOVE YOUR MOOD

TAKE NOTICE

REMEMBER THE SIMPLE THINGS THAT GIVE YOU JOY

KEEP LEARNING

EMBRACE NEW EXPERIENCES, SEE OPPORTUNITIES, SURPRISE YOURSELF

Give

Your time, your words, your presence

APPLIED LEARNING

VCAL / VET

APPLIED LEARNING

VET
Automotive Studies

VET
Building & Construction

VET
Community Service

VET
Early Childhood

VET
Engineering

VET
Furniture Making

VET
Music Industry (Performance)

VET
Sport & Recreation

VCAL
Literacy

VCAL
Numeracy

VCAL
Personal Development

VCAL
Work Related Skills

Applied Learning

VOCATIONAL EDUCATION AND TRAINING (VET)

VET Cert II in Automotive ♠

RTO: Educational Living - Length of Course 2 years

Completion of Certificate II in Automotive Studies (Pre-vocational) provides a path- way for students into the automotive industry through an apprenticeship or higher education. With additional training and experience, future employment opportunities may include trimmer, detailer, panel beater, painter, light vehicle mechanic, heavy vehicle mechanic, motorcycle mechanic. Higher education pathways can lead to roles such as an automotive engineer.

Provide students with a basic operational knowledge of a range of automotive technologies, the ability to apply a range of skills appropriate to enter the automotive industry and to apply solutions to a range of problems.

Provide students with 'work ready' knowledge and skills applicable to a variety of career paths in the automotive industry.

VET Cert II in Building and Construction ♠

RTO: AST - Length of Course 2 years

The VCE VET Building and Construction program provides partial completion of the 22216VIC Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decoration – Pre- Apprenticeship). Additional training is required to complete the pre-apprenticeship. The training undertaken may lead to a career path within the Building and Construction industry. Trade qualifications are available in General Construction: Painting and Decorating, Bricklaying/Blocklaying or Carpentry – Framework/Formwork/Finishing.

Provide participants with knowledge and skill development to enhance their employment prospects within the building and construction industry.

Enable participants to gain a recognised credential and to make a more informed choice of vocation or career paths.

VCE/VET Cert II in Community Services (VCE Scored VET) ♠

RTO: IVET - Length of Course 2 years

This course allows students to develop the skills and knowledge to undertake community services work. This includes providing support and assistance to a variety of clients from

different sectors, including childcare, disability and aged care sectors. This program is the perfect building block for developing a sound educational base in community services across a range of sectors. This course can be completed in one year, with the second year contributing to a Certificate III qualification (partial qualification) and is examinable as a VCE Unit 3/4 sequence.

VET Cert III in Early Childhood ♠

RTO: Foundation Education - Length of Course 2 years

It is mandatory to complete 120 Hours of work placement for the duration of the course.

The Certificate III in Early Childhood Education and Care is for students seeking roles in a range of early childhood education settings, working within the requirements of the Education and Care Services National Regulations and the National Quality Standard. Students gain a range of knowledge and skills including caring for children, developing relationships with babies and toddlers, keeping children safe as well as supporting children's play and learning.

This program based on the Certificate III in Early Childhood Education and Care will enable secondary school students to plan and implement appropriate care and educational experiences for young children.

VET Cert II in Engineering (VCE Scored VET) ♠

RTO: Educational Living - Length of Course 2 years

Certificate II in Engineering Studies provides students with the practical skills and theoretical knowledge to undertake an apprenticeship in the engineering trades.

Units 1 and 2 cover areas in basic machine processing, fabrication techniques, occupational health and safety principles, using power tools and using computers for engineering related work activities.

Depending on the electives chosen, Units 3 and 4 cover areas such as producing basic engineering sketches and drawings, handling engineering materials, fabricating basic jewellery items and assembling and testing electronic engineering equipment and making it operational.

Certificate II in Engineering Studies prepares students for an engineering apprenticeship which can lead into a range of careers in the engineering and manufacturing industries, including roles in conception, design, manufacture, assembly, installation, repair, replacement, packaging and sales of a wide range of products. As a qualified tradesperson, occupations may include: boiler maker, welder, tool/die maker, hydraulics/avionics/mechanical technician, draftsperson, mechanical fitter.

VET Certificate II in Furniture Making Pathways (VCE Scored VET) ♠

RTO AIET

The aims of the VCE VET Furniture Making Pathways program are to provide participants with the knowledge and skills to achieve units of competence that will enhance their training and employment prospects in the furnishing industries. This will enable participants to gain a recognised credential and make an informed choice of vocation or career path.

VET Cert II in Music Industry (Performance) - 1 year (VCE Scored VET) ♠

RTO: Collarts

Certificate II in Music provides students with the foundation knowledge and skills required for entry into the music industry. Core units of competency in the program include developing and updating industry knowledge, participating in work, health and safety processes and working effectively with others. The elective units in the program allow students to specialise in an area of their interest from preparing for performances, mixing sound in a broadcasting environment or repairing and maintaining audio equipment.

VET Cert III in Music Industry (Performance) ♠

RTO: Collarts

Certificate III in Music provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Units 1 and 2 include composing simple songs or musical pieces and developing ensemble skills. Units 3 and 4 offer scored assessment and include units such as developing improvisation skills, preparing for performance and performing music as part of a group or as a soloist.

VCE/VET Cert III in Sport & Recreation - 2 years (VCE Scored VET) ♠

RTO: IVET

The VCE/VET Sport and Recreation is a two-year course offering students a vocational qualification as well as credit for VCE units 1-4. Students will develop the skills and knowledge required to support the operation of facilities and assist in conducting sport and recreation programs as well as developing a comprehensive understanding of the Sport and Recreation industry. This program is examinable at the end of the Unit 3/4 sequence.

**NOTE: VET subjects do not contribute to an ATAR score unless they say they are "VCE Scored VET" subjects.

IMPORTANT:

All Subject selections **MUST** be completed online **via Web preferences by Friday, August 13th 2021.**

Refer to your student email from web preferences for access to your student portal.

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

What is VCAL?

The VCAL gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build person skills that are important for life and work. VCAL is a fully recognised senior secondary qualification.

The VCAL flexibility enables you to undertake a study program that suits your interests and learning needs. Fully accredited modules and units are selected for the following four compulsory strands:

- Literacy – English
- Numeracy Skills - Maths
- Personal Development Skills – Community Skills
- Work Related Skills – WH&S and Work Placement Skills

If you successfully complete your VCAL, like your peers who complete the VCE, you will receive a Certificate and a statement of results that details the areas of study you have completed.

What are the VCAL levels?

The VCAL has three levels:

Foundation:

- Year 10 or 11 level
- Needs assistance or constant monitoring to complete outcomes
- Able to write about a paragraph on a topic

Intermediate:

- Year 11 or 12 level
- Needs some assistance or monitoring to complete outcomes
- Able to write about a page on a topic

Senior Level:

- Year 12 level
- Completes work autonomously and independently
- Able to write 2 or 3 pages on a topic

How long would the VCAL take me to complete?

Each VCAL certificate is a one year course. You must complete 10 units including 2 VCAL Personal Development Skills units. A unit is 90 nominal hours at the particular level.

Examples of programs:

- Literacy Reading and Writing, Literacy Oracy, Numeracy, PDS1, PDS2, WRS1, WRS2, VET subject (180 hours), VCE subject (2 units) = 11 units
- Literacy Reading and Writing, Literacy Oracy, Numeracy, PDS1, PDS2, WRS1, 2 VET subject (180 hours each) = 10 units

VCAL is designed to cater for the individual needs of our students.

Overview:

	Term 1	Term 2	Term 3	Term 4
Literacy (reading, writing, oracy)	Evidence 1 Discreet tasks based on Self Awareness; Knowledge; Practical Purposes; Public Debate		Evidence 2 Project work based on Self Awareness; Knowledge; Practical Purposes; Public Debate	
Numeracy	Design Measuring	Location Data	Money Time	Numerical Information
PDS	PDS Intra and Inter Personal Skills Teamwork and Self Management		PDS Community Activities and Projects	
WRS	Health and Safety		Projects Workplace Learning	
VET	Automotive, Building and Construction, Engineering Sport and Recreation, Fitness, Community Service and Early Childhood Cluster options (see below)			
VCE				

Procedures:

The College offers a flexible program so that students can:

- Follow their own career goals and pathway while fulfilling common learning outcomes. A self-directed program helps give students motivation and purpose in their studies.
- Expand their ideas by being involved in a variety of activities both School-based and Community-based. To do this the school needs to be available to get involved in Community projects as they become available.
- Be challenged to work autonomously and develop their skills and knowledge in areas that meet their needs.
- Access the best available work placements with the aim of earning a School-based Apprenticeship or Full Time Apprenticeship.

The College will ensure that all the Learning Outcomes are met.

SELECTING A VCAL PROGRAM.

Step 1: Why are you choosing VCAL?

Some examples are:

	Reason		Possible result
1	I want to get a work placement, get an apprenticeship and leave school.	Y / N	VCAL is for you – obtaining a work placement is up to you to arrange.
2	I don't want to go to university and I don't have a full selection of VCE subjects that I like	Y/ N	VCAL offers the opportunity to develop your skills and knowledge with a context that you enjoy. This increases the likelihood of you achieving.
3	I want a more flexible study program which includes some work experience so I can develop my resume.	Y / N	VCAL is for you if you have some strong ideas of the sorts of skills you wish to develop.
4	I think that VCAL work is more relevant to my skills and interests so I will be more motivated to learn and achieve.	Y / N	VCAL is for you as long as you have thought through your pathway
5	I have completed a pathway plan and think that VCAL will develop the skills I need to achieve this.	Y / N	VCAL is for you. I am assuming your pathway plan was developed in consultation with the right people.
6	I don't know what I want to do but I like the idea of VCAL	Y / N	VCAL restricts your options in the future. You need a plan if you are going to do VCAL – talk to the Careers Counsellor, your TA and parents.
7	I don't know what I want to do and VCAL looks easier	Y / N	Independent learning is hard work. Fulfilling all work requirements will help you obtain your VCAL certificate and gain employment. Employers want the hardest working apprentices.
8	I'm not motivated at school but I will pick VCE because I think I will look smarter	Y / N	Choose the program that will help meet your needs – ask the hard questions,

			explore your options and make a choice for your future.
9	I am going to pick what my mates are doing.	Y / N	Know your own goals. If they are the same as your mates, it could be good for you (do your mates make you work better, motivate you, push you?) Otherwise, select the pathway that is of interest to you and make it work.

Step 2: Choosing your subjects

By choosing VCAL you are choosing the following:

- Religious Education: Through Courageous Action and Courageous Voice
- Literacy – Reading, Writing and Oracy
- Numeracy
- Personal Development Skills (PDS)
- Work Related Skill (WRS)
- VET Subject – you must select at least one VET Course. This may come from our suite of VET Courses at Marian College. You may also choose from our cluster schools, which broadens the number of courses available. Central Grampians VET courses, Ballarat (Highlands) VET courses, other VET courses can be accessed independently and incorporated into your timetable (eg. Agriculture, Dance, Equine).
- VCE Subject – you may receive one VCE subject depending on availability. Usually, your VCE subject will support your VET Course.

Your VCAL Course

Please select your VET and VCE subjects in order of preference. Subjects are blocked according to preference, so this is an important step. The VCAL team will look at your preferences and discuss any issues with you to make sure your course meets your needs to the best of our ability.

VET subjects:

All VCAL students must study one VET subject to obtain their VCAL certificate. Students can study any of the VET subjects that the College provides, with Small Business for VCAL being highly recommended in Year 11. If the College does not offer a VET subject of interest, students can travel to Central Grampians Cluster Schools. Highland (Ballarat) Cluster courses can also be accessed and include extra costs to parents. If students wish to study any other VET course (eg. Equine/Dance) then it is up to the student to find and fund the course.

VCE subjects

Students can study a VCE subject they wish but need to be aware that VCAL activities may interfere with these subjects. Students must take responsibility of their own learning and work with their teachers to ensure they fulfill the requirements of both subjects. Subjects available may be limited due to the construction of the timetable.

Structured Workplace Learning (SWL)

All students undertaking VET programs have the opportunity of going on SWL. SWL placements are not employment and students attending are paid a minimum of $5 per day. The focus of SWL is to provide students with on the job training related to either their VET program; a maximum 20 days can be worked.

It is highly recommended that students are involved in Workplace Learning. Students are responsible for their own work placements and must organise the appropriate forms. Work placements are designed to support VET outcomes. Commonly, students may undertake a placement one day a week unless otherwise negotiated (eg. one week's placement). Students are to arrange work on a Friday or by negotiation but they are responsible for following up with teachers to ensure they have completed all the Learning Outcomes for classes missed.

Workplace Learning Placements can lead to a School-based Apprenticeship. Please contact the Careers Coordinator to assist with organising the placement.

School-based Apprenticeships and Traineeships (SBAT's)

A regular School-based Apprenticeship and Traineeship combines:

- Part-time, practical experience in the workplace 1 day per week.
- Recognised structured training with a Registered Training Organisation, and school studies 1 day per week.
- School studies. 3 days per week, including catching up on missed work.

Assistance

Remember it is important to ask questions. Speak to your family, friends, teachers, TA, Head of faculties, Careers coordinator, Head of Curriculum, VET and VCAL staff and the Head of Applied Learning.

You need to make thoughtful, educated decision about your future. Don't take the easy path; take the best path for your future.

VCAL PROGRAMS

Religious Education – Through Courageous Action and Courageous Voice

The VCAL Religious Education program is based around three principles drawn from Catholic tradition as well as the requirements from the VCAL Personal Development Skills strand. The Three principles that shape the content & learning activities are:

1. Christians value the sacredness of human life created in the image and continuing to grow in the likeness of God.
2. We live in an interconnected world, which call us to respect and act for justice for all creation.
3. We live in a pluralizing and secular culture. People's spirituality, customs and way of life are informed by their particular religious and/or non-religious world views.

Literacy:

Students will have formal English classes a week covering each of the Learning Outcomes. Units will run for approximately 5 weeks, covering reading, writing and oracy. Students will submit work both individually and in small groups. Three pieces of evidence per outcome is required, with a minimum of two from this class. Further pieces of evidence can be gained from work completed in other classes, such as PDS projects.

Numeracy:

Each Learning Outcome will be assessed on a theory component and a practical component. Students will have theory sessions throughout the year while the practical component will be assessed based on evidence provided through the student's practical work, including project work from other classes such as WRS projects.

Personal Development Skills

In semester 1, students will be challenged to complete various activities relating to developing and understanding intra and inter personal skills. Through reflection and analysis, students will demonstrate the learning outcomes through a variety of activities including interview techniques and writing resumes.

In semester 2 students will be challenged to contribute or learn about a Community Activity or issue. Projects and excursions will be researched and conducted by students, with reports and reflections regarding such activities leading to evidence of learning.

Work Related Skills

Semester 1: Hazard identification, risk management, industry specific hazards and communication are key foci of this unit. By completing OHS, students can step into a Workplace Learning environment for a 'real world' experience.

Semester 2: Replicating a work environment and conducting projects is the key focus of WRS2. Students must consider the OHS factors relating to such tasks to display

competency with these learning outcomes. Project work offers clear cross-curricular opportunities with Literacy and Numeracy for further evidence of Learning Outcomes in those units.

IMPORTANT:

All Subject selections **MUST** be completed online **via Web preferences by Friday, August 13th 2021.**

Refer to your student email from web preferences for access to your student portal.

Web Preferences Access Guide

(A **SAMPLE** of the email your child will receive):

The following steps outline how to enter your subject preferences online.

1 Internet Access	You will need a computer with an internet connection and a printer. We recommend using Firefox, you may also use Google Chrome or IE 6.0 and above.
2 Log In	Log In to www.selectmysubjects.com.au using: Click here to open Web Preferences Student Access Code: **Your Access Code will be here** Password: **Eg: 1a2b3c**
3 Home Page	To view your subject information, click "**View Subject Details**" at the top right of the screen. To select/change your preferences, click "**Add New Preferences**" at the top right of the screen.
4 Preference Selection	Select your subjects from the drop down lists, you have 30 minutes to do so. Once complete, click "**Proceed**". Note: You are not finished yet.
5 Preference Validation	If you are happy with your preferences click "**Submit Valid Preferences**" which will open your "Preference Receipt". Or if you would like to make changes to your preferences click "**Cancel**" and this will take you back to the Preference Selection page.
6 Preference Receipt	You can print your "Preference Receipt" by clicking "**Open Print View**" and clicking "**Print Receipt**". To continue click "**Return to Home Page**". If you want to change your preferences, repeat the process by clicking "**Add New Preferences**", otherwise exit by clicking "**Log Out**". End of steps.

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Acceleration Application Form

Name:..... Year Level:..... Date:.....

TA: (including TA teacher name) .....

VCE subject you wish to apply for to enter above your year level?

…….....

Student reason for requesting acceleration:

……
……
……
……

Student self assessment

	Poor	Average	Excellent
Completion of work	1…….2……...3……..4		
Focus in class	1…….2……...3……..4		
Submission of work by deadline	1…….2……...3……..4		
Independent study ability	1…….2……...3……..4		

Your Parent(s) or Guardian(s) also need to sign this form. In doing so they acknowledge that you are applying for an accelerated subject that requires a greater workload from you and attention to the rules about that VCE subject.

Parent/Guardian Signature…… Print Name……

TA Teacher Signature……

Checklist of documents to submit with this application:

- ☐ Hard Copy of all my TA reports for this year.
- ☐ Hard Copy of my Semester One report
- ☐ Any other relevant documents.

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Admin Only:

Current Teacher of accelerated subject Comments:

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Head of Faculty Approved Y ☐ / N ☐

Notes:

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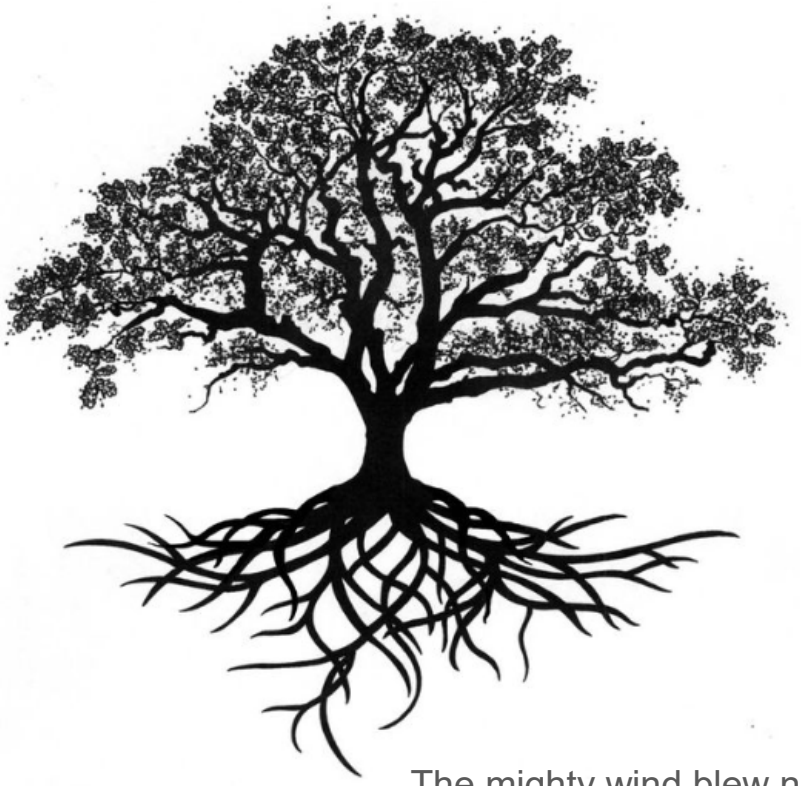
Documentation returned to Head of Learning & Teaching: Y ☐ / N ☐

Student Notified by Head of Learning & Teaching: Y ☐ / N ☐

Date: _____

Signed by Head of Learning and Teaching: _____



The Oak Tree

by Johnny Ray Ryder Jr

The mighty wind blew night and day
It stole the Oak Tree's leaves away;
Then snapped its boughs and pulled its bark
Until the Oak was tired and start

But still the Oak Tree held its ground
While other trees fell all around;
The weary wind gave up and spoke
"How can you still be standing Oak?"

The Oak tree said, "I know that you
Can break each branch of mine in two;
Carry every leaf away
Shake my limbs, and make them sway

But I have roots stretched in the earth,
Growing stronger since my birth;
You'll never touch them, for you see
They are the deepest part of me

Until Today, I wasn't sure
Of just how much I could endure,
But now I've found, with thanks to you,
I'm stronger than I ever knew."