SUBJECT INFORMATION 2022

LEARNING PROGRAM YEARS 9 & 10

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.

Table of Contents

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

Year 9 Course of Study

All Year 9 students must study the following subjects in 2022:

Religious Education

English

Mathematics

Science

Humanities

Physical Education & Health

*Electives **

Students will receive (at least) one elective from ART and one elective from TECHNOLOGY. These are considered CORE electives. All other electives are considered GENERAL electives and will be conducted if sufficient numbers of students select these options.

CORE ELECTIVES		GENERAL ELECTIVES
THE ARTS (Choose at least one) Drama Lights Set Action Art Drawing Ceramics Photography Popular Music Music Technology Visual Communication	**TECHNOLOGIES** (Choose at least one) ***Digital Technologies:*** Computer Aided Design Digital Technology ***Design & Technologies:*** Systems Mechatronics Materials – Metal & Engineering Materials – Wood & Plastics Clothing Solutions Jewellery Making Cooking for Celebration Multicultural Cooking	**ENGLISH** Literature Creative Writing Cinema Studies **HEALTH & PE** Games of the World Netball Studies **LANGUAGE** Chinese Food and Festivals Travel and Holidays

Subject selection **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.

Year 10 Course of Study

All Year 10 students must study the following subjects in 2022:

Religious Education

English

Mathematics: General and Methods

Science

Humanities

Physical Education & Health

Electives *

The following elective units will be offered and will run if sufficient students choose them. Select up to six (6).

GENERAL ELECTIVES		
ENGLISH Literature Creative Writing Cinema Studies **LANGUAGE** Chinese Language & Culture Pre VCE **MATHS** Maths through Investigation **SCIENCE** Introduction to Psychology Healthy Farming	**THE ARTS** Art Drawing Ceramics Photography Visual Communication Drama & Production-Wakakirri Drama Music Performance and Composition **HEALTH & P E** Outdoor Activities Exercise Science	**TECHNOLOGIES** ***Digital Technologies:*** Computer Aided Design Digital Technologies ***Design & Technologies:*** Asian Foods Survival Foods Food for Fitness My Kitchen Hamper Weekend Away Wearable Art Materials – Furniture Making Materials – Metal, Wood & Plastics Metal Engineering Systems – Mechatronics Advanced

Subject selection **MUST** be completed via **Web Preferences by Friday 13th August, 2021**.

VCE Accelerated Learning Options

Year 10 Accelerated Learning is by Application Approval only and the subjects on this list are the only options available for Accelerated Learning.

Science

- Biology — Units 1 & 2
- Psychology — Units 1 & 2

Physical Education and Health

- Health & Human Development — Units 1 & 2
- Physical Education — Units 1 & 2

Humanities

- Business Management — Units 1 & 2
- History 20th Century — Units 1 & 2
- Legal Studies — Units 1 & 2

The Arts

- Studio Art — Units 1 & 2
- Drama — Units 1 & 2
- Music Performance — Units 1 & 2

Technologies

- Product Design & Technology (Textiles or Wood, Plastic & Metal) — Units 1 & 2
- Systems Engineering — Units 1 & 2
- Food Studies — Units 1 & 2

VET (Vocational Education Training)

- Automotive — (Cert II)
- Building & Construction — (Cert II)
- Community Service — (Cert II)
- Early Childhood — (Cert III)
- Engineering — (Cert II)
- Furniture Making — (Cert II)
- Music Industry (Performance) — (Cert II & Cert III)
- VCE/VET Sport and Recreation — (Cert III)

Note: Please see the back of the book for Accelerated Learning Application Form.

Expectations for VCE/VCAL 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 Ppreferences by Friday, 13th August, 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

Year 9 students study the following units of work for Religious Education:

- Pre-Christian Spirituality: Indigenous Australians
- They Mysteries of the Risen Christ
- Living the Scripture
- Communities in Faith

The Awakenings, units are also complemented by Marian College areas of study in Kildare Ministries Values, Lent, Easter, the Stations of the Cross and Christmas.

Religious Education

Year 10 students study the following units of work for Religious Education:

- Pre-Christian Spirituality: Celtic
- Hope in New Life
- Cross Roads
- The Church that Grows

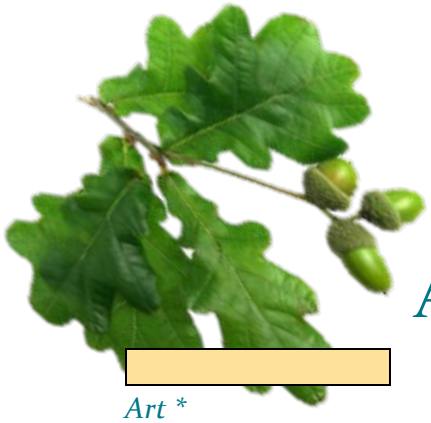
The Awakenings units are also complemented by Marian College areas of study in Lent, Easter, the Stations of the Cross, Christmas as well as the Year 10 Retreat and the Community Service Program.

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.

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 - Wakakirri	VCE Theatre Studies
MUSIC				
MUS Music	MUS Music	MUS * Popular Music	MUS * Music Performance & Composition	VCE ♠ Music Performance
		MUS * Music Technology		



Art, Drama & Music

*Art **

In Year 9, Art students build on the skills and knowledge covered in the junior core program. They identify and explain how artists and audiences interpret artworks through different viewpoints, cultures, times and locations. They make and respond to visual artworks, adapt ideas, visual images and practises from selected artists and use them to inspire and inform their own personal aesthetic. Students will use a visual diary to plan and design artworks that express ideas, concepts, artistic intentions and evaluations. This will include creating both 2D and 3D sculptural artworks.

*Drawing **

In Year 9, drawing students will be guided through a range of drawing experiences and processes. They identify and explain how artists and audiences interpret artworks through different viewpoints, cultures, times and locations. They make and respond to visual artworks, adapt ideas, visual images and practises from selected artists and use them to inspire and inform their own personal aesthetic. Students will create a folio and final artworks using a wide variety of materials and techniques within the drawing genre.

*Ceramics **

In Year 9, ceramics students will create both pottery and modelled ceramic sculptural artworks. The sculpture component incorporates assemblage, modelling, and carving processes and techniques. Students are introduced to working on the pottery wheel at this year level. Students will develop drawing and three-dimensional design skills that will lead to studio work. Sculpture and ceramics skills are explored with the aim to develop in students an understanding of the elements and principles of Art with a focus on form, surface, texture, shape and space. Ceramic artists research, appreciation and analysis is linked to studio work.

*Photography **

In Year 9, photography students learn and apply the basics of digital photography in the creation of a folio of images. Students learn to incorporate the use of art elements within their imagery, and consider lighting and composition. Students are introduced to editing and refining images in photoshop. Students will also analyse, interpret and evaluate a range of photographers and photography artworks from different cultures, historical and contemporary contexts.

*Visual Communication **

In Year 9, visual communication students use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design. It includes publishing, advertising, architecture, product

design, package and multimedia design. Students analyse and evaluate visual communications from different historical, social and cultural contexts. Students develop briefs and visualise, generate and develop ideas in response to audience needs. Students manipulate design elements and design principles, materials and methods, media and technologies to realise their concepts and ideas for a specific purpose, audience and need.

*Drama **

Year 9 Drama aims to explore the process of play production from the pre-rehearsal through to the post-production stage. This course will incorporate dramatic skills such as auditioning, script reading and characterisation, as well as playmaking techniques. Drama is a pathway study for VCE Drama.

*Lights, Set Action **

Students undertake a practical class that helps design, plan and create (build/sew/paint/design) elements of the school production in consultation with the Director and other specialist staff. This subject requires commitment, independence and creativity and encourages skills such as communication, teamwork, collaboration, design, and problem solving, negotiation, budgeting, commitment and community service. Lights, Set, Action is a pathway study for VCE Theatre Studies.

*Popular Music **

Popular Music explores the history and development of popular music in western culture, focusing particularly on the development of Ragtime, Blues, Swing, Jazz, Rock 'n' Roll and beyond. Students research and discuss the social and political context of an era and identify the subsequent influences on the Popular Music culture of the time. This unit also has a significant practical component, developing instrumental skills with a focus on composition and arrangement.

*Music Technology **

Music Technology explores the study of music using technology in different formats. Students study music through the use of different music programs, particularly working with Garageband & Audacity, Pro Tools, Sibelius, and Notion. Students will compose and arrange different pieces of music using these programs, with both, pre-existing musical resources and recordings that students create.

*Art **

In Year 10 art students explore the visual art practises and styles as inspiration to develop a personal style and themes in artworks. Students explore how other artists manipulate materials and techniques in their artworks. Students will use a visual diary to

plan and design artworks that express ideas, concepts, artistic intentions and evaluations. This will include creating a folio and both 2D and 3D sculptural artworks.

*Ceramics **

Ceramics comprises both pottery and modelled ceramic sculpture and introduces the very basics of ceramic chemistry and the physics of the ceramic process. The sculpture component incorporates assemblage, modelling, and carving processes and techniques. Students are introduced to working on the pottery wheel at this year level. Students will develop drawing and three-dimensional design skills that will lead to studio work. Sculpture and ceramics skills are explored with the aim to develop in students an understanding of the elements and principles of Art with a focus on form, surface, texture, shape and space. Ceramic artists research, appreciation and analysis is linked to studio work.

*Drawing **

In Year 10, drawing students will be guided through a range of drawing experiences and processes. They identify and explain how artists and audiences interpret artworks through different viewpoints, cultures, times and locations. They make and respond to visual artworks, adapt ideas, visual images and practises from selected artists and use them to inspire and inform their own personal aesthetic. Students will create a folio and final artworks using a wide variety of materials and techniques within the drawing genre.

*Photography **

In Year 10 photography students will increase skills in the use of digital compact and SLR cameras. They will explore techniques in creating successful imagery through lighting and composition. Students will become familiar with various tools in photoshop and trial editing and compositing techniques. Students will also analyse, interpret and evaluate a range of photographers and photography artworks from different cultures, historical and contemporary contexts. Students will create a folio and final prints of their photography works.

*Visual Communication **

In Year 10, visual communication students use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design. It includes publishing, advertising, architecture, product design, package and multimedia design. Students analyse and evaluate visual communications from different historical, social and cultural contexts. Students develop briefs and visualise, generate and develop ideas in response to audience needs.

*Drama **

The study of drama involves the exploration of a range of dramatic elements including the development of improvisation and acting skills, script-writing and individual and group performance skills, with an emphasis on the student as actor. Students further

develop skills in working with dramatic elements and also develop a vocabulary to enable them to respond effectively to dramatic performances.

*Drama & Production - Wakakirri **

This subject aims to walk the students through the creative process of staging an event (Rock Eisteddfod). It incorporates a number of skills including, but not exclusive to, leadership, planning, creative design, problem solving, teamwork, community service and commitment.

*Music Performance & Composition **

This unit involves the study of performance and composition techniques including composition, music theory and skill development, focusing particularly on the student's individual instrument/s.

Students have the opportunity to focus on their own skill development on their own instrument, developing technical and personal skills through performance opportunities. It is recommended that students choosing this Music unit have some skill and experience in singing and/or playing a musical instrument and have ideally completed Music at Year 9.

Studio Art – Units 1 and 2 ♠

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.

Visual Communication Design

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

VCE Drama - Unit 1 ♠

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.

Music Performance - Units 1 & 2 ♠

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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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				
		TECHNOLOGY * Multicultural Cooking	TECHNOLOGY * Materials: Furniture Making	
			TECHNOLOGY * Materials: Metal, Wood & Plastic	
			TECHNOLOGY * Metal Engineering	
			TECHNOLOGY * Systems: Mechatronics Advanced	

Technologies

*Digital Technologies: Computer Aided Design **

Computer Aided Design (CAD) is a Technology subject, therefore a technical perspective will be taken to the teaching and learning strategies used throughout the unit. CAD involves using the computer and software to produce three dimensional design drawings and plans.

*Digital Technologies: Digital Technologies **

In Digital Technologies, students are actively engaged in the process of analysing problems, designing, developing and evaluating digital solutions, and creating and sharing information using computers. Students learn to safely and ethically create digital solutions. These solutions and information are created through the application of computational, design and systems thinking, and technical skills.

*Design and Technologies: Systems – Mechatronics **

Systems Mechatronics combines both Electronic and Mechanical principles. Students consider the principles, structure, logic and organisation of systems, and research how community and industrial standards affect the design and development of systems. Students increasingly understand the components of systems as well as how changes made to inputs and processes affect output. Students work with a range of systems that combine mechanical and electronic principles ie (Mechatronics)

*Design and Technologies: Materials - Metal & Engineering **

Students explore the social and environmental implications of using various materials. They start to recognize that the supply of some materials is limited, and examine possibilities for reusing and recycling materials. They use materials tests to determine the appropriateness of materials for particular purposes. Students design and produce a range products using hand and power tools and a range of welding processes.

*Design and Technologies: Materials - Wood & Plastics **

There are three phases involved in the technology process. These are: Investigating/ designing, Production and Analysing/evaluating. Each stage involves research and the development and application of knowledge, skills, equipment, materials and information to create useful products. Students explore various materials. Students design, produce and evaluate a range of products using hand and power tools.

*Design and Technologies: Clothing Solutions **

In Year 9 textiles, students design, produce and evaluate a product according to an identified need or opportunity. They maintain a design folio with a criterial for success,

including sustainability, considerations and use it to investigate, generate and produce a quality design solution.

*Design and Technologies: Jewellery Making **

This “hands on” subject will develop and expand students’ knowledge of a range of materials, fine motor skill development, attitudes to resources and recycling and cooperative work in a safe environment.

*Design and Technologies: Cooking for Celebrations **

This subject focuses on planning and preparing for a range of celebrations involving both traditional and non-traditional foods – Christmas, friend’s parties, family birthdays, etc. sweet and savoury foods as well as cake decorating are included.

*Design and Technologies: Multicultural Cooking **

In one part of the semester, students study a variety of cultures which have influences on our eating patterns – Asian, Thai, Italian, French, Indian etc. Relevant cooking methods and reasons why certain foods are used are studied. Each week a typical meal from each country is prepared. In the other part of the semester students work in pairs to research a country of their choice. They complete a major assignment on this country and present it to the class. Each pair of students selects an appropriate recipe which is prepared in the class.

*Digital Technologies: Computer Aided Design **

CAD (Computer Aided Design) is an exciting STEM course that allows students to use their creativity to develop solutions to real world problems, needs and opportunities. Computer Aided Design (CAD) allows students to take an idea and turn it into reality faster than using manual production techniques and to a much higher standard.

The CAD course allows students to start drawing in 2 dimensions and move on into 3 dimensional drawing. The recent explosion onto the market of affordable 3D printers means that students will also be able to create 3D drawings and produce them. The software used in the CAD course is industry standard and provides students with a workplace ready skill and the ability to easily move from one software platform to another in the industry., TAFE and University, giving students an edge in further education and training.

*Digital Technologies: Digital Technologies **

In Digital Technology, students are actively engaged in the process of analysing problems, designing, developing and evaluating digital solutions, and creating and sharing information using computers. Students learn to safely and ethically create digital solutions. These solutions and information are created through the application of computational, design and systems thinking, and technical skills.

*Design and Technologies: Asian Foods **

This subject will focus on looking at a number of Asian cultures with particular emphasis on their foods, cultural events and cooking methods.

*Design and Technologies: Survival Foods **

This subject aims to provide students with the necessary skills to enable them to look after themselves in terms of cooking when they leave home.

*Design and Technologies: Food for Fitness **

This subject examines up to date nutritional information translated into recipes that are relatively easy to prepare and cover all food types and meals. The focus will be on preparing a wide variety of foods to provide for maximum energy and everyday fitness.

*Design and Technologies: My Kitchen Hamper **

This subject will focus on exploring the processes, methods and terminologies that are used in VCE Food Studies. It also gives students a chance to use various equipment and ingredients that they would not have previously had a chance to use and/or be exposed too. It is a 'taster' to Units 1&2 Food Studies and 'The Design Process' is studied in greater detail. Students are asked to research, design and then produce a 'Hamper'. This must contain various food items that have been produced using various processes and methods learnt throughout the unit. For example, the Hamper may contain a quince paste, bread or crackers of some sort, lemon curd, jam, relish, tarts, pies, puddings, infused oils, etc, etc.

*Design and Technologies: Weekend Away **

In Year 10 textiles, students design, produce and evaluate a product according to an identified need or opportunity. They maintain a design folio with a criterial for success, including sustainability, considerations and use it to investigate, generate and produce a quality design solution.

*Design and Technologies: Wearable Art **

Wearable Art builds on pre-established skills with an emphasis on creative design. Students design and produce a garment based on a theme. Students continue to develop their design skills, their understanding of the design elements and explore known and new materials and how they can be manipulated. There are no prerequisites for Year 10 Textiles.

*Design and Technologies: Furniture Making **

Students explore the social and environmental implications of using wooden materials. They start to recognize that the supply of some materials is limited, and examine possibilities for reusing and recycling materials. They use materials tests to determine the appropriateness of materials for particular purposes. Students design and produce a range of products using hand and power tools.

*Design and Technologies: Materials - Metal, Wood and Plastics **

Students build a small and complex piece of furniture were they will be encouraged to incorporate other materials such as plastic and metal. They are required to design this project using various drawing techniques including CAD 3D. They also build on previous practical knowledge and skills, using a range of woodworking tools and processes in building their project. Upon completion, students evaluate their projects using criteria they have developed.

*Design and Technologies: Metal Engineering **

The aim of this elective is to develop the students' knowledge, understanding, skills and values related to a range of technologies through the safe interaction with materials, tools and processes in the planning, development and construction of quality practical projects and to develop skills through hands on interaction with these in the design, planning and production of practical projects. This elective also aims to develop the students understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to devise solutions to practical problems. (This elective is a pathway to VCE/VET Engineering).

*Design and Technologies: Systems – Mechatronics Advanced **

Students build on their knowledge gained in Year 9 Systems. Mechatronic systems combine both mechanical and electronic principles. Students consider the principles, structure, logic and organisation of systems, and research how community and industrial standards affect the design and development of systems.

Product Design and Technology Units 1 & 2 (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.

Systems Engineering Units 1 & 2

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.

Food Studies Units 1 & 2

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.

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

In Year 9 English, students consolidate and build upon the skills and strategies established in Year 8 in the areas of 'Reading and Viewing', 'Writing' and Speaking and Listening. Learning and assessment tasks stem from these key areas of study.

The texts chosen for study at Year 9 are designed to incrementally extend student reading skills through the inclusion of more sophisticated language and ideas, as well as presenting a wide range of perspectives and social issues. Through close textual study students analyse the ways textual features, language and structures can be manipulated for effect. They evaluate and form their own opinions about texts and select evidence to explain how texts influence an audience.

Student writing skills are extended through understanding the relationship between audience, purpose and context. They practice incorporating language features into their writing and editing for effect with consideration of vocabulary and grammar. refining their ideas through the drafting and editing process. Students continue to acquire new vocabulary and subject specific academic language as well as understanding more complex features of the conventions of the English language.

Their understanding of oral language and how to use this medium to effectively convey ideas is developed incrementally as they continue to practice expressing their ideas and listening to others. They create texts that respond to issues.

Students with a particular interest in, or passion for English, are encouraged to consider the Year 9 English electives that are on offer.

*Literature **

Literature at Year 9 is for students who enjoy reading a wide range of texts. Students read texts such as short stories, excerpts from novels, plays and poetry. Film and filmic techniques are also looked at to learn about the choices directors make to construct a film. The classes are discussion based and texts are analysed closely. Students respond to the texts both critically and creatively, and are encouraged to express their personal opinions. The assessment is structured around a range of written responses to the texts.

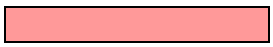
*Creative Writing **

This subject offers young writers the chance to explore different styles of writing and different genres. They look at how to create characters, build mood and tension and

engage the reader. Students are encouraged to write in the style they are comfortable in while developing key skills and techniques to improve their creative pieces.

*Cinema Studies **

The focus in Cinema Studies is on students developing their critical responses to film. Students learn to identify the different cinematic devices used by different genres. They view films from a range of genres and periods. They analyse the films in terms of camera techniques, costuming, lighting and setting and explore how these filmic elements make meaning. As well as viewing and discussing, students will be expected to write film reviews, personal responses and essays.



English

In Year 10 English students consolidate and build upon the skills and strategies established in Year 9 in the areas of 'Reading and Viewing', 'Writing' and Speaking and Listening. Learning and assessment tasks stem from these key areas of study. The learning and assessment tasks at Year 10 focus on building the necessary critical, analytical and creative thinking skills they will need for future pathways be it VCE, VCAL or other.

The texts chosen for study at Year 10 are designed to incrementally extend student reading skills through the inclusion of more sophisticated language and ideas, as well as presenting a wide range of perspectives and social issues. Students evaluate how authors use text structures, and explain how language features, imagery and vocabulary create the individual style of a text. They develop and justify their own interpretations and analyse the evidence to support them.

Student writing skills are extended through understanding the relationship between audience, purpose and context and the drafting and editing process. They develop their own style by experimenting with language features and structures and demonstrate how grammar and vocabulary can determine the impact of a text. They also develop cohesive and logical arguments.

Their understanding of oral language and how to use this medium to effectively convey ideas is developed incrementally as they continue to practice expressing their ideas and listening to others. They listen for the ways in which oral texts can be manipulated to achieve particular effects and explain different viewpoints, attitudes and perspectives orally.

Students with a particular interest in, or passion for English, are encouraged to consider the Year 9 English electives that are on offer.

*Literature **

Year 10 Literature offers students a chance to engage more closely with a variety of texts including a selection of short stories, film and poetry. The classes are discussion based and texts are analysed closely with a focus on understanding the views or the author or film-maker. Students respond to the texts both critically and creatively, and are encouraged to express their personal opinions. The course also focuses on the structural features of writing and film, and is, therefore, very helpful preparation for either VCE English or Literature.

*Creative Writing **

This subject encourages students to hone their creative skills in the genre and style they are most comfortable with. Short pieces of fiction are also read and analysed as examples of effective creative writing. There is emphasis placed on the process of writing including planning, drafting and editing. Students explore the connection between form, purpose and audience. The assessments are structured around sustained creative pieces and writing portfolios.

*Cinema Studies **

The focus in Cinema Studies is on students developing their critical responses to film. Students learn to identify the different cinematic devices used by different genres. They view films from a range of genres and periods. They analyse the films in terms of camera techniques, costuming, lighting and setting and explore how these filmic elements make meaning. As well as viewing and discussing, students will be expected to write film reviews, personal responses and essays.

English – Units 1 and 2

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 read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Unit 2:

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

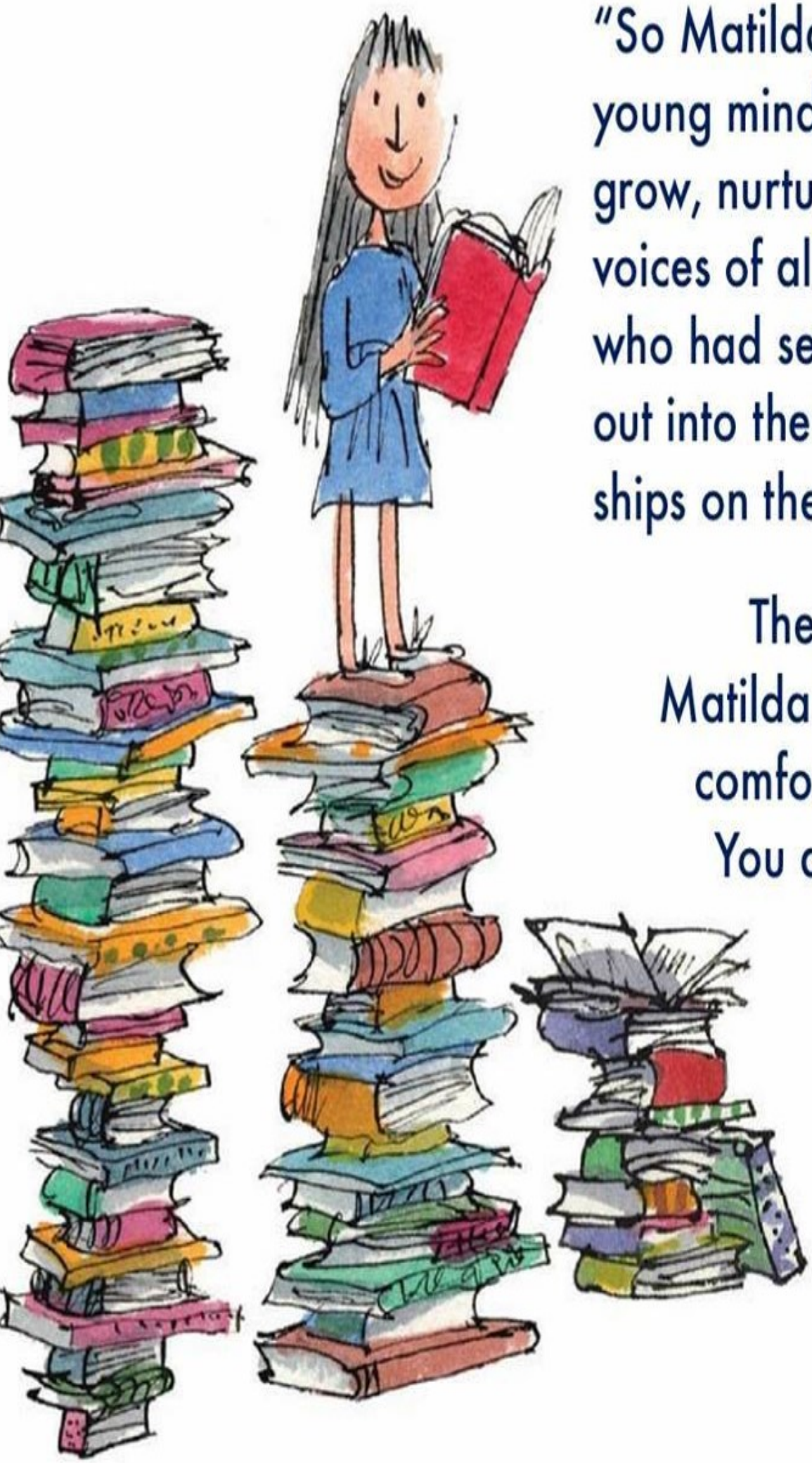
Literature

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.



"So Matilda's strong young mind continued to grow, nurtured by the voices of all those authors who had sent their books out into the world like ships on the sea.

These books gave Matilda a hopeful and comforting message: You are not alone."

- Roald Dahl

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 **

Chinese in Year 9 is an elective subject. Students interested in developing their Chinese are encouraged to select Chinese for both Semester One and Semester Two. The Year 9 Semester courses build on knowledge about Chinese culture and customs as well as furthering skills to identify and pronounce PInyin characters developed in Years 7 and 8.

*Food and Festivals **

This subject is designed to allow students to develop the language skills required for daily living, such as purchasing food items and ordering food items in a restaurant. There is a focus on learning about Chinese culture through the study of Chinese Food Festivals and the different foods associated with individual festivals. Students may participate in practical exercises involving sampling or cooking Chinese food either onsite or during an excursion.

*Travel and Holidays **

This subject is designed to allow students to develop the language skills required for travelling such as asking for directions, purchasing items and planning a holiday. Students will develop their understanding of popular holiday locations and activities within China as well as customs visitors should adhere to. A school trip to China may be possible, providing students with the opportunity to apply their skills to the real world.

*Chinese **

Chinese is Year 10 is an elective subject. Students interested in developing their Chinese are encouraged to select Chinese for both Semester One and Semester Two. The Year 10 Semester courses build on the language skills and cultural knowledge developed during Year 9 with a focus to preparing students for the subject VCE Chinese Language Culture and Society.

*Language and Culture **

This subject focuses on extending student understanding of Chinese culture through the study of Chinese traditions, Chinese modern pop culture, Chinese history as well as developing conversational skills and language.

*Pre- VCE **

This subject focuses on preparing students for VCE requirements. Ideally, students will have completed the Language and Culture elective prior to commencing the Pre-VCE elective. Students will conduct research on virtual communications as well as establishing connections with Chinese speaking communities. Students will be exposed to a variety of text types and styles of writing in Chinese as part of their language development.

*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.

*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.

Unit 1:

In this unit, students develop their understanding of written and spoken language. Students establish and maintain a written or spoken exchange related to an issue or interest of concern. The also demonstrate their ability to listen to, read and re-organise

information from spoken and written texts as well as produce a personal response to a fictional text.

Unit 2:

In this unit language skills are developed further with students required to participate in written or spoken language with a focus on the resolution of an issue. They also demonstrate their ability to read, listen to and extract and compare information from written and spoken texts as well as producing an imaginative piece in written or spoken form.

HEALTH & PE

Year 7	Year 8	Year 9	Year 10	VCE
HEALTH & PHYSICAL EDUCATION (PED)				
PED Physical Education	PED Physical Education	PED Health and Physical Education	PED Health and 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 PE

In Year 9, students continue to develop proficiency in a range of high-level movement and manipulative skills, and focus on identifying and implementing ways of improving the quality of their performance during games, physical activities and sports.

*Games of the World **

This subject will enable students to investigate the variety of games and sports that are played in various parts of the world. Elements of geography, history and culture will be learnt along the journey, and there is also plenty of time for hands-on practical sessions of the various activities. Students will have the opportunity to play the role of coach to present a game to the class.

*Netball Studies **

This subject will enable students to explore specific aspects of the sport including tactics and strategy, defensive and attacking skills and training for netball. Students will also develop umpiring and coaching skills.

Health and PE

In Year 10 students continue to develop proficiency in a range of high-level movement and manipulative skills, and focus on identifying and implementing ways of improving the quality of their performance during games, physical activities and sports.

*Outdoor Activities **

This program is designed to allow an opportunity for students to explore and participate in a range of practical activities, predominantly in the Outdoors. They will explore environmental issues and connections to indigenous culture. Students will have the opportunity to develop a range of skills including: Teamwork, Leadership and Individual work.

*Exercise Science **

Students will participate in a range of sporting and fitness activities to investigate and apply scientific and physiological concepts. This elective will serve as a solid introduction to those students intending to study VCE Physical Education. It will also enhance their interest and knowledge in the subject and can be applied to their own personal health, wellbeing and sporting pursuits.

Health and Human Development, Units 1 & 2 ♠

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.

Physical Education, Units 1 & 2 ♠

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.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SPALDING

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

Humanities

Humanities in Year 9, is a core subject where students cover a range of topics prescribed by the Victorian Curriculum. These topics include History, Geography and Civics and Citizenship. Humanities in the junior school is focused on broadening the students general understanding of these areas and how they also link across all areas of the school's curriculum.

Humanities

Students will study four key learning areas as part of the Humanities course for Year 10. Topics include: Civics and Citizenship, Economics, Geography, and History.

Civics and Citizenship will cover Australia's system of government, and our relations with South-East Asia and the world. Economics looks at economic conditions in Australia; there is also a component on small business. Geography covers mapping skills, and the interaction of people with their environment. In History, students study the cause and course of World War II, and waves of migration to Australia.

Business Management, Units 1 & 2 ♠

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.

Legal Studies, Unit 1 & 2 ♠

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.

History, Unit 1 & 2 ♠

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.

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 and Methods

Year 9 students have 188 minutes per week for Mathematics (equivalent to 4x47 minute lessons). They will be engaged in activities from the areas of Number, Algebra, Measurement, Geometry, Statistics and Probability.

Year 9 offers an extension program for students wanting to study VCE Mathematical Methods. The best indicator of whether a student should progress to Year 9 Maths Methods is their willingness to work hard. They should be performing at a 'B' grade level in Year 8, particularly in Algebra.

Methods students will complete the Year 9 program plus the extension topics of Advanced Linear Relations, Non-linear Relations and Advanced Trigonometry.

Mathematics – General and Methods

Year 10 students have 188 minutes per week for Mathematics (equivalent to 4x47 minute lessons). They will be engaged in activities from the areas of Number, Algebra, Measurement, Geometry, Statistics and Probability.

Year 10 offers an extension program for students wanting to study VCE Mathematical Methods. Methods students will complete the Year 10 program plus extension topic: Non-linear relations, Surds and Logs. Students will complete the Year 10 program plus extension topic, 'Non-Linear relations, Surds and Logs'.

*Maths Through Investigation **

This is highly recommended for students wishing to study VCE Methods, Chemistry or Physics. The focus of this unit is to give the students an opportunity to develop their mathematical and analytical skills further before starting VCE. It is designed to expand on mathematical skills taught in Year 10 Maths and through investigation will develop a student's analytical ability.

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.


FURTHER - GENERAL MATHEMATICS
MATHS METHODS
- SPECIALIST MATHEMATICS
YEAR 10 ELECTIVE
- MATHS THROUGH INVESTIGATION
YEAR 9 ELECTIVE
- MATHS IN SPORT
MATHEMATICS
Specialist Maths
Unit 3&4
Key indicators:
Methods Year 10
Key indicators:
Completed 9CAS with a C-grade for Algebra
Year 9 maths students will need to complete some supplementary Algebra work
Maths Methods
Unit 1&2
Key indicators:
Completed 10 CAS with C average
Year 10 maths students will need to complete some supplementary Algebra work
General Year 10
Key indicators:
Most students
If you wish to go on to Maths Methods you will need to do year 10 Methods
General Maths
Unit 1&2
Key indicators:
Most students
Completed year 10 maths preferably with a C-grade average

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

Science

This course will help students to become scientifically and technologically literate citizens who will be able to make decisions about their lifestyle, their environment and the kind of society in which they wish to live. Students will see the connections between science and people, and be aware of the impact of science and technology on society, the individual, and the environment. Curiosity and a spirit of inquiry that helps students to be open-minded and value objectivity will be encouraged.

Science

Students are living in a period where knowledge is growing rapidly and technology is changing at an incredible rate. Learning how to learn is becoming just as important as learning itself. This course is aimed at helping students to develop their own quest for scientific knowledge and scientific skills. This course will cover genetics, evolution, chemistry and motion.

*Introduction to Psychology **

Psychology reaches into every part of our lives. It is an incredibly diverse and fascinating subject that considers virtually every aspect of our thoughts, feelings and behaviour. No matter what your current interests are, what job you want in the future, how well you want to do at school or how to improve your relationships with others, psychology can help.

You will learn that the study of psychology is a journey of discovery about you and your amazing brain. Through a multitude of practical experiences, and research you will enter the world of the human mind while developing investigative and communication skills. This elective will also help you prepare for VCE Psychology.

*Healthy Farming **

This unit introduces students to horticultural and primary production of food. Students are involved in propagation techniques for food and herb growing along with fruit production. Design and construction of all systems required for vegetable and herb gardens. Students are involved in building soil nutrients, recycling matter and modern farming practices.

Biology 1 & 2 ♠

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.

Chemistry

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

Physics

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.

Psychology 1 & 2 ♠

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.


THE pH/pOH CONCEPT
THE pH/pOH CONCEPT

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 examine the concept of 'Flow' and consider ways they can strive towards achieving this state in their own lives by knowing what it is that gives them joy and a sense of pride and finding ways to engage in those moments more. Students also focus on their physical wellbeing and look at ways of motivating themselves and showing grit and resilience when things get hard. This Year is about finding a sense of meaning and knowing themselves well, as they progress through High School.

Wellbeing – Oak Program

Students in Year 10 focus on personal growth in all areas. They examine the way the brain functions as a muscle that can grow and alter and how each person has the potential to learn (just not in the same way at the same time). Students explore study skills that may assist them, as well as looking at ways of managing stresses that confront students at this age. Students also look at their connections with others and consider how their thoughts, actions and words matter, and how they impact upon others.

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.


National Day of Action against Bullying and Violence
imagine
PEACE
HAPPY
HARRY

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.

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.

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.

****

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: _____


FORTITER ET SUAVITER
CLONARD
Clonard College

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/VCE
Sport & Recreation

VET
Music

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:

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

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.

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.

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.

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.

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."