Introduction

St Peter’s College, Cranbourne West Campus

St Peter’s College, Cranbourne East Campus
## Contents

### Introduction
- Vision Statement
- Principals Message
- History
- Director of Learning

### Curriculum
- Outline
- VELS
- Year 7 & 8 Outline
- Year 7 Core Program
- Year 8 Core Program
- Year 9 & 10 Outline
- Middle School Exams
- Year 9 Core Program
- Year 10 Core Program
- Year 9 & 10 Electives
- VCE
- VCE Units
- VCE Religious Education
- VCE English
- VCE Arts & Humanities
- VCE Maths/Science/Technology
- VETiS
- VCAL

### Additional Information
- Library
- College Band
- Instrumental
- InterSchool Activities
- Work Experience
- Acknowledgements
- Notes
BE NOT AFRAID

St Peter’s College
…is a Catholic community of education, faith and service; built on a tradition of placing our trust in God to “Be Not Afraid”. This inspires us forward in a spirit of discovery and hope. Recognising that each of us is created in God’s image, we accept the challenge of educating the whole person. In this we strive to promote excellence and equity for all members within our community. Our Patron, St Peter, guides our emphasis on faith in action, life-long learning and active citizenship in our world. We invite all to join a dynamic faith community of prayer, worship and service.

St Peter’s College
…values the uniqueness and diversity of every member and fosters their individual abilities and talents. Utilizing innovative and best teaching practices, and integrating advances in technology, we are empowered with the skills and knowledge to be successful learners. Nurtured and inspired by our Catholic faith, we strive to develop our potential as independent, flexible and original thinkers. With creativity and a positive self-esteem, we develop strong personal values on the journey to becoming active and informed citizens of our country.

St Peter’s College
…actively engages with the ever changing landscape of the twenty first century. We acknowledge the diversity and challenges of our community. We accept the responsibility of service, social justice and the need for stewardship of our environment, which we meet with compassion and respect for human dignity. As Disciples of Christ, we develop as global citizens, challenged to become leaders and renew the wider world.
Introduction

Message from the Principal

The time of subject selection is always a challenging one for our students and is one that requires due diligence and research by them to ensure that good decisions concerning future pathways are made. I encourage them to use this Curriculum Handbook frequently with their parents, Careers Counsellors and Learning Advisors. In particular the Learning Advisors who will be working with them for their entire time at St Peter’s.

They are an important sounding board for students in regard to feedback on their studies and the areas that need to be improved on so that not only will students make good subject choices but also assist them in finding success in their chosen career path.

Some students know where they want to go others are uncertain. My advice to these students is to talk to as many people as possible, ask them for perceptions of what they believe you would be good at because sometimes we are blind to the gifts and talents we possess and a simple suggestion can often lead us to consider something that we have never thought of before. The outcome of the subject selection process is about students taking greater and greater responsibility for and ownership of their choices as they mature into young adults. This is fundamental to their motivation and approach to their studies and will ultimately lead to a successful career.

At this point I congratulate two of our high achievers from our VCE and VCAL programs for 2012. Firstly Daniel Martens as the Dux of the college with an ATAR entrance score of 95.1, ranking him in the top 5% of students in the state. Daniel has now gone onto a double degree of the Bachelor of Exercise and Sport Science/Business (Sport Management) at Deakin University.

Scott Jeffrey completed his Victorian Certificate of Applied Learning (VCAL) last year and is in the first year of a Diploma in Live Production Theatre and Events. Scott is currently working at the Frankston Arts Centre as a member of the venues staging crew, a position he started when participating in the mentoring program conducted by the Cultural Centre.

I thank the students who have provided input for this handbook. As senior students they are not only role models but also provide a perspective and advice on the subject selection process which is always valuable for our younger students.

I thank also our Director of Learning, Mr Chris Denny and Marketing Officer Mrs April Hampson along with the Leaders of our Key Learning Areas who have put this wonderful resource together.

Tim Hogan
Principal
History of St. Peter’s College

St. Peter’s College began in 1987 as the Cranbourne Campus of St. Francis Xavier, Beaconsfield with 48 students in Year 7. A year level was added in each of the two subsequent years with Year 10 first being offered in 1992. Fr. James McGuigan who was Parish Priest of St. Agatha’s since 1980 was a driving force behind the establishment and development of the Campus.

An Interim Board of Management was formed which determined that the campus would become independent from the beginning of 1994 and be known as St. Peter’s College. Mr. Terry Feely was appointed as the Principal and Mr John Clancy became the first Chairperson of the College Board.

In 1994 St Peter’s College commenced as a Year 7 – 10 Campus with 280 students. A rapid phase of growth and development commenced with the VCE being introduced and the first Year 12 group graduating in 1996. The Curriculum diversified to a great degree with particular expansion in areas such as Technology, Sciences, Visual Arts and Languages Other than English.

The person and story of St. Peter greatly contributed to a distinct character and ethos, expressed in symbol, art work and the liturgical life of the College. A reputation for excellence in the performing arts was quickly achieved and in 1998 the College was recognised in the Federal Parliament for its work towards Aboriginal Reconciliation. By that year the student enrolment had grown to 570 with 41 teaching staff.

This growth was supported by continued curricular expansion and a succession of new buildings; the Library (1995 and further extended in 2006), the Breen Building (1998), the Clancy Building (2000), Multi-Purpose Hall (2000) the Tarra Villa Building (2002), the Florence Williams Building (2003) and the Benedict XVI Building (2008). In February 2003, its tenth year, the College received, relocated and began to refurbish the Chapel of St. Peter’s in Tooradin. The magnificent bequest including the contents was blessed and re-dedicated by Fr. Andrew Wise the Parish Priest of St. Agatha’s.

In 2000 Mrs. Marleen Ling succeeded Mr John Clancy as chairperson of the College Board. In May of 2004, Mrs. Julie Kelly became the Chairperson. The current Board Chairperson, Mr. Robert was elected in 2006. In April of 2009, Founding Principal Mr Terry Feely resigned. Mr. Tim Hogan who took over as Acting Principal was appointed to the position in July of that year. 2009 saw the purchase of land in East Cranbourne for a future campus.

The East Campus of St Peter’s College was officially opened by Bishop Christopher Prowse and Federal MP Anthony Byrne on February 24th 2011 with the stage 1 buildings named in honor of Bishop Lyons, the first Bishop of the Sale Diocese and Bishop Corbett the Bishop who oversaw the development of the Parish of St Agatha’s Cranbourne. The Library at the West Campus was renamed the Terry Feely Learning Centre in honor of the foundation Principal who passed away in May 2011.

In June of 2012, the sculpture of St. Peter produced by artist Bart Sanicolo was blessed by Bishop Prowse at the West Campus as part of the St. Peter’s Day Celebrations. The present enrolment as at June 2013 stands at 1132. Cranbourne East Campus 197 Students Cranbourne West Campus 935 Students.
It has been said that there are two certainties in life … taxes and death. I would like to add a third certainty to that list as Change. In the 21st century we are witnessing a high rate of change in almost every part of our lives. This impacts on both students and teachers in the education domain. At present there is the Australian Curriculum descending upon us and there will be constant change in the curriculum content for the next few years. We, as teachers, are being asked to provide more student centred lessons and make use of the available technology to achieve this.

It is in this current environment of change and review, that St Peter’s College has performed a curriculum review. One of the outcomes of the review was that we needed to consider a change in our college subject timetable. This process of change in the timetable has been proceeding for the last eight months. A transition to a final model of changed timetable is to occur over the next two years. This means that there will be a transitional timetable for next year 2014 and then a final change in timetable for 2015. The main reasons for the changes in timetable included the following:

- The clash in subject times with year 10 subjects when a year 10 student is doing a VCE enhancement studies;
- The loss of significant lessons of particular classes for students involved in VET studies;
- Teachers wanting more contact with the students in the classes they are teaching;
- The opportunity for pastoral activities to be a part of the normal academic timetable;
- The increased directions from both the Australian and Victorian Governments and the Sale Diocese for the great focus on numeracy and literacy.

- St Peter’s College will move to a five period day rather than a four period day but the two week cycle will be retained;
- Many classes appear more often during the two week cycle than they do currently;
- Maths and English will appear more often on the time table in years 7 and 8 in 2014 and then years 7 – 10 by the year 2015;
- A gradual change in the middle school elective structure;
- A focus on depth of study at VCE levels.
What does all this mean?

• That from 2014 year 12 students will have nine periods per two week cycle for each of their subject;
• That year 12 students will not have the traditional study period;
• Also mean that year 11 students will have nine periods per two week cycle for each of their subjects;
• That year 11 students will be studying five subjects rather than six subjects in their year 11 year;
• However, this change in no way prevents year 10 or year 11 students taking on an enhanced VCE subject.

All of these changes are being implemented to help improve the quality or time and the frequency in which subject teachers have with their particular classes. It means that, particularly in VCE, students have much better access to assistance in their final years from their subject teachers than has been the case in the past. These changes are detailed in this Curriculum Handbook.

We ask parents and students to carefully consider the contents of this Handbook to guide their choices for future studies and training. We encourage attendance at the Futures Evening, Year 10 pathway interviews and discussions on future career directions with teachers and with our Careers Advisor Ms Melissa Dillon. Other useful sources of information are the open days held at TAFE colleges and Universities during the year. Our Careers Advisor will have the dates for all of these events.

We wish each student well in their search for future directions in study or employment and remind them that the college is here to provide help and advice in any way we can to assist you with your journey.

Mr Chris Denny
Director of Learning
The elective subjects and units listed in this handbook are offered for selection.

Depending on subject selection patterns, it is possible that some electives may not run.
### Cranbourne West Campus
#### YEAR 7 & 8 SUBJECT PERIOD ALLOCATION 2014

<table>
<thead>
<tr>
<th>YEAR 7</th>
<th>Sem 1</th>
<th>Sem 2</th>
<th>YEAR 8</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>5</td>
<td>5</td>
<td>Religious Education</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>English Studies</td>
<td>8</td>
<td>8</td>
<td>English</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8</td>
<td>8</td>
<td>Mathematics</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Humanities</td>
<td>4</td>
<td>4</td>
<td>Health &amp; Physical</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Health &amp; Physical</td>
<td>5</td>
<td>5</td>
<td>Education</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
<td>LOTE. One of:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French &amp; Japanese</td>
<td>5</td>
<td>5</td>
<td>French</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or Literacy and</td>
<td></td>
<td></td>
<td>Japanese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Enhancement*</td>
<td></td>
<td></td>
<td>or Literacy and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
<td>5</td>
<td>Learning Enhancement*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Science</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Humanities</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

| Either Semester         |       |       | Either Semester         |       |       |
| Technology              |       |       | Technology              |       |       |
| - Information Technology| 3     |       | - Food Technology       | 3     |       |
| - Design & Technology   | 3     |       | - Design and Technology | 3     |       |
| The Arts                |       |       | The Arts                |       |       |
| - Art                   | 3     |       | - Art                   | 3     |       |
| - Music                 | 3     |       | - Music                 | 3     |       |
| - Media                 | 3     |       | - Vis/Com               | 3     |       |
| - Drama                 | 3     |       | - Drama                 | 3     |       |

The timetable at St. Peter’s College uses a 10 day timetable with 5 periods per day.
Year 7 requires 9 periods of electives Semester 1 and 9 periods in Semester 2
Year 8 requires 9 periods of electives in Semester 1 and 9 periods in Semester 2
*Only students with an assessed learning difficulty take Year 7 or Year 8 Literacy and Learning Enhancement.
<table>
<thead>
<tr>
<th>YEAR 7</th>
<th>Sem 1</th>
<th>Sem 2</th>
<th>YEAR 8</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>5</td>
<td>5</td>
<td>Religious Education</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>English Studies</td>
<td>8</td>
<td>8</td>
<td>English</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8</td>
<td>8</td>
<td>Mathematics</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
<td>5</td>
<td>Science</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Humanities</td>
<td>4</td>
<td>4</td>
<td>Humanities</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>LOTE</td>
<td>5</td>
<td>5</td>
<td>LOTE</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>French or Japanese</td>
<td></td>
<td></td>
<td>French or Japanese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or Literacy and Learning</td>
<td></td>
<td></td>
<td>or Literacy and Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or Learning Enhancement</td>
<td></td>
<td></td>
<td>or Learning Enhancement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>5</td>
<td>5</td>
<td>Health &amp; Physical Education</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Integrated Studies</td>
<td>9</td>
<td>6</td>
<td>Integrated Studies</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Music</td>
<td>0</td>
<td>3</td>
<td>Music</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Food Technology</td>
<td>0</td>
<td>3</td>
<td>Food Technology</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>
The Integrated Studies Program is an exciting introduction to the East Campus that will take place utilizing our new Innovation Hub. Students will undertake a number of extended projects coming up with solutions to big picture questions and problems. These projects will require students to work collaboratively and independently while constructing their learning to meet interests and fulfil learning needs.

Students will develop skills and combine learning in the following contexts:

- Design Technology
- Art
- Media
- Information Technology
- Drama
- Visual Communication

Big picture questions will be shaped by the Australian Curriculum Cross Curricular Priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability.

Links will also be developed with other areas of learning including: English, RE, Maths, Science and Humanities.

*Integrated Studies is an approach to learning that contextualises knowledge and skills and how they relate to real world solutions and problems. Students are encouraged to take greater ownership and responsibility for their education through their constructing and learning.*
### Middle School Subject and Period Allocation 2014

<table>
<thead>
<tr>
<th>YEAR 9</th>
<th>YEAR 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Units</strong></td>
<td><strong>Core Units</strong></td>
</tr>
<tr>
<td>• Religious Education 5</td>
<td>• Religious Education 5</td>
</tr>
<tr>
<td>• English 5</td>
<td>Or CSYMA 6</td>
</tr>
<tr>
<td>• Mathematics 6</td>
<td>• English 6</td>
</tr>
<tr>
<td>• Humanities 6</td>
<td>• Mathematics 6</td>
</tr>
<tr>
<td>• Sport 2</td>
<td>• Humanities 6</td>
</tr>
<tr>
<td></td>
<td>• Sport 2</td>
</tr>
</tbody>
</table>

All units below are Semester length units and have a period allocation of 6 periods.

<table>
<thead>
<tr>
<th><strong>Other Compulsory Units</strong></th>
<th><strong>Other Compulsory Units</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Health &amp; Physical Education</td>
<td></td>
</tr>
<tr>
<td>• Physical Education</td>
<td></td>
</tr>
<tr>
<td>LOTE</td>
<td></td>
</tr>
<tr>
<td>• French or Japanese 1</td>
<td></td>
</tr>
<tr>
<td>• French or Japanese 2</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>• Science 1</td>
<td></td>
</tr>
<tr>
<td>• Science 2</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
</tr>
<tr>
<td>• History</td>
<td></td>
</tr>
</tbody>
</table>

**Middle School Elective Units**
Over Years 9 & 10, students must also study a minimum of:
- 1 additional unit from the Humanities electives
- 1 unit from the Arts
- 1 unit from Technology
- 1 unit from Information Technology

*Each elective unit is allocated 6 periods per cycle*

The timetable at St. Peter’s College uses a 10 day timetable with 5 periods per day. Health & Physical Education and Humanities at Year 9 is one semester only. Year 10 students are required to do an extra semester of English because of the loss of time in this transitional timetable.
# MIDDLE SCHOOL ELECTIVE UNITS

## Middle School Elective Units

<table>
<thead>
<tr>
<th>Religious Instruction</th>
<th>Information &amp; Communications Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>• CSYMA</td>
<td>• Back to Business</td>
</tr>
</tbody>
</table>

| English               | • Caught in the Web                     |
|-----------------------|• Game On                                |
| • Creative Writing    | • Multimedia Animation                  |
| • Introduction to Literature |                                |
| • Journalism          |                                          |

<table>
<thead>
<tr>
<th>Health &amp; Physical Education</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Exercise, Fitness &amp; Coaching</td>
<td>• Electro Technology Basics</td>
</tr>
<tr>
<td>• Health Education</td>
<td>• Electro Technology Advanced#</td>
</tr>
<tr>
<td>• Sport &amp; Society</td>
<td>• Food Around the World</td>
</tr>
<tr>
<td>• Systems of the Human Body</td>
<td>• Food by Design</td>
</tr>
</tbody>
</table>

| Science               |• Food & Nutrition                       |
|-----------------------|• Principles in Catering#                |
| • Applied Science     |• Basic Construction Skills#             |
| • Land Science        |• Project Construction Skills#          |
| • Life Science #      |• Product Design                         |
| • Physical Science #  |• Applied Design                         |

| Humanities            |                                          |
|-----------------------|                                          |
| • Commercial Business Applications |                                          |
| • Commercial Economics |                                          |
| • Environmental Studies |                                          |
| • Geography           |                                          |
| • History - Australia Coming of Age |                                          |
| • History – Social Justice |                                          |
| • Teenagers and the Law |                                          |
| • World of Money      |                                          |

| LOTE                 |                                          |
|----------------------|                                          |
| • French 3 & 4 #     |                                          |
| • Japanese 3 & 4 #   |                                          |

| The Arts             |                                          |
|----------------------|                                          |
| • Dance and the Body |                                          |
| • Dramatic Performance |                                          |
| • Graphic Design     |                                          |
| • Improvisation and Performance |          |
| • Media Studies Digital Film Production |          |
| • Music Composition & Arrangement |          |
| • Music Performance |                                          |
| • Photography        |                                          |
| • Theatreworks       |                                          |
| • The Elements of Dance |                                          |
| • Two Dimensional Art |                                          |
| • Three Dimensional Art |                                          |
| • The Body and Dance |                                          |
| • Visual Communication |                                          |

# It is recommended that these units be undertaken in Year 10 rather than Year 9
# VCE Subject and Period Allocation - 2014

## Year 11

<table>
<thead>
<tr>
<th>Core Subjects</th>
<th>periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td></td>
</tr>
<tr>
<td>• CYSMA</td>
<td>4</td>
</tr>
<tr>
<td>• Religion &amp; Society Unit 1</td>
<td></td>
</tr>
</tbody>
</table>

| English - Units 1 & 2 or Foundation English – Units 1 & 2 | 9 |

Each semester students study 4 units from:

- Arts/Humanities: Units 1 & 2
- Accounting
- Art
- Business Management
- Dance
- Drama
- Economics
- Geography
- History (20th Century)
- Health & Human Development
- Legal Studies
- Literature
- LOTE: French
- LOTE: Japanese
- Media
- Music Performance
- Physical Education
- Studio Arts
- Visual Communication & Design

## Year 12

<table>
<thead>
<tr>
<th>Core Subjects</th>
<th>periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td></td>
</tr>
<tr>
<td>• Religion &amp; Society Unit 2 or</td>
<td>4</td>
</tr>
<tr>
<td>• Religion &amp; Society Units 3 &amp; 4 or</td>
<td>9</td>
</tr>
</tbody>
</table>

| English - Units 3 & 4 | 9 |

**During the year students study 4 sequences from:**

- Arts/Humanities: Units 3 & 4
- Accounting
- Art
- Business Management
- Dance
- Drama
- Economics
- Geography
- History (Revolutions)
- Health & Human Development
- Legal Studies
- Literature
- LOTE: French
- LOTE: Japanese
- Media
- Music Solo Performance
- Physical Education
- Religion & Society
- Studio Arts
- Visual Communication & Design

## Maths/Science/Technology Units 1 & 2

- Agricultural & Horticultural Studies
- Biology
- Chemistry
- Design & Technology
- Food & Technology
- Foundation Mathematics
- General Mathematics (CAS)
- Information Technology
- Mathematical Methods (CAS)
- Physics
- Psychology
- Systems Engineering

## Vocational Education offered at St. Peter’s College

- Building and Construction
- Carbon Management

- Agricultural & Horticultural Studies
- Biology
- Chemistry
- Design & Technology
- Food & Technology
- Further Mathematics
- Information Technology Applications
- Information Technology Software Development
- Mathematical Methods (CAS)
- Physics
- Psychology
- Specialist Mathematics
- Systems Engineering

The timetable at St. Peter’s College uses a 10 day timetable with 5 periods per day.
In 2013 all Victorian Catholic schools mandated to report against the Australian Curriculum Victorian Essential Learning Standards (AusVELS) and Years 7-10 are now reported against the AusVELS and will include all domains.

All units in Years 7 to 10, excluding Religious Education, are assessed and reported on accordingly to AusVELS under the following areas (or domains):

- The Arts
- English
- Mathematics
- Humanities - History
- Science
- LOTE:
  - Technology Design Creativity and Technology
  - Health and Physical Education
  - Technology - Information and Communications
  - Technology (ICT).

Religious Education will assess all units in Yrs. 7 to 10 using a similar system to AusVELS. Only student’s knowledge and understanding will be assessed for each unit using learning indicators.

All units will use the following AusVELS rating system:

- Well above the expected standard
- Above the expected standard
- At the expected standard
- Below the expected standard
- Well below the expected standard

Rather than rating each student’s performance in English or Mathematics overall – at the domain level, individual components (or dimensions) of each the subject will be measured. For example, the following is a sample of a 2014 Year 9 English Semester One Report:
In displaying the rating for each of the dimensions (Reading, Writing and Speaking and Listening), a solid dot is used to graphically show the student’s level of performance. A clear dot will show the previous 12 months achievement with a dotted line connecting the two, to demonstrate the amount of improvement. The expected level of performance is shown as a shaded area. Parents and students will see some similarities between this graphical form of reporting and the reporting of the NAPLAN test results.

St. Peter’s College prides itself on offering comprehensive reports. The College will ensure that the reports continue to be comprehensive.

Parents can continue to expect to find:

- Information about the level of their son or daughter’s performance in particular tasks;
- Information about the approach their son or daughter has adopted to work;
- Recommendations for the future learning of their son or daughter.
- All state, federal and Catholic Education Office reporting requirements fulfilled.
In the design of the core program at this level, the following considerations are seen as being of key importance:

• The successful transition of Year 7 students from Primary School;

• The curriculum must offer as broad a range of studies as possible from each of the Learning Areas (LAs);

• Special emphasis on literacy and numeracy at these levels; Consequently, English and Mathematics have been allotted additional time within the curriculum;

• All students must have the opportunity to develop their Information Technology skills within the context of the computer network available at St. Peter’s College;

• All students must be given the opportunity to study LOTE and Languages Other Than English (French and Japanese). For many students, Year 7 will be their first year of study for either one or both of these languages. After undertaking an introductory course in both languages in Semester One Year 7, students will be invited to study either French or Japanese in Semester Two of Year 7;

• Year 8 students must be prepared for challenges and choices to be made in Year 9.
Year 7 Core Subjects

Religious Education
English Studies *
Health & Physical Education
Literacy and Learning Enhancement

Humanities - History #
  - Geography #
  - Economics #

LOTE @
  French
  Japanese

Mathematics
Science
Technology
  Information & Communications Technology. #
  Product Design #

The Arts
  Art #
  Drama #
  Media #
  Music #

# These Units: run for one semester only.

@ Students are introduced to both languages in Semester One. They choose to study either French or Japanese in Semester Two.
The Year 7 course has two foci. One is to introduce beginning secondary students to the nature and culture of the Catholic Secondary School. The second focus, the story of Jesus Christ as presented in the New Testament. In order to do this justice, however, considerable time has also been given to the story of the chosen people and an exploration of the significance of the Hebrew Scriptures. For it is within this context, that Jesus was born, and within which we can begin to understand His presence and His role in our lives today, as individuals and as a community.

The Year 7 course also includes a Drug Education Unit which has been designed, in conjunction with, the Welfare Leader and the Catholic Education Office. It is an integral part of the Year 7 Religious Education Program.

**Units:**

**Semester 1:**
How do we belong?
Symbols that define us;
Relationships, Adolescent Identity Sexuality and Spirituality;
How can we make a difference?
Lent and Easter.

**Semester 2:**
The covenant unfolds;
How do we celebrate?
Making positive choices;
Prayer;
Advent.

**Assessment:**
A variety of tasks are set including: an autobiography, a pamphlet, thinkers keys, an oral presentation, comprehension questions, role-plays, written presentations and a test.
The course is designed to develop the key skill areas of Language, Literature and Literacy. It aims to promote creativity, originality and thoughtful responses by developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students study thematic Units, which consist of activities from the three key skills areas.

Students will study a minimum of one text each term which will include at least two novels and two films. They will also be given the opportunity to develop their love of literature by engaging in wider reading activities.

Units:
- Poetry;
- Creative Writing;
- Text Study;
- Readarama;
- Language Skills;
- Newspapers;
- Media Activities.

Assessment:
Based on reading, film reviews, comprehension exercises, completion of grammar exercises, spelling, role plays, public speaking, writing folio, debates, prepared and impromptu speeches.
# This unit will be undertaken in Semester One

**Outline:**

The aim of studying Humanities in Year 7 is to broaden the students’ understanding of the world we live in today.

The Level 7 AusVels curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 BC (BCE) – c650 AD (CE). The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies including Australia, Egypt, Greece, Rome, China and India.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. The history content at this level involves two strands: Historical Knowledge and Understanding and Historical Skills. These strands are interrelated and will be taught in an integrated way; and in ways that are appropriate to specific local contexts.

**Units:**

Overview: The Ancient World – a timeline approach to identifying the countries of the Ancient World;
- Investigating the Ancient Past;
- The Mediterranean World – either Egypt or Greece or Rome;
- The Asian World – either China or India

**Assessment:**

Students will complete a range of activities including: skill building exercises, source analysis, essays, tests, research assignments, and visual and oral presentations.
# This unit will be undertaken in Semester One

**Outline:**
The Level 7 AusVels Geography curriculum, requires students to sue a variety of geographic tools and skills, together with an inquiry-based approach, to investigate the characteristics of the regions of Australia and those surrounding it: Asia, The Pacific and Antarctica. Students explore how and why, over time, human and physical interactions produce changes to the characteristics of regions, for example, settlement patterns and agricultural and urban land use.

**Units:**
Environmental Resources;
Why Do People Live Where They Do?

---

**Economics:**

**Outline:**
The Level 7 AusVels curriculum requires students to develop personal financial literacy skills and an understanding of the importance of being an informed consumer. Students consider the nature of current and future work opportunities and factors that influence such opportunities. They learn about the nature of business and business ownership, and begin to gain an understanding of concepts such as risk-taking, competition, and supply and demand. Students learn about the role of governments in influencing economic activity and managing the economy. Students use the inquiry process to plan economic investigations, analyse and interpret data, and form conclusions supported by evidence.

**Assessment:**
Students will complete a range of activities including: skill building exercises, source analysis, essays, tests, research assignments, and visual and oral presentations.
Year 7 Core Subjects

Health & Physical Education

Outline:

Through the use of minor games, fitness activities and skill acquisition tasks, the Physical Education program aims to give students skill and confidence when attempting a range of sporting activities. Year 7 Physical Education provides an environment for students to enjoy themselves through participation in physical activities.

The Health Education theory classes are used to explore health issues and services available for young people. Students are able to analyse a range of influences on personal and family food selection while identifying major nutritional needs for growth and activity. They are encouraged to identify the negative outcomes of bullying and to describe the physical, emotional and social changes that occur as a result of adolescence.

Units:

Practical:
A range of sports including:
Fitness Testing; Netball; Basketball;
Volleyball Softball; Cricket; Badminton;
Football Codes; Athletics; Indoor Hockey.

Theory:
Introduction to Health and Physical Education;
Basic Nutrition;
Changing and Growing;
Bullying.

Assessment:
Assessment: will be based on fitness testing, practical skills testing, written assignments, class work and tests.
This unit is available by personal invitation only.

Literacy and Learning Enhancement aims to provide support for students who experience difficulty with literacy based learning in the regular classroom. The course is designed to engage and challenge those students who may feel disheartened about their ability to learn and process, practise and retain new and difficult spoken and written information.

Literacy and English Language skills are taught using an integrated inquiry approach to learning. Students are encouraged to develop a range of effective learning skills and strategies that will enhance their ability to become more effective learners and successful students in the mainstream classroom.

Access to this subject is based on the recommendations of teaching staff. Students take Literacy and Learning Enhancement in place of either French or Japanese.

Assessment:

Based on class participation - listening and speaking, language activities and written tasks.
Year 7 students will study both French and Japanese concurrently in Semester One, with both subjects being allocated three periods a cycle. At the end of Semester One, students will choose their preferred language and will study only this language in Semester Two. This program will allow students to experience the language and culture of both French and Japanese which will inform their choice for Semester Two. In addition, this program hopes to contribute to the development of interculturally aware citizens, which is of increasing importance at this time of rapid and significant globalisation.

Learners will begin to work towards the achievement of VELS standards in LOTE at Pathway 2, Level 5. Pathway 2 is for students who begin learning a LOTE in Year 7. The VELS LOTE domain is divided into two dimensions: communicating in a language other than English, where students learn the knowledge, skills and behaviours relevant to the specific language being studied; and the Intercultural knowledge and language awareness dimension which develops students’ knowledge of the connections between language and culture, and how culture is embedded throughout the communication system.
Year 7 Core Subjects

**French**

**Outline:**

Year 7 French uses the Tapis Volant 1 textbook to develop the four major skills of second language learning: reading, writing, speaking and listening. The course utilises a communicative approach, and presents everyday life situations to the students. This text is considered the leading edge in language teaching today and references Australian as well as European and French colonial situations.

Modern French and colloquial language are used to enhance the student’s enjoyment of the course. Background and cultural studies are integrated with the other course components, to make a balanced and comprehensive program.

**Units:**

Bonjour !; Voilà ma famille !;
Ah bon ? Vraiment ?; Notre quartier, c’est un zoo !;
Qui est-ce ?; Je suis nul en anglais!
Des papiers, des papiers; Bonjour tout le monde.

**Assessment:**

Assessment: is based on oral presentations, written tests and listening comprehension exercises, as well as classroom performance in general.

**Japanese**

**Outline:**

In Year 7 Japanese students look at various everyday life situations. These situations provide the focus for communicative tasks, vocabulary and grammar learning. Cultural studies enhance student understanding of Japan and its people. At this level, there is an emphasis on learning the Japanese writing system.

**Units:**

Language and Script; Telling the time; Classroom Items;
Classroom Instructions; Colour; Borrowing & Lending;
Self Introductions; Greetings; Culture;
Basic Numbers; Animals and Pets;

**Assessment:**

Assessment: is based on oral presentations, written tests and listening comprehension exercises, as well as classroom performance in general.
Year 7 Core Subjects

Mathematics

Outline:
The Year 7 Mathematics course covers the Australian Curriculum with Content Strands such as Number & Algebra, Measurement & Geometry and Statistics & Probability. Then Proficiency Strands are assessed. These proficiencies include Understanding of Concepts, Fluency in Thinking, Problem Solving and Reasoning.

The use of computer programs, OnLine resources and scientific calculators are used as a tool for learning. The main aims are to develop logical thought processes, arithmetic, algebraic, measurement, gathering and organising data and geometric skills.

The Mathematics Moodle Online e-learning portal resources and Maths Homework Sheets address continuous revision.

Pearsonplaces.com.au web site and e-textbook are ICT integrated learning tools embedded in the Coursework.

A scientific calculator is used as a tool of learning.

Units:

Number; Chance and Data;
Patterns; Money and Percentages;
Shapes; Reflections and Rotations;
Measurement; Area;
Number Patterns; Decimals;
Fractions;

Assessment:

Assessment is based on completion of text book exercises, puzzle sheets, problem solving activities, revision sheets, unit tests, homework sheets, OnLine activities and participation in class and group work.

The Naplan Test is issued in May each year.
Outline:
The Science curriculum aims to develop in students:

- A greater sense of the beauty and complexity of God’s creation;
- The ability to construct, evaluate, and revise their own scientific models;
- A deeper understanding of the scientific principles which govern the world around them;
- The ability to see the relevance of science to their lives;
- Confidence when using equipment, making measurements, designing experiments and conducting experiments;
- The ability to work with others co-operatively and constructively;
- Skills in problem solving;
- Abilities in communicating ideas in oral and written forms;
- The ability to function as an effective learner;

This course introduces students to the formal study of Science. The practical nature of the Science program enables students to develop skills in observing, recording experimental results and conducting experiments safely. The theoretical component of the course encourages students to develop a greater understanding of the world around them.

Units:

Science is…
- The Solar System;
- Forces, Machines;
- Mixtures;
- Classification;
- Habitats.
- Cells;

Assessment:
Based on answers to set questions, organisation of workbook, tests, practical work and assignments.
The Information and Communications Technology course will enable students to navigate the College network effectively in preparation for their use of ICT in the years to follow. They will be introduced to the College intranet, subject software packages, internet and email facilities. The main focus of the course is the development of effective word processing and presentation skills through a focus on problem solving activities. Students also prepare a digital portfolio of work completed throughout the semester.

Units:

Computer Hardware Components;
Advanced Word Processing;
Microsoft PowerPoint Digital Portfolio.

Assessment:

This subject will employ the Victorian Essential Learning Standards in the areas of Visualising Thinking, Creating and Communicating which will be observed and rated after the completion of coursework and Assessment tasks in each of the Units listed above.

Outline:

In this course students are involved in the development of ideas, the use of tools and the application of simple processes by making real products and transforming materials to solving practical problems.

Students investigate, design and construct solutions to design briefs using a range of materials, including wood, metal and plastic and then evaluate the success of their designs.

The course provides an introduction to the use of basic hand tools through the construction of small projects, while developing safe work practices.

Assessment:

is based on the student’s investigation, design, construction and evaluation of their solution to set design briefs.
Year 7 Core Subjects

Art

Outline:
The main areas covered in this course are drawing, painting, printing and ceramics. Within these topics, students develop skills in design, observational drawing, colour mixing, collage, printing and ceramic pinch pot construction.

Units:
Famous Artists’ Paintings;
Pinch Pot Construction;
Study of Art History and Culture;
Colour Theory and Practise.

Assessment:
Based on each student’s two dimensional folio, three dimensional folio and written work.

Drama

Outline:
This course aims to develop a number of dramatic skills related to the performance of role plays. Students work in small groups to produce scripts in response to given topics, then perform the role plays for the class.

Units:
Warm Up Activities;
Relaxation Exercises;
Concentration Exercises;
Communication Exercises;
Thematic Role Plays;
Performances;
Dance;
Improvisation Exercises.

Assessment:
Based on each student’s involvement in the Warm-Up Activities, the preparation and performance of Role Plays and Improvisations and Theory work/Journal.
Year 7 Core Subjects

Media

Outline:
This course aims to develop a number of key creative and analytical skills related to the study of Media.

Units:
Evolution of the Moving Image;
Basic film language uses and meanings – includes editing, scripting, shot selection, storyboarding and camera technique;
History of the Camera;
Cartooning – basic techniques and theories;
Animation planning, scripting, storyboarding, creation and post production;
including sound and titling using PowerPoint, Flash and Stop motion Pro software.

Assessment:
Based upon each students practical folio, written work and participation in class activities.

Music

Outline:
The Year 7 Music course focuses on developing musical literacy, aural skills and performance skills through keyboard and small ensemble activities. In each term, various musical pieces are performed. The students complete Preliminary Grade Theory as part of this unit.

Units:
Music Theory;
Keyboard Skills;
Instruments of the Orchestra;
Soundscapes.

Assessment:
Assessment is based on presentation and content of book work, assignment work, composition, theoretical tests, aural tests and instrumental tests.
Year 8 Core Subjects

Year 8 Core Program

Religious Education
English
Health & Physical Education
Humanities - History#
    - Geography#
    - Economics#
Literacy and Learning Enhancement*
LOTE
    French
or
    Japanese
Mathematics
Science#
Technology
    Food Technology #
    Product Design
The Arts
    Art #
    Drama #
    Music #
    Visual Communication #

# These Units: run for one semester only.

* Only selected students study Literacy and Learning Enhancement
Year 8 Core Subjects

Religious Education

Outline:

The Year 8 course builds on the solid foundation of the Year 7 course and primarily uses the texts To Know, Worship and Love (Year 8), All About Faith 2 and the Catholic Youth Bible, as its basis. The students’ ever increasing awareness of justice and responsibility for others allows the rich Christian tradition of care and compassion for others to be explored. The centrality of God in our lives, and Jesus as the human face of God, empowers and obligates us to be in community and in harmony. The Christian meaning of sin and reconciliation are explored within personal, communal and sacramental contexts and lead to an exploration of religious differences and the many faith realities of our world. Do these faiths allow for the rational and the students’ world of science? Where do faith and reason stand in relation to our need to engage in the search for meaning?

Units:

Semester 1:-
A Just World?
Jesus, the Human Face of God;
Early Christian Community;
We are Family;
Lent and Easter.

Semester 2:-
Sin and Reconciliation;
Why are there Differences in the World?;
Faith and Reason;
Communities at Prayer;
Advent.

Assessment:

A variety of tasks are set including: a creation story, assignments, thinker’s keys, oral presentations, newsletters, text analysis and comprehension questions.
Year 8 Core Subjects

English

Outline:
The course is designed to develop the key skill areas of Language, Literature and Literacy. It aims to promote creativity, originality and thoughtful responses by developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students study thematic Units, which consist of activities from the three skill areas.

Units:
Creative Writing;
Text Study;
Readarama;
Language Skills;
Newspapers;
Media Activities.

Text Study:
Students will study a minimum of one text each term which will include at least two novels and two films. They will also be given the opportunity to develop their love of literature by engaging in wider reading activities.

Assessment:
Based on reading, essay writing, comprehension exercises, completion of grammar exercises, spelling, role plays, public speaking, writing folio, debates, prepared and impromptu speeches.
# This unit will be undertaken in Semester One

The aim of studying Humanities in Year 8 is to broaden the students’ understanding of the world we live in today. This is achieved through the study of History in Semester One and Geography and Economics in Semester Two.

Outline:

The Level 8 AusVels curriculum provides students a study of history from the end of the ancient period to the beginning of the modern period, c650 AD (CE) – 1750. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. The history content at this level involves two strands: Historical Knowledge and Understanding and Historical Skills. These strands are interrelated and will be taught in an integrated way, and in ways that are appropriate to specific local contexts.

Units:

Overview: A timeline approach to identifying the countries of the Ancient World to the modern world;
The Western and Islamic World – Medieval Europe;
The Asia-Pacific World – Japan Under the Shoguns;
Expanding Contacts – The Black Death.

Assessment:

Students will complete a range of activities including: skill building exercises, source analysis, essays, tests, research assignments, fieldwork and visual and oral presentations.
The Level 8 AusVels Geography curriculum requires students to use a variety of geographic tools and skills, together with an inquiry-based approach, to investigate the characteristics of the regions of Australia and those surrounding it: Asia, The Pacific and Antarctica. Students explore how and why, over time, human and physical interactions produce changes to the characteristics of regions, for example, settlement patterns and agricultural and urban land use.

Units:
Landscapes;
Personal and Community Geographies.

Assessment:
Students will complete a range of activities including skill building exercises, source analysis, essays, tests, research assignments, fieldwork and visual and oral presentations.

Economics:

# This unit will be undertaken in Semester Two

Outline:
The Level 8 AusVels curriculum requires students to develop an understanding of scarcity, opportunity cost and resource allocation, and how these influence the Australian Economy. Students consider the use, ownership and management of resources in personal, business and community contexts, and participate in activities in which they begin to appreciate that economic choices involve trade-offs that have both immediate and future consequences. They discuss the role and effectiveness of government intervention in the Australian economy.

Assessment:
Students will complete a range of activities including: skill building exercises, source analysis, essays, tests, research assignments, fieldwork and visual and oral presentations.
Through the use of minor games, fitness activities and skill acquisition tasks, the Physical Education program aims to give students' confidence and skill when attempting new sporting activities. Year 8 Physical Education is designed to provide an environment for students to enjoy themselves through participation in physical activities. Year 8 Health Education theory classes deal with a variety of health topics to give students an understanding of some of the issues facing the broader community such as drug education and mental health.

Units:

Practical:-
A range of sports including:
- Fitness Testing;
- Football Codes;
- Basketball;
- Athletics;
- Softball;
- Netball;
- Volleyball;
- Cricket;
- Tennis;
- Lacross.

Theory:-
- Smoking;
- Cyber Bullying;
- About Alcohol;
- Drug Education;
- Understanding Mental Health

Assessment:

The physical component is based on fitness and practical skills tests. The theory components is based on research assignments, term test and workbook completion.
Year 8 Core Subjects

Literacy & Learning Enhancement

Outline:

This unit is usually offered to students in Semester Two. Literacy and Learning Enhancement aims to provide support for students who experience difficulty with literacy based learning in the regular classroom. The course is designed to engage and challenge those students who may feel disheartened about their ability to learn and process, practise and retain, new and difficult spoken and written information.

Literacy and English Language skills are taught using an Integrated Inquiry Approach to learning. Students are encouraged to develop a range of effective learning skills and strategies that will enhance their ability to become more effective learners and successful students in the mainstream classroom.

Access to this subject is based on the recommendations of teaching staff. Students take Literacy and Learning Enhancement in place of either French or Japanese.

Assessment:

Based on class participation - listening and speaking, language activities and written tasks.
Year 8 Core Subjects

LOTE: Language Other Than English

French

Outline:

Year 8 French continues with the second half of the Tapis Volant 1 Textbook and Workbook to develop the four major skills of language learning: reading, writing, speaking and listening. The course utilises leading edge materials to enhance the communicative approach, and presents everyday life situations to the students. Modern French and colloquial language are used to enhance the students’ enjoyment of the course. Close attention is also paid to developing the requisite skills in French grammar and orthography. Background and cultural studies are integrated with the other course components, to make a balanced and comprehensive programme.

Units:

Ma journée, c’est comme ça; Chez moi; C’est par ici ?; Vous désirez ?; Ils sont comment ?.

Qu’est-ce qu’on fait cet après-midi ?; On va faire la fête; Vacances, voyages.

Assessment:

Based on oral presentations, written tests and listening comprehension exercises.
Japanese

Outline:
Year 8 Japanese continues to focus on the language and culture of Japan. Communicative tasks, vocabulary learning, grammar and cultural studies are the main elements of the course. At this level, there is an emphasis on learning language that will enable students to exchange personal details.

Units:
Weekend Activities;
Family;
Likes and Dislikes;
Daily Routines;
Food and Drink;
Days of the Week.

Assessment:
Based on oral presentations, written tasks, listening with comprehension exercises and unit tests.
Year 8 Core Subjects

Mathematics

Outline:
The Year 8 Mathematics course covers the Australian Curriculum with Content Strands such as Number & Algebra, Measurement & Geometry and Statistics & Probability. These proficiencies include Understanding of Concepts, Fluency in Thinking, Problem Solving and Reasoning. The main aims are to further develop students’ logical thought processes and their arithmetic, algebraic, measurement, gathering and organising of data and geometric skills. Scientific calculators are used as a tool for learning. The Mathematics Moodle Online e-learning portal resources and Maths Homework Sheets address continuous revision. Students can access resources, goal sheets, revision exercises, past exams or tests, quizzes and homework sheets.

pearsonplaces.com.au web site and e-textbook are ICT integrated learning tools embedded in the Coursework.

A scientific calculator is used as a tool of learning.

Units:

Volume;
Plans, Maps and Networks;
Directed Numbers;
Statistics;
Shapes and Solids;
Percentages;
Linear Algebra;
Ratio;
The Circle;
Probability;
Graphs;
Geometry;
Area;
Numbers and Exponents.

Assessment:

Assessment is based on textbook exercises, problem solving, activities, revision sheets, unit tests, homework sheets, OnLine activities and participation in class and group work.
The Science curriculum aims to develop in students:

- A greater sense of the beauty and complexity of God's creation;
- The ability to construct, evaluate, and revise their own scientific models;
- A deeper understanding of the scientific principles which govern the world around them;
- The ability to see the relevance of science to their lives;
- Confidence when using equipment, making measurements, designing experiments and conducting experiments;
- The ability to work with others co-operatively and constructively;
- Skills in problem solving;
- Abilities in communicating ideas in oral and written forms;
- The ability to function as an effective learner.

This course continues to develop the students' understanding of the world. The emphasis is on a 'hands-on' approach to Science, with short activities and longer experimental work being used to explore and reinforce theoretical concepts.

Units:

The Bits that Matter;
Chemical Reactions;
Heart and Lungs;
Digestive System Reproduction;
Nutrition;
Forces at Work;
Exploration and Mining;
Rocks.

Assessment:

Assessment is based on answers to set questions, organisation of workbook, tests, practical work and assignments.
Year 8 Core Subjects

**Food Technology**

**Outline:**
In this course students examine of technology process and apply key elements to food preparation. The course provides an introduction to the use of basic food preparation and processing methods through completion of a range of practical and theoretical tasks.

**Units:**
- Weighing & Measuring;
- Food & Kitchen Hygiene & Safety;
- Sensory Evaluation of Food;
- The Design Process;
- Models for Healthy Eating;
- Food Preparation & Cooking of Key Foods.

**Assessment:**
is based on written activities, practical work, evaluation reports, assignments and class work.

**Product Design**

**Outline:**
In this course students investigate and research a range of factors relevant to more sophisticated design briefs. They are involved in the development of ideas, the use of tools and the application of processes, in making real products by transforming materials to solve practical problems.

Students develop and refine their knowledge of the materials and begin to develop more complex designs. They investigate, design and construct solutions to design briefs using a range of materials and evaluate the success of their designs.

Students are given time to accurately use common hand tools while learning safe and proficient working habits.

**Assessment:**
is based on the student’s investigation, design, construction and evaluation of their solution to set design briefs.
**Art**

**Outline:**
The Year 8 Art course aims to develop skills in print making, painting, observational drawing and ceramics. Other key skill areas include composition, shading and colour mixing. Students complete a written assignment based on Australian Art.

**Units:**
Lino Printing;
Study of Australian Art;
History & Culture;
Ceramic  Construction.

**Assessment:**
Based on each student’s two dimensional folio, three dimensional folio and theory work.

---

**Drama**

**Outline:**
In Year 8 Drama, students further their experience of working within a group to produce and present role plays on a range of themes. They extend their dramatic skills of characterisation and voice projection in the preparation and performance of these role plays.

**Units:**
Role Plays;
Spontaneous Improvisation;
Dance.

**Assessment:**
Based on involvement in Warm Up Activities, presentation of improvisation plays, preparation and presentation of role plays and dance routine and theory work/Journal.
Year 8 Core Subjects

Music

Outline
The course aims to develop the students’ appreciation of a range of musical styles. Each unit is introduced by a historical component, followed by listening and performance of the various types of music. Musical theory and aural skills are developed as part of each unit. Keyboard skills are consolidated in this unit.

Units:
Jazz;
Rock / Contemporary Music,

Assessment:
Assessment is based on the presentation and content of bookwork, assignment work, theoretical tests, aural tests, composition, listening tests and performance on keyboard and as part of an ensemble.

Visual Communication

Outline
The course provides an introduction to Visual Communication. Students are introduced to the equipment and its uses and develop a range of skills in visually representing information. Students learn to use graphic equipment including the T-square and set squares and develop skills in preparing signs, symbols, explanatory diagrams and perspective drawings.

Units:
Technical Drawing Exercises; Symbols;
Descriptive Lettering; Perspective Drawing;
Explanatory Diagrams; Looking at Advertising.

Assessment:
Assessment is based on the student’s design, technical skills and final presentations.
In the design of the program at this level, the following considerations were seen as being of key importance:

- Programs at these levels must enable students to take responsibility for tailoring their course of study within clear and reasonable guidelines.
- To enable students to explore which studies were most relevant to their educational and vocational needs, there must be as wide a range of electives as possible;
- To ensure that students do not deny themselves access to future learning opportunities, a series of minimum requirements must be established.

These are:

- Health
- Information Technology
- LOTE
- Science
- Humanities
- History
- Technology
- The Arts

# All students (with the exception of Special Needs students) must study LOTE in Semester One and Semester 2 of Year Nine.

*All students must study three sequential units of Science commencing in Semester One of Year Nine. (One unit must be studied in Year 10)

STUDENT CHOICE:

In Year 9 students must choose 7 Semester units in addition to their core units.

In Year 10 students must choose 7 Semester units in addition to their core units.
## Sample Year 9 & 10 Program

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
<th>Semester Three</th>
<th>Semester Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. English</td>
<td>2. English</td>
<td>2. English</td>
<td>2. English</td>
</tr>
<tr>
<td>6. LOTE</td>
<td>6. LOTE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Note:

In the course of Year 9 and 10 all students must complete the subjects listed in the unshaded area of the table above. The shaded area indicates the units which need to be chosen by the students. Each of the boxes in the shaded area represents a unit. Of the eleven units indicated, four are to be guided choices; students must choose one unit from Humanities and one unit from each of Technology, Information Technology and The Arts in the course of Year 9 and Year 10. Students must choose a further seven units across Years 9 and 10 to fill the remaining boxes.
At the end of each semester, all Year 9 students and Year 10 students are required to complete examinations.

The purpose of the examinations is to give the students an introduction to the type of assessment they will face in their senior secondary years. As with other Assessment Tasks conducted throughout the school year, examinations are designed to give students an opportunity to demonstrate their knowledge and understanding.

The examinations will not be the ONLY opportunity students have to demonstrate their competence and skill in each unit. In all units, the Examination is one of several Assessment Tasks.

The students’ subject teachers will be advising them as how to best prepare themselves for the examinations; students should take note of the revision activities occurring in their classrooms. Just as different subjects require different skills, each subject will have its own specific revision activities and strategies.

One of the most important reasons for introducing students to examinations in the Middle School is for them to become familiar with the particular procedures and rituals associated with examinations. All examinations will be held in classrooms during scheduled class time. This will enable teachers to adjust the time and nature of the examinations to suit their particular subject. Students will be expected to complete the tasks under strict examination conditions.
Middle School Examinations

Examination - Rules:
1. Students are to attend all lessons during Examination Week;
2. Students are responsible for knowing when their examinations are scheduled as advised by their subject teacher;
3. Students are to arrive punctually to each lesson with the correct equipment as outlined by the subject teacher – pens, pencils, calculators (where appropriate), rulers. A dictionary is permitted for English;
4. Mobile phones are not permitted in the examination room;
5. Entry to the room must be orderly and respectful;
6. Students are to follow all instructions given by the Staff member. Full examination conditions apply. Students are to remain in silence for the duration of the examination;
7. Students are not to leave the room during any examination;
8. Disruptive behaviour will not be tolerated;
9. There is to be no communication between students during the examination.

*If exam rules are not adhered to the student may receive an Ungraded (UG) result for the examination.*

*A medical certificate is required if a student is absent for an examination.*
In Year 9, all students will take the following subjects across the whole year:

- Religious Education
- English
- LOTE: French or Japanese
- Mathematics
- Humanities
- Sport

In addition, Year 9 students MUST study the following units:

- History-The Making of the Modern World
- Health & Physical Education

Further, all students are required to complete:

- 2 units from Humanities,
- 1 further unit from Science
- 1 unit from Technology
- 1 unit from The Arts
- 1 unit from Information Technology in EITHER Year 9 or Year 10.

This means that Year 9 students must choose up to 4 units (2 per semester) from the Year 9 and 10 Electives. Students should read this Handbook carefully and seek the advice of their teachers in making their choices.

**STUDENT CHOICE:**

Year 9 Students must choose 4 Semester units in addition to their core units.

**KEY QUESTIONS:**

- Which units are most relevant to your intended career path?
- Which units will help you to build your essential skills and talents?
Religious Education

Outline:
This course continues to build on the Catholic Tradition from the earlier years. Students undertake a study of the Gospels beginning with the formation of the Gospels. Students will then explore the context, content, structure, purpose and audience of the synoptic gospel of the current liturgical year. This then leads into a study of the Christian understanding of Death and New Life. Students will explore symbols, images and concepts from the Christian tradition that convey the Christian hope of fullness of life with God. Students will also explore The Rite of Christian Funerals. The Semester finishes with a unit focusing on Prayer and Meditation with a special study of Marian Prayers.

In second semester, the course begins by exploring Christian Decision Making. A deeper understanding of the frameworks for moral and ethical discernment within the Christian traditions is explored. As part of this unit, the Christian understanding of self and sexuality is explored carefully with the use of the Choices programme. The year concludes with a deeper investigation of Religious Diversity. This will build on the work covered in Year 8. An investigation of the key features of the major world religions is undertaken along with the study of the relationship the Catholic Church has with other Christian churches and other world religions.

Units:

**Semester 1**
The Gospels;
Death and New Life;
Lent and Easter;
Prayer and Meditation.

**Semester 2**
Christian Decision Making;
Religious Diversity;
Advent.

Assessment:
A variety of tasks are set including: answers to comprehension questions, assignments, tests, research and analysis. There is an examination at the end of each semester.
The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918.

Topics for consideration will include:

- The nature and significance of the Industrial Revolution and its relevance to Australia;
- The nature and extent of the movement of peoples in the period (slaves, convicts and settlers);
- The extent of European imperial expansion, including the Asian region;
- The emergence and nature of significant economic, social and political ideas in the period, including:
  - Nationalism;
  - World War 1;
  - Australian and Asia.

Assessment:

Assessment will be based on a variety of tasks including: research assignments, oral presentations, role plays and a work folio. There is an Examination at the end of the semester.
Outline:

The course is designed to develop the key skills of Language, Literature and Literacy. It aims to promote creativity, originality and thoughtful responses by developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students study units, which consist of activities to develop the three key skill areas.

Units:

- Text Study;
- T.V. and Media;
- Language Skills;
- Creative Writing;
- Newspapers;
- Advertising.

Text Study:

Students will study a selection of both classic and contemporary texts which will include at least two written texts and one film text.

Assessment:

Based on production of advertisements, reading, comprehension, writing folio, analytical writing, persuasive writing, public speaking, debating, role-plays, prepared and impromptu speeches, class presentations, language skill activities and spelling. There is an examination at the end of each semester. Assessment is based on answers to set questions, organisation of workbook, tests, practical work and assignments. As well as an examination at the end of each semester. This subject will employ AusVELS in both assessment and reporting.
Foundation English may be offered as an alternative to the English course at Year 9 if numbers permit. Enrolment in the course is by invitation or by application to the English Teaching and Learning Coach.

Foundation English has been specifically designed for students who are experiencing difficulties in English. The course aims to offer a bridge of success to Year 10 English, by building the students’ confidence and literacy skills through a series of practical activities. For further information, please contact the English Teaching and Learning Coach at the College.

Assessment:

There is an examination at the end of each semester.
Outline:

This course is designed to develop the knowledge and skills of each student through practical participation in a variety of sports and the study of a variety of Physical Education topics.

Units:

Theory:-
Personal Identity;
Mental Health;
First Aid.

Practical:-
Fitness;
Hockey (Indoor / field);
Handball / Touchkball;
Badminton;
Volleyball;
Netball;
Basketball;
Football Codes;
Gymnastics;
Tennis;
Minor Games.

Assessment:

Students are required to participate in physical activity classes; develop and explore modified games, complete various written activities, complete fitness based activities and complete topic tests. There is an examination at the end of each semester.
After completing two years study of the LOTE of their choice, students remain in their chosen LOTE in Year 9, and are strongly encouraged to continue the study in 10. It is important that subject choice in VCE is not restricted by discounting the LOTE study at this stage.

The completion of four semesters of LOTE at Years 9 and 10 is a prerequisite for LOTE study at VCE.

Continued LOTE study offers the satisfaction of being able to communicate fluently with native speakers of the LOTE.

The ability to use the language provides a direct means of access to the rich and varied culture of the communities where it is spoken. Knowledge of a LOTE can provide students with enhanced vocational opportunities in many fields, including banking and international finance, commerce, diplomacy, translating and interpreting.
The Year 9 French units continue to develop the four major skills of second language learning: Reading, Writing, Speaking and Listening. The course utilises a communicative approach, and presents everyday life situations to the students. Modern French and colloquial language are used to enhance the students' enjoyment of the course. Background and cultural studies are integrated with the other course components, to make a balanced and comprehensive programme.

Units:

A‘ la maison;
Se lever tot, se lever tard;
Vacances vertes ou vacances bleues?;
Tu as travaille‘ hies? Raconte-moi.

Assessment:

Based on oral presentations, written tests and listening comprehension exercises. There is an examination at the end of each semester.
Year 9 Core Subjects

LOTE – Language Other Than English

Japanese

Outline:

Year 9 continues to focus on the language and culture of Japan. Communicative tasks, vocabulary learning, grammar and cultural studies are the main elements of the course. At this level, there is an increasing emphasis on learning language that will enable the students to discuss school life. Resources include Hai! 4 and 5/6.

Units:

Talking about School; The School Timetable;
Weather; Transport;
Personal Appearance; Counting Large Numbers;
The Calendar; School Types;
Clothing; School Year Levels;
Locations; Weekend Activities.

Assessment:

Assessment is based on oral presentations, written work, listening comprehension exercises and unit tests. There is an examination at the end of each semester.
The Year 9 Mathematics course covers the Australian Curriculum with Content Strands such as Number & Algebra, Measurement & Geometry and Statistics & Probability. Then Proficiency Strands are assessed. These include Understanding of Concepts, Fluency in Thinking, Problem Solving & Reasoning. This course aims to provide the students with mathematical experience which will build on their previous levels of ability. It is designed to further develop students' basic numeracy skills, use of instruments, and ability to measure and compute accurately, thus enabling them to tackle problems of a mathematic nature in their everyday lives. Year 9 Mathematics also aims to further develop the students' logical thought processes and their arithmetic, algebraic and geometric skills. Students may be given the opportunity to be exposed to Year 10 Mathematics units, with the approval of the Teaching and Learning Coach and the Director of Learning.

The Mathematics Moodle Online e-learning portal resources and Maths Homework Sheets address continuous revision. Students can access resources, goal sheets, revision exercises, past exams or tests, quizzes and homework sheets. Pearsonplaces.com.au web site and e-textbook are ICT integrated learning tools embedded in the Coursework. A scientific calculator is used as a tool of learning.

Units:

Number;
Maps and Networks;
Graphs;
Algebra and Graphs;
Pythagoras' Theorem;
Statistics;
Measurement;
Parabola and Quadratics;
Geometrical Constructions;
Trigonometry;
Personal Finance;
Logic;
Change;
Shape and Structure;
Probability;
Transformations and Symmetry.

Assessment:

Based on bookwork, tests, problem solving, projects, homework sheets, computer programs, revision sheets, and online activities. There is an examination at the end of each semester.
Science

Outline:

Students continue their study of key scientific concepts while developing practical and investigative skills. Students are encouraged to explore the theoretical aspects of each topic studied through discussion, activities and experimental work.

Interested students are encouraged to attempt an Elective Science Unit at some stage during Year 9. Applied Science or Land Science would be the most suitable at this stage of their Science Education.

Units:

Balancing Environmental Systems;
Understanding Atoms;
Light Effects;
The Earth’s Moving Crust;
Under Nerve control;
Structure and Properties of Matter;
Forensic Files;
The Ocean Planet.

Assessment:

Assessment will be based on answers to set questions, organisation of workbook, test, practical work and assignments. There is an examination at the end of each semester.
Outline:

All Year 9 students at St. Peter’s College participate in organised physical activity as part of their regular program. This is aimed at giving students experience of physical achievement and enjoyment, developing their level of fitness and self esteem. It also is intended to assist the students in developing a positive attitude towards sport, recreation and leisure, so that physical activity might become an integral part of their adult lifestyle.

In addition to the sporting activities which are organised within the College, students are also given the opportunity to participate in Southern Independent School (SIS) inter-school sports and carnivals.

At Year 9 Girls may participate in Netball and Soccer (Term 2), Basketball and Football (Term 3) and Softball (Term 4).

Boys have the opportunity to play Cricket (Term 1), Football and Basketball (Term 2), Soccer (Term 3) and Baseball (Term 4).
In Year 10, all students will take the following subjects across the whole year:

- Religious Education
- English
- Mathematics
- Humanities
- Sport

In addition, Year 10 students **MUST** study the following units:

**One Science Elective** (Applied Science is not suitable for this one core unit).

Students intending to continue into VCE studies of Science – including Chemistry, Physics, Biology or Psychology - should seriously consider completing physical and life science electives at Year 10 level.

Further, all students are required to complete **ONE Unit** from the Humanities List and **ONE unit** from The Arts, **One unit** from Information Technology and **ONE unit from Technology in EITHER Year 9 or Year 10. Students who did not complete these units in Year 9 are required to do so in Year 10.**

This means that Year 10 students must choose up to **SEVEN UNITS** from the Year 9 and 10 Electives. Students should read the Handbook carefully and seek the advice of their teachers in making their choices.

**STUDENT CHOICE:**

*Year 10 students must choose 7 Semester units in addition to the core units. Students studying a LOTE will only be required to choose FIVE Semester units.*

**KEY QUESTIONS:**

- *Which units are most relevant to your intended career path?*
- *Which units will help you to build your essential skills and talents?*
Year 10 students may apply to take up to two VCE units, one per semester, as part of their program, subject to approval from their subject teachers, the House Leader and the Director of Learning.

The Director of Learning reviews the applications and records of students who wish to study VCE units in Year 10 and receives feedback on the student suitability for enhanced VCE studies from the students’ teachers. The advantages of students taking one or two VCE units at Year 10 are:

- It gives the students a clear understanding of the terminology, work demands and styles of learning associated with the VCE before they enter Year 11;
- Provided that they are successful in completing the units, it reduces the number of units needed to be satisfactorily completed in Years 11 and 12;
- It can provide a greater challenge to able students.

Since the difficulty and volume of work encountered in VCE units will be more demanding than at Year 10 level, it is not appropriate for all Year 10 students to attempt VCE units. Refer to VCE section for information on the program.

Because there is a difference between the period allocation of Year 10 and VCE units, each student’s program will need to be carefully designed to minimise the impact upon his or her Year 10 studies.

If a student chooses to study a VCE unit in Year 10 it will be expected that:

- He/she will attend all scheduled VCE classes in that subject;
- He/she will ensure any class work missed in a Year 10 class scheduled at the same time is completed;
- He/she will give priority to attendance of Year 10 RE.

The process for applying to do VCE unit(s) in Year 10 is as follows:

- Students must indicate which units they wish to study clearly on the student enrolment form;
- **Students must write a letter** which explains why a VCE study is important to them and their career aspirations;
- Students must attend the interview with the Director of Learning at the designated time.

This process takes place in Term Three of each year. Written approval or rejection will be given to students before the end of Term Three. It should be noted that even after approval has been granted timetable clashes and class numbers might prevent a student from undertaking VCE unit(s) in Year 10. Also, enrolment in VCE Units 1 &/or 2 in Year 10 does not guarantee the students enrolment in Units 3 & 4 during Year 11.
Religious Education

Outline:

The Year 10 course is primarily focussed on how God empowers us to be active agents in bringing about His Reign in our world. The centrality of the Eucharist as the source and summit of Christian life and how it calls us to action in everyday life is explored – through an unpacking of symbols, prayer and ritual action, but also through communal witness. As such, a detailed look at the rich tapestry of Catholic Tradition and history is undertaken. Models of Church, significant people and events, and examples of prophets, saints and kingdom people are presented and incorporated into a growing sense of what it means to be a follower of Christ.

Units:

Semester 1
Our Call to Justice (Stewardship);
Eucharist – Source of Life;
Lent and Easter.

Semester 2
Prophets and Saints;
The Church Through Time;
Advent.

Assessment:

Assessment is based on comprehension questions and answers, oral presentations, research projects, an exegesis and a compilation of a table of facts. There is an examination at the end of each semester.
The aim of this course is to develop each student’s skills in Language, Literature and Literacy and to promote creativity, originality and thoughtful responses. Students study units which consist of activities from these three main skill areas. The students are exposed to a wide range of literary styles which include both contemporary and classic texts. They develop writing skills in the creating and presenting section of the course, while refining their use of language through structured activities. Students are introduced to the analysis of a media text and presentation of their point of view through the ‘Issues’ Unit. The course prepares students in the skills required for VCE English.

Units:
Reading and Responding;
Film Study;
Issues;
Public Speaking;
Creating and Presenting.

Assessment:
Assessment is based on a range of writing and oral tasks including: character profiles, film analysis, oral presentations, issues, language exercises, vocabulary extension, prepared and impromptu speeches, role plays, comprehension work and reading. There is an examination at the end of each semester. This subject will employ AusVELS in both assessment and reporting.
Foundation English

Outline:

Foundation English may be offered as an alternative to the English course at Year 10 if numbers permit. Foundation English at Year 10 has been specifically designed for students who are experiencing difficulties in English. The course aims to build the students’ confidence and literacy skills through a series of practical activities. If offered, the course would operate in both semesters in Year 10. In Year 11, students may undertake VCE Foundation English Units One and Two or VCAL.

For further information, please contact the English Teaching and Learning Coach at the College.

Units:

Language and Literacy;
Text Study;
Issues;
Public Speaking;
Creating and Presenting.

Assessment:

There is an examination at the end of each semester.
Year 10 Core Subjects

Mathematics

Outline:
The Year 10 Mathematics course covers the Australian Curriculum with Content Strands such as Number & Algebra, Measurement & Geometry and Statistics & Probability. Then Proficiency Strands are assessed. These proficiencies include Understanding of Concepts, Fluency in Thinking, Problem Solving and Reasoning. A CAS Computer Algebra System (CAS) technology is used for support and developing learning. CAS Calculators can be purchased through the school.

Structure:

FOUNDATION MATHS – is a yearlong course offered for students who learn Mathematics with a practical rather than theoretical approach. Students enrol into VCE Foundation Mathematics Unit 1 and 2 in Year 11 or VCAL Numeracy. It does not provide a pathway in Mathematics past Year 11. Students are recommended in writing to select this course.

Semester One: -
GENERAL MATHEMATICS
All mainstream students complete Year 10 General Mathematics Core in Semester One.

Semester Two: -
In Semester Two students complete ONE of the following:

• ALGEBRAIC METHODS - For students who intend enrolling into Mathematical General Advanced in Year 11;
• GENERAL METHODS - For those students who are unclear of their choice at Year 11 between Mathematical Methods and General Mathematics. Most students select General Mathematics Units 1&2 then Further Mathematics Units 3 & 4 in V.C.E.;
• STATISTICAL METHODS - This course suits students learning Information Technology and/or Business related subjects. Students select General Mathematics Units 1&2 in V.C.E. or VCAL Numeracy.

Note: All students have the choice of any of the VCE Mathematics courses from all of the Year 10 options.

Year 10 students who already completed Year 10 Mathematics the previous year may apply to complete VCE General Mathematics Units 1 & 2 with the approval of the Mathematics Teaching and Learning Coach and Director of Learning.

The Mathematics Moodle Online e-learning portal resources and Maths Homework Sheets address continuous revision. Students can access resources, goal sheets, revision exercises, past exams or tests, quizzes and homework sheets.

pearsonplaces.com.au web site and e-textbook are ICT integrated learning tools embedded in the Coursework.
A scientific calculator is used as a tool of learning.

Assessment:
Assessment will be based on completion of a written report/investigation outlining the solution to a problem related to one part of the course. Completed exercises from each topic taught, topic tests and end of semester examinations.
All Year 10 students at St Peter’s College participate in organised physical activity as part of their regular program. This is aimed at giving students experience of physical achievement and enjoyment, developing their level of fitness and self esteem. It is also intended to assist the students in developing a positive attitude towards sport, recreation and leisure, so that physical activity might become an integral part of their adult lifestyle.

Southern Independent Schools:

In addition to the sporting activities which are organised within the school, students are also given the opportunity to participate in Southern Independent Schools (S.I.S.), inter-school sports and carnivals.

At Year 10 Girls may participate in Volleyball or Handball (Term One), Soccer (Term 2) and Basketball and Football (Term Three)

Boys have the opportunity to play Cricket or Handball (Term One), Football (Term Two), Soccer (Term Three) and Volleyball (Term Four).
Year 9/10 Elective Units

Religious Instruction  pg. 63
- CSYMA#

English pg. 64
- Creative Writing
- Introduction to Literature
- Journalism

Health & Physical Education pg. 67
- Exercise, Fitness & Coaching
- Health Education
- Sport & Society
- Systems of the Human Body

Science pg. 71
- Applied Science
- Land Science
- Life Science #
- Physical Science #

Humanities pg. 74
- Commercial Business Applications
- Commercial Economics
- Environmental Studies
- Geography
- History - Australia Coming of Age#
- History – Social Justice#
- Teenagers and the Law
- World of Money

Information and Communications Technology pg. 81
- Back to Business
- Caught in the Web
- Game On
- Multimedia Animation

LOTE : Languages Other Than English pg. 85
- French
  - Japanese

Technology pg. 87
- Electro technology Basics*
- Electro technology Advanced#
- Food Around the World
- Food by Design
- Food & Nutrition
- Principles in Catering#
- Basic Construction Skills
- Project Construction Skills#
- Product Design
- Applied Design

The Arts pg. 93
- Dance & The Body
- Dramatic Performance
- Graphic Design
- Improvisation and Performance
- Media Studies Digital Film Production
- Music Composition & Arrangement
- Music Performance
- Photography
- Theatreworks
- The Elements of Dance
- Two Dimensional Art
- Three Dimensional Art
- Visual Communication

*These units can only be undertaken in Year 9

# These units can be undertaken in Year 10
CSYMA (Catholic Schools Youth Ministry Australia) is an alternative to the VCE Religious Education programmes. CSYMA promotes a four phase approach to youth evangelisation that is incorporated into the School curriculum. In this course, Faith and Action are intertwined in a very positive, contemporary and energetic fashion. The course is completed over Years 10 & 11.

### Unit 1: Introduction to Youth Ministry

- Investigate the relevance of the life, death and resurrection of Jesus for young people today;
- Develop an understanding of the core principles of youth ministry;
- Examine the concepts of Discipleship within a modern context, including the WYD phenomenon;
- Plan and participate in an introductory youth ministry experience.

### Unit 1: Introduction to Youth Ministry

- Explore what it means to be a Christ-centred leader in contemporary society;
- Profile of Jesus’ leadership;
- Ideal Leader: The Mission of Evangelisation;
- Develop Leadership skills and techniques to be utilised in Youth Ministry;
- Plan, facilitate and evaluate a Youth Ministry project;
- Investigate the role of Catholic Mission within Australia and global contexts;
  Leadership and mission; The Church and the Marginalised.
Creative Writing

Outline:

Creative Writing is designed to enhance students’ writing skills in a more creative framework than traditional academic writing. Students will have the opportunity to read excerpts from outstanding works of literature in order to investigate what can be accomplished on the page. They will participate in candid, helpful critiques of their own work and that of their peers. Through frequent writing exercises, students will develop such writing resources as voice, imagery, characterisation, dialogue and narration. The course will investigate a wide range of genres including: comedy, horror, crime, science fiction and fantasy.

All students will be expected to enter pieces from their writing portfolios into various creative writing competitions.

Units:

Poetry;
Short Stories;
Scripts.

Assessment:

Students will be assessed on a portfolio of written pieces that they have created throughout the semester. There will also be a formal examination at the end of the course.
This course will introduce students to a wonderful variety of texts that they may never have had the pleasure of encountering. Students should choose this subject if they have a passion for reading and are adventurous enough to explore what the world of literature has to offer them. The benefits of taking this course are insurmountable, but students should expect to see improvement in their: reading, writing, speaking and listening skills as well as learning how to delve beyond the surface of a text. This subject is primarily aimed at Year 10 students; however, consideration will be given to Year 9 students who have a strong aptitude for English.

**Units:**

Novel study;  
Comparative Film Study;  
Poetry.

**Assessment:**

Assessment in this subject may incorporate a range of creative writing tasks, oral presentations, analytical responses and an examination at the end of the semester.

**Pathway:**

This unit prepares students for VCE Literature.
The course is designed to develop the key skill learning areas of writing, reading, speaking and listening. It aims to promote understanding and appreciation of the media with a strong emphasis on newspapers and broadcast. The course will also focus on the development of various writing styles, knowledge of contemporary social issues and communication skills. Students will acquire and develop solid research, conversational and literary skills with the over-riding emphasis being on strengthening their writing craft and interest in current social affairs.

Units:

**The Media:**
Its role in a democracy, censorship and freedom of speech; the role and responsibility of a journalist public relations and communications;

**Print Media:**
The newsroom – setup and processes; how to source and write a news story interview techniques; magazines -Feature stories, anecdotes and creative expression editorials ~ persuasive writing and point of view;

**Global News:**
A look at how the media covers and reports on contemporary issues.

Assessment:

News stories, feature stories, editorials, interviews, media analysis and an examination.
Outline:

In the practical component of Exercise Fitness and Coaching, students participate in a 6 week block of activity where they take part in a fitness class or activity outside the school. The theory component of the course focuses on many of the units that will be further expanded upon in Year 11 and 12 including biomechanics, skill acquisition, fitness components and coaching.

As part of the course, students are encouraged to become involved as coaches of junior sporting teams.

It is different from the core subject of Physical Education in that it is a more comprehensive study of some of the units studied at VCE Physical Education.

Assessment:

Students are required to participate in physical activity classes; undertake laboratory activities; develop and explore modified games, complete various written activities, complete a fitness profile and an examination.
The Health Education elective offers students the opportunity to develop skills which lead into VCE Health and Human Development. Health Education is a discussion and written based class, which allows students to voice opinions on issues that they are currently facing, and allows them to find the resources and develop skills to solve their particular problems. This increases their problem solving skills which will help them cope when faced with adult issues.

Units:
Supporting a Sense of Self;
Responding Positively to Challenges;
Positive, Inclusive and Satisfying Relationships.

Assessment:

Investigation:
Students will complete a detailed investigation on a topic affecting the health of youth.

Assessment task:
Students will respond to current stimulus material relating to youth and ways to be safe.

Semester Examination.

Pathway:
This unit prepares students for VCE Health & Human Development.
Sport & Society students investigate the influences on participation in physical activity. A major focus of study is the patterns of participation created by people’s opportunities for, and access to, physical activity as a result of their age, gender, socioeconomic status, ethnic group and/or geographic location. The benefits of regular exercise are examined, as well as the significance of physical activity in the lives of individuals and groups in our society. Many of the activities in the practical components support the topics studied in the theory components. Students participate in many activities outside of the school including fitness and leisure activities. Students are able to further explore these topics if they continue to pursue a study of Physical Education Units 1 – 4.

Units:

Theory:-
Sport and Society;
Sport Issues.

Practical:-
Major/ Minor Games;
Lawn Bowls;
Indoor Sports;
Wheelchair Sports.
This unit explores how various systems of the human body operate. It focuses upon the various structures of the body and how they integrate and function. Areas studied include the skeletal system, the muscular system, the circulatory system, respiratory system, the nervous system and the digestive system. The material covered in this unit is related to VCE Health and Human Development, Physical Education and Biology.

Units:

- Skeletal system;
- Circulatory system;
- Muscular system;
- Biomechanics;
- Skill acquisition.

Assessment:

Assessment is based on laboratory activities, various written activities, an examination and topic tests.
Year 9/10 Elective Units

Science

Outline:
Students take a ‘hands-on’ approach to investigating scientific phenomena. Activities and experiments are used to explore scientific concepts. Students investigate the scientific method and develop knowledge and skill in design, measurement and data organisation.

Units:
Materials from the Earth;
Science & Technology;
New materials;
Sport Science.

Assessment:
Assessment is based on practical work, research reports, tests and an examination. *This unit is not suitable as the compulsory year 10 science unit.*

Applied Science

Outline:

This unit is not suitable as the compulsory year 10 science unit.

Units:

Material from the Earth;
Science & Technology;
New materials;
Sport Science.

Assessment:

Assessment is based on practical work, research reports, tests and an examination. *This unit is not suitable as the compulsory year 10 science unit.*

Land Science

Outline:

Land Science is a vibrant subject which combines aspects of Environmental Science, Agriculture and Technology. The students complete two major projects which provide opportunities to solve all kinds of problems in a practical way. They will be expected to discover what people’s needs are and to respond to these needs by designing, making and appraising solutions to fulfil them. Land Science investigates a range of environmental factors including soil, water and climate and allows the students to study the effects of these factors in a practical way by creating and maintaining a garden plot and raising chickens.

Assessment:

Students complete and present to the class a report on their garden and chicken projects, complete and report on environmental investigations, prepare a research report, and complete topic tests and a semester examination.
Students investigate a range of important scientific areas, including behaviour, memory, maintaining control of life processes, genetics, natural selection and evolution. The course allows for development of research skills.

#This unit can be undertaken in Year 10 only

**Outline:**
Students investigate a range of important scientific areas, including behaviour, memory, maintaining control of life processes, genetics, natural selection and evolution. The course allows for development of research skills.

**Units:**
Control of Life Process;
Behaviour, Learning & Memory;
Genetic Variation.

**Assessment:**
Assessment will be based on the students’ practical activities, written research report on genetics, poster report on learning and memory, topic tests and an end of semester examination.

**Pathway:**
This unit provides background for Chemistry, Biology, Physics and Psychology and is strongly recommended for those students intending to study any of these four subjects at VCE level.
Outline:

This unit enables the students to investigate chemical and physical phenomena including the structure and property of matter, chemical reactions, electrical motors and generators, wave behaviour, and motion. Activities and practical work are used to illustrate and reinforce new ideas and skills.

Units:

Chemistry: The Inside Story;
Magnetism at work;
Motion in the World.

Assessment:

Assessment will be based on practical work, a written research report, topic tests and the end of semester examination.

Pathway:

This unit provides a basis for further study in Chemistry, Biology and Physics and Psychology and is strongly recommended for those students intending to study any of these four subjects at VCE level.
Humanities

Commercial Business Applications

Outline:
This course introduces accounting principles in an easy to understand and interesting manner. The first part of the course aims to develop good business management practices. A study of market research techniques also takes place. The second part of the course focuses on keeping and maintaining financial records for a business. Students are also exposed to the relevance of computers in a business setting.

Assessment:
Based on exercises, assignments, tests and an examination.

Commercial Economics

Outline:
The aim of this course is to introduce basic economic principles which are relevant to the Australian Economy. Students are exposed to concepts such as scarcity of resources, how prices of goods and services are set, what causes people to be unemployed and the problems which can be caused by rising prices. For each of these concepts real life case studies of the Australian economy will be looked at and analysed and in this way economic theory will come to life.

Assessment:
This will be through analytical exercises based on case studies, test on each key concept and a research exercise on the performance of the Australian economy. There is an examination at the end of each semester.

Pathway:
Having completed the unit of work students should have obtained a sound understanding of where they would be heading if they chose Economics at VCE level.
Environmental Studies integrates curriculum from both Humanities and Science. This course is aimed at students who are concerned about the environment and are interested in learning about the impact of their own personal environmental footprint on the world. The course provides the opportunity for students to understand the structure, function and diversity of natural ecosystems on this planet and evaluate the impacts of human activities upon them. Students examine strategies to maintain and protect the ecological health of the environment while meeting the needs and desires of local and global populations.

It also investigates the interaction between natural and human systems, in particular the application of environmental science to ecologically sustainable development and environmental management. Students will further investigate the values and attitudes that underpin decisions made in relation to environmental issues. Students will develop skills in: scientific investigations, environmental fieldwork techniques, report writing, research, analysis and geographical techniques (such as mapping and spatial concepts).

Units:

Global Warming / Climate Change;
Poverty and Population Growth;
Water.

Assessment:

Students may be assessed on a combination of the following: fieldwork, scientific investigation, written reports, research analysis and geographical skills.

Pathway:

Environmental Studies is a highly relevant and hands on subject that will provide a good foundation for students wishing to undertake the Certificate III Carbon Management course and/or subjects within the Sciences (Biology) and Humanities (Geography).
Humanities

Geography

Outline:

This unit helps students understand natural and human environments. They explore how and why these environments change over time, both through physical and human processes and how these environments can be sustained and developed.

Students learn techniques including: map making and reading; creation of graphs; use of statistical information; and the creation of annotated visual displays. They also carry out field investigations to give them hands-on knowledge. Areas of study include: settlement and population, changing environments, coasts, territories and boundaries, resource use and management, climatology and meteorology and natural phenomena.

Assessment:

Based on practical work, classroom activities, field investigation, Annotated Visual Displays (AVD), assignments and tests. There is an examination at the end of each semester.
Outline:

This unit looks at Australia’s development and growth into its current position as a largely independent nation with a role to play in international events. There will be an examination of colonisation and the effect that it had on Australia’s Indigenous population.

Australia’s role in world conflicts will be examined, as will, many of the social changes to affect Australia over time. The evidence used to show Australia’s continual development includes pre and post colonial periods, federation, involvement in world conflict and continual social change.

The main areas of study will be examined using primary and secondary written accounts, as well as, film, poetry, art and music to analyse the major changes in Australia’s history. From each of these major events and social changes, a picture of Australia’s continuing development will emerge.

Assessment:

Students must undertake a thorough analysis of documents; including written sources, art, film, music and poetry. Assessment will include tests, research tasks and oral assessments. There is an examination at the end of the semester.
This course aims to prepare students for VCE History. Students should have a strong interest in reading, research and writing. It examines the rise of Nazi Germany in the 1930’s. Attention will be paid to the reasons Hitler came to power and the impact of his totalitarian regime upon human rights. The Holocaust is studied in detail, using the text ‘Elli’.

In the second part of the course, the Civil Rights Movement in America is examined.

Students will also have the opportunity to conduct their own investigation into some of the more recent human rights abuses which may include Rwanda, Burma or Kosovo. In all areas of the course the primary focus is human rights.

Assessment:
Based on Analytical Exercises, Essays, Document Studies, Research Work and tests, including an examination.

Pathway:
VCE History.
Teenagers and the Law allows students to examine the basic laws in our society that relate to young people. It will focus on how the law affects teenagers and the community. It looks directly at the laws, which apply most regularly to teenagers and their rights and responsibilities under the law. Both the court system and the process for making laws will be looked at, with an emphasis on real life examples and cases used to highlight the areas. Criminal law and civil law may be addressed in terms of scenarios and real life case studies. A greater awareness of community desires, statistics and processes of changing the law may also be focused on. Our most important document, the Constitution will be looked at and how it protects our human rights. The course concentrates on areas that are interesting and relevant to young people.

Assessment:

Assessment for Teenagers and the Law will be based on a range of activities which may include case studies, action plans/investigations, research tasks and tests. There is an Examination at the end of the unit.

Pathway:

Studying the course would benefit perspective VCE Legal Studies and Commerce students.
In this unit students study the importance of good money management to both individual financial security and the economic health of a nation. Students learn about commerce over the internet, applying for and managing bank accounts; investment on the stock market; analyse the impact of marketing and advertising on consumer purchases and construct a personal budget.

Assessment:
Based on answers to short-answer questions, interviews, report writing, research work, essay writing, oral presentations and group work. There is an examination at the end of each semester.
This unit focuses on the role computer technologies in a small office/home office (SOHO) business environment. Students will have experiences in the MS Office software package to develop an understanding of their function and uses. Students will focus in applying their knowledge in a range data management, spread sheets and communication tasks.

**Units:**
- Spread sheets;
- Databases;
- Communication and Formatting.

**Software:**
- MS Excel;
- MS Access;
- MS Word.

**Assessment:**
Students complete a variety of practical tasks where they will be required to employ the skills and theory presented in class. There will be an examination at the end of the unit.

**Pathway:**
VCE Information Technology.
Outline:

This unit focuses on the explosion in popularity of the internet through website development tools. Students will design and produce website using MS Office and Macromedia Dreamweaver software programs. Then they will develop an appreciation of the history of the internet, how different aspects of the internet work and how to navigate the multitude of resources available online.

Units:

Introduction to Web Pages;
Macromedia Dreamweaver;
Internet Investigation.

Software:

MS Office;
Macromedia Dreamweaver;
Various online internet tools.

Assessment:

MS Office Basic Web Pages;
Dreamweaver Webpage Investigation;
Internet Research Assessment Task;
Semester Examinations.

Pathway:

VCE Information Technology.
Game On is a game authoring elective that will give students the opportunity to design, code and test computer games. A variety of game authoring software and programming languages are being used. The unit also involves a written review of current electronic games and games consoles.

Units:
Games Design;
Microworlds Games;
Game Maker Games;
Kodu Games;
Written review of Games and Games Consoles.

Software:
Microworlds;
GameMaker;
Kodu.

Assessment:
Games Design Folio;
GameMaker Projects;
Microworlds Projects;
Kodu Projects;
Written report;
Examination.
This unit focuses on the importance of animation within multimedia information computer technology. Students will learn how to create animations utilizing a variety of software applications for different media situations.

Units:

The Multimedia Industry;
Simple Animation;
Web Animation;
Introduction to Movie Maker.

Software:

Stopmotion;
Macromedia Flash;
Macromedia Firework.

Assessment:

Micro Worlds Folio;
Flash Animation;
Fireworks;
Image;
Examination.
Outline:
Students build on prior knowledge of topic areas. The emphasis is on the development of the productive skills of speaking and writing. Pupils learn how to function in both formal and informal situations in planned and unplanned situations. Students learn through the study of authentic materials such as film, magazines and television. There is also a focus on developing pupils’ skills to become independent learners. The course utilizes a communicative approach and presents everyday life situations to the students. Modern French and colloquial language are used to enhance the student’s enjoyment of the course. Background and cultural studies are integrated with other course components to make a balanced and comprehensive program.

Assessment:
Based on oral presentations (role play, reading and reciting), written tests and written responses to texts. There is an examination at the end of each semester.
This unit can be undertaken in Year 10 only

Outline:
In Year 10 Japanese students continue to explore language that will enable them to participate in everyday functions such as shopping, eating out etc. At this level, there is an increasing emphasis on developing communicative skills to use in both conversation and writing. Cultural studies are fully integrated into the language activities to make a balanced and interesting course of study.

Units:
Counters;
Nationalities;
Invitations;
Exchanging Gifts;
Ordering Food and Drink.

Assessment:
Based on oral presentations, written tasks, listening comprehension tests and Topic Tests (covering reading comprehension and translation activities). There is an examination at the end of each semester.
This course provides an introduction to electrical and electronic technology and systems. Emphasis is placed on safe working practices, performing calculations to enable understanding of theoretical concepts, practical circuit connections and the correct use of measuring instruments to support learning of the concepts. Students construct working models utilising circuit board manufacturing techniques and develop skills in correct component assembly strategies. The design process is utilized to enable students to demonstrate their ideas and concepts.

**Units:**

Basic Electronic and Electrical Theory with Supporting Practical Learning Activities:
- Workshop Safety;
- Basis Electronic Circuits;
- Identification of Electronic Components;
- Using Basic Testing and Measuring Equipment;
- Soldering Techniques;
- Project Fabrication Techniques;
- Design Process.

**Assessment:**

Assessment will be based on assignment work, theory tests and practical work.

**Pathway:**

The course offers a grounding for VCE Systems Engineering and Electro Technology Advanced in Year 10. Electrotechnology has taught us how to solder and all the dynamics of making circuits and other electronic based projects. It was very informative and interesting.
Electrotechnology Advanced

# It is recommended that this unit be undertaken in Year 10

Outline:

This course provides students with the knowledge and skills to assist them to begin studying Systems Engineering in VCE. Emphasis is placed on safe working practices and performing calculations to enable understanding of theoretical concepts. Students learn how more complex electronic components operate and deepen their understanding of electronic and electrical concepts. Students construct more complex working models utilising software to assist their design work. They develop skills in correct component assembly strategies. The design process is utilised to enable students to demonstrate their ideas and concepts.

Units:

Advanced Electronic and Electrical Theory;
Workshop Safety;
Electronic Circuits;
Identification of Electronic Components;
Using Software in Design;
Using Testing and Measurement Equipment;
Project Fabrication Techniques;
Control Systems;
Design Process.

Assessment:

Based on assignment work, theory tests and practical work. There is an examination at the end of the semester.

Pathway:

It offers grounding for VCE Systems Engineering.
This subject aims to introduce students to a range of countries. Students will examine and investigate each country through the following topics:

- Tradition;
- Culture;
- Food;
- Religion;
- Effects these Countries have on Australian Cuisine;
- Geography / Mapping;
- Students Cooking and Sampling of Unknown Foods.

Assessment:

Country Profiles;
Practical Tasks/Test;
Pictorial Map;
Evaluations.

Food by Design

Outline:

Food by Design allows students to examine and write design brief’s suited to a range of occasions. Students will use these design briefs to cook and evaluate a range of meals. Topics covered in this subject include food regulations, cooking methods, meals of the day and influences on food choices. This subject offers background skills and knowledge relevant to VCE Food Technology.

Assessment:

Design Task;
Class Work;
Evaluation;
Investigation Task;
Practical;
Examination.
Outline:

Food and Nutrition will examine specific nutrients and their role in optimising health. Students will assess key foods, their chemical and functional properties, and complete a practical class corresponding with each. Topic area’s studied in Food and Nutrition include digestive system, dietary models, lifespan nutrition, diet related diseases and food intolerances and sensitivities. This subject offers background skills and knowledge relevant to VCE Food Technology.

Assessment:

Design Task;
Investigation Task;
Class Work;
Practical;
Evaluations;
Examination.
Year 9/10 Elective Units

Technology

Principles in Catering

# It is recommended that this unit be undertaken in Year 10

Outline:

The students will investigate the different aspects of the hospitality industry and continue to develop skills in the preparation of food. They are provided with design briefs and are asked to cater for a variety of situations ‘in-house’ and evaluate their own work. This unit relates to VCE Food and Technology. It also could provide a pathway for students to VET Hospitality studies.

Assessment:

Based on the student’s practical work, program review tasks, menu design and an examination.

Basic Construction Skills

# It is recommended that this unit be undertaken in Year 9

Outline:

In this course students will develop fundamental skills and knowledge for the building and construction industry. After completing designs of timber projects students construct them with an emphasis on safe working practices. They will investigate the careers and pathways of the building trades.

Assessment:

Based on Investigation activities, Design work, Practical projects and evaluation reports. There is an examination at the end of the term.
Technology

Project Construction Skills

# It is recommended that students complete Basic Construction Skills before this elective.

Outline:

Using the skills and knowledge developed in Basic Construction Skills, students work individually and in groups to complete timber projects related to the construction area. The course covers the use of tools with developing accuracy and further develops an understanding of the building trade and its requirements while learning about occupational health and safety. It offers background skills and knowledge relevant to VET programs.

Assessment:

Based on Investigation activities, Design work, Practical projects and evaluation reports. There is an examination at the end of the term.

Product Design

# It is recommended that this unit be undertaken in Year 9.

Outline:

Product Design encompasses the Dimensions of Investigating, Designing, Producing and Evaluating. Students are encouraged to solve problems creatively using a range of timbers to satisfy the requirements of each design brief. Design options are sketched and working drawings prepared before commencing Construction. They will learn how to operate in a safe manner, in a working environment.

Assessment:

Based on Investigation activities, Design work, Practical projects and evaluation reports. There is an examination at the end of the term.
Year 9/10 Elective Units

Technology

Applied Design

# It is recommended that students complete Product Design before this elective.

Outline:

Applied Design introduces students to the finer skills and craftsmanship of producing high quality products produced from timber. The course is designed to follow on from skills developed in the preceding unit “Product Design”. Students are presented with a Design Brief and solve problems through the application of the Design Process. During the production students practice and apply the correct and effective use of tools and basic machines within a safe working environment.

Assessment:

Based on Investigation activities, Design work, Practical projects and evaluation reports. There is an examination at the end of the term.

The Arts

Dance and the Body

Outline:

This unit further explores and develops the students’ understanding of the body as an expressive instrument. Students study the anatomy and the main areas of basic body fitness that dance training pursues. Weekly technique classes are held to further develop the students’ co-ordination, flexibility, strength and endurance as required for more complex and physically demanding dances. They will also develop, plan, rehearse and present dance works using safe dance practices for a variety of purposes and audiences.

Assessment:

Based on technique and composition dance skills, solo and group dance presentations, research skills, written tasks and performance of a polished dance routine to a ‘live’ audience. There is an examination at the end of each semester.

Please Note:

Dance is a physically demanding subject. Students must be prepared to be actively involved at all times.

A medical certificate is required for non-participation in practical classes.

Dance attire is required for this subject.
The Arts

Dramatic Performance

Outline:

In this unit the students develop the essential skills an actor needs for performance: voice, movement and expression. They will use these skills to create their own plays focusing on non-naturalistic performance styles. There is also a focus on physical comedy and pantomime. Students also create and develop their own group devised performance for a primary school audience. Students concentrate on designing and making their own costume, props and other relevant technical needs for their performance.

Assessment:

Based on group and solo performances, workbook and resource folio, improvisation, written analysis of own and others performance work and contribution and presentation in final class performance. There is a written examination at the end of each semester.
This course extends skills studied in Visual Communication. It is strongly recommended that students complete the Visual Communication elective before attempting this elective. Presentation skills, design and the drafting of ideas are emphasised. The main skills involved include lettering technique, the use of pencils, fine liners and colour paper, three dimensional representations, technical drawing and symbolism.

**Units:**

- Design Elements & Principles;
- Symbology;
- Isometric Projection;
- Rendering;
- Perspective Drawing;
- Pictorial Representation.

**Assessment:**

Based on design, technical skills and final drafts.

**Improvisation and Performance**

Outline:

In this subject there is a continuation of the development skills used in role plays, improvisation, movement and mime. Personal skills such as spontaneity, co-operation and imagination are utilised in all activities. Students are involved in script writing and preparation for both duo and group performance work. They will further develop their improvisation skills through a unit on Theatre sports and display these skills through a Theatre sports competition. Students will also work collaboratively on a whole class production, learning lines, stage craft and finally performing to an audience.

**Assessment:**

Based on role play, polished and spontaneous improvisation, preparation for performance, scriptwriting, contribution and presentation in final performances, and workbook theory. There is a written examination at the end of each semester.
Media Studies – Digital Film Production involves a complete range of practical and theoretical exercises in film, text and digital technologies. These include Claymation, short films and research assignments.

Units:
Film Analysis;
Film Production and Post-Production Theory;
Scripting, Storyboarding, Filming and Post Production of a Documentary, Drama or Animated Short Film.

Assessment:
Based on the student’s practical folio and written tasks. There is an examination at the end of each semester.

Music Composition & Arrangement

Outline:
The focus of this course is on compositions and arrangement for specific applications including for performance. The course delves into Composition for Film, Theory and Techniques of Composition and working in a recording studio. Students learn composition and arrangement skills using computer software programs such as Sonar. It is recommended that students take instrumental lessons on the instrument of their choice. This unit has a strong practical emphasis and is recommended for students who have particular skills instrumentally or vocally.

Assessment:
Based on performances, music theory and aural tests, research work and creative organisation of music. There is an examination at the end of the semester.
The course incorporates an in depth study of Jazz, Rock and contemporary music and focuses on live performance of a range of musical styles. A study of Music Technology is also an important part of this course. Theory and practical classes are integral parts of this activities based unit. It is recommended that any student who has skills on any instrument choose Music as the class ensemble is a significant part of the course. Students are also encouraged to continue private lessons on the instrument of their choice. The Unit has a strong practical component. Students perform on an instrument of their choice.

Assessment:
Based on performances, music theory tests, research work and creative organisation of music. There is an examination at the end of the semester.

Photography

Outline:
Media Studies - Photography comprises studies in basic photographic techniques. Students complete a number of practical and theoretical exercises in digital photography.

Units:
Basic History of Photography;
Camera Techniques and Shot Types;
Elements and Principles;
SLR & Digital Photography (theory and practice);
Photoshop digital Enhancement.

Assessment:
Based on each student’s practical folio and written tasks. There is an examination at the end of each semester.
This unit explores the varied styles of performance that have been used from past to present day. It focuses on the student as an actor. Whilst exploring theatre styles such as Greek Drama and Musical Theatre (just to name a few!), students will learn how to use their voices and bodies to create a variety of characters. A scripted play will be performed by the class in a chosen theatre style. They will learn methods of acting which are used by Hollywood stars today!

Assessment:
Assessment is based on group performances, research tasks, workbook and resource folio, written analysis, contribution in final performance. There is a written examination at the end of the semester.
Outline:

This unit enables students to understand that there are many forms of dance all of equal value but with very different intentions and forms. Throughout this course students will be exposed to the technique of modern dance and will aim to improve their ability in this dance style as well as gain an appreciation of various dance techniques and theories. Students study the dance elements of space, time and energy and incorporate these elements into their own dance works. Students will be expected to develop their own choreographic skills and to create, teach and present various dance works.

Assessment:

Based on technique and composition dance skills, solo and group dance presentations, research skills, written tasks and performance of a polished dance routine to a ‘live’ audience. There is an examination at the end of each semester.

Please Note:

Dance is a physically demanding subject. Students must be prepared to be actively involved at all times.

A medical certificate is required for non-participation in practical lessons.

Dance attire is required for this subject.
The main areas of study in Two Dimensional Art are drawing and painting. Students will develop a range of skills as they complete works using acrylic paint, charcoal, wash and pastel. They will be encouraged and guided into creatively experimenting with this diverse range of materials. Time is also spent on folio development – a process whereby the students explore their ideas in a folio/journal. Students will complete at least one major assignment which will introduce them to the analysis and appreciation of art works.

Units:
Painting;
Observation Drawing;
Sculpture;
Art History.

Assessment:
Based on drawing, painting, design and presentation of tasks submitted throughout the semester. There is an examination at the end of each semester.

It is strongly recommended that students complete the Two Dimensional Art elective before attempting this elective. This unit is designed to give students the opportunity to experience and develop skills in sculpture and visualizing in 3D. Students will study artists who have sculpted using different materials and draw on their works for ideas and inspiration. Time is also spent on folio development – a process whereby the students explore their ideas in a Folio/Journal. They will gain experience using a range of materials including: clay, limestone, modroc/plaster, wire and found objects.

Assessment:
Based on the student’s folio and written tasks. This subject will employ the Victorian Essentials Learning Standards (VELS) in both assessment and reporting.
This course extends skills studied in Year 8 Visual Communication. Presentation skills, design and the drafting of ideas are emphasised. The main skills involved include lettering techniques, the use of pencils, fine liners and colour paper for rendering, three dimensional representation, technical drawing and symbolism.

Units:

- Design Elements & Principles;
- Isometric Projection;
- Planometric Projection;
- Symbology;
- Rendering;
- Diagrams;
- Pictorial Representation.

Assessment:

Based on the student’s design, technical skills and final drafts. There is an examination at the end of each semester.
The Victorian Curriculum and Assessment Authority (VCAA) is responsible for the design and administration of the Victorian Certificate of Education (VCE). At St. Peter’s College, a student’s two year program in the Victorian Certificate of Education must include:

• At least two units of VCE Religious Studies; and
• At least four units which meet the English Requirement.

Requirements for the Award of the VCE:

A student will be awarded the VCE if they satisfactorily complete at least 16 units, including:

• At least three units of English, including Units 3 or 4. The three units of English may be selected from VCE English/ESL Units 1-4, English Language Units 3 and 4 and Literature Units 1 - 4. Foundation English can contribute 2 units to the 3 unit English requirements. (refer Page 115)

• At least three Unit 3 and 4 sequences of studies other than English

Students moving from Year 10 to VCE should consider their options very carefully. Because many students are not absolutely sure about their career and study directions beyond Year 12, they would be well advised ‘to keep their options open’ by choosing a balanced program.

Requirements for the Award of the VCE:

Year 11 students study Unit 1 of Religion and Society or CSYMA across the whole year. Year 11 students do have the option of studying Unit 3/4 Religion and Society. The Year 12 course involves a study of Religion and Society Unit 2, Ethics.

VCE students at St. Peter’s also participate in a broader Religious Education program which covers a range of material. This will include consideration of faith issues, Retreats, Christian morality, the Sacraments, spirituality and prayer.

Serious consideration should be given to selecting a program of studies where the units relate well to one another.
The table below represents a typical program for VCE students at St. Peter’s College. The shaded units must be undertaken:
• Two units of Religious Education;
• Four units of English. (see page 115 for details).

<table>
<thead>
<tr>
<th>Year 11</th>
<th>RE</th>
<th>English Unit 1</th>
<th>Unit 1</th>
<th>Unit 1</th>
<th>Unit 1</th>
<th>Unit 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RE</td>
<td>English Unit 2</td>
<td>Unit 2</td>
<td>Unit 2</td>
<td>Unit 2</td>
<td>Unit 2</td>
</tr>
<tr>
<td>Year 12</td>
<td>RE</td>
<td>English Unit 3</td>
<td>Unit 3</td>
<td>Unit 3</td>
<td>Unit 3</td>
<td>Unit 3</td>
</tr>
<tr>
<td></td>
<td>RE</td>
<td>English Unit 4</td>
<td>Unit 4</td>
<td>Unit 4</td>
<td>Unit 4</td>
<td>Unit 4</td>
</tr>
</tbody>
</table>

This gives a total of 22 units of study across the two years.

Sport for VCE Students:
All VCE students at St Peter’s College participate in compulsory sporting and recreational activities as part of their regular program. In addition to the sporting competitions which are organised within the school, students are also given the opportunity to participate in Southern Independent Schools (S.I.S.) inter-school sports and carnivals.
As a general rule, students should plan to complete all four VCE units in each study which is crucial to their tertiary aspirations.

Any student who is considering university studies beyond Year 12 should consider doing a Unit 3 / 4 sequences (i.e. a Year 12 subject) in Year 11. The main advantage of doing this is that students could boost their ENTER (Equivalent ATAR) by doing this sixth VCE 3/4 sequence.

The table below shows how this could be done.

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Unit 1</th>
<th>Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11</td>
<td>RE</td>
<td>English Unit 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English Unit 2</td>
</tr>
<tr>
<td>Year 12</td>
<td>RE</td>
<td>English Unit 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English Unit 4</td>
</tr>
</tbody>
</table>

As can be seen, students wanting to take Year 12 units in Year 11 may need to consider doing Year 11 units in Year 10.
Enhancement:

Exceptionally successful students with high aspirations may wish to apply to do two Unit 3/4 sequences in Year 11. As with any student wishing to study VCE extension units, the students must:

- Indicate which units they wish to study clearly on the student enrolment form;
- Write a letter which outlines the reasons he/she wishes to study the units and have the units relate to his/her career aspirations;
- Attend an interview with the Director of Learning at a designated time.

Each student’s St. Peter’s College report and the advice of House Leaders Teaching and Learning Coaches, Learning Advisors and Subject Teachers will be used to assess each student’s application. This process takes place in Term 3 of each year. It should be noted that timetable clashes and class numbers might prevent a student from undertaking extension VCE units in Year 11.

For further information about this issue please consult your teachers and the Director of Learning.

Satisfactory Completion:

Units 1 and 2 are able to be completed as single units and Units 3 and 4 need to be taken as a sequence, however, it is recommended that units 1 and 2 are taken as a sequence to better preparation for study at units 3 and 4;

Learning Outcomes set by the VCAA are the basis for satisfactory completion of VCE units;

Each VCE unit includes a set of two to four outcomes. The award of satisfactory completion of a unit is based on a decision that the student has demonstrated achievement of the outcomes. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit;

St. Peter’s College, in accordance with the VCAA’s requirements, determines satisfactory completion of units.
Assessment of Units 3 and 4:
For each study, students’ levels of achievements for Units 3 and 4 sequences will be assessed using school-based assessment and external examinations. Each study will have three assessment components, either, one school assessment and two examinations or two school assessments and one examination. For example English will have one examination and two school assessments and Mathematics studies will have one school assessment and two examinations. These assessments will be reported as grades A+ to E, UG. Examination grades and school assessment grades will continue to be reported separately.

Examinations:
The nature and scheduling of examinations are as follows, with specific dates distributed by VCAA. There will be written examinations held in November. Performance/oral examinations will be held in October. Any student studying a Unit 3/4 sequence must complete the General Achievement Test (GAT) in June.

School Assessment:
There are two forms of school assessment for the VCE, school-assessed coursework and school-assessed tasks. The form or forms of school assessment and their weighting are specified for each study. School assessed coursework (SAC) is based on an assessment of each student’s overall level of achievement on the assessment tasks designated in the Study Design. For each school-assessed coursework component, the Study Design specifies a range of assessment tasks for assessing achievement of the unit outcomes.

School-assessed tasks (SATs) are set by the VCAA and are designed to assess specific sets of skills. Assessment of students’ levels of achievement on school-assessed tasks will be on the basis of teacher ratings on criteria specified by the VCAA.
Before choosing VCE units, students should ensure that they go through the following steps.

• Consider what your interests, strengths and ambitions are. Identify a number of jobs or careers which you consider yourself to be suited to. Use the material from the Career Exploration Program, JAC (the Job and Course explorer computer program), the Job Guide and other resources;
• Research the training requirements of each of these possibilities, using sources such as the ones listed above.;
• Investigate the ATAR, where applicable, for your chosen careers. Some courses have subject prerequisites, while others will offer bonuses for particular studies.
• Consult appropriate VICTER guide;
• Choose subjects which suit your needs, abilities and interests;
• Consider choosing subjects which are related to one another;
• Check that your selections satisfy the VCE course requirements;
• As a general rule, students should plan to complete four VCE units in a study which is crucial to their tertiary or vocational aspirations.

• To ensure that you make a well informed decision, consult with your:
  • Parents and Relatives;
  • Subject teachers;
  • House Leader;
  • Learning Advisor.

If you require additional information regarding unit selection, approach the Careers Co-ordinator, the Senior Curriculum Leader or the Director of Learning.
SECTION A:

Religious Instruction pg. 110
- Year 11 CSYMA#
- Year 11 Religion & Society
- Year 12 Religion & Society

English pg. 115
- English
- Foundation English
- Literature

Arts & Humanities

Health & Physical Education pg. 121
- Health & Human Development
- Physical Education

Humanities pg. 125
- Accounting
- Business Management
- Economics
- Geography
- History – Twentieth Century
- Legal Studies

LOTE pg. 137
- French
- Japanese

The Arts pg. 141
- Art
- Dance
- Drama
- Media
- Music Performance
- Studio Arts
- Visual Communication and Design

SECTION B:

Maths, Science & Technology

Mathematics pg. 155
- Foundations Mathematics
- General Mathematics (CAS)
- Mathematical Methods (CAS)
- Further Mathematics (CAS)
- Mathematical Methods (CAS)
- Specialist Mathematics (CAS)

Science pg. 161
- Biology
- Chemistry
- Physics
- Psychology

Technology pg. 169
- Design & Technology
- Food & Technology
- Information Technology
- Systems Engineering
CSYMA (Catholic Schools Youth Ministry Australia) is a course about the active involvement of the students. Students continue to learn about a Church that cares for others. Students are expected to be leaders and to actively work in Social Justice, Service and Liturgy. In this course, Faith and Action are intertwined in a very positive, contemporary and energetic fashion.

Unit 3: Youth Ministry & Spirituality
Plus Unit 2: Texts and Traditions

- Communicate effectively the results of appropriate enquiry in order to think critically and creatively about youth spirituality and ministry;
- Investigate different types of Youth ministry in the World, Australia and the local community and implement a ministry experience;
- Develop an understanding of the importance of community in youth spirituality and ministry;
- Explore and experience different forms of prayer;
- Explore and deepen the understanding of the role of Scripture in Youth ministry by:
  - understanding the origin and development of selected texts that express a tradition’s relationship to society;
  - being able to understand the type of authority that a tradition attributes to its sacred texts;
  - discussing similarities and differences between the ways sacred texts view a particular social theme;
- Plan conduct and review youth ministry events, including Sacramental events, other liturgies and retreats;
- Cultivate justice and service in ministry;
- Two compulsory elements of CYSMA courses is the keeping of a weekly Prayer Journal and the attendance at retreat.

Assessment

Unit 1: Religion in Society

In this unit students explore the origins of religion, identifying the nature and purpose of religion past and present. They investigate the contribution of religion to the development of human society and then focus on the role of religious traditions in shaping personal and group identity. Students examine how religious traditions are affected and changed by individuals and groups. The unit provides the opportunity for students to understand the often complex relationships that exist between individuals, groups, religious traditions and the society in which they live.

Outcomes:

On completion of this unit the students should be able to:

• Explain the role of religion in society;
• Explain the expression of collective identity of particular religious traditions in Australia, and the interaction of these traditions with other religious traditions and wider society;
• Recognise and discuss the interplay between the identity of members, as individuals or as specific communities, and their religious tradition.
Unit 2: Ethics and Morality

In this unit students survey various approaches to ethical decision-making and then explore at least two religious traditions in detail. They explore contemporary ethical issues in the light of their investigations into ethical decision-making and ethical perspectives, and moral viewpoint in religious traditions.

Outcomes:

On completion of this unit the student should be able to:
• Explain ethical decision-making in pluralist society;
• Explain the ethical perspectives and moral viewpoints upheld by at least two religious traditions in pluralist society;
• Analyse and evaluate two or more debates on contemporary ethical issues in pluralist society.
Unit 3: The Search for Meaning

In this unit, students undertake a general investigation of religious traditions. Within this investigation, they focus on a particular example from the Roman Catholic tradition for each area of study. Students begin by studying the religious beliefs developed by our religious tradition in response to the big questions of life. They explore the ways in which these religious beliefs create meaning for Catholic tradition and its members.

Outcomes:

On completion of this unit the student should be able to:
• Explain the nature, purpose and expression of religious beliefs generally and for one or more than one religious tradition;
• Analyse the maintenance of religious beliefs for continuity in religious traditions;
• Explain and draw conclusions about the interplay between religious beliefs and significant life experiences.
Unit 4: Challenge and Response

The focus of Unit 4 is the interaction of religious traditions and the societies of which they are a part. In this unit students explore challenge and response in historical and contemporary contexts. Students investigate historical challenges to religious traditions arising internally and externally. They explore the challenge of religious traditions in contemporary pluralistic society for action on behalf of social justice and for assessment of new problems arising from social and technological change.

Outcomes:

On completion of this unit the student should be able to:

• Analyse how one or more than one religious tradition/s responded to a significant historical internal or external challenge, and evaluate the outcome for the religious tradition/s;
• Analyse the interplay between religious beliefs and their developed vision of religious tradition/s for society in response to contemporary challenges.
In order to satisfactorily complete VCE all students must complete three units of English.

The definition of English units includes:
• English/ESL Units 1, 2, 3, 4;
• Foundation English Units 1 and 2;
• Literature Units 1, 2, 3 & 4.*

Thus, students must successfully complete at least three units from the above group to satisfactorily complete VCE. No more than two units from English/ESL Units 1 and 2, Literature 1 & 2 and Foundation English Units 1 and 2 may be counted towards the English requirement.

VTAC has advised that for the calculation of a student’s ENTER, the satisfactory completion of a Unit 3 and 4 sequences in either English or Literature must be achieved. Students could continue to choose both English Units 3 and 4 and Literature Units 3 and 4. Both could be included in the calculation of the ATAR.

Students are reminded that Literature is intended as a subject for those with very competent literacy skills and a keen appreciation of poetry, novels and plays.

*Literature is a more difficult subject than English. Because students who excel in Literature usually excel in English, the college would anticipate that any student wishing to do Literature would also choose to do English. This is in fact what the vast majority of students have done in the past.

*Please Note: Enrolment into English as a Second Language (ESL) has strict criteria set by the VCAA.*
Unit 1:

The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts.

Areas of Study:

1. Reading and Responding;
2. Creating and Presenting;
3. Using Language to Persuade.

Outcomes:

On completion of this unit the student should be able to:

- Identify and discuss key aspects of a set text, and to construct a response in oral or written form;
- Create and present texts taking account of audience, purpose and context;
- Identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers.

Unit 2:

The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts.

Areas of Study:

1. Reading and Responding;
2. Creating and Presenting;
3. Using Language to Persuade.

Outcomes:

On completion of this unit the student should be able to:

- Identify and discuss key aspects of a set text, and to construct a response in oral or written form;
- Create and present texts taking account of audience, purpose and context;
- Identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers.
Unit 3 and 4:
In English, students focus on reading and responding both orally and in writing to a range of texts including novels, plays, films and media texts.
- Analyse how authors create meaning;
- Develop their writing skills;
- Explore different interpretations of texts.

Areas of Study:
- Reading and Responding ~ students study a range of texts to develop critical and supported responses;
- Creating and Presenting ~ students will be required to consider a theme or context in detail. In 2014 the context will be “encountering conflict”;
- Using Language to Persuade ~ students will study at least one topic of issue which has appeared in the Australian media.

Outcomes:
The students are required to meet the following outcomes:
- Discuss in detail ideas, experiences and issues dealt with in a selected text and in current Australian media text;
- Present complex ideas and information to an audience through prepared and oral presentation;
- Develop and justify a detailed interpretation of selected texts;
- Communicate complex ideas and information effectively through finished writing for different purposes and audiences.
Foundation English

In 2014 VCE Units 1 and 2 Foundation English may be offered as an alternative to the English course if numbers permit. Enrolment in the course is by invitation or by application to the English Learning and Teaching Coach. The course is designed for students who may require a more vocationally oriented approach to English or may be aiming to directly enter the workforce at the end of Year 11. It is also possible, but less likely, that a student could proceed directly from Foundation English Units 1 and 2 to Standard English Units 3 and 4. It should be noted that Foundation English is not offered at Year 12.

This subject draws on and strengthens the skills gained and the knowledge students have acquired about texts and language in previous years. It integrates speaking, listening, reading, viewing and writing across all areas of study to enhance students' knowledge about the structures and functions of written and oral language. The course allows students to improve their skills in comprehending and responding to a variety of texts, and to enhance their communication skills.
Literature is subject for students who enjoy reading. By studying a range of novels, plays and poetry students develop their skills in analysis and essay writing. They also are challenged to consider a range of human experiences which could deepen their understanding of themselves and the world at large.

Unit 1:
This unit focuses on the ways literary texts represent human experience and reading practices students develop to deepen their understanding of a text. Students are encouraged to develop their reading strategies to increase their skills in analysis and their appreciation of writing. They also consider the ways in which themes and ideas are expressed through texts.
A selection of texts will be studied including:
• One Australian Text;
• A novel;
• A play;
• A Collection of Poems. * (One text selected by the student)

Unit 2:
This unit focuses on developing reading strategies and personal responses to literature, and to an understanding of how themes and ideas in texts relate to personal and social experiences. It covers a variety of literature with an emphasis on works from periods prior to 1950, e.g. “Hamlet” and “Pride and Prejudice”.

Areas of Study:
1. Leaders and their Responses;
2. Ideas and Concerns in Texts;
3. Interpreting Non-Print Texts.

Outcomes:
For this unit students should be able to:
• Analyse the development of their own response to and interpretation of one or more literary texts;
• Analyse and respond both creatively and critically to the ways in which a text produced in an earlier historical period than their own, reflects or comments on the concerns and ideas of individuals and particular groups at that time;
• Produce an extended comparative piece of interpretive writing with a particular focus; for example: form, theme, genre, author, period, social or cultural context.
The study of literature is a means of exploring human experience. It involves asking questions such as: whose experiences and what experiences are given voice in the text? How are they created through the text’s use of language and literary devices? What does the text’s representation of characters and events suggest about the values and views of the text?
These units also involve students in analysing a range of texts, developing skills in reading closely and critically, and discussing and debating various ways of interpreting and evaluating texts.

Areas of Study:
1. Adaptations and Transformations;
2. Views, Values and Contexts in Literature;

Outcomes:
For this unit students should be able to:
• Discuss how meaning is enacted or re-created when a text is performed or adapted for performance;
• Analyse and interpret the views and values of a text in terms of the ideas, conventions and beliefs that the text appears to explore, endorse, challenge or leave unquestioned;
• Review and evaluate views of a text and make comparison with their own interpretations.

Areas of Study:
1. Creative Response to Texts;
2. Close Analysis.

Outcomes:
For this units students should be able to:
• Respond imaginatively to a text, and comment on the connections between the text and the response;
• Evaluate critically the assumptions and assertions made about a literary text and draw comparisons with their own response and interpretation;
• Analyse aspects of a text, relating those aspects to an interpretation of the text as a whole.
Unit 1: The Health & Development of Australia’s Youth

This unit provides an opportunity for students to explore the physical, social, emotional and intellectual changes that occur and the impact of inherited and environmental factors on health and development.

Areas of Study:
1. Understanding Health and Development;
2. Youth Health and Development;
3. Health Issues for Australia’s Youth.

Outcomes:
For this unit students should be able to:
• Describe the dimensions of, and the interrelationships within and between, health and individual human development;
• Describe and explain the factors that impact on the health and individual human development of Australia’s youth;
• Outline health issues relevant to Australia’s youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development.

Unit 2: Individual Human Development & Health Issues

In this unit students explore the requirements for optimal health and development throughout childhood and adulthood, and investigate inequitable health and developmental outcomes that can occur as a result of social and environmental factors.

Areas of Study:
1. The Health and Development of Australia’s Children;
2. Adult Health and Development;
3. Health Issues.

Outcomes:
For this unit students should be able to:
• Describe and explain the factors that affect the health and individual human development of Australia’s children;
• Describe and explain the factors that affect the health and individual human development of Australia’s adults;
• Analyse a selected health issue facing Australia’s health system, and evaluate community and/or Government actions that may address the issue.
Unit 3: Australia’s Health

Whilst we are amongst the healthiest people in the world, a diversity of health outcomes exist in our population because of factors such as biology, socio-economic, environment, inherited lifestyle, behaviour, knowledge, attitudes and beliefs. In this unit students explore the health status of Australians, and the mechanisms for promoting health.

Areas of Study:
1. Understanding Australia’s Health;
2. Promoting Health in Australia.

Outcomes:
For this unit students should be able to:
• Compare the health status of Australia’s population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of the national health priority areas in improving Australia’s health status;
• Discuss and analyse approaches to health and health promotion, and describe Australia’s health system and the different roles of government and non-government organisations in promoting health.

Unit 4: Global Health and Human Development

This unit examines the development that occurs in individuals during their life and explores inherited factors that determine developmental potential. It analyses the impact of a range of environmental factors that contribute to variations in health and development in industrialised and developing countries.

Areas of Study:
1. Introducing Global Health and Human Development;
2. Promoting Global Health and Human Development.

Outcomes:
For this unit students should be able to:
• Analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nations’ Millennium Development Goals and describe the interrelationships between health, human development and sustainability;
• Describe and evaluate programs implemented by International and Australian government and non-government organisations in promoting health, human development and sustainability.
Unit 1: Bodies in Motion

In this unit students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles.

Areas of Study:

1. Body Systems and Human Movement;
2. Biomechanical Movement Principles.

Outcomes:

For this unit students should be able to:
• Explain how the musculoskeletal, cardiovascular and respiratory systems function, and how the aerobic and anaerobic pathways interact with the systems to enable human movement;
• Explain how to develop and refine movement in a variety of sporting actions through the application of biomechanical principles.

Unit 2: Sports Coaching and Physically Active Lifestyles

This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete.

Areas of Study:

Effective Coaching Practices;
Physically Active Lifestyles.

Outcomes:

For this unit students should be able to:
• Demonstrate their knowledge of, and evaluate, the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach;
• Collect and analyse data related to individual and population levels of participation in physical activity, and sedentary behaviour, and create and implement strategies that promote adherence to the National Physical Activity Guidelines.
Unit 3: Physical Activity Participation and Physiological Performance

This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective.

Areas of Study:
1. Monitoring and Promotion of Physical Activity;
2. Physiological Responses to Physical Activity.

Outcomes:
For this unit students should be able to:
• Analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the National Physical Activity guidelines;
• Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies.

Unit 4: Enhancing Performance

Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.

Areas of Study:
1. Planning, Implementing and Evaluating a Training Program;

Outcomes:
For this unit students should be able to:
• Plan, implement and evaluate training programs to enhance specific fitness components;
• Examine legal and illegal substances and methods of performance enhancement and develop an understanding of different anti-doping codes;
• Consider strategies used to promote recovery, including nutritional, physiological and psychological practices.
Unit 1: Establishing and Operating a Service Business

This unit focuses on the establishment of a small business and the accounting and financial management aspects of the business. Students are introduced to the processes of gathering, recording, reporting and analysing financial data.

Areas of Study:
1. Going into Business;
2. Recording and Reporting Accounting Data and Information;

Outcomes:
For this unit students should be able to:
• Describe the type of resources required to go into business and as such have the basic tools and understanding necessary to set up a small business;
• Identify, record, report financial data for the owner of a small business with the use of manual and ICT methods;
• Apply accounting skills to evaluate financial and non-financial information in order to make informed decisions for a small business.

Unit 2: Accounting for a Trade Business

This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for recording and reporting.

Areas of Study:
1. Recording and Reporting Accounting Data and Information;
2. The use of ICT in accounting by the use of a computer software package in assisting in the Recording and Reporting of Accounting Data;

Outcomes:
For this unit students should be able to:
• Record and report financial data and information for a sole trader;
• Record and report financial data using accounting software package for a sole trader. Explain and evaluate the role of ICT in accounting;
• Select and use financial and non-financial information to evaluate a business. Furthermore, suggest strategies that will improve business performance.
This unit focuses on financial accounting for a single activity trading business as operated by a sole trader. There is particular emphasis on the role of accounting as an information system. Students are introduced to the double entry system of recording using the accrual basis of accounting. Other topics covered in the unit include the perpetual method of stock recording with the First in First out (FIFO) approach used.

**Areas of Study:**
1. Recording of financial data focuses on the identification and recording of accounting data for a single activity sole trader;
2. Balance day adjustments and reporting of accounting information, focuses on the accounting processes required at balance day and the techniques of preparing final reports for a single activity sole trader.

**Outcomes:**
On completion of this unit the student should be able to:
- Record financial data into appropriate accounting records using a double entry accrual-based system for a single activity sole trader;
- Record balance day adjustments and prepare financial reports.

**Unit 4: Control and Analysis of Business Performance**

The unit continues to expand upon the accrual recording and reporting system for a single activity trading business. Students learn about the importance of budgeting for the business via the practical completion for cash. In this unit students evaluate the information prepared and analyse the results in order to suggest strategies to the owner.

**Areas of Study:**
1. Extension of Recording and Reporting;
2. Financial Planning and Decision-making.

**Outcomes:**
On completion of this unit the student should be able to:
- Record and report financial data and information using a double entry accrual-based system. Once reports are created students will then apply this information by explaining related aspects of this accounting system;
- Prepare and analyse budgets and extrapolating financial information to suggest strategies to improve profitability and liquidity of the business.
Unit 1: Small Business Management

Small rather than large businesses make up the vast majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

Areas of Study:
1. Business Concepts;
2. Small business Decision Making, Planning and Evaluation;

Outcomes:
For this unit students should be able to:
• Explain and apply a set of generic business concepts to businesses;
• Apply decision making and planning skills and evaluate the successful management of a small business;
• Explain and apply the day-to-day activities associated with the operation of a small business.

Unit 2: Management in Action

This unit studies how change affects management and investigates how management responds. It also involves consideration of the relationship of management with the operating environment and the planning and marketing processes. This unit focuses on several aspects of management: management in a time of change, management as a communication process, management as a planning process to position its products in the market place.

Areas of Study:
1. Management, Change and Innovation;
2. Management and Communication;

Outcomes:
For this unit students should be able to:
• Identify innovative management practices and assess the relative importance of the factors creating change;
• Identify and explain a range of effective communication methods used in business;
• Analyse effective marketing strategies and processes.
Unit 3: Corporate Management

This unit examines the role and importance of large-scale organisations to the Australian economy. It considers management styles and skills and the operations management.

Areas of Study:
1. Large-scale Organisations in Context;
2. Internal Environment of Large-scale Organisations;
3. The Operations Management Function.

Outcomes:
For this unit students should be able to:
- Identify and discuss major organisational elements and the role of management in large organisations;
- Explain, analyse and apply management styles and skills to different situations;
- Identify and evaluate the effectiveness of operations management.

Unit 4: Managing People and Change

This unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

Areas of Study:
1. Human Resources Management;
2. Operations Management.

Outcomes:
For this unit students should be able to:
- Identify and evaluate major practices and processes related to human resource management;
- Analyse and critically discuss issues and trends related to change and the effective management of human resources.


Unit 1: The Australian Economy

The focus of this unit is the study of economic decision making and economic issues of importance to the Australian economy in the twenty-first century.

Areas of Study:
1. Introducing Economics;
2. Economic Issues Facing the Australian Economy.

Outcomes:
For this unit students should be able to:
• Explain how economic decisions are made in the Australian economy and apply economic decision making to solve economic problems;
• Use the tools and methods of economics to analyse and evaluate contemporary Australian economic issues and appreciate the changing nature of economic issues in Australia.

Unit 2: Australia and the Global Economy

The focus of this unit is the study of Australia’s external relationships and economic issues of importance in the global economy in the twenty-first century.

Areas of Study:
1. Australia’s External Relationships;
2. Economic Globalisation.

Outcomes:
For this unit students should be able to:
• Explain the operation of the Australian economy in the global context and the operation of the economy of one of Australia’s trading partner;
• Explain the reasons for the emergence of globalisation and evaluate the impact of globalisation on the nature and performance of the Australian economy and on other economies.
Unit 3: Economic Activity and Objectives

The focus of this unit is the study of economic activity in Australia and the factors that affect achievement of the objectives of the Australian economy.

Areas of Study:
1. Economic Activity in Australia;
2. Economic Objectives and Performance in Australia.

Outcomes:
For this unit students should be able to:
• Explain the operation of the market mechanism and the extent to which it operates freely in Australia and analyse the factors which affect the nature and level of economic activity in Australia;
• Use skills of economic measurement to analyse the performance of the Australian economy over the last ten years in terms of its objectives.

Unit 4: Economic Management

The study of this unit is the study of the management of the Australian economy, which concentrates on budgetary, monetary and microeconomic policy used by the Australian Government.

Areas of Study:
1. The Nature and Operation of Australian Government Policy;
2. The Evaluation of Australian Economic Policy.

Outcomes:
For this unit students should be able to:
• Explain the nature and operation of government macroeconomic and microeconomic policy in managing the economy;
• Evaluate the effectiveness of economic policy in relation to domestic economic stability, external stability, efficiency in resource allocation, equity in the distribution of income and wealth between individuals;
• Analyse the current government policy mix.
Unit 1: Natural Environments

This unit investigate the geographic characteristics of Natural Environments and landforms, and the natural processes that shape and change the Earth’s surface. It investigates how the interactions between natural processes and human activities can also change the natural environment. Students will investigate two natural environments for each area of study. They will also be required to complete a fieldwork component.

Areas of Study:
1. Characteristics of Natural Environments;
2. Changes in Natural Environment.

Outcomes:
Students will be able to:
• Describe and explain the geographic characteristics of at least two natural environments and explain how they are developed by natural processes, including extreme natural events;
• Analyse and explain the changes in natural environments due to natural processes and human activity.

Unit 2: Human Environments

This unit investigates the characteristics of rural and urban environments which are developed by human activities and their interactions with natural environments. Rural and Urban environments vary significantly from place to place and across a variety of scales. Rural and urban environments are significant because they are the locations where people live. Their presence creates settlements which vary in size and complexity from individual farm houses to small villages, regional towns, large metropolitan cities and mega cities. Students will investigate at two least human environments, with at least one being rural and another urban.

Areas of Study:
1. Characteristics of Human Environments;
2. Changes in Human Environments.

Outcomes:
Students will be able to:
• Describe and explain the geographic characteristics of different types of rural and urban environments;
• Analyse and explain changes due to human activity.
Geography

Unit 3: Regional Resources
This unit investigates the characteristics of resources and the concept of region. Students will investigate a regional resource and a local resource in Australia. The regional resource will be water in the Murray-Darling Basin region, focusing on geographic characteristics of the regions, factors affecting use, conflict and management of the region. Students will use fieldwork to investigate a local resource.

Areas of Study:
1. Use and Management of an Australian Water Resource;
2. Use and Management of Local Resources.

Outcomes:
Students will be able to:
• Analyse the use and management of water within the Murray-Darling Basin region and evaluate its future sustainability;
• Describe characteristics of a local resource and justify a policy for its future management using data collected in the field.

Unit 4: Global Phenomena
This unit investigates the geographic characteristic of global phenomena and responses to them. Global phenomena are major human or natural, processes or activities. Such phenomena are distributed globally and possess the capacity to affect the global or significant parts of the globe and require more than a local or national response.

Students will investigate two global phenomena for each area of study. One global phenomenon will be human population. Human Population studies are significant to the understanding the challenges facing our globalised world.

Areas of Study:
1. Global Phenomena;
2. Global Responses.

Outcomes:
Students will be able to:
• Evaluate the relative importance of factors that affect changes in human populations and one other selected global phenomenon;
• Compare and evaluate the effectiveness of responses and policies to manage a global phenomenon from a global perspective.
Unit 1: Twentieth Century History (1900 - 1945)

This unit explores some of the momentous events and new ideas which occurred in the first half of the twentieth century. It investigates the challenges to the 'old world' and examines the new forms of economic and political organisation and cultural expression that emerged during this period. The topics for study include World War I, the Depression, the changing role of women in society and World War II, including the use of the first nuclear weapons.

Areas of Study:
1. Crisis and Conflict;
2. Social Life;
3. Cultural Expression.

Outcomes:
The students are required to meet the following outcomes:
• Analyse and explain the development and impact of a political crisis and other crisis in the period 1900 to 1945;
• Analyse and discuss patterns of social life and the factors which influenced changes in patterns of social life in the first half of the twentieth century;
• Analyse the relationship between the historical context and a cultural expression of this period from 1900 to 1945.

Unit 2: Twentieth Century History 1945 - 2000

This unit considers some of the major themes and principal events of post – World War II history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings.

Areas of Study:
1. Ideas and Political Power;
2. Movements of the People;
3. Issues for the Millennium.

Outcomes:
The students are required to meet the following outcomes
• Analyse and discuss how post-war societies used ideologies to legitimise their worldview and portray competing systems;
• Evaluate the impact of a challenge/s to establish social, political and/or economic power during the second half of the twentieth century;
• Analyse issues faced by communities arising from political, economic and/or technological change.
Units 3 and 4: Revolutions

This unit deals with dramatic and often violent political and social change. Detailed consideration will be given to the reasons for revolutions and their impact upon the people involved. The French Revolution (1789 - 1794) and The Russian Revolution (1905 - 1924) will be studied in detail.

Areas of Study:
1. Revolutionary Ideas, Leaders, Movements and Events;
2. Creating a New Society.

Outcomes:

Students are required to achieve the following outcomes:
• Evaluate the role of ideas, leaders, movements and events in the development of the revolution;
• Analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society and evaluate the nature of the new society.
Unit 1: Criminal Law in Action

Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law.

Areas of Study:
1. Law in Society;
2. Criminal Law;
3. The Courtroom.

Outcomes:
• Explain the need for effective laws and describe the main sources and types of law in society;
• Explain the key principles and types of criminal law, apply the key principles to relevant cases, and discuss the impact of criminal activity on the individual and society;
• Describe the processes for the resolution of criminal cases, and discuss the capacity of these processes to achieve justice.

Unit 2: Issues in Civil Law

Students examine rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases/issues and develop an appreciation of the role of civil law in society and how it affects individuals;

The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies.

Areas of Study:
1. Civil Law;
2. The Civil Law in Action;
3. A Question of Rights;
4. The Law in Focus;

Outcomes:
• Explain the principles of civil law, law-making by courts, and elements of torts, and apply these to relevant cases;
• Explain and evaluate the processes for the resolution of civil disputes;
• Explain one or more area/s of civil law, and discuss the legal system’s capacity to respond to issues and disputes related to the selected area/s of law.
Unit 3: Law-making

The purpose of this unit is to enable students to develop an understanding of the institutions that determine laws and the processes by which laws are made. It considers reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system. Students undertake an evaluation of the strengths and weaknesses of the law-making bodies and the processes used to influence change and reform.

Outcomes:

- Describe the role and effectiveness of parliament as a law-making body, evaluate the need for change in the law and analyse the ways in which change can be influenced;
- Explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, and evaluate the effectiveness of the Commonwealth Constitution in protecting democratic and human rights;
- Describe the role and evaluate the effectiveness of the courts in law-making and their relationship with parliament.

Unit 4: Dispute Resolution

This unit explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution with a view to comparing and evaluating the operation of the various dispute resolution methods. Students develop an understanding of criminal and civil pre-trial and trial processes.

Outcomes:

- Describe and evaluate the effectiveness of institutions for the resolution of civil disputes and the adjudication of criminal cases and of alternative dispute resolution methods;
- Explain the elements of an effective legal system, and evaluate the processes and procedures for the resolution of criminal cases and civil disputes and discuss their effectivenesses.
# Students may study both French and Japanese

Units 1 & 2: French

These units are designed to extend students’ knowledge and skills enabling them to communicate effectively when speaking or writing in the LOTE.

Topics Studied:

Will fall under the following 2 Broad Themes:

• The Individual;
• The Japanese Speaking Communities.

1. Relationships with Family;
2. Daily Life;
3. Student Exchanges;
4. Job Applications;
5. Lifestyles in France;
6. Migration;
7. Modern Youth;

Outcomes:

Are based on the 4 macro skills of Reading, Writing, Speaking and Listening. The successful completion of these outcomes will be dependent on the student’s ability to meet the following criteria:

• Establish and maintain a spoken or written exchange related to personal areas of experience;
• Listen to spoken texts, read written texts and extract information and ideas from them;
• Listen to, read and respond personally to real or imaginary experience;
• Participate in a spoken or written exchange related to getting things done and reaching agreement;
• Give expression to real or imaginary experience in written or spoken form.
Unit 3 & Unit 4: French

These units are designed to further extend students’ knowledge and skills enabling them to communicate effectively when speaking or writing in the LOTE.

Topics Studied:

Will fall under the following 3 Broad Themes:
- The Individual;
- The Japanese Speaking Communities;
- The Changing World.

1. Leisure;
2. French Cinema;
3. Scientific and Technological Issues;
4. Historical Perspectives.

Outcomes:

Are based on the 4 macro skills of Reading, Writing, Speaking and Listening. The successful completion of these outcomes will be dependent on the student’s ability to meet the following criteria:
- Express ideas through original spoken and written texts;
- Analyse and use information from spoken and written texts;
- Exchange information, opinions and experiences in spoken and written forms;
- Respond critically to spoken and written texts which reflect aspects of the language and culture of the Japanese-speaking communities.
Units 1 & 2: Japanese

These units are designed to extend students’ knowledge and skills enabling them to communicate effectively when speaking or writing in the LOTE.

Topics Studied:

Will fall under the following 2 Broad Themes:
• The Individual;
• Japanese Speaking Communities.

1. Home and Neighbourhood, Location and Direction;
2. Home and Extended Family;
3. Traditional Culture, Festivals and Events;
4. Food and Eating Habits;
5. Seasons and Weather;
6. Travel to Japan and Introducing Places of Interest in Australia to Japanese visitors;
7. Every Day School Life (Australia vs. Japan);

Outcomes:

Are based on the 4 macro skills of Reading, Writing, Speaking and Listening. The successful completion of these outcomes will be dependent on the student’s ability to meet the following criteria:
• Establish and maintain a spoken or written exchange related to personal areas of experience;
• Listen to spoken texts, read written texts and extract information and ideas from them
• Listen to, read and respond personally to real or imaginary experience;
• Participate in a spoken or written exchange related to getting things done and reaching agreement;
• Give expression to real or imaginary experience in written or spoken form.
Units 3 & 4: Japanese

These units are designed to further extend students’ knowledge and skills enabling them to communicate effectively when speaking or writing in the LOTE.

Topics Studied:

Will fall under the following 3 broad Themes:
• The Individual;
• The Japanese Speaking Communities;
• The Changing World.

1. Traditional and Modern Sport and Club Activities;
2. Annual Events, National Holidays and Leisure Activities;
3. Japanese Eating Habits and Food Culture;
4. Living in Japan;
5. Technological Progress;

Outcomes:

Are based on the 4 macro skills of Reading, Writing, Speaking and Listening. The successful completion of these outcomes will be dependent on the student’s ability to meet the following criteria:
• Express ideas through original spoken and written texts;
• Analyse and use information from spoken and written texts;
• Exchange information, opinions and experiences in spoken and written forms;
• Respond critically to spoken and written texts which reflect aspects of the language and culture of the Japanese-speaking communities.
Unit 1:

This unit encourages the imaginative and personal exploration of materials, techniques and working methods, demonstrating visual solutions to set tasks and studying the ways in which the art of the past and present reflect personal and cultural identity.

Areas of Study:

1. Art and Meaning;
2. Art and Personal Meaning.

Outcomes:

For this unit students should be able to:
• Analyse and interpret a variety of artworks using the Formal Framework and the Personal Framework;
• Present visual creative responses that demonstrate their personal interests and ideas through trailing techniques, materials and processes.

Unit 2:

This unit focuses on the development of art works produced from conceptual and/or imaginative starting points, demonstrating effective working methods and the development of technical skills through inter-media and cross media visual exploration. This unit also compares artworks from different cultures exploring how the works reflect the ideas beliefs and traditions for and in which it was created.

Areas of Study:

1. Art and Culture;
2. Art Making and Cultural Expression.

Outcomes:

For this unit students should be able to:
• Analyse, interpret, compare and contrast artworks from different cultures using the formal and cultural frameworks;
• Explore areas of personal interest related to their cultural identification and experiment through inter media and cross media investigations and technical development to produce visual responses to these ideas.
VCE

Art

Units 3 & 4:
In these units, students present a broad and innovative body of work as they communicate ideas through experiments in one or more media. A range of approaches to interpreting art are studied and applied.

Unit 3:
Areas of Study:
1. Interpreting Art;
2. Investigation and Interpretation through making.

Outcomes:
For this unit students should be able to:
• Interpret the formal qualities of art works together with a comparison of selected artworks looking at relevant Analytical Frameworks;
• Explore personal ideas and concepts through an innovative investigation, trailing materials and techniques through inter media and/or cross media explorations to communicate ideas, directions and individual concepts. At least one artwork should be completed.

Unit 4:
Areas of Study:
1. Discussing and Debating Art;
2. Realisation and Resolution.

Outcomes:
For this unit students should be able to:
• Realise and resolve a sustained body of work that communicates personal concepts, observations and/or ideas with technical skill and awareness of aesthetic qualities;
• Discuss and debate an art issue using commentaries and apply Analytical frameworks in the analysis of selected art works so as to develop personal points of view about the meaning of art works.

Art Units 1 and 2 has allowed me to explore various art techniques in a formal and a personal manner. It has opened doors to many different and interesting styles of art and artwork. I recommend this subject to all those with a passion for Art.

Ryan Pola   Year 12
Unit 1: Dance

Students explore the potential of the body as an instrument of expression. Students discover the diversity of expressive movement by exploring body actions, and commence the process of developing a personal movement vocabulary. They begin to develop skills in documenting and analyzing movement and an understanding of how choreographers use these processes.

Areas of Study:

1. Dance Perspectives; 3. Dance Technique and Performance;

Outcomes:

For this unit students should be able to:
• Describe and document the expressive and technical features of their own and other choreographers’ dance works, and discuss influences on their own dance-making;
• Choreograph and perform a solo or group dance work and complete structured improvisations;
• Safely and expressively perform a learnt solo and group dance works;
• Describe aspects of the physiology and demonstrate the safe use and maintenance of the dancers’ body.

Unit 2: Dance

This unit focuses on expanding students’ personal movement vocabulary and choreographic skills through elements of movement; time, space and energy and the study of form. They apply their understanding to the dance-making and performing processes involved in choreographing and performing their own dance works and dance works created by others. Students are introduced to dance traditions, styles and works, which when selected for study encompass dance traditions of indigenous cultures or other culturally specific dance.

Areas of Study:

1. Dance Perspectives;
2. Choreography, Performance and Dance Making Perspectives;
3. Dance Technique Performance and Dance Analysis.

Outcomes:

For this unit students should be able to:
• Analyse use of the elements of movement-time, space and energy- in selected dance traditions, styles and dance works;
• Choreograph and perform a solo or group dance work, complete structured improvisations, and describe the dance-making processes and performance practices used in their own works;
• Expressively perform a learnt solo or group work and analyse the processes used.
Unit 3: Dance

This unit focuses on choreography, rehearsal and performance of a solo dance work and involves the execution of a diverse range of body actions and the use of performance skills. Students learn a group dance work created by another choreographer. The dance-making and performance processes involved in choreographing, rehearsing and performing a solo dance work and a learnt group dance work are analysed. Students develop their understanding of choreographic skills through analysis of the expressive intentions chosen by choreographers of 20th and/or 21st century.

Areas of Study:
1. Dance Perspectives;
2. Choreography Performance and Dance Making Analysis;
3. Danced Technique, Performance and Analysis.

Outcomes:
For this unit students should be able to:
• Analyse selected dance works;
• Choreograph, and perform a solo dance work and analyse the processes and practices used;
• Learn, rehearse and perform a group dance-work created by another choreographer and analyse the processes and practices used.

Unit 4: Dance

Focuses on choreography, rehearse and performance of a unified solo dance work. Students focus on expressive and accurate execution of choreographic variations of spatial organization and demonstration of artistry in performance. Students document and analyse the dance-making and performance processes involved in choreography, rehearsal and performance of the solo dance work. Students’ understanding of choreographic skills is developed through analysis of ways the choreographers’ intention can be expressed through the manipulation of different types of group structures; unison, canon, contrast, symmetrical and asymmetrical groupings and formations.

Areas of Study:
1. Dance Perspectives;
2. Choreography Performance and Dance Making Analysis.

Outcomes:
For this unit students should be able to:
• Analyse cultural influences on, and the expressive use of spatial organisation and group structures in group dance works;
• Compose and perform a unified solo dance work.

There is an external Solo Performance Examination (Technique and Composition) and a Written Examination at the end of the year. VCE Dance students should have at least 3 years dance training in classes outside of school. They are also required to attend afterschool rehearsals/classes from time to time.
Unit 1: Dramatic Storytelling
Creating, presenting and analysing a devised performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. In this unit students use performance styles associated with naturalism and non-naturalism examining storytelling through the creation of solo and/or ensemble devised performance/s. They manipulate expressive skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance styles.

Areas of Study:
1. Creating a Devised Performance;
2. Presenting a Devised Performance;
3. Analysing a Devised Performance;
4. Analysing Drama Performances Presented by Other Practitioners.

Outcomes:
For this unit students should be able to:
• Devise and document solo and/or ensemble drama work/s based on experiences and/or stories.
• Perform a devised drama work/s to an audience;
• Analyse the development and performance to an audience of their non-naturalistic devised work;
• Analyse the portrayal of stories and characters in a drama performance by professional or other drama practitioners.

Unit 2: Non-Naturalistic Australian Drama
This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. Students create, present and analyse a performance based on a person, event, issue, place, artwork, text and/or icon from a contemporary or historical Australian context. Students use a range of stimulus material in creating the performance and examine non-naturalistic performance styles.

Areas of Study:
1. Using Australia as inspiration;
2. Presenting a Devised Performance;
3. Analysing a Devised Performance;

Outcomes:
For this unit students should be able to:
• Devise and document the processes used to create a solo or ensemble non-naturalistic performance work;
• Present a performance of a devised non-naturalistic work to an audience;
• Analyse the creation, development and performance to an audience of their non-naturalistic devised work;
• Analyse a performance of an Australian drama work.
Unit 3: Devised Non-Naturalistic Ensemble Performance

Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions. Students use and manipulate dramatic elements, conventions, performance and expressive skills, performance styles and stagecraft in non-naturalistic ways to shape and enhance an ensemble presentation of performance. They document and evaluate stages involved in the creation, development and presentation of the ensemble performance. They analyse a professional performance that incorporates non-naturalistic performance styles and production elements from the prescribed VCE Drama Unit 3 Playlist.

Areas of Study:
1. Devising and presenting non-naturalistic ensemble Performance
2. Responding to Ensemble Performances;
3. Analysing Non-Naturalistic Performance.

Outcomes:
For this unit students should be able to:
• Develop and present characters within a non-naturalistic ensemble performance;
• Analyse and use processes, techniques and skills to create and present a devised ensemble performance.
• Analyse and evaluate a non-naturalistic performance.

Unit 4: Non-Naturalistic Solo Performance

Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance tradition. They develop skill in extracting dramatic potential from stimulus material and use dramatic elements, conventions, performance styles and performance and expressive skills to develop and present a short solo performance. Students document and evaluate stages involved in the creation, development and presentation of a solo performance.

Areas of Study:
1. Working with Stimulus Material;
2. Devising a Non-Naturalistic Solo Performance;
3. Analysing Devised Non-Naturalistic Solo Performance.

Outcomes:
For this unit students should be able to:
• Devise a solo performance in response to given stimulus material and describe non-naturalistic qualities of the performance;
• Create, develop and perform a non-naturalistic drama solo in response to a prescribed structure;
• Analyse and evaluate the creation, development and presentation of a devised non-naturalistic solo performance.
VCE

Media

Unit 1: Representation & Technologies of Representation

In this unit students will work with all aspects of film production, such as cameras, lighting, sound, scripting and editing/darkroom practices. They will examine how adolescents are represented in different ways and the significance of these representations.

Areas of Study:

Outcomes:
For this unit the student should be able to:
• Describe the construction of specific media representations and explain how the process of representation reproduces the world in different ways (RACV Transmission);
• Produce and compare media representations in two or more media forms compare the representations produced by the application of different media technologies (film analysis);
• Discuss the creative and cultural implications of new media technologies for the production and consumption of media products. (digital and analogue TV).

Unit 2: Media Production and the Media Industry

In this unit students will study and practice film, TV, photography and radio skills. They will examine the Australian Media Industry and how it affects and is affected by society.

Areas of Study:

Outcomes:
For this unit the student should be able to:
• Explain the media production process and demonstrate specialist production skills within collaborative media productions (class production ‘Newscast’);
• Discuss media industry issues and/or developments relating to the production stages of a media production and specialist roles within the media industry
• Describe characteristics of Australian media organisations and discuss the social and industrial framework within they operate (media ownership).
UNIT 3: Narrative and Media Production Design

In this unit students develop their understanding of production and story elements and to recognise the role and significance of narrative organisation in fictional film, radio or television programs. Students consider how production and story elements structure narratives to engage an audience. Students develop practical skills the design and production process.

Areas of Study:

Outcomes:
For this unit the student should be able to:
• Analyse the nature and function of production and story elements in fictional media texts and discuss how combinations of these elements structure the narrative to engage an audience (film analysis);
• Use a range of technical equipment, applications and media processes to present ideas, achieve effects and explore aesthetic qualities in production design plans (production exercises);
• Prepare a media production design plan incorporating the specifications appropriate for the chosen media product (folio).

UNIT 4: Media: Process, Influence and Society’s Values

This unit allows students to develop practical skills in the production of media products and complete a production design. Organisational and creative skills are refined and applied in this process. Students analyse the ways in which media texts are shaped by social values and the influence of social values in the representations and structure of a media text. The role and influence of the media is also critically analysed in this unit.

Areas of Study:
1. Media Process;
2. Media Texts and Society’s Values;
3. Media Influence.

Outcomes:
For this unit the student should be able to:
• Produce a media product for an identified audience from the media production design plan prepared by the student (short film, photography print product);
• Discuss the ways in which social values shape the content of media texts and analyse how social values are reflected (film analysis);
• Discuss theories of media influence and analyse debates about the nature and extent of media influence (communication theories).
Music Performance

Unit 1: Music Performance
This unit focuses on developing skills in practical and performance in solo and group contexts, studying performance and performing. Developing skills in aural comprehension, theory and organisation of sound.

Areas of Study:
1. Performance Skill Development;
2. Music Craft;

Outcomes:
For this unit students should be able to:
• Perform a program(s) of contrasting group and solo works, selected solo technical work and work that demonstrated unprepared performance skills;
• Analyse and evaluate influences on works being prepared for performance and approaches that can be used to optimise performance of those works;
• Recognise, sing and write, scales, intervals and chords, transcribe rhythms and melodies, use conventions in music notation.

Unit 2: Music Performance
This unit further develops skills in practical music and performance in solo and group contexts. Students present a prepared program(s) of solo and group works, demonstrate prepared technical work, perform previously unseen music and develop skills in aural comprehension and music theory.

Areas of Study:
1. Performance Skill Development;
2. Music Craft;
3. Music Language for Performance;

Outcomes:
For this unit students should be able to:
• Demonstrate developing performance and presentation skills in performing a program(s) of contrasting solo and group works, unprepared performance and selected technical work;
• Analyse the structure and style of works selected for solo performance or other works in a similar style and identify expressive features of the works;
• Recognise, sing and write scales; intervals and chords; transcribe rhythms and melodies, use conventions in music notation and describe how instruments are used in combination;
• Devise a composition or improvisation that uses music language drawn from analysis of selected works being prepared for performance.
Music Performance

Unit 3: Solo Performance

This unit focuses on the preparation and presentation of solo works, including an instrument and ensemble works. Student studying Units 3 & 4 must have a sound background in Music Theory (Grade 5 Standard) and will be currently undertaking private lessons in the instrument of their choice.

Areas of Study:
1. Solo Performance;
2. Solo Technique;
3. Ensemble Performance;

Outcomes:
For this unit students should be able to:
• Interpret and perform a range of selected solo and ensemble works in a prepared performance program (2);
• Perform on their main instrument, technical work and exercises, a study that will enhance the performance of the selected solo works;
• Recognise, write and transcribe rhythms, melodies and music;
• Analyse an ensemble work through identification and description of musical characteristics.

Unit 4: Solo Performance

This unit focuses on the preparation and presentation of a solo program of works demonstrating through performance an understanding of interpretation.

Areas of Study:
1. Solo Performance;
2. Solo Technique;
3. Ensemble Performance;

Outcomes:
For this unit students should be able to:
• Interpret and perform selected solo works in range of styles and/or characters, and contribute to interpretation in an ensemble in prepared programs;
• Demonstrate a range of performing techniques on their main instrument to enhance artistry in performances;
• Recognise, write and transcribe rhythms, melodies and music;
• Analyse music through identifying and describing musical characteristics in a selected group work, and make critical responses to that work.

There is an external Aural Examination and an externally assessed Solo Performance Examination.
Unit 1: Artistic Inspiration & Techniques

This multidisciplinary Art subject offers students the opportunity to investigate, explore and develop a range of artistic approaches and processes. Students can pursue a diverse selection of materials and techniques such as Oil Painting, Photography, Sculpture, printmaking etc., to create a host of contemporary through too traditional artworks. The broad variety of cultural and historical application of materials, techniques, inspirations and analysis of artists and movements are also examined.

Areas of Study:
1. Inspiration and Investigation;
2. Materials and Techniques;
3. Interpretation of Ideas and Use of Materials and Techniques.

Outcomes:
For this unit students should be able to:
• Source ideas and inspiration and use a variety of methods to translate these into visual form;
• Explore and use a variety of materials and techniques to record and develop ideas and sources of inspiration;
• Discuss how artists from different times and locations interpret sources of inspiration and use materials and techniques.

Unit 2: Design Exploration and Concepts

The focus of this unit is to establish an effective design methodology for the production of art works and develop skills in the analysis of art works.

Areas of Study:

Outcomes:
For this unit students should be able to:
• Develop a design process methodology in order to explore sources of inspiration and produce art works;
• Examine and discuss the ways in which design elements, principles, signs, symbols and images are used in a variety of art works to communicate ideas and develop style.

Studio Art allows you to explore various styles and types of Art, including sketching, printing and etching. Studio Art is a good subject if you like to work freely and expressively.

Meg Macartney  Year 12

p.151
Unit 3: Studio Production & Professional Practices

The focus of this unit is the implementation of the design process leading to the production of a range of solutions. Students also examine traditional and contemporary practices of artists together with the ways in which artists develop distinctive styles and approaches to subject matter.

Areas of Study:
1. Work Brief;
2. Design Process.

Outcomes:
For this unit students should be able to:
• Present a design process which defines an area of exploration in a work brief, explores and develops the ideas described in the work brief and produces a range of potential solutions;
• Examine and discuss traditional and contemporary working practices in relation to a particular art form(s) and the ways in which artists interpret artistic influences, cultural contexts and ideas in developing distinctive styles and approaches to subject matter.

Unit 4: Studio Production & Industry Contexts

The focus of this unit is to produce a cohesive folio of finished art works which resolves the aims and intentions set out in the work brief formulated in Unit 3. Students also examine different components of the art industry and issues relating to the public display, promotion and critique of art works.

Areas of Study:
1. Focus Statement;
2. Folio;
3. Art Industry Contexts.

Outcomes:
For this unit students should be able to:
• Present a focus statement in visual and written form;
• Produce a cohesive folio of finished art works which has developed from a design process;
• Research, analyse and evaluate roles and methods involved in the presentation of art works in at least two different exhibition spaces.
Unit 1: Introduction to Visual Communication and Design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills.

Areas of Study:
1. Drawing as a Means of Communication;
2. Design Elements and Design Principals;

Outcomes:
For this unit students are required to:
• Create drawings for different purposes using a range of drawing methods, media and materials;
• Select and apply design elements and design principals to create visual communications that satisfy stated purposes;
• Describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

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 designated design fields.

Areas of Study:
1. Technical Drawing in Context;
2. Type and Imagery;

Outcomes:
Students are required to be able to:
• Create presentation drawings that incorporate relevant technical drawings, conversation and effectively communicate information and ideas for a selected design field;
• Manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright;
• Engage in stages of the design process to create a visual communication appropriate to a given brief.
Unit 3: Design Thinking and Practice

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists.

Areas of Study:
1. Analysis and Practice in Context;
2. Design Industry Practice;
3. Developing a Brief and Generating Ideas.

Outcomes:
For this unit students should be able to:
• Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications;
• Describe how visual communications are designed and produced in the design industry and explain factors that influence these practices;
• Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas to the brief.

Unit 4: Design Development and Presentation

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet requirements of the brief. This involves applying the design process twice to meet each of the stated needs.

Areas of Study:
1. Development of Design Concepts;
2. Final Presentations;
3. Evaluation and Explanation.

Outcomes:
Students should be able to:
• Develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief;
• Produce final visual communication presentations that satisfy the requirements of the brief;
• Devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief.
The diagrams below represent four options for studying Mathematics at Unit 1&2 level, and the likely options at Unit 3&4 level which follow.

**Year 11**
- Foundation Mathematics Units 1 & 2
  *(No Units 3 & 4 Mathematics possible)*

**Year 11**
- General Maths (CAS) Units 1 & 2

**Year 12**
- Further Mathematics Units 3 & 4

**Year 11**
- Mathematical Methods (CAS) Units 1 & 2

**Year 12**
- Further Mathematics Units 3 & 4
  - or
  - Mathematical Methods (CAS) Units 3 & 4
    - or
    - Further Mathematics and Mathematical Methods (CAS) Units 3 & 4
      - or
      - Mathematical Methods (CAS) and Specialist Mathematics Units 3 & 4

**Year 11**
- General Mathematics Units 1 & 2
  - and
  - Mathematical Methods (CAS) Units 1 & 2

**Year 12**
- Further Mathematics Units 3 & 4
  - or
  - Mathematical Methods (CAS) Units 3 & 4
    - or
    - Further Mathematics and Mathematical Methods (CAS) Units 3 & 4
      - or
      - Mathematical Methods (CAS) and Specialist Mathematics Units 3 & 4
It is expected that students studying Foundation Mathematics Unit 1 and 2 will not continue with Mathematics for Units 3 & 4

Units 1 & 2

Foundation Mathematics provides for the continuing mathematical development of students entering VCE needing mathematical skills to support their other VCE subjects.

Areas of Study:
1. Space and Shape;
2. Patterns in Numbers;
3. Data Analysis;

Outcomes:
For each unit students should be able to:
- Use confidently and competently mathematical skills and concepts from the four areas of study;
- Apply and discuss basic mathematical procedures in contexts relating to familiar situations, personal work and study;
- Select and use technology to apply mathematics to a range of practical contexts.
General Mathematics (CAS)

Units 1 & 2

Computer Algebra System (CAS) technology is used for support and developing learning. CAS Calculators can be purchased through the school.

General Mathematics Standard provides a course of study for diverse groups of students. Students then enrol into Further Mathematics Units 3 & 4. This is the most popular Maths Course for students who are not requiring advanced study. This is a regular entry for most University and TAFE studies.

Areas of Study:
1. Statistics and Probability;
2. Arithmetic;
3. Functions and Graphs;
4. Algebra;
5. Geometry;
6. Trigonometry.

Outcomes:

Students are required to be able to:
- Define and explain key concepts, in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and proceedings;
- Apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in at least 3 of the areas of study;
- Use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches in at least 3 of the areas of study.
It is recommended that students have completed Unit 1 & 2 General Mathematics competently in preparation for this subject.

Units 3 & 4

Areas of Study:
1. Data analysis (core material)
2. Applications (module material) which consists of three modules:
   - Module 1: Number Patterns and Applications;
   - Module 2: Geometry and Trigonometry;

Unit 3: Outcomes:
For this unit students should be able to:
• Define and explain key terms and concepts and use this knowledge to apply related mathematical procedures to solve routine applications;
• Apply mathematical processes in contexts related to the ‘Applications’ area of study and analyse and discuss these applications;
• Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques of approaches.

Unit 4: Outcomes:
For this unit students should be able to:
• Define and explain key terms and concepts as specified in the content from the ‘Applications’ areas of study, and use this knowledge to apply related mathematical procedures to solve routine application problems;
• Use mathematical concepts and skills developed in the ‘Data Analysis’ area of study to analyse a practical and extended situation;
• Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.
# It is recommended that students will have studied Units 1 & 2 Mathematical Methods (CAS) as preparation for these advanced units.

Units 3 & 4

Computer Algebra System (CAS) technology is used for support and developing learning. CAS Calculators can be purchased through the school.

Areas of Study:
1. Coordinate Geometry;
2. Circular (trigonometric functions);
3. Calculus;
4. Algebra;

Outcomes:
For this unit students should be able to:
- Define and explain key concepts as specified on the content from the five areas of study and to apply a range of related mathematical routines and procedures;
- Apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics;
- Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.
Units 3 & 4

CAS (Computer Algebra Systems) Technology Calculators are an option for students selecting this subject.

Specialist Mathematics consists of six areas of study. The development of course content should highlight mathematical structure and proof. This subject is suitable for students with high levels of competency in Mathematics.

Areas of Study:
1. Coordinate Geometry;
2. Circular (trigonometric) for Functions;
3. Algebra;
4. Calculus;
5. Vectors in Two and Three Dimensions;

Outcomes:
For this unit students should be able to:
• Define and explain key terms and concepts as specified in the content from the six areas of study;
• Apply mathematical processes, with an emphasis on general cases in non routine contexts, and to analyse and discuss these applications of mathematics;
• Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques of approaches.

# Students wishing to study this subject must either have studied Mathematical Methods Units 3 & 4 or they must study it concurrently with Specialist Mathematics
# The recommended preparatory units for this study are Year 10 Life science and Year 10 Physical Science

## Unit 1: Unity and Diversity

In this unit students examine the cell and the structural and functional unit of the whole organism. Students investigate the needs of individual cells, how specialised structures carry out cellular activities and how the survival of cells depends on their ability to maintain dynamic balance between their internal and external environments.

### Areas of Study:

1. Cells in Actions;
2. Functioning Organisms.

### Outcomes:

For this unit students are required to be able to:

- Describe and explain the relationship between the requirements of organisms;
- Classify organisms into different taxonomy groupings;
- Describe cells and the properties of cells.

## Unit 2: Organisms and their environment

The rich diversity of Australian ecosystems provides a variety of contexts for students to study the relationships between living things and their environment. Students investigate biotic and abiotic factors, fitness and reproductive success, changes in selected ecosystems.

### Areas of Study:

1. Adaptations of Organisms;
2. Dynamic Ecosystems.

### Outcomes:

For this unit students are required to be able to:

- Explain and analyse the relationship between environmental factors, and adaptations and distribution of living things;
- Design, conduct and report on a field investigation related to the environment.
In this unit students consider the molecules and the biochemical process that are indicators of life. They investigate the synthesis of biomolecules and the biochemical process that are common to autotrophic and heterotrophic life forms. Students investigate, DNA Role of Proteins, Proteomics, Cell communication, Immune systems and biotechnology.

Areas of Study:
1. Molecules of Life;
2. Detecting and Responding.

Outcomes:
For this unit students are required to be able to:
• Analyse and evaluate evidence from practical investigations related to biochemical process;
• Describe and explain coordination and regulation of an organism’s immune responses to antigens at the molecular level.

Unit 4: Biological Continuity and Change
In this unit students examine evidence for evolution of life forms over time. Students investigate: DNA and genes, molecular genetics and genomics, patterns of inheritance, interrelationships between biological, cultural and technological evolution.

Areas of Study:
1. Heredity;
2. Change Over Time.

Outcomes:
For this unit students are required to be able to:
• Analyse evidence for the molecular basis of heredity, and patterns of inheritance;
• Analyse and evaluate evidence for evolutionary change and evolutionary relationship.
The recommended preparatory subjects for this unit are Year 10 Physical Science and Year 10 Life Science

Unit 1: The Big Ideas of Chemistry

The story of chemistry begins with the building of the Periodic Table from speculation, debate and experimental evidence. A study of the development of our understanding about the internal structure of the atom illustrates to students the collaborative and step-by-step way in which scientific theories and models are formed. Students use the language of chemistry, its symbols and chemical formulas and equations, to explain observations and data collected from experiments.

Outcomes:

For this unit students are required to be able to:
- Explain how evidence is used to develop or refine chemical ideas and knowledge;
- Use models of structure and bonding to explain the properties and applications of materials.

Unit 2: Environmental Chemistry

Living things on earth have evolved to use water and the gases of the atmosphere in the chemical reactions that sustain them. Quantitative chemical calculations used by analytical chemists are introduced. Students continue to use and develop the language of chemistry, its symbols and chemical formulas and equations, to explain observations and data collected from experiments.

Outcomes:

For this unit students are required to be able to:
- Write balanced equations and apply these to qualitative and quantitative investigations of reactions involving acids and bases, the formation of precipitates and gases, and oxidants and reluctant;
- Explain how chemical reactions and process occurring in the atmosphere help to sustain life on earth.
Unit 3: Chemical Pathways

In this unit students investigate the scope of techniques available to the analytical chemist. Students investigate organic reaction pathways and the chemistry of particular organic molecules. Students investigate the role of organic molecules in the generation of biochemical fuels and forensic analysis.

Areas of Study:
1. Chemical Analysis;
2. Organic Chemical Pathways.

Outcomes:
For this unit students are required to be able to:
• Evaluate the suitability of techniques and instruments used in chemical analyses
• Identify and explain the role of functional groups in organic reactions and construct reaction pathways using organic molecules.

Unit 4: Chemistry at Work

In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Chemical reactions produce a diverse range of products we use and depend on every day. Access to large quantities of raw materials and reliable energy supplies for these reactions is necessary to maintain continuous production of high quality useful chemicals. Our society uses a range of energy sources, including coal to generate electricity and gas for heating, oil for transport, and solar and wind for small and large scale production of electricity. Students investigate how energy is produced from available resources and consider the efficiencies, advantages and disadvantage of each energy resource.

Areas of Study:
1. Industrial Chemistry;

Outcomes:
For this unit students are required to be able to:
• Analyse the factors that determine the optimum conditions used in the industrial production of the selected chemical;
• Analyse chemical and energy transformations occurring in chemical reactions.
The recommended preparatory subjects for VCE Physics are Year 10 Life Science and Year 10 Physical Science.

Unit 1: Physics

This unit focuses on the study of physics as a human endeavour in which observations and ideas about the physical world are organized and explained. Conceptual models are introduced and used to describe and explain observed physical phenomena related to electricity and radioactivity.

Areas of Study:
1. Nuclear Physics and Radioactivity;
2. Electricity;
3. Detailed Study.

Outcomes:
For this unit students should be able to:
• Describe the uses and effects of nuclear reactions and radioactivity in industry, the environment and the general community;
• Investigate and apply a basic DC circuit model;
• Describe, explain and investigate the concepts from a particular detailed study.

Unit 2: Physics

This unit focuses on the particle model of matter and ideas about energy transfers and transformations which are relevant to the study of wave and atomic physics. The application of models is used to explain phenomena related to movement and electricity.

Areas of Study:
1. Motion;
2. Wave Properties of Light;
3. Detailed Study.

Outcomes:
For this unit students should be able to:
• Describe and explain movement of particles and bodies in terms of Aristotelian, Galilean and Newtonian theories;
• Describe and explain the wave model of light and compare it to the particle model;
• Describe, explain and investigate the concepts from a particular detailed study.
Unit 3:
This unit focuses on the technologies that underpin communications and industry with studies in motion in one and two dimensions and electronics and photonics.

Areas of Study:
1. Motion in One and Two Dimensions;
2. Electronics and Photonics;
3. Detailed Study;

Outcomes:
For this unit students should be able to:
• Use the Newtonian model in one and two dimensions to describe and explain transport motion and related aspects of safety, and motion in space;
• Compare and explain the operation of electronic and photonic devices, and analyse their use in domestic and industrial systems;
• Compare and contrast the properties of construction materials and model the effects on structures and materials of forces and loads.

Unit 4:
This unit focuses on the development of models to explain complex interactions of light and matter. A field model of electromagnetism is applied to the generation, distribution and use of electric power.

Areas of Study:
1. Electric Power;
2. Interaction of Light and Matter;
3. Detailed Study: Recording and Reproducing Sound.

Outcomes:
For this unit students should be able to:
• Explain the operation of electric motors, generators and alternators and the generation, transmission, distribution and use of electric power;
• Use wave and photon models to explain interactions of light and matter and the quantized energy levels of atoms;
• Apply a wave model of sound and a field model of electromagnetism to describe and evaluate the recording and reproduction of sound.
Unit 1: Introduction to Psychology

In this unit students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Students explore the scope of psychology, its specialist disciplines such as neuropsychology, cognitive, social and human developmental psychology, and its fields of application. Students consider influences on human behaviour from biological, behavioural, cognitive and socio-cultural perspectives.

Areas of Study:
1. What is Psychology?
2. Lifespan Psychology.

Outcomes:
For this unit students should be able to:
• Describe how research has informed different psychological perspectives used to explain human behaviour, and explain visual perception through these perspectives;
• Describe a range of psychological development theories and conduct an investigation into one stage in the lifespan of an individual.

Unit 2: Self and Others

A person’s attitudes and behaviours affect the way they view themselves and affect their relationship with others. Understanding what influences the formation of attitudes of individuals and behaviours of groups can inform and contribute to explanations of individual aggression or altruism, the positive and negative power of peer pressure, and responses to group behaviour.

Areas of Study:
1. Interpersonal and Group Behaviour;
2. Intelligence and Personality.

Outcomes:
For this unit students should be able to:
• Explain how attitudes are formed and changed, and discuss the factors that affect the behaviour of individuals and groups;
• Compare different theories of intelligence and personality, and compare different methodologies used in the measurement of these.
Unit 3: The Conscious Self

This unit focuses on the brain and the mind examining consciousness, behaviour, cognition and memory. Brain research methods are examined and different techniques of psychology research are examined such as; sampling qualitative and quantitative data and statistical measures. The ethics of research are investigated.

Areas of Study:
1. Mind, Brain and Body;
2. Memory.

Outcomes:
For this unit students should be able to:
• Explain the relationship between the brain, states of consciousness including sleep, and behaviour, and describe the contribution of selected studies and brain research methods to the investigation of brain function;
• Compare theories that explain the neural basis of memory and factors that affect its retention, and evaluate the effectiveness of techniques for improving and manipulating memory;

Unit 4: Brain, Behaviour and Experience

In this unit students study cognitive psychological methods through the concept of learning.

Areas of Study:
1. Learning;
2. Mental Health.

Outcomes:
For this unit students should be able to:
• Explain the neural basis of learning, and compare and contrast different theories of learning and their applications;
• Differentiate between mental health and mental illness, and use a bio psychosocial framework to explain the causes and management of stress, simple phobia and a selected mental disorder.
Unit 1: Product Re-Design and Sustainability

This unit focuses on the analysis, modification and improvement of a product design with consideration for the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability.

Outcomes:

Students should be able to:
• Re-design a product using suitable materials with the intention of improving aspects of the product’s aesthetics, functionality or quality, including consideration of sustainability;
• Use and evaluate materials, tools, equipment and processes to make a re-designed product or prototype, and compare the finished product or prototype with the original design.

Unit 2: Collaborative Design

In this unit each student works in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Outcomes:

Students should be able to:
• Design and plan a product, a product range or a group product with component parts in response to a design brief based on a common theme, both individually and within a team;
• Justify, manage and use appropriate production processes to safely make a product and evaluate, individually and as a member of a team, the processes and material used, and the suitability of a product or components of a group product against the design brief.
Technology

Product Design and Technology

Unit 3: Design, Technological Innovation and Manufacture

In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client, developed through design process and influenced by a range of complex factors. These factors included the purpose, function and context of the product; human centered design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties and technology. This unit examines different settings and takes students through Product Design process as they design for others.

Outcomes:

Students should be able to:
• Explain the roles of the designer, client, the Product Design process and its initial stages, including investigating and defining a design problem, and explain how the design process leads to Product Design development;
• Explain and analyse influences on the design development and manufacture of products within industrial settings;
• Present a folio that documents the Product Design process used while working as a designer to meet the needs of a client, and commence production of the designed product.

Unit 4: Product Development, Evaluation and Promotion

In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client. Comparisons between similar products helps to judge the success of a products in relation to a range of Product Design factors.

Outcomes:

Students should be able to:
• Compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques;
• Safely apply a range of production skills and processes to make the product designed in Unit 3, and manage time and resources effectively and efficiently;
• Evaluate the outcomes of the design, planning and production activities, explain the product’s design features to the client and outline its care requirements.
Unit 1: Food Safety and Properties of Food

This unit provides students with an understanding of safe and hygienic food handling and storage practices to prevent food spoilage and poisoning and apply these in food preparation for a small-scale food operation. Students examine the links between classification of foods and their properties as observed during a range of preparation and processing techniques. Quality and ethical considerations in food preparation are also considered.

Areas of Study:

Outcomes:
For this unit students should be able to:
- Explain and apply safe and hygienic work practices when storing, preparing and processing food;
- Analyse the physical, sensory, chemical and functional properties of key foods, and select, prepare and process foods safely and hygienically to optimise these properties using the design process.

Unit 2: Planning and Preparation of Food

In this unit students investigate the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. Students work independently or as members of a team to research, analyse and apply the most suitable food preparation, processing and cooking techniques to implement solutions to a design brief. Students also explore environmental considerations when planning and preparing meals.

Areas of Study:
1. Tools, Equipment, Preparation and Processing;
2. Planning and Preparing Meals.

Outcomes:
- Use a range of tools and equipment to demonstrate skill and implement processes in the preparation, processing, cooking and presentation of key foods to maximise their properties;
- Individually and as a member of a team use the design process to plan, safely and hygienically prepare, and evaluate meals for a range of contexts.
Unit 3: Food Preparation, Processing & Food Controls

Provides students with an understanding of food safety in Australia and the relevant national, state and local authorities and their regulations. Students demonstrate an understanding of, and analyse the functions of the natural components of key foods and apply these to preparation of foods. Students devise a design brief and develop a detailed design plan, develop evaluation criteria and establish an overall production timeline to complete a set of food items to meet requirements of the brief.

Areas of Study:
1. Maintaining Food Safety in Australia;
2. Food Preparation and Processing;
3. Developing a Design Plan.

Outcomes:
For this unit students should be able to:
• Explain the roles and responsibilities of and the relationship between national, state and local authorities in ensuring and maintaining food safety within Australia;
• Analyse preparation, processing and preservation techniques for key foods and prepare them safely and hygienically using these techniques;
• Develop a design brief, evaluation criteria and a design plan for the development of a food product.

Unit 4: Food Product Development and Emerging Trends

Students develop individual production plans for 4 to 6 food items and implement the design plan established in Unit 3. In completing the task students apply safe and hygienic work practices using a range of preparation and production processes, including some which are complex. Students examine food product development, and research and analyse driving forces that have contributed to product development. Students also investigate food packaging, packaging systems and marketing.

Areas of Study:
1. Implementing a Design Plan; - 2. Food Product Development.

Outcomes:
For this unit students should be able to:
• Safely and hygienically implement the production plans for a set of 4 to 6 food items that comprise the product, evaluate the sensory properties of the items and evaluate the efficiency and effectiveness of production activities.
Unit 1: IT in Action

This unit focuses on how individuals use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to create information that persuades, educates or entertains. They also explore how their lives are affected by ICT and strategies for influencing how ICT is applied. Students develop an understanding of the role technology plays in inputting, processing, storing and communicating data and information.

Outcomes:

For this unit students should be able to:
• Select data from data sets, design solutions;
• Use a range of spread sheet functions to develop solutions that meet specific purposes;
• Recommend a networked information system for specific use and explain possible security threats to this networked information system;
• Contribute collaboratively to the design and development of a website that presents analysis of a contemporary ICT issue and substantiates the team’s point of view.

Unit 2: IT Pathways

This unit focuses on how individuals and organizations, such as sporting clubs, charitable institutions, small businesses and government agencies use ICT. Students acquire and apply a range of knowledge and skills to create solutions and information products that meet personal and clients’ needs. They also examine how networked information systems are used within organizations. Students develop and apply knowledge and skills in using two different software tools, including a scripting language.

Outcomes:

For this unit students should be able to:
• Apply the problem-solving methodology and use appropriate software tools to create data visualisations that meet users’ needs;
• Use a programming or scripting language, record the learning progress electronically, and explain possible career pathways that require the use of the software skills;
• Work collaboratively to design and evaluate a solution and an information product for a client.
Unit 3: IT Applications

Unit 3 focuses on how individuals and organisations use ICT to solve information problems and to participate actively in a society where use of ICT is commonplace. Students acquire and apply knowledge and skills in solving information problems that will enable the use of online resources that will collect data. The solutions include a website and data base design and production and should meet the specific needs of organisations such as sporting clubs, newsagencies, charities, or the needs of individuals.

Outcomes:

On completion of this unit the student should be able to:
• Design, create and evaluate a prototype website that meets an organisation’s needs and explain the requirements of the networked information system that supports the use of this website;
• Design and create a relational database system that would be able to accept data from a website and explain the techniques of online data acquisition.

Unit 4: IT Applications

This unit focuses on how ICT is used by organisations to solve ongoing information problems and in the strategies to protect the integrity of data and security of information. Students develop and acquire knowledge and skills in creating solutions and information products using spread sheet software that can be re-used in the future with new sets of data.

Outcomes:

On completion of this unit the student should be able to:
• Use spread sheet software to solve an ongoing information problem and evaluate the effectiveness of their problem-solving strategies;
• Evaluate the effectiveness of the strategies used by an organisation to manage the storage, communication and disposal of data and information and recommend improvements.
Unit 1: Introduction to Mechanical Systems

This unit focuses on engineering fundamentals as the basis of understanding the underlying principles and the building blocks that operate in the simple to more complex mechanical devices. While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the main focus is on the construction of mechanical systems and how they work. The construction process draws heavily upon design and innovation.

In this unit, students are introduced to the Systems Engineering Process. They are introduced to the fundamental mechanical engineering principles, including recognition of mechanical subsystems and devices, their motions, the elementary applied physics, and the related mathematical calculations that can be applied to define and explain the physical characteristics of these systems.

Areas of Study:
1. Fundamentals of Mechanical System Design;
2. Producing and Evaluating Mechanical Systems.

Unit 2: Introduction to Electrotechnology Systems

In this unit students study fundamental electrotechnology engineering principals. Through the application of their knowledge and the Systems Engineering Process, students produce operational systems that may also include mechanical components. In addition, students conduct research and produce technical reports. While this unit contains fundamental physics and theoretical understanding of electrotechnology systems and how they work, student focus remains on the construction of electrotechnology systems. The construction process draws heavily upon design and innovation.

Areas of Study:
1. Fundamental Electrotechnology System Design;
Unit 3: Integrated Systems Engineering & Energy

This unit students study the engineering principals that are used to explain the physical properties of integrated systems and how they work. Through the application of their knowledge, students design and plan an operational mechanical-electrotechnology integrated and controlled system. They learn about the technologies used to harness energy sources, to provide power for engineered systems. Students commence work on the design, planning and construction of one substantial controlled integrated system. This project has a strong emphasis on designing, manufacturing, testing and innovation. Students manage the project throughout the Systems Engineering Process, taking into consideration the factors that will influence the design, planning, production and use of their integrated system. The systems engineering principals underpin students’ understanding of the fundamental physics and applied mathematics needed to provide a comprehensive understanding of mechanical and electrotech systems and how they function.

Areas of Study:
1. Controlled and Integrated Systems Engineering Design;
2. Clean Energy Technologies.

Unit 4: Systems Control and New and Emerging Technologies

In this unit students complete the production work and test and evaluate the integrated controlled system they designed in Unit 3. Students investigate new and emerging technologies, consider reasons for there development and analyse their impacts. Students use their investigations, design and planning to continue the fabrication of their mechanical electrotechnology integrated and controlled system using Systems Engineering Process. They use project and risk management methods through the construction of the system and use a range of materials, tools, equipment and components. In the final stages of the process, students test, diagnose and analyse the performance of the system. They evaluate their processes and the system.

Areas of Study:
1. Producing, Testing and Evaluating Integrated Technological Systems;
2. New and Emerging Technologies.
Vocational Education and Training

**Vocational Education & Training in School (VETiS)**

Vocational Education & Training whilst in School (VETiS) involves:

- Development of Nationally Accredited industry related skills;
- Off-the-job and/or on-the-job training;
- Entry level training (not apprenticeship level);
- Flexibility - it enables students to obtain:
  - Credits towards VCE/VCAL qualifications;
  - Accredited Level I-III Certification;
  - Contribution to the ATAR if doing VCE.

Hence it provides students with a wider range of options.

**VETiS offers the following advantages to students:**

- Can provide more pathway options towards employment;
- Students may access more relevant programs whilst in school;
- May assist students to gain employment or apprenticeships;
- Provide nationally accredited qualifications which may be given credit for in further training.

**VETiS encompasses two possible main areas:**

- VET in VCE or as a part of VCAL;
- Pathways (Yr10) Programs.

Both VET in VCE/VCAL and Pathway Programs normally run as ‘block release’ each Wednesday. There are fundamental differences between these three programs and students should be fully aware of the structural differences, assessment requirements and subsequent results obtained, and finally effect on normal studies back at school.

In 2013 St Peter’s College will be offering two VETiS courses:

- Certificate II in Building and Construction (Partial Completion);
Vocational Education and Training

Vocational Education & Training in School (VETiS)

**VET in VCE/VCAL**
- Counts as Unit 1/2 or 3/4 VCE sequence.
- Can contribute towards ATAR.
- Usually 2 years in duration.
- May involve on-the-job training (as part of School based Traineeship, otherwise outside of school hours).
- Offered through and governed by St Peter’s College, TAFE, other secondary schools and private providers.
- Involves additional costs.
- Reduces school based subjects in Year 11/12 VCE only.

**VET in VCE/VCAL examples**
- Automotive Studies;
- Integrated Technology/Electrical;
- Engineering Studies;
- Building & Construction;
- Business/Business Administration;
- Community Service/Child Care;
- Equine Studies/Animal Studies;
- Horticulture/Landscaping;
- Information Technology;
- Hospitality;
- Music/Applied Fashion Design;
- Sport & Recreation;
- CISCO Networking;
- Fashion Design & Technology;
- Media (multimedia);
- Laboratory Skills;
- Hairdressing/Beauty;
- and more...

**Outcome:**
- Nationally Accredited;
- Vocational Qualification.

**Pathways (Yr10)**
- Does not contribute to VCE.
- Does not contribute to an ATAR.
- Usually 6 months - 1 year duration
- Does not involve on the job training.
- Offered through and governed by St. Peter’s College and TAFE (i.e. Holmesglen Institute, Swinburne TAFE, etc.).
- Involves additional costs
- Does not reduce school based subjects in Year 10.

**Pathways**
- Carpentry.
- Hospitality.
- Plumbing.
- Furniture Manufacturing.
- Landscape Horticulture.
- Engineering.
- Welding.
- Automotive.
- Electrical.

**Outcome:**
- Partial or completion of TAFE; course/TAFE ‘Taster’.
Vocational Education and Training

Certificate II in Building and Construction

(Partial Completion)

This course is a Nationally Accredited course which forms a part of the Construction Industry training package. It is a two year course aimed at students who are interested in future employment in the construction industry and leads to partial completion of the pre-apprenticeship course in Building & Construction – Carpentry.

Aim:
To give young people the opportunity to learn terminology, materials characteristics and properties and construction techniques used in the carpentry trade sector prior to employment in the industry. It provides prevocational training and pathways into apprenticeships in the building and construction industry.

The course can be taken by Year 10 students, VCE or VCAL students with communication, literacy and numeracy skills sufficiently well developed for them to participate in the course.

Building and Construction is very hands on and challenging. It gives you the chance to use your initiative and to construct timber projects and in 2nd year a small shed. I enjoyed learning about the Building industry.

James Grant Year 12
Certificate III in Carbon Management is a 2 year VET subject aimed at Years 10 and 11. It will contribute at least one 10% increment towards the ATAR score.

Areas of Study:
1. Climate Change & Greenhouse Gases;
2. Measuring Carbon Emissions;
3. Carbon Reduction Options & Emission Factors;
4. Carbon Action Plans;

Outcomes:
For this unit students should be able to:
• Develop a sound scientific understanding of climate change;
• Equip students with skills in analysing and implementing strategies to reduce an organisation’s carbon footprint.

After completing the course, students will be able to identify possible energy efficiency improvements and offer advice on carbon reduction strategies for businesses and organisations. This will be a growing requirement for all organisations in the next few years.

This competency based qualification provides participants with the critical green skills needed to identify energy efficiency improvements and reduce carbon emissions from organisations.

As a Certificate III graduate, participants will develop skills and competencies to enable them to contribute to and carry out local implementation of a whole of organisation carbon reduction strategy.

Assessment:
• Carbon Management Workbook;
• Workplace Assessment Tasks;
• Examination.
Vocational Education and Training

VCAL, Victorian Certificate of Applied Learning

(Including School Based Apprenticeships)

St. Peter’s College offers the VCAL program - a hands-on, life and work skills focussed course of studies, to interested and suitable applicants. In 2013 it will be available for both Year 11 and 12 students.

Participants will need to attend:
- School for studies 3 days a week
- Structured Work Placement 1 day a week
- Community Volunteer Placement 1 half day a week
- VETiS or TAFE Pathways course 1 day a week

Students will study the following compulsory VCAL subjects:

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• VCE Foundation Maths;</td>
<td>• Senior Numeracy &amp; VCE;</td>
</tr>
<tr>
<td>• VCE Foundation English;</td>
<td>General Mathematics 1;</td>
</tr>
<tr>
<td>• Work Related Skills;</td>
<td>Senior Literacy;</td>
</tr>
<tr>
<td>• Personal Development;</td>
<td>Work Related Skills;</td>
</tr>
<tr>
<td>• Industry Specific Skills; (VET or</td>
<td>Personal Development;</td>
</tr>
<tr>
<td>Pathways Course)</td>
<td>Industry Specific Skills.</td>
</tr>
</tbody>
</table>

For Year 11 students VCAL may be studied at Foundation, Intermediate or Senior level, depending on each student’s ability levels.

Selected students may want to obtain a School Based Apprenticeship or Traineeship (SbA) while they study VCAL. A willing employer or SbA company is required.

A VCAL Application must be submitted as a part of entry to either year level of the VCAL program.
A welcoming and stimulating learning environment is provided at the St Peter’s College Library where staff and students have access to library resources and services that support the curriculum.

The main aims of the Library Program is to promote reading and to teach research and information skills essential for living successfully in the 21st century.

The Library Program includes:

• The Readarama Reading Program where students participate in a fun and achievable challenge to read. This involves fortnightly lessons in the Library for all Year 7 and 8 students;
• Informal Literature and book promotion for Years 9-12 through class visits and events;
• The teaching of research skills to classes, groups and individual students and staff;
• Access to books, newspapers and magazines for school and recreational purposes;
• 24 hour access to on-line resources such as encyclopedias, newspapers and other excellent educational databases available through the St Peter’s College Virtual Library on Moodle;
• VCE/Quiet Study Lunchtime every Tuesday. Although targeted at senior students, this provides all students with the opportunity to study or finish homework in a quiet learning environment;
• Lunchtime activities, including Book Club, Film Friday and special events such as Lunchtime Readings where students are invited to hear staff members and fellow students read from books they like or which are based on a nominated theme;
• Exciting displays promoting reading and other cultural events and themes.

Facilities include computers, photocopying, printing and scanning. Library cards are required to access these facilities.

The Library is available to staff and students throughout the school day, including before and after school. It is also open during the term holidays.
Additional Information

College Bands and Choir

Students are invited to audition for places in:

- The St. Peter’s College Vocal Group;
- The St. Peter’s College Band.

These groups rehearse on a regular basis and perform at College functions including Masses and assemblies, in addition to other performances outside the school.

Instrumental Music

St. Peter’s College offers an Instrumental Music Program which gives students the opportunity to take lessons in a range of instruments, including guitar, bass guitar, saxophone, clarinet, flute and singing. Lessons are dependent on student numbers but all have run successfully over the past years. Fees vary between instrumental teachers, from $30.00 per lesson for a 30 – 45 minute lesson.

Inter-School Activities

The College is a member of the organisation of Southern Independent Schools (S.I.S.) Association. This enables St. Peter’s students to participate in: Rally Days (Years 7 and 8); sports afternoons (Years 9 to 12); interschool swimming; athletics and cross country carnivals, art, music, debating, drama and other cultural activities.
Traditionally St. Peter’s College has provided all Year 10 students with the opportunity to complete Work Experience. This is an important time for the students, because it gives them the opportunity to investigate the world of work and an intended career area closely. Work Experience can confirm a student’s career goal and can assist a student to select appropriate subjects for the VCE.

Students are expected to make their own arrangements with employers, and are advised to make enquiries to prospective employers well in advance. Assistance and advice is given to students in class time and the Careers Coordinator is also available to help students individually in the Careers Office at recess and lunchtimes.

All students undertaking Work Experience must by law complete an Occupational Health and Safety course prior to commencing their placement. The Careers Coordinator can guide students through this program.
Acknowledgments

I would like to take this opportunity to thank all of those who contributed to 2014 Curriculum Handbook – students for their expert advice, Teaching & Learning Coaches for the updating of subject pages and April Hampson for her assistance in getting all of the additions and changes into this edition.

Mr Chris Denny

Director of Learning