



YEAR 10

Course Selection Handbook

2024

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*'Together we use our voice to challenge and
grow a confident community*

Introduction

As your child moves through secondary school, their thoughts naturally turn to considering their options for their future career. As a parent and carer, you are well placed to offer support and advice as students begin to direct themselves towards their future goals.

This handbook is designed to assist students and parents/guardians in planning programs and pathways for the important senior years of secondary education.

The College ensures students receive course counselling and guidance, and, for parents/guardians, access to helpful information and resources to support your child through the crucial decision-making processes that lie ahead: from understanding what careers support is available, to where you and your teen can find further information.

The course counselling process provides guidance and support to meet the needs of students as individuals with the support of the staff of the college along the way. Academic and personal growth are both equally valued with the classroom focus on challenge, engagement, achievement and celebration of success.

We aim to support our students to:

- Find their career passion.
- Understand the labour trends in today's world.
- Consider the options available to them.
- Discover their next step.
- Where to go to find out more.

In Year 9 and 10, the timetable enables students to access a wide range of electives over a two-year period, however, students' selections will determine the subjects that are run in 2024. Subjects will only be offered where there are sufficient numbers to make up a class. Decisions about future pathways are a joint responsibility between the student, the parent and the school.

It is recommended that parents take the time to discuss course direction and long-term goals with their child. This is an exciting and important process for students to go through, which provides them an opportunity to have choice in their subjects based on interest and their future goals.

We look forward to working with you through this process and establishing your child's courses for 2024.

Sarah Burns, Principal

Our Vision

"Together we use our voice to challenge and grow a confident community."

Our Mission

At Somerville Secondary College we aim to achieve our vision by:

- Providing an inclusive, encouraging, caring, safe and secure learning environment
- Developing responsible behaviours through clear expectations and high levels of consistency and accountability
- Providing an engaging and appropriately challenging learning environment with high expectations for learners within a culture of continuous improvement
- Providing high quality co-curricular, sport, personal development and leadership programs
- Actively promoting the development of positive and supportive relationships within the learning community

Our Values

At Somerville Secondary College our vision and mission are underpinned by:

- **Integrity** – acting in accordance with principles of moral and ethical conduct, ensuring consistency between words and actions
- **Respect** – treating others with consideration and regard
- **Responsibility** – accepting personal accountability for behaviours, actions and consequences, including the constructive resolution of differences.

Key Contacts for Course Selection

Sarah Burns	College Principal
Katie Johnson	Assistant Principal – Wellbeing and Inclusion
Chris Ironside	Assistant Principal – Teaching and Learning
Melodie Moltzen	Leading Teacher Teaching and Learning
Jacquelyn Kirk	Junior Sub School Leader Year 7 and 8
Cairine Henderson	Student Engagement Leader Year 7
Sian Sharpe	Student Engagement Leader Year 8
Graham Howgate	Middle Sub School Leader Year 9 and 10
Jess Ballingall	Student Engagement Leader Year 9
Alex Canton	Senior Sub School Leader Year 10-12
Matthew Mackinlay	Learning Specialist Numeracy
Marley Collins	Learning Specialist Literacy
Eric Buchler & Raelene Craig	Student Pathways/Careers Advisors
Natalie Lees	Leading Teacher VCE Vocational Major
Lauren Humphrey	Learning Specialist - Inclusion

FOR YOUR DIARY - THURSDAY 8 JUNE 2023

Course Information Evening – for Parents/Guardians & Students

Year 8 and Year 9 (into Year 9 and Year 10, 2024)

Course Displays, Gymnasium Foyer5:00 pm to 6.10 pm

Information Session, Gymnasium6:10 pm to 6:45 pm

Year 10 and Year 11 (into Year 11 and Year 12, 2024)

Information Session, Gymnasium5:30 pm – 6.00 pm

Course Displays, Gymnasium Foyer6:00 pm to 7:00 pm

Course Selection Timeline

Thursday 8 June	<p>Course Information Evening (for parents/guardians & students).</p> <p>Year 8 and Year 9 (into Year 9 and Year 10, 2024) Course Displays, Gymnasium Foyer5:00 pm to 6.10 pm Information Session, Gymnasium6:10 pm to 6:45 pm</p> <p>Year 10 and Year 11 (into Year 11 and Year 12, 2024) Information Session, Gymnasium5:30 pm – 6.00 pm Course Displays, Gymnasium Foyer6:00 pm to 7:00 pm</p>
Thursday 15 June	<p>Subject Selection Day, 10:00 am – 6:00 pm Year 8-11 students and their parent/guardian, Individual interviews.</p> <p>(Year 7 students are not required at school). (The GAT – VCE/VCE VM students)</p> <p>Edval Choice open for Course Selection.</p>
Monday 10 July	Course selection closes (Edval Choice).
Friday 1 September	Subject choices given to students.
Friday 8 September	Last day to make subject changes for 2024.
Monday 2 October	<p>Booklist (Campion Books) distributed. <i>(Note: free delivery for online orders placed before 20 October.)</i></p> <p>VET students: students withdrawing from VET after this date will be charged a \$50 withdrawal fee and the cost of any materials supplied that have been charged to Somerville Secondary College.</p>
Monday 20 November	Headstart – Students commence their 2024 curriculum.
Beginning of Term 1 2024	Curriculum Contributions due for payment.

VET / SBAT Important dates

Please note: VET fee arrangements and timelines for 2024 have not been finalised. Further information will be released in Term 3 re payment dates and requirements.

Thursday 15 June	<p>Course Selection Day</p> <ul style="list-style-type: none"> VET or SBAT Subjects will be chosen. Enrolment form/Expression of interest form to be completed.
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Year 10 at Somerville Secondary College

We aim to provide opportunities, so all students are continually challenged to perform at their best, are engaged in their work and encouraged to regularly attend classes. Our commitment to you is to provide students with access to programs that suit their interests and are directed towards their future goals. We endeavor to establish strong personal and respectful relationships with each student in our care. We aim to present enjoyable, relevant and rigorous teaching and learning programs that reflect the developmental stages of our students, as they move through their adolescent years into the Later Years Program.

Improving academic and student engagement

Somerville Secondary College is committed to continuously improving the academic outcomes of all our students. For Year 10 it is an important stage in your learning to engage in your own learning to improve your academic success.

Student engagement levels are affected by many factors which include sense of ownership of their own learning program; the ability to make their own informed choices within that program; understand that the programs which they have chosen caters to their own individual interests and needs; to appreciate their own program choice will link to their future learning and life goals.

Course Counselling

Students undergo multiple sessions of course counselling to familiarize themselves with the courses on offer and will receive support from our key staff to guide them through this process to design their program. Course counselling will also include:

- Information sent out via parent/student email on Compass.
- Student information sessions delivered by key staff.
- Online course selection tools.



Course Selection Interviews

Compulsory course selection **interviews** will be held in lieu of formal classes on **Thursday 15 June**. The interview is designed around exploring your future aspirations and pathway preference, as well as discussing your current academic achievement and locking in a course that is suited to you and enables you to work towards that aspiration or pathway. It is recommended that a parent/guardian participates in your interview.

Students are requested to complete their course selection preferences by **Monday 10 July**. We will do our best to offer students their first choices, however this is not always possible, so students will also need to preference additional courses within their selections.

Careers and Pathways -

Somerville Secondary College has a comprehensive Careers and Pathways curriculum which is distributed across all year levels and follow the Victorian Careers Curriculum Framework.

Useful Links

The Victorian Skills Gateway - Developed by the Victorian Department of Education and Training (DET), the Victorian Skills Gateway is a one-stop-shop of Victorian vocational education and training. Searches can be performed on occupations, course, training providers, video and written case studies. The website is also viewable via a smartphone interface. Courses

listed on the Victorian Skills Gateway website are either qualifications regulated under the Australian Qualifications Framework (AQF) or short training programs comprising units of competency from regulated qualifications:

<http://www.education.vic.gov.au/victorianskillsgateway/Pages/home.aspx>

Job Outlook	Careers and labour market research information site: http://www.joboutlook.gov.au/
Defence Forces	http://www.defence.gov.au/adfa/
Police Careers	http://www.policecareer.vic.gov.au/
My Future	This website will help students start thinking about their careers, explore their interests and skills and discover different occupations. http://www.myfuture.edu.au/
Career Bulls Eye	https://myfuture.edu.au/bullseyes#/

Career education in Year 10: I Plan

Year 10 students focus on planning their pathway to achieve broad career goals that offer a range of options. Students use their increased self-knowledge and deeper understanding of education and training requirements to inform these decisions.

Students investigate national and global economic, social, technological and environment changes on the type and availability of work and examine the trends that may impact on their chosen career pathway. They focus on the need to be flexible and the importance of networks to create and make opportunities. In their career action plan students identify their preferred future pathway and explore a range of scenarios that will provide optional pathways.

Students will also have the opportunity to complete a week of Work Experience during Term 2, attend The VCE and Careers Expo at the Caulfield Racecourse, attend University Campus visits to Monash University and Deakin and participate in National Careers Week in May.

Over the course of the schooling journey, the students at Somerville Secondary College are well prepared and armed with a wealth of knowledge to be able to navigate the next two years of their education and to make well informed decisions about their future.

How to use this Guide

1. Read all sections of this book carefully.
2. Use the examples of a student timetable.
3. Look ahead to VCE, VCE-Vocational Major, VET and SBAT pathways to ensure your course aligns with what you may already have planned.
4. Make sure that your choices will support your future pathway and aspirations.
5. Write down any questions you may have so you can either email or contact a teacher at school to ask.
6. Make sure you use the Key Contacts listed as they will be able to best answer your queries.

Parents and Guardians

- Research indicates that parents and guardians are the biggest factor affecting how well students want to do at school.
- All students need the active encouragement and support of parents and guardians.
- We want you to be involved and we encourage you to contact the College if you have concerns or wish to discuss any aspect of your child's education.
Form teachers are your first contact.
- We seek and welcome parents and guardians into a partnership. Together we will assist students to set goals and work towards developing their potential.
- We look for your full support in implementing our college's policies.

Quick tips

Keep in mind, the decisions you make about your studies now are important, but they're not the only chance you'll have to choose or change your future study and career options. There are many avenues to tertiary study and the career you want. It doesn't hurt, however, to do some investigation and planning

so that you give yourself the best opportunity to be happy with your choices in the long run.

It's your decision

Study choice is your personal decision and requires you to think carefully about what you are good at, what you are interested in and which studies will help you reach your goals.

It's a good idea to speak to other people about their experiences and what they think you are good at, but the decisions you make should be yours.

How to choose

- When choosing subjects think about what interests you and what you are good at.
- Stuck? Consider a broad program. This is the best pathway to take if you have no idea what you would like to do once you finish school. Pick subjects across the areas you are interested in and are good at.
- Consider an extension pathway. Would you like to start a VCE Subject in Year 10 or perhaps start a VET course?
- Don't choose studies if you don't like them or aren't good at them. Not making informed decisions and ending up having to settle for what's available. Be an active participant in Course Counselling. It is all about YOU.
- Students are requested to complete their course selection preferences **by Monday 10 July** on Edval Choice.
- We will do our best to offer students their first choices, however this is not possible, so students will need to preference additional courses within their selections.

Your Year 10 Course

In Year 10 the Core Subjects are English, Mathematics, Humanities, Science and Physical Education/Health.

The students must choose the following courses:

- Core English
- Core Maths or Core Advanced Maths
- Core Science or 2 Humanities Electives or Both
- Core HPE + 1 PE Elective (1 Semester each)

Minimum requirements across other areas

- 2 Humanities Electives
- May Choose VET or VCE but not both
- Only 1 VCE subject may be chosen

NOTE: If students choose LOTE, then it must be across both semesters.

Whole year level pastoral care focus

The Year 10 Pastoral Care focuses on developing independence in the individual learner. Goal setting, learning styles and improved organisational skills help students to become independent learners, which incorporates the development of Individual Pathways Plan. These plans embrace planning for the future, resume writing, how to apply for a job, covering letters, interviews as well as Occupational Health & Safety topics.

Students need to participate in a variety of workplace learning activities while they are still at school to assist in their development of a realistic understanding of the world of work. These activities can help students to:

- Develop employability skills.
- Explore possible career options.
- Understand employer expectations.
- Increase their self-understanding, maturity, independence and self-confidence.

Work Experience

A core component of the College's Career Education Program is Work Experience. **Students at Year 10 are required to undertake a 1-week Work Experience Placement.** This placement is planned to take place in May 2024 (dates will be advised) and forms a key

assessment task for the program at Year 10. Students who do not complete a placement may not meet the assessment requirements for Year 10.

How do students get a work experience placement?

As part of their Careers Education, students at Years 9 and 10 spend class time examining their potential career paths, the world of work- and work-related skills which include how to secure a work experience placement. It is a critical part of the learning process that the student works to secure their own placement. This will require contacting potential employers either by phone, mail or in person to negotiate a placement.

Students are advised to start this process as soon as possible to ensure the placement is confirmed. Whilst parent assistance is encouraged, the opportunity for learning is lessened when parents undertake work experience organization for their child. Support to obtain a placement will be given at school by Pastoral Care teachers, Form Teachers and the Careers Teacher **but the school will not organise a placement for your child.**

What do I need to do before I start a placement?

It is a legal requirement that students have a completed Work Experience Arrangement Form (Ministerial Order No. 382). This is a legal document and **MUST** be signed by the host employer, the student and the parent or guardian. Students must also meet the DET Occupational Health and Safety requirements before commencing their placement. This requires that they undertake training and assessment using the Safe@Work Program. Students will complete the General Module during Term One and will then need to complete the Industry Specific Module prior to commencing placement. Students undertake the Industry Specific Module relevant to the occupational area being explored during placement.

Health & Physical Education, Humanities and Science

Refer to the electives section of the handbook.

PROMOTION TO SENIOR PATHWAYS – Year 11 & 12

- Victorian Certificate of Education (VCE)
- VCE Vocational Major
- VCE Victorian Pathway Certificate

Throughout Year 10, students are required to demonstrate their commitment and ability to manage the rigours of study for the VCE senior pathway level.

Since 2022 there is no VCAL pathway - this has been replaced by:

- VCE Vocational Major, (No ATAR)
- VCE Victorian Pathway Certificate (No ATAR)
- Victorian Certificate of Education (VCE), (ATAR gained)

To be deemed eligible for these Senior Pathway options in 2024 the requirements for Year 10 Graduation at Somerville Secondary College are the following:

- Attendance 85% or above during Year 10.
- Demonstrated commitment to studies at Year 10.
- Completion of work experience unless considered exempt.
- Demonstrated capability to meet submission deadlines.
- Attained individualised and appropriate level/outcomes (growth) in four subjects each semester at Year 10, inclusive of Mathematics and English. (Accelerated subjects at Year 11 level and/or VET also contribute to these requirements).

Students who have satisfactorily undertaken studies and met the requirements above, as indicated by their teachers' feedback and Semester 1&2 reports, will graduate Year 10 and will be eligible for a Senior Pathway at Somerville Secondary College.

Students who do not meet the above criteria will be at risk of not being eligible for a Senior Pathway until these requirements have been met.

This may result in some students being required to repeat Year 10.

In these cases, consultations between student, parents, student managers and the principal will occur. In all cases, decisions will be based on the demonstrated commitment of the student to their studies and ability of the student to demonstrate the capabilities and requirements of a Senior Pathway.

Year 10 Attendance

Regular attendance at the Year 10 level is an important indicator of future attendance commitment for Senior Pathways. It is also an indicator of student acquisition of knowledge and skill development which dependent on student/teacher interaction. Regular attendance also supports requirements of authentication of work, as many assessment tasks are required to be undertaken in class. Work completed at home may not be able to be verified as a student's own work if the teacher has not verified drafts in class. Whilst each case will be assessed on its merits, Year 10 students whose attendance falls below 85%, or have not demonstrated the other eligibility requirements will be required to attend an interview with a panel which may include principal, coordinator, and parent.

Outcomes may include:

- Repeating Year 10 to demonstrate the ability to meet the requirements of a Senior Pathway.
- Making up attendance time after school or on the weekend.
- Pursuing an alternative pathway external to Somerville Secondary College.

Promotion to Senior Pathways

Prerequisites

Year 10 students are required to meet the individualised specific learning requirements in a *minimum* of four subjects each semester. English and Maths must comprise two of these.

VCE Completion

Students need to successfully complete a minimum of sixteen units of study over two years (Year 11 and Year 12) to achieve their VCE certificate. This generally occurs over two years. Therefore, a student must successfully complete a minimum of eight Units (Units 1 and 2) in Year 11 to be able to attempt a full Year 12 consisting of ten Units (Units 3 and 4). Students with less than eight units may be asked to repeat all or some of Year 11.

No student will be enrolled in VCE Unit 3 English unless they have successfully completed either Unit 1 English or Unit 2 English.' Students will, however, be permitted to combine Units 1 and 2 studies and Units 3 and 4 studies in their second year when necessary. Students need to understand that in this case they will not be able to complete their VCE in two years.

VCE Vocational Major

The Vocational Major will replace the existing VCAL option from 2024. This is a vocational 2-year applied VCE program, where students are required to gain a minimum of 16 units over 2 years that 'will enable transitions into apprenticeships, traineeships, further education and training and university (via a non-ATAR pathway). This will remain an integrated program at Somerville Secondary College, however the satisfactory completion requirements will be the same as the standard VCE, that is 16 units.

Year 10 Extension and Additional Learning Opportunities

Somerville Secondary College encourages all students to enrol in a **VCE** subject or a **Vocational Education and Training (VET)** course as part of their Year 10 program: refer to the **VCE and VET** sections of this Handbook.

Advanced Maths

In Year 10 Advanced Mathematics, students complete an in-depth study of the three strands of the Mathematics curriculum: Number & Algebra, Measurement & Geometry, and Statistics & Probability.

Inspire to Aspire

Advanced Mathematics places particular emphasis on developing high order mathematical reasoning skills in students. Students explore Indices, Ratio, Measurement, Probability, Graphs, Trigonometry, and Statistics. They apply Mathematics in each area and engage in classroom activities that strengthen conceptual understanding and develop logical reasoning.

Entrance into Advanced Mathematics is based on student results, as well as teacher recommendations.

Language

In view of changing global opportunities, it is strongly recommended that students continue with their

Indonesian studies. We have a responsibility to ensure our students are Asia literate in their cultural understandings and language skills. Like Australia, many countries across the globe are making major investments in Asia, and knowledge and skills of this region are vital to international understandings.

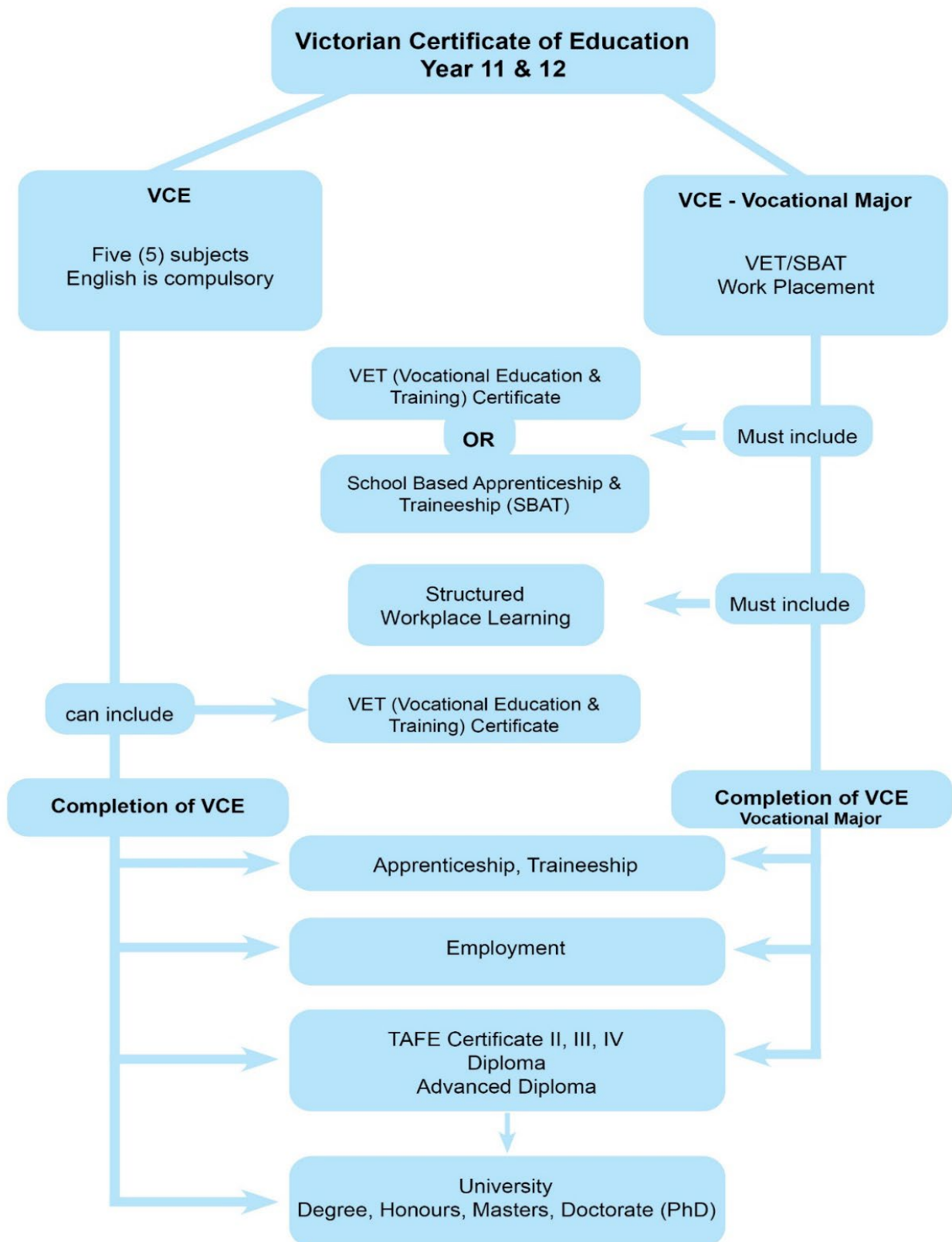
Language studies:

- Develop deeper knowledge and understanding about Asia and regional cultures.
- Develop language skills, knowledge and fluency.
- Focus on reading, writing, listening and speaking.
- Promote social cohesion, boost economic cooperation and address global issues.

What a Year 10 Course could look like

If language continued								
Semester 1	4 periods	4 periods	2 periods	2 Periods	2 periods	2 periods	2 periods	2 periods
	English	Maths	Core Science or Humanities elective	HPE	LOTE	Elective any area	Elective any area	Elective any area
Semester 2	English	Maths	Core Science or Humanities elective	PE Elective	LOTE	Elective any area	Elective any area	Elective any area
Three reserve Electives need to be chosen as back up								

If no language continued								
Semester 1	4 periods	4 periods	2 periods	2 Periods	2 periods	2 periods	2 periods	2 periods
	English	Maths	Core Science or Humanities elective	HPE	Elective any area	Elective any area	Elective any area	Elective any area
Semester 2	English	Maths	Core Science or Humanities elective	PE Elective	Elective any area	Elective any area	Elective any area	Elective any area
Three reserve Electives need to be chosen as back up								



Pathways

Core	Year 10	Victorian Certificate of Education – Year 11 & 12		Notes
		VCE – ATAR	VCE – Vocational Major	
English	Core English	English 1-4 (Compulsory)	Literacy (Compulsory)	English or its equivalent is compulsory.
Mathematics	Core Maths or Core Advanced Maths	<u>Highly Recommended</u> General Maths Maths Methods	Numeracy (Compulsory)	Mathematics/Numeracy is highly recommended at least until the end of Year 11.
Science	Over 12 months	Refer VCE Unit Descriptions	Work Related Skills and Personal Development strand are compulsory	VCE Vocational Major - relevant VET (External study) is compulsory under the Industry Specific strand. Work Placement is compulsory.
Health & Physical Education (HPE)	Core Science OR 2 x Humanities electives			
Minimum requirements across other areas	May choose VET or VCE but not both. Only 1 VCE subject may be chosen			

Program	Year 9/10 Electives	Recommended Subjects	Complementary Subjects	Tertiary Studies	Future Employment
Art, Music, Design & Technology	<ul style="list-style-type: none"> Computer-Aided Design & Manufacture (CAD/CAM) Digital Art Digital Imaging Digital Music Digital Photography Digital Technologies Draw Our World Electronic Products From Page to Stage Funny Business Minecraft Music Composition Music Solo Performance Music Group Performance Product Design STEAM Visual Art Visual Communication Design 	<ul style="list-style-type: none"> English or equivalent VCE Vocational Major Art – Making and Exhibition Music Product & Design Technology 	<ul style="list-style-type: none"> General Mathematics Maths Methods VET Dance VET Fashion Design VET Information Technology (Games Creation) VET Interactive Digital Media VET Music Industry VET Residential Drafting 	Arts Management Arts Media Dance Fine Arts Theatre & Drama 3D Animation Industrial Design	Acting Theatre work Dancer, Dance Instructor Teaching Graphic Artist/ Designer Photographer Music Industry Industrial Designer

Program	Year 9/10 Electives	Recommended Subjects	Complementary Subjects	Tertiary Studies	Future Employment
Commerce & Business Administration	<ul style="list-style-type: none"> Build a Business How to Invest Profit 4 Me! 	<ul style="list-style-type: none"> Business Management English VCE Vocational Major Mathematics Legal Studies 	<ul style="list-style-type: none"> Psychology VET Business Administration VET Games Creation VET Retail Operations VET Tourism & Events 	Business Studies Commerce Hotel Management Office Management Retail Management	Advertising Administration Business Marketing Management Personal Assistant Sales / Retail
English, Language & Humanities	<ul style="list-style-type: none"> Indonesian Around the World in 80 Days Build a Business Book Club Caring for our Coasts Courtroom Drama Criminology Current Affairs English at the End of the World Fascinating Fieldwork First Australians on our Screens From the Page to the Screen Hot Topics: Pick a Side How to Invest Land the Right Job Literacy Improvement Literature Proud Potterheads: Part 1 Proud Potterheads: Part 2 Somerville Short Film Festival 'To be or not to be?' That's Not Fair They Called Australia Home Trivia Time 21st Century Tyrants WW1 History WW2 History – Europe WW2 History – The Pacific Walt Disney Pictures Presents What's the Big Idea? 	<ul style="list-style-type: none"> English History Legal Studies Business Management Geography VCE Vocational Major 	<ul style="list-style-type: none"> VET Acting VET Business/ Admin VET Community Services VET Tourism History Legal Studies Psychology Indonesian VCE Arts based subjects. VCE Mathematics & Science-based subjects 	Education Teaching Arts Performing Arts/Film/TV Drama/Theatre Law Arts Humanities Social Sciences Professional Writing Public Relations Geography	Teaching Journalism Film/TV writer Writer – Policy/ Technical/Web Publishing Politics Creative Arts Government / Public Service Journalist Librarian Legal Worker Researcher Teacher

Health & Sports Sciences	<ul style="list-style-type: none"> • Active for Life • Active Sports (Court & Striking Sports) • AFL Umpiring and Officiating • Ballistic Sports (Ball Sports & Aquatics) • Basketball Umpiring and Officiating • Body Balance • Cosmetic Science • Dance and Chillax • Fitness • Food for Health and Fitness • Food Gastronomy • Food by Design • Football Games • Forensic Science • Gym and Fitness Training • Handball • Marine Science • Nutrition and Health Promotion • Outdoor Recreation • Psychology • Sports Coaching • Sport Coaching and Officiating • Sports Performance & Science • Stickball • Track and field • Urban Recreation • VCE Outdoor & Environmental Studies • Water Sports 	<ul style="list-style-type: none"> • English • VCE Vocational Major • Health & Human Development • Mathematics • Outdoor & Environmental Studies • Physical Education • Food Studies 	<ul style="list-style-type: none"> • Biology • Chemistry • Physics • Psychology • VET Health Services • Health & Human Development 	Nutrition Teaching Sports Management & Administration Human Movement Teaching Allied Health Nursing	Personal Trainer Sports Trainer Exercise Physiologist Health Professional Nurse
Science & Engineering	<ul style="list-style-type: none"> • Animalia • Computer-aided Design & Manufacture. • Construction • Cosmetic Science • Digital Technologies • Electronic Products • Environmental Science • Food Gastronomy • Forensic Science • Marine Science • Product Design • Psychology • Space Science • STEAM 	<ul style="list-style-type: none"> • Biology • Chemistry • English • General / Further Mathematics • Mathematical Methods • Physics • Psychology • Geography • VCE Vocational Major-Numeracy 	<ul style="list-style-type: none"> • Health & Human Development • VET Computer IT Support • VET Engineering • VET Integrated Technology • VET Laboratory Skills 	Teaching Civil, Electrical & Mechanical Engineering Environmental Science Medicine Pharmacy Veterinary Science	Allied Health Doctor Dentist Chemist Engineer Nursing Psychologist Scientist

Trade & Manufacturing	<ul style="list-style-type: none"> • Build a Business • Café Culture • Create, Make and Bake • Digital Technologies • Computer-aided Design & Manufacture. • Construction • Digital Technologies • Electronic Products • Food Around the World • Food by Design • Food for Health and Fitness • Product Design • Profit 4 Me! • STEAM 	<ul style="list-style-type: none"> • English • VCE Vocational Major - Literacy • General Mathematics • VCE Vocational Major - Numeracy • Business Management • Legal Studies 	<ul style="list-style-type: none"> • VET Automotive • VET Building & Construction • VET Electrical • VET Furniture Making • VET Hair & Beauty • VET Horticulture • VET Hospitality • VET Plumbing 	<ul style="list-style-type: none"> • Apprenticeship / Traineeship • Credit available into relevant TAFE courses 	<ul style="list-style-type: none"> • Building Carpentry • Hair & Beauty • Hospitality
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Subject Costs 2024

CURRICULUM CONTRIBUTIONS

- Somerville Secondary College, like all government schools, ensures students have access to the items, activities, and services to fulfil standard curriculum requirements. This includes instructional curriculum materials and equipment required for theory-based learning activities across learning areas and may include items such as: poster/coloured paper, food, chemicals, and materials to conduct practical activities/learning tasks which support the program.

EXTRA-CURRICULAR ITEMS AND ACTIVITIES – USER PAYS

- User-pays contributions may be requested for additional curriculum instructional materials, items and activities that enhance or broaden the schooling experience of students that are above and beyond what the school provides to deliver the curriculum. This may include student materials for practical aspects of the course which students will own/consume/for home use.
- These items are provided on a user-pays system. Unfortunately, students will be unable to access these extra-curricular items and activities if these contributions are unpaid.

- Many electives attract extra-curricular, user-pays contributions for materials, activities, camps and/or excursions over and above the standard curriculum which should be considered in selecting subjects for next year.
- Where student elective/subject choices incur a cost for extra-curricular items and activities- which are those items, activities or services that are essential to support student learning of the standard curriculum - payments are requested to be made within the reasonable timeframe indicated by the college.
- To support families in planning for these contributions, the College offers payment options via credit card and Centrepay (Centrelink).
- Payments can also be made via Compass Pay.
- Please contact the office if you require further information on payment options and plans.

Other family support includes:

- The Camps, Sports and Excursion Fund (CSEF) is an initiative of the Victorian State Government to assist families holding a valid concession card. CSEF provides a single payment to schools for eligible students to attend camps, sports and excursions during the year. An application form is included in enrolment and re-enrolment packs and are distributed to parents each year.

Inspire to Aspire

- State Schools Relief (SSR) may assist families in providing uniform, books, shoes and more. Please contact our Wellbeing team for more information or to make an appointment to discuss assistance available.

VET Program

VET fee arrangements for 2024 have not been advised as yet. Further information will be provided once costs are confirmed.

Department of Education and School Council Financial Policy Documents can be found on the school website:

- *Department of Education (DET) Parent Payments (one page overview).*
- *Department of Education (DET) Parent Payment Policy.*
- *Year level Statement of Charges, School Council Essential Student Learning Items, Optional Items and Voluntary Financial Contributions.*

For further information about school costs and parent payment contributions:

- Department of Education: <https://www.vic.gov.au/school-costs-and-fees>
- Somerville Secondary College website: <https://www.somervillesc.vic.edu.au/child-safety/college-documents/>

Curriculum Contributions

Subject	Curriculum Contribution*	Extra-Curricular Items User Pays*	TOTAL
	NOTE: costs are indicative and may be subject to change		
Core English	\$15.00		\$15.00
Core Maths or Core Advanced Maths	\$15.00		\$15.00
Core Science	\$25.00		\$25.00
Core Health & Physical Education (HPE)	\$10.00	\$90.00	\$100.00
TOTAL			\$155.00

Elective	Learning Area	Curriculum Contribution*	Extra-Curricular Items User Pays*	TOTAL
		NOTE: costs are indicative and may be subject to change		
Digital Art	Art	\$10.00	\$25.00	\$35.00
Digital Imaging	Art	\$10.00	\$25.00	\$35.00
Digital Music	Art	\$10.00	\$20.00	\$30.00
Digital Photography	Art	\$10.00	\$25.00	\$35.00
Draw our World	Art	\$10.00	\$40.00	\$50.00
From Page to Stage	Art	\$15.00		\$15.00
Funny Business	Art	\$10.00	\$25.00	\$35.00
Minecraft (Creative Mode)	Art	\$20.00		\$20.00
Music Composition	Art	\$10.00	\$20.00	\$30.00
Music Group Performance	Art	\$10.00	\$10.00	\$20.00
Music Solo Performance	Art	\$10.00	\$10.00	\$20.00
Visual Art	Art	\$10.00	\$40.00	\$50.00
Visual Communication Design	Art	\$20.00	\$20.00	\$40.00
Book Club	English	\$15.00		\$15.00
English at the End of the World	English	\$10.00		\$10.00
From the Page to the Screen	English	\$15.00		\$15.00
Hot Topics: Pick a Side!	English	\$10.00		\$10.00
Land the Right Job	English	\$10.00		\$10.00
Literacy Improvement	English	\$10.00		\$10.00
Literature	English	\$10.00		\$10.00
Proud Potterheads: Part 1	English	\$10.00		\$10.00
Proud Potterheads: Part 2	English	\$10.00		\$10.00
Somerville Short Film Festival	English	\$10.00		\$10.00
‘To be or not to be? That is the question’	English	\$10.00		\$10.00
Walt Disney Pictures Presents...	English	\$10.00		\$10.00
What’s the Big Idea?	English	\$10.00		\$10.00
Active for Life	HPE	\$10.00	\$90.00	\$100.00

Inspire to Aspire

Elective	Learning Area	Curriculum Contribution*	Extra-Curricular Items User Pays*	TOTAL
		NOTE: costs are indicative and may be subject to change		
Active Sports (Court & Striking Sports)	HPE	\$10.00	\$90.00	\$100.00
AFL Umpiring and Officiating	HPE	\$10.00	\$120.00	\$130.00
BallisticSports (Ball Sports & Aquatics)	HPE	\$10.00	\$100.00	\$110.00
Basketball Umpiring and Officiating	HPE	\$10.00	\$120.00	\$130.00
Body Balance	HPE	\$10.00	\$110.00	\$120.00
Dance and Chillax	HPE	\$10.00	\$80.00	\$90.00
Football Games	HPE	\$10.00	\$90.00	\$100.00
Gym and Fitness Training	HPE	\$10.00	\$100.00	\$110.00
Handball	HPE	\$10.00	\$90.00	\$100.00
Nutrition and Health Promotion	HPE	\$10.00		\$10.00
Outdoor & Environmental Studies (OES) Units 1&2 (Year 10)	HPE	\$10.00	\$355.00	\$365.00
Outdoor Recreation	HPE	\$10.00	\$355.00	\$365.00
Sports Coaching & Officiating	HPE	\$10.00	\$70.00	\$80.00
Sports Performance and Science	HPE	\$10.00	\$90.00	\$100.00
Stickball	HPE	\$10.00	\$90.00	\$100.00
Track & Field	HPE	\$10.00	\$90.00	\$100.00
Urban Recreation	HPE	\$10.00	\$130.00	\$140.00
Water Sports	HPE	\$10.00	\$290.00	\$300.00
Around the World in 80 Days	Humanities	\$12.00		\$12.00
Build a Business	Humanities	\$12.00		\$12.00
Caring for our Coasts	Humanities	\$14.00		\$14.00
Courtroom Drama	Humanities	\$12.00		\$12.00
Criminology	Humanities	\$12.00		\$12.00
Current Affairs	Humanities	\$12.00		\$12.00
Fascinating Fieldwork	Humanities	\$14.00		\$14.00
First Australians on Our Screens	Humanities	\$12.00		\$12.00
How to Invest	Humanities	\$12.00		\$12.00
That's Not Fair!	Humanities	\$12.00		\$12.00
They Called Australia Home	Humanities	\$12.00		\$12.00
Trivia Time	Humanities	\$12.00		\$12.00
21st Century Tyrants	Humanities	\$12.00		\$12.00
WW1 History	Humanities	\$12.00		\$12.00
WW2 History - Europe	Humanities	\$12.00		\$12.00
WW2 History - The Pacific	Humanities	\$12.00		\$12.00
Indonesian	Indonesian	\$10.00		\$10.00
Profit 4 Me	Mathematics	\$20.00		\$20.00
Animalia	Science	\$20.00	\$9.00	\$29.00
Cosmetic Science	Science	\$25.00		\$25.00

Elective	Learning Area	Curriculum Contribution*	Extra-Curricular Items User Pays*	TOTAL
		NOTE: costs are indicative and may be subject to change		
Environmental Science	Science	\$20.00		\$20.00
Forensic Science	Science	\$20.00		\$20.00
Marine Science	Science	\$20.00		\$20.00
Psychology	Science	\$20.00		\$20.00
Space Science	Science	\$20.00	\$9.00	\$29.00
Café Culture	Technology	\$20.00	\$110.00	\$130.00
Computer Aided Design and Manufacture	Technology	\$12.00	\$100.00	\$112.00
Construction	Technology	\$12.00	\$110.00	\$122.00
Create, Make and Bake	Technology	\$20.00	\$110.00	\$130.00
Digital Technologies	Technology	\$10.00	\$10.00	\$20.00
Electronic Products	Technology	\$12.00	\$120.00	\$132.00
Food Around the World	Technology	\$20.00	\$110.00	\$110.00
Food by Design	Technology	\$20.00	\$110.00	\$130.00
Food Gastronomy	Technology	\$20.00	\$110.00	\$130.00
Food for Health and Fitness	Technology	\$20.00	\$110.00	\$130.00
Product Design	Technology	\$12.00	\$110.00	\$122.00
STEAM	Technology	\$12.00	\$60.00	\$72.00

*Costs are indicative and may be subject to change. Please note there may also be some additional costs throughout the year for voluntary activities, excursions and student's printing credits.

VCE Units	Curriculum Contribution	Extra-Curricular Items/ Activities - User Pays*	TOTAL
	NOTE: all costs are indicative and may be subject to change		
Units 1 & 2 Art Making & Exhibiting	\$30.00	\$80.00	\$110.00
Units 3 & 4 Art Making & Exhibiting	\$30.00	\$80.00	\$110.00
Units 1 & 2 Biology	\$50.00		\$50.00
Units 3 & 4 Biology	\$35.00		\$35.00
Units 1 & 2 Business Management	\$18.00		\$18.00
Units 3 & 4 Business Management	\$18.00		\$18.00
Units 1 & 2 Chemistry	\$35.00		\$35.00
Units 3 & 4 Chemistry	\$35.00		\$35.00
Units 1 & 2 English	\$20.00		\$20.00
Units 3 & 4 English	\$20.00		\$20.00
Units 1 & 2 Food Studies	\$20.00	\$160.00	\$180.00
Unit 3 & 4 Food Studies	\$20.00	\$160.00	\$180.00
Units 1 & 2 Geography	\$20.00		\$20.00
Units 1 & 2 History - 20th Century	\$18.00		\$18.00

VCE Units	Curriculum Contribution	Extra-Curricular Items/ Activities - User Pays*	TOTAL
Units 3 & 4 History - Revolutions	\$18.00		\$18.00
Units 1 & 2 Health & Human Development	\$10.00		\$10.00
Units 3 & 4 Health & Human Development	\$10.00		\$10.00
Units 1 & 2 Indonesian	\$10.00		\$10.00
Units 3 & 4 Indonesian	\$10.00		\$10.00
Units 1 & 2 Legal Studies	\$18.00		\$18.00
Units 3 & 4 Legal Studies	\$15.00		\$15.00
Units 1 & 2 Maths General	\$10.00		\$10.00
Units 3 & 4 Maths Further	\$10.00		\$10.00
Units 1 & 2 Maths Methods	\$10.00		\$10.00
Units 3 & 4 Maths Methods	\$10.00		\$10.00
Units 1 & 2 Music	\$10.00	\$30.00	\$40.00
Units 1 & 2 Outdoor & Environmental Studies (Year 10)	\$10.00	\$355.00	\$365.00
Units 3 & 4 Outdoor & Environmental Studies (Year 11)	\$10.00	\$355.00	\$365.00
Units 1 & 2 Physical Education	\$10.00	\$10.00	\$20.00
Units 3 & 4 Physical Education	\$10.00	\$60.00	\$70.00
Units 1 & 2 Physics	\$30.00		\$30.00
Units 3 & 4 Physics	\$30.00		\$30.00
Units 1 & 2 Product Design & Technology	\$12.00	220.00	\$232.00
Units 3 & 4 Product Design & Technology	\$12.00	220.00	\$232.00
Units 1 & 2 Psychology	\$20.00		\$20.00
Units 3 & 4 Psychology	\$15.00		\$15.00
Unit 1 & 2 Visual Communication	\$30.00	\$50.00	\$80.00
Unit 1 & 2 Systems Engineering	\$12.00	\$200.00	\$212.00
Vocational Major – Year 11	\$40.00	\$230.00	\$270.00
Vocational Major – Year 12	\$40.00	\$180.00	\$220.00

*Costs are indicative and may be subject to change. Please note there may also be some additional costs throughout the year for voluntary activities, excursions and student's printing credits.

SBAT (School Based Apprenticeship)

SBAT – Parks and Gardens	Somerville Secondary College
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VET Subjects

Please note: VET fee arrangements for 2024 have not been finalised. We anticipate that payment dates/requirements will be released in Term 3.

VET Subject	Location	Curriculum Contribution
Acting	Elisabeth Murdoch College	\$200.00
Agriculture	Elisabeth Murdoch College	\$200.00
Animal Studies	Foundation Learning College, Frankston	\$200.00
Applied Fashion Design & Technology	Elisabeth Murdoch College	\$200.00
Automotive Studies	Chisholm TAFE Frankston	\$200.00
Aviation (Drones)	Elisabeth Murdoch College	\$200.00
Beauty	Chisholm TAFE Frankston	\$200.00
Construction pathways	Somerville Secondary College (TBC)	\$200.00
Business	Chisholm TAFE Frankston	\$200.00
CISCO	Elisabeth Murdoch College	\$200.00
Community Services	Chisholm TAFE Frankston or Foundation Learning College Frankston	\$200.00
Computer Repair	Chisholm TAFE Frankston	\$200.00
Dance	Elisabeth Murdoch College	\$200.00
Design Fundamentals Graphic	Chisholm TAFE Frankston	\$200.00
Design Fundamentals Photography	Chisholm TAFE Frankston	\$200.00
Early Childhood Education and Care	Chisholm TAFE Frankston	\$200.00
Electrical Industry	Somerville Secondary College (TBC)	\$200.00
Engineering	Chisholm TAFE Frankston	\$200.00
Furnishing	Chisholm TAFE Frankston	\$200.00
Hairdressing (Salon Assistant)	Chisholm TAFE Frankston	\$200.00
Horticulture	Chisholm TAFE Cranbourne	\$200.00
Hospitality (Front of House)	Chisholm TAFE Frankston	\$200.00

Inspire to Aspire

Interior Design	Elisabeth Murdoch College	\$200.00
IT - Games Creation	Chisholm TAFE Frankston	\$200.00
Hospitality Kitchen Operations	Chisholm TAFE Frankston or Bayside Christian College	\$200.00
Hospitality Kitchen Operations (Patisserie)	Chisholm TAFE Frankston	\$200.00
Music Industry - Performance	Mount Eliza Secondary College	\$200.00
Music Industry – Sound production	Mount Eliza Secondary College	\$200.00
Plumbing	Somerville Secondary College (TBC)	\$200.00
Salon Assistant (Hairdressing)	Chisholm TAFE Frankston – 1 year only	\$200.00
Screen Media	Chisholm TAFE Frankston	\$200.00
Tourism	Chisholm TAFE Frankston	\$200.00
Visual Arts	Chisholm TAFE Frankston	\$200.00

MATHS

Maths	Year 9	Year 10	Year 11	Year 12
	CORE: Maths	CORE: Maths	Units 1 & 2 General Maths Units 1 & 2 Math Methods VCE Vocational Major	Units 3 & 4 Further Maths Units 3 & 4 Math Methods VCE Vocational Major
	CORE: Advanced Maths	CORE: Advanced Maths		
	ELECTIVE: Profit 4 Me!			

Year 10 Maths - Compulsory

Mathematics in Year 10 helps prepare students for senior pathways in VCE, as well as the post-schooling world. Students learn about Financial Mathematics, Geometry & Trigonometry, Probability, Statistics, Measurement and Linear Relationships. Appropriate use of technology to solve application problems is emphasised throughout the course. Students considering including Mathematics in their VCE course are expected to own a CAS calculator.

Subject Costs - Curriculum Contribution*:

Year 10 Core Maths	\$15.00
Year 10 Core – Advanced Maths	\$15.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Profit 4 Me

Featured Learning Area	Mathematics
Additional Learning Areas	Economics
Learning Capabilities Developed	Critical/Creative Thinking and Personal and Social

COURSE DESCRIPTION

This course could be a practical course, which will require students to use their reasoning and critical abilities to complement their use of Mathematical skills. This elective will equip students with the necessary mathematical, critical, creative, and personal skills to be successful in business and the world at large. It also involves the study of mathematics of the wholesaler and the manufacturer. The topics might include a review of whole numbers, common fractions, decimals, and a study of percentages.

Students will have the opportunity to explore pay slips, looking at the differences between salaries and wages, cheques, savings, and business accounts. They will gain knowledge on how taxes are applied and how it can have an impact on salaries/wages and businesses.

When setting up business ventures, students will have the chance to look at various types of insurances, discounts and ways in which wholesalers and manufacturers purchase and price goods.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
It is all about the profit! (Project)	Students will have a choice to look at the existing local small businesses and decide on one business that they would like to have an in-depth study. Students will look at how these small businesses run and how they make and at least maintain their profit margin.
'If I had a million dollars...' (Project)	Students will have a chance to be an entrepreneur and they will need to create a new business with the one million dollars that they own. They need to create a business plan, hire labour, acquire resources and financing, and provide leadership and management for the business.

Elective Costs - Curriculum Contribution*:

Profit for Me!	\$20.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

General Maths, Further Maths – Accounting, Business Management -VCE-Vocational Major

ENGLISH

Year 10 English - Compulsory

This subject prepares students for a number of pathways in later years, whether students in VCE English VCE – Vocational Major Literacy in Year 11. Students will complete the same themes and text studies across Year 10 classes, and the emphasis is on building the organisational and expressive skills of students in a range of writing tasks. Reading skills of a high order are developed through learning critical reading strategies, while student run class discussions and presentations increase students’ speaking confidence and teamwork skills. Film study, thematic studies and set novels and plays, will all provide students in Year 10 English with classic and modern texts that will develop their critical thinking and analytical skills. The subject fee includes the printing of detailed Unit booklets and a book levy for the purchase of the plays and novels to be studied. Students will need to pay separately for excursions or incursions.

English	Year 9	Year 10	Year 11	Year 12
	CORE: English	CORE: English		
	ELECTIVES		Units 1 & 2 English VCE Vocational Major	Units 3 & 4 English VCE Vocational Major
	Book Club			
	English at the End of the World			
	From the Page to the Screen			
	Hot Topics: Pick a Side!			
	Land the Right Job			
	Literacy Improvement			
	Literature			
	Proud Potterheads: Part 1			
	Proud Potterheads: Part 2			
	Somerville Short Film Festival			
	'To be or not to be? That is the question' The history and works of Shakespeare.			
	Walt Disney Pictures Presents...			
What's the Big Idea				

Subject Costs - Curriculum Contribution*:

Year 10 Core English	\$15.00
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*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.

Book Club

Featured Learning Area	English
Additional Learning Areas	Humanities
Learning Capabilities Developed	Critical/Creative Thinking

COURSE DESCRIPTION

Do you love to read? Novels, short stories, graphic novels, fiction, or nonfiction? Do you feel that you want to spend more time discussing or writing about the ideas in what you read? As well as maybe you love to write and use your imagination to create new worlds and express your most important thoughts? If yes, then this course is for you!

In Book Club you will read, share ideas & get to dive into literary world! You will get to select what you read and write about and the way you present ideas individually and in a small or class book club. New platforms will be explored including BookTube, Bookstagram, Book clubs & reading groups. Students will also participate in literature circles and book clubs, to discuss their reading. As well as potential to view adaptations of different books and how the ideas are brought to life.

For writing, students will have a choice of writing competitions to engage in, from a range of other organisations, and may include slam poetry, horror story writing, script writing, or flash fiction. There is also the potential for excursions to related exhibitions.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Reading Challenge Reflection	Students will participate in a reading challenge of their own choice, and create a reflection in the form of choice, examples such as a blog, YouTube channel, Instagram etc
2. Student Choice Reading Rubric	Students will have access to a reading rubric with a range of possible activities to complete in response to their own chosen text.
3. Semester Exam	An examination of all topics studied for the semester.

Elective Costs - Curriculum Contribution*:

Book Club	\$15.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

English, Literature, Media, VCE-Vocational Major

English at the End of the World

Featured Learning Area	English
Additional Learning Areas	Humanities
Learning Capabilities Developed	Critical/Creative Thinking

COURSE DESCRIPTION

Dictators, environmental catastrophes and of course, the walking dead!

This English elective explores all the ways in which human society can go terribly wrong. This elective focuses on the dystopian genre and is explored through graphic novels, gaming, films, and novels. Texts include *I, Robot*, and *The Massive*.

If you liked *The Hunger Games*, *Divergent*, and *Maze Runner* then this is your dark and gritty semester-long window into our possible futures.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Creative Writing	Students are to read through the comic, <i>The Massive</i> , and respond creatively to aspects of environmentalism, espionage, and natural disaster.
2. Persuasive Argument	Students will investigate the challenges and benefits of artificial intelligence and its impact on the future in a persuasive written assessment.
3. Semester Exam	An examination of all topics studied for the semester.

Elective Costs - Curriculum Contribution*:

English at the End of the World	\$10.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

English, Literature, Media, VCE-Vocational Major

There may be some additional costs for student's printing credits throughout the year..

From the Page to the Screen

Featured Learning Area	English
Additional Learning Areas	The Arts (Media)
Learning Capabilities Developed	Critical/Creative Thinking

COURSE DESCRIPTION

Where do stories begin and where do they end? Why are they told and retold? How does adapting a text for a film, video-game, or other media change its essential ideas? Is the work improved by moving with the times, or is there some magic lost? In this course students will learn about original texts and their remakes through a range of interactive activities and debates promoting critical and creative thinking.

Possible text comparisons will include:

- Viking Mythology & Marvel, Thor films.
- Shakespeare extracts & 10 Things I Hate About You (1999).
- Gothic literature (haunted house/castle extracts) & *Gone Home (Video Game)* / other gothic mystery narrative video games.
- Extracts from Bram Stoker's *Dracula* & *Twilight* by Stephanie Meyers or *A Girl Walks Home Alone at Night* (2014).

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. A multimedia assignment	Students will compare the pros and cons of adaptation focusing on one of the texts that they have studied in this unit and its remake. This could be a video or podcast presentation.
2. An adaptation of an original text	Students will create a short film, a graphic novel, or video game based on one of the original texts studied.
3. Semester Exam	An examination of all topics studied for the semester.

Elective Costs - Curriculum Contribution*:

From the Page to the Screen	\$15.00
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*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.

Potential VCE Pathways

English, Literature, Media, VCE-Vocational Major

Hot Topics: Pick a Side!

Featured Learning Area	English
Additional Learning Areas	History
Learning Capabilities Developed	Critical/Creative Thinking

COURSE DESCRIPTION

This subject is for anyone who likes to play the Devil's Advocate. Do you like to stir the pot? Do you like arguing the opposing the point of view? This might be the subject for you. This class will consider a range of age old and contemporary issues and choose the juiciest ones to explore in depth.

Think:

- World Conflict! Ukraine VS Russia, Australia's Frontier Wars, Solomon Islands,
- Is Covid-19 really that bad? Pff, what about Polio, AIDS & HIV, MMR?
- Gun laws: should all countries in the world have to adopt the same gun laws to avoid shootings and massacres?
- Should Australia become a republic with a new flag and anthem?

This subject will utilise and develop skills such as speaking, debating, researching and analytical skills. Basically, you'll never lose an argument with mum or dad again!

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Team Debate	Students will work in small teams to debate a topic. Students will have the chance to take a stand on an issue and argue the merits in a moderated debate.
2. News Segment	Students will become the lead journalists on a hot topic and present a video of a news segment from one of these contentious issues.
3. Semester Exam	An examination of all topics studied for the semester.

Elective Costs - Curriculum Contribution*:

Hot Topics: Pick a Side!	\$10.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

English, Literature, Media, VCE-Vocational Major

Land the Right Job

Featured Learning Area	English
Additional Learning Areas	The Arts (Media)
Learning Capabilities Developed	Critical/Creative Thinking

COURSE DESCRIPTION

Are you looking for a part time job and don't know where to begin? This course could be just what you need. This subject will give you the skills and confidence to pursue and gain part time work. The study will include: Researching different jobs and how to apply e.g., McDonalds, Bunnings, local supermarkets, chemists etc.

- How to search for job vacancies
- Writing cover letters
- Writing resumes
- Developing interview skills
- Undertaking mock job interviews.
- Visiting workplaces and meeting employers.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Maintaining a work portfolio	Students will complete small reflections and written activities in preparation for applying for a job.
2. Maintaining a work visit diary	Students will complete a structured diary entry about workplace visits.
3. Semester Exam	An examination of all topics studied for the semester.

Elective Costs - Curriculum Contribution*:

Land the Right Job	\$10.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential VCE Pathways

English, Literature, Media, VCE-Vocational Major

Literacy Improvement Class

Featured Learning Area	English
Additional Learning Areas	The Arts (Media)
Learning Capabilities Developed	Creative and Critical Thinking

COURSE DESCRIPTION

This subject will support you to develop and accelerate your literacy skills before you move into senior school. This subject is designed for students who would like to improve their reading, writing and spelling skills. Students who participated in R.E.P. (Reading Enrichment Program) may be suited to this elective. Students will also be supported with the literacy demands from their other subjects.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Reading Comprehension	Students will produce a small portfolio of annotations and summaries to demonstrate their reading comprehension skills.
2. Writing for Life	Students will plan, draft, edit and publish a text of their choice for a real-world purpose (such as a resume, letter or blog).
3. Semester Exam	An examination of all topics studied for the semester.

Elective Costs - Curriculum Contribution*:

Literacy Improvement	\$10.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential VCE/VM Pathways

English – Media – Vocational Major

Literature

Featured Learning Area	English
Additional Learning Areas	The Arts (Media)
Learning Capabilities Developed	Creative and Critical Thinking

COURSE DESCRIPTION

This subject will provide students with a strong foundation for VCE English and future VCE Literature studies. Students will consider the way texts represent experiences and consider these in the light of their own understanding and life experiences. A range of challenging and rich texts will be studied in this course including poetry, film, novels and short stories.

This course will support you to think creatively and analytically and strengthen your communication skills and ability to present a sound argument.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Analytical Response	An analytical response to a text.
2. Creative Response	A creative response to a text.
3. Semester Exam	An examination of all topics studied for the semester.

Elective Costs - Curriculum Contribution*:

Literature	\$10.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential VCE/VCAL Pathways

English – Literature - English Language – Media

Proud Potterheads Part 1

Featured Learning Area	English
Additional Learning Areas	The Arts (Media)
Learning Capabilities Developed	Creative and Critical Thinking

COURSE DESCRIPTION

Dear SSC Student,

We are pleased to inform you that you have been accepted at Hogwarts School of Witchcraft and Wizardry. Please find enclosed a list of all necessary books and equipment. Term begins in January 2024. We await your owl reply by no later than 24th November.

*Yours sincerely,
Minerva McGonagall*

If you have ever wanted to go to Hogwarts, then this is your perfect opportunity to receive your owl post acceptance letter and join your friends at a school of witchcraft and wizardry! As you explore the world of Harry Potter in this unit, you will join a house, compete in the house cup, sign up for potions class, and learn all the English related skills that a self-respecting witch or wizard needs for everyday life. Books will be read, movies will be watched, the Potterverse examined...so what are you waiting for? Even muggles are welcome in this subject!

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Potter Portfolio	A portfolio of smaller Harry Potter related tasks, such as creating their own spell and wand designing their own magical creature etc.
2. Creative Response- Picture Book	A picture book which students create for children, based in the Harry Potter world.
3. Semester Exam	An examination of all topics studied for the semester.

Elective Costs - Curriculum Contribution*:

Proud Potterheads Part 1	\$10.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

English, Literature, Media, VCE-Vocational Major

Proud Potterheads Part 2

Featured Learning Area	English
Additional Learning Areas	The Arts (Media)
Learning Capabilities Developed	Critical/Creative Thinking

COURSE DESCRIPTION

Dear SSC Student,

We are pleased to inform you that you have been accepted into your second year at Hogwarts School of Witchcraft and Wizardry. Please find enclosed a list of all necessary books and equipment. Term begins in January 2024. We await your owl reply by no later than 24th November.

*Yours sincerely,
Minerva McGonagall*

Part 1 looked at the first three films and novels. Now this year, as you enter your second year at Hogwarts, you will delve back into this universe to explore the final four novels and their film adaptations. Books will be read, movies will be watched, the Potterverse examined. So, what are you waiting for? Even muggles are welcome in this subject!

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Diorama Scene	Students to create a scene from Harry Potter and showcase this in their diorama.
2. The Daily Prophet Interview	An interview and profile piece written by Rita Skeeter, for The Daily Prophet, on a character chosen by students.
3. Semester Exam	An examination of all topics studied for the semester.

Elective Costs - Curriculum Contribution*:

Proud Potterheads Part 2	\$10.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

English, Literature, Media, VCE-Vocational Major

Somerville Short Film Festival

Featured Learning Area	English
Additional Learning Areas	The Arts (Media)
Learning Capabilities Developed	Creative and Critical Thinking

COURSE DESCRIPTION

Calling all budding film directors!

In this subject, you will gain an understanding of the creative processes that go into film making. You will spend the first part of the subject analysing films, short films and film techniques as well as exploring different genres. You will then use this knowledge to plan, write, direct and star in your own short film. The short films will be showcased at the end of the semester in a school based 'short film festival' event. Lights, camera, action!

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Short Film Portfolio	Students will undergo planning and preparation to produce their own short film. The portfolio will include a story board and annotations justifying their creative decisions.
2. Short Film	Students will work in teams to create a short film based on a common stimulus. Short films will be showcased at a school based 'film festival' style event.
3. Semester Exam	Analysis of film techniques

Elective Costs - Curriculum Contribution*:

Somerville Short Film Festival	\$10.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

English – Literature - English Language – Media – Vocational Major

'To be or not to be? That is the question.' The history and works of Shakespeare.

Featured Learning Area	English
Additional Learning Areas	The Arts (Media)
Learning Capabilities Developed	Creative and Critical Thinking

COURSE DESCRIPTION

Did you know that William Shakespeare is credited with creating over 1700 words that are still used in English today? In this subject you will explore the life and works of one of the most famous writers in history.

We will begin by exploring Shakespeare's sonnets, including the famous Sonnet 18 (*Shall I compare thee to a summer's day?*)

We will study one of Shakespeare's famous plays (decided upon as a class) then explore how Shakespeare has been reimagined over time by studying a modern adaption.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Poetry Portfolio	Students will complete a poetry portfolio. They will annotate several of Shakespeare's sonnets and write their own Shakespearean sonnet.
2. Analysis	Students will write an analysis of an adaptation of one of Shakespeare's plays.
3. Semester Exam	An examination of all topics studied for the semester.

Elective Costs - Curriculum Contribution*:

'To be or not to be? That is the question'	\$10.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential VCE/VM Pathways

English – Literature - English Language – Media

Teacher/s eligible to teach this subject.

Walt Disney Pictures Presents...

Featured Learning Area	English
Additional Learning Areas	The Arts (Media)
Learning Capabilities Developed	Critical/Creative Thinking

COURSE DESCRIPTION

Remember all of your favourites while growing up? *The Lion King*, *Beauty and the Beast*, Pixar, Marvel, Star Wars? Disney's got them all now so you can't say you haven't seen at least one of their movies. But why are all of these stories so happy? What if you found out that Ariel is supposed to die, or that Elsa kidnaps children?

In this unit you will watch a range of Disney films, find out where they came from and discover what it means to 'disneyfy' a story, no matter how dark and gloomy it might be. You will learn and understand why so many stories have been changed in this way, and then you will be given a chance to 'disneyfy' or darken well known stories through your own writing.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Analytical Essay	This task requires students to write an essay about a particular Disney movie, analysing the changes between the original story and the film version, and explaining why these changes were made.
2. Creative Writing	Students will write their own short story that changes the genre, and modifies the story, of either a Disney film or an original fairy-tale.
3. Semester Exam	An examination of all topics studied for the semester.

Elective Costs - Curriculum Contribution*:

Walt Disney Pictures Presents	\$10.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential VCE Pathways

English, Literature, Media, VCE-Vocational Major

What's the Big Idea?

Featured Learning Area	English
Additional Learning Areas	Humanities (Civics & Citizenship; History)
Learning Capabilities Developed	Critical & Creative Thinking; Intercultural; Ethical; Personal & Social

Course Description

Is meat murder? What is real? Is killing people wrong? Does God exist? Where do right and wrong come from? Can I jump in the same river twice? Is war ok? Who am I? If I think, do I exist? Why can't everyone just get along? What's so great about democracy, anyway? If you have ever asked yourself any of these questions, and especially if you haven't, this unit is for you. Come and learn about the world by thinking about a bunch of random questions! And, think of some possible answers and solutions to those questions. Come and learn about arguing, without shouting! (THAT'S RIGHT!!! NO SHOUTING!!!) You will learn that most people – even your own peer group (stay with me, here) – have great ideas worth respecting and listening to! (True!) You will learn that it's ok to change your mind on an issue, and that - in the current world, possibly more than ever before – talking and listening to each other, sharing ideas, is one of the most powerful and positive things we can do.

Course Assessment

Assessment	Description
1. Ev'rybody's talkin'	Students will talk, listen, be provoked to think, then talk some more. They will question their own views and values; may even change their minds. Stories and scenarios will be presented and students will respond to these provocations through reason, discussion, journal-writing, sketches & annotations.
2. The IF Odyssey	Students will create a visual learning aid in response to a re-interpreted, smaller version of the story-of-stories, <i>The Odyssey</i> , by Homer (doh! Not THAT one!). Alliances, monsters, murders, abductions, wars, wooden horses, Greeks, gifts, wars, huge monsters, sirens, pig-men, Turks, deadly whirlpools, deadly six-headed serpents (down, boy!), wars, Trojans, revenge massacres (did we mention monsters?), and an ordinary hero on a quest for his special purpose.
3. The Philosophy Files	Students will create a response to one of the stories of <i>The Complete Philosophy Files</i> . The emphasis will be on thinking deeply and clearly. By this stage, you will be an expert.
4. Exam	An examination of all topics studied for the semester

Elective Costs - Curriculum Contribution*:

What's the Big Idea	\$10.00
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*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.

Potential VCE Pathways

English – Literature – Arts (Visual & Performing) – Philosophy – Humanities – Science – Maths

HUMANITIES

Humanities	Year 9	Year 10	Year 11	Year 12
	ELECTIVES			
	Around the World in 80 Days		Units 1 & 2 Legal Studies Units 1 & 2 Business Management Units 1 & 2 20 th Century History Unit 1 & 2 Geography VCE Vocational Major	Units 3 & 4 Legal Studies Units 3 & 4 Business Management Units 3 & 4 History Revolutions VCE Vocational Major
	Build a Business			
	Criminology			
	Caring for our Coasts			
	Courtroom Drama			
	Criminology			
	Current Affairs			
	Fascinating Fieldwork			
	First Australians on Our Screens			
	How to Invest			
	That's not Fair!			
	They Called Australia Home			
	Trivia Time			
	21st Century Tyrants			
	WW1 History			
	WW2 History – Europe (Year 10)			
	WW2 History - The Pacific (Year 10)			

Around the World in 80 Days

Featured Learning Area	Humanities – Geography
Additional Learning Areas	Humanities – History, Civics, Economics, Science
Learning Capabilities Developed	Critical/Creative Thinking

COURSE DESCRIPTION

Are you ready for travel and adventure? Then sign up now for this virtual backpacking experience - around the world in 80 days - featuring Africa, Central Asia, South Asia, and the Pacific Islands. Your first stop is West Africa, where erratic weather, low rainfall, flooding and poor harvests have created a food crisis faced by more than 18 million people. Here you will volunteer for Oxfam to support an emergency relief effort. While in this role you will meet environmental scientists who teach you about biomes and food shortages in the region. Next, you visit the megacities of China. Your tour guide, Bolin, is a student who studies human geography at Zhejiang University. He is keen to discuss the complexity of interconnectivity in these crowded locations. The speed relaxes upon arrival in South Asia where you are introduced to wellness tourism. Here you meet a social start-up guru who teaches you about the problems of tourism in “paradise” and the phenomenon of eco-tourism. Your final experience is in the picturesque Pacific Islands where you observe the shocking impact of global warming. This life changing expedition will expand your social consciousness and your understanding of the world.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Newspaper Article	Students become journalists and write a newspaper article on how land is being managed in Africa.
2. Mapping and Data Analysis	Students then complete a task where they map and analysis the data from a Chinese megacity.
3. Poster	Students lastly prepare a poster project on initiatives that aim to improve wellbeing in an overseas country.
4. Examination	An examination of studied topics.

Elective Costs - Curriculum Contribution*:

Around the World in 80 Days	\$12.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

History, Geography, Politics, VCE-Vocational Major

Build a Business

Featured Learning Area	Humanities – Economics, Civics & Citizenship
Additional Learning Areas	English, Maths
Learning Capabilities Developed	Critical/Creative Thinking

COURSE DESCRIPTION

Have you ever wanted to open your own business? Start a side hustle? Make some money on the side in a non-traditional job? Then join us in Humanities and learn how you can build your own successful business!

This subject aims to help all students develop their enterprise skills and then practically apply them to a business idea. Students will begin by learning some business basics, such as the wide variety of self-employment options that exist in modern Australia, and then focus their attention on how to build a successful business plan. The course will also cover how to effectively market and manage a business once it is running, which includes looking at required financial skills.

This subject is idea for students who want to one day run their own businesses, set up as a contractor, or be self-employed. It also helps students to develop skills for VCE – Vocational Major or VCE Business Management.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Business Report	Students will research and report on one feature of modern-day businesses, as discussed with their teacher.
2. Business Plan	Students will develop a business plan that aligns with their own future self-employment ideas. The plan will cover the business details, financials, legal issues, and the setting of SMART goals.
3. Enterprise Activity or Presentation	Students are to collaboratively plan and deliver an enterprise activity that meets a business objective.
4. Exam	An examination of studied topics.

Elective Costs - Curriculum Contribution*:

Build a Business	\$12.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential VCE Pathways

Business Management, Economic, Accounting, VCE-Vocational Major

Caring for Our Coasts

Featured Learning Area	Humanities – Geography
Additional Learning Areas	Humanities – History, Economics
Learning Capabilities Developed	Critical/Creative Thinking

COURSE DESCRIPTION

Somerville sits between three important coastal environments – a bay, the open ocean, and wetlands. In this subject, students will have the chance to learn about all three coastal landscapes, investigate them as unique eco-systems, and also visit them on fieldtrips.

Before, during and after these fieldtrips, students will collect, record and interpret relevant data about our coasts. This will include an investigation of the ways in which important coasts are changing over time or are under threat, as well as an exploration of how these landscapes can be managed and protected for the future use of both humans and animals alike.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Fieldwork Portfolio	Students will engage in a number of fieldwork excursions to local coastal sites, and complete associated tasks.
2. Coastal Management Report	Students will investigate coastal management strategies and write a report on how to manage the Peninsula's valuable coastal sites.
3. Semester Exam	An examination of all topics studied for the semester.

Elective Costs - Curriculum Contribution*:

Caring for our coasts	\$14.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential VCE Pathways

Geography
Biology

Courtroom Drama

Featured Learning Area	Humanities, Civics and Citizenship
Additional Learning Areas	Humanities, History Other – Media, Drama
Learning Capabilities Developed	Critical/Creative Thinking

COURSE DESCRIPTION

Are you a fan of law-and-order procedurals? Law and Order. Bull. Criminal Minds. Suits. Brooklyn 99. FBI or NCIS? Or maybe you enjoy a movie with a gripping legal scene? Legally Blonde. To Kill a Mockingbird. The Social Network. A Time to Kill. Chicago. A Few Good Men. Erin Brockovich. Twelve Angry Men.

Shows and movies about the legal system have always been incredibly popular. They are full of drama and tension, as they explore the ways in which people pursue justice for terrible crimes, seek to resolve complicated disputes, or fight for compensation after a significant loss. And these scenes can demonstrate many important elements about how legal systems and the courts work. Of course, they are also often very American and dramatised, which leaves the viewer with many misconceptions about how justice is achieved in Victoria. This subject aims to help students correct these common mistakes by using courtroom drama scenes to learn about how Victoria's criminal and civil courts actually work.

The subject will also include excursions to the courts, as well as in-class mock trials.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Courtroom Drama Analysis	Students will watch Twelve Angry Men, and then critically analyse dramatisations of courtrooms and compare them to a real courtroom.
2. Mock Trial Portfolio	Students will write and participate in a number of mock trials, for both criminal and civil law.
4. Semester Exam	An examination of all topics studied for the semester.

Elective Costs - Curriculum Contribution*:

Courtroom Drama	\$12.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential VCE Pathways

History, Legal Studies, Politics, VCE-Vocational Major

Criminology

Featured Learning Area	Humanities, Economics, Civics & Citizenship
Additional Learning Areas	Science/Maths
Learning Capabilities Developed	Critical/Creative Thinking

COURSE DESCRIPTION

Did you know that community perception of crime rates continues to increase, despite downward trends in crime statistics in Victoria over the past few decades? And did you know that this pattern is fairly consistent across the world in similar societies such as the UK, and the US? The reason for this overall downturn in crime is one that many lawyers, researchers, and criminologists have attempted to explain, but have not yet been able to find a clear answer to.

In this subject, you will join this community of criminologists to learn about the criminal justice system and Victorian courts, then to explore crime statistics and research in order to determine what initiatives and legal reforms could be adopted in Victoria in order to reduce crime and lower the recidivism, or re-offending- rate. This will be based on a study of existing evidence, and will also therefore investigate common sense opinions or TV-inspired attitudes which are not effective, such as the reliability of most forensic science, and the effectiveness of mandatory sentencing or the ability of capital punishment to deter criminal activity. This subject is idea for students who want to better understand legal issues, and it also helps students to develop skills for VCE Legal Studies. It will include excursions to various courts: the Supreme Court, County Court, and Magistrates' Court.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. The Criminal Courts Project	Students will complete a project on the Victorian Criminal Justice System, including the court hierarchy and jurisdictions.
2. Criminal Prevention and Punishment	Students will study a range of crime statistics and criminology research from around the world in order to write either a report or persuasive piece on a reform that Victoria can adopt in order to reduce crime and recidivism.
3. Legal Log	Students will keep an ongoing log of criminal-related legal issues from a range of media sources, such as the news media, documentaries, and podcasts.
4. Semester Exam	An examination of all topics studied for the semester.

Elective Costs - Curriculum Contribution*:

Criminology	\$12.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential VCE Pathways

Legal Studies, Politics, History, VCE-Vocational Major

Current Affairs

Featured Learning Area	Humanities – History, Civics and Citizenship
Additional Learning Areas	Humanities – Economics Media
Learning Capabilities Developed	Critical/Creative Thinking

COURSE DESCRIPTION

Every year, there are events which change the world but do not make it into the curriculum. In 2022 already, Russia has invaded Ukraine, the price of petrol has doubled, food shortages and the cost of living are becoming problems, floods devastated NSW/QLD, and there is both a federal and state election coming up!

2024 is also likely to be eventful, and when important things happen, you will learn about and discuss them in the classroom. The content for each week will respond to recent events from the media, to help students understand more about the world around them.

The curriculum will therefore be flexible, and students will help to decide what topics to focus on in their classes. However, the focus will primarily be on issues and events that will play an important role in rewriting history at the global, national, or local level. It is expected that this will cover a range of geo-political and social issues for all the Humanities strands – History, Civics and Citizenship, Geography, and Economics.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Creating a News Report	Students will pick one significant historical world event and create a news report in a form of their own choice.
2. Media Portfolio	Students will maintain a regular portfolio of media articles relating to world events, which they will annotate and respond to.
3. Semester Exam	An examination of all topics studied for the semester.

Elective Costs - Curriculum Contribution*:

Current Affairs	\$12.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

History, Politics, Legal Studies, Economics, VCE-Vocational Major

Fascinating Fieldwork

Featured Learning Area	Humanities – Geography
Additional Learning Areas	Science
Learning Capabilities Developed	Critical/Creative Thinking/Enterprise

COURSE DESCRIPTION

This subject aims to provide all students with a practical approach to the study of Geography, as students will consistently leave the classroom to learn about the world around them while on location. In Geography, fieldwork is an essential skill which involves the collection and recording of relevant geographical data or information from the field and secondary sources. Students will engage in weekly practice fieldwork tasks around the school and local community (weather depending) to create diagrams, field sketches, and maps, as well as record information about features or processes that they observe.

Students will also engage in fieldwork activities further from home, with excursions to investigate the geographical features of several local landscapes that include water. This includes trips to investigate coastal erosion, compare the landscapes of Port Phillip Bay and Western Port Bay, and compare the eco-systems of bay beaches and back beaches. Additional excursions to local creeks, wetlands, swamps, and more man-made water features of reservoirs or lakes are possible and will be decided on by the class. To support this fieldwork, all students will also develop their skills in analysing maps and other geographical data or information, as well as using digital and spatial technologies to predict, analyse, and reflect on their fieldwork findings.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Fieldwork Interactive Notebook	Students will create an interactive notebook of weekly fieldwork activities to demonstrate mastery of a range of fieldwork tasks.
2. Coastal Environments Report	Students will visit a range of coastal environments to complete a number of fieldwork tasks related to coastal landforms and issues such as erosion.
3. Nature vs Man Report	The class will pick one local natural water feature and one local man-made feature to compare through fieldwork and a research report.
4. Examination	An examination of studied topics.

Elective Costs - Curriculum Contribution*:

Fascinating Fieldwork	\$14.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential VCE Pathways

Geography, Biology, VCE-Vocational Major

First Australians on Our Screens

Featured Learning Area	Humanities, History, Civics and Citizenship
Additional Learning Areas	Humanities – Economics, Geography Media, English
Learning Capabilities Developed	Critical/Creative Thinking

COURSE DESCRIPTION

Do you sometimes feel that Australia's indigenous heritage and history is neglected? That the stories of Aboriginal and Torres Strait Islanders are missing from our media or film screens?

First Australians on Our Screens is a subject which focuses on using film, documentaries, and other media to explore the stories of a large range of First Australians: sports stars, artists, actors, advocates, politicians, leaders, and many others. In doing so, students will learn about the history of indigenous Australia through firsthand accounts, but also consider how their stories have often been lost, ignored, or changed by others. Part of this course will also examine how current issues facing First Australian communities in modern Australia are explored through Australian media, both traditional and social.

When studying this subject, students will also learn about and make connections in the local area of Somerville and the Mornington Peninsula, as well as attend relevant excursions to further broaden knowledge of First Australians.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Screen Stories	Students create and share a First Nation documentary through their own multimedia outlet.
2. Film Analysis	Students complete a scene analysis on a film of their choice from the unit.
3. Examination	An examination of studied topics.

Elective Costs - Curriculum Contribution*:

First Australians on our Screens	\$12.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential VCE Pathways

History, Politics, Legal Studies, Media, VCE-Vocational Major

How to Invest

Featured Learning Area	Humanities, Economics
Additional Learning Areas	Humanities – Civics and Citizenship
Learning Capabilities Developed	Critical/Creative Thinking

COURSE DESCRIPTION

Once students start working, they will have money to spend and save – but there is another option which many teens do not often think about: investing!

In this subject, students will learn about a range of investment options for now and the future, which will provide them with a practical and useful set of financial skills for future life. The course will also cover how an economy works and keep track of how the Australian economy reacts to world events, as the boom-and-bust cycle or supply chain issues can have a significant impact on both the cost of living and investment decisions or outcomes. Students will also engage in debates around economic and investment issues, such as the conflict between choosing options for profit or the environment.

This subject also includes participation in the ASX share market game for schools. This program is run by the Australian Stock Exchange to help secondary students gain practical skills in building a share portfolio. In the game, students are provided with a hypothetical \$50,000 to invest in Australian companies, whose values rise and fall in response to current economic conditions.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1 Economics Test	Students will be testing on their knowledge of how economic boom and bust cycles impact on investment decisions.
○ ASX Share market Game Report	Students will participate in the biannual ASX Sharemarket Game for schools to build a share portfolio and write a report or presentation on the experience.
○ Semester Exam	An examination of all topics studied for the semester.

Elective Costs - Curriculum Contribution*:

How to Invest	\$12.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential VCE Pathways

Economics, Business Management, Accounting, VCE-Vocational Major

That's Not Fair!

Featured Learning Area	Humanities – History, Civics
Additional Learning Areas	Humanities – Geography, Economics
Learning Capabilities Developed	Critical/Creative Thinking

COURSE DESCRIPTION

That's not fair!! But why and what can I do about it? This subject will empower you to take on issues of injustice in our world today. You will learn about the history of our modern rights and freedoms that evolved from the Industrial Revolution, and its impact on society today, with a focus on issues of justice and equity. You will explore the role of workers' rights movements and explore modern issues related to labour rights and worker exploitation. In the second unit, students will explore the concepts of rights and freedoms, examining key documents such as the Universal Declaration of Human Rights and the United Nations Convention on the Rights of the Child. You will consider modern issues related to human rights and social justice, such as the Black Lives Matter movement and the struggle for LGBTQ+ rights.

Throughout these units you will explore factors that contribute to human wellbeing, including access to resources, social connections and environmental quality. You will also examine the ways in which environmental justice, gender justice and social justice are interrelated. By the end of the subject, students will have a deep understanding of these important topics and how they relate to issues of social justice, equipping you to make positive changes in the world.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Empathy Task	Students will write a creative piece from the perspective of a child experiencing the Industrial Revolution.
2. Presentation	Students will research and create a presentation on a significant event related to rights and freedoms that changed society.
4. Semester Exam	An examination of all topics studied for the semester.

Elective Costs - Curriculum Contribution*:

That's Not Fair!	\$12.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential VCE/VCAL Pathways

History – Legal Studies – Politics – VCE Vocational Major

They Called Australia Home

Featured Learning Area	Humanities – History
Additional Learning Areas	Humanities – Geography, Civics, Economics
Learning Capabilities Developed	Critical/Creative Thinking

COURSE DESCRIPTION

This unit explores the lives of people who have lived on the Australian continent throughout history, from pre-1700s Aboriginal nations to the formation of a formal sovereign Australia in 1901. Students will study Aboriginal culture, identity and beliefs and examine the impacts of European colonisation on indigenous peoples when they first arrived in Australia. The course then explores the development of the individual colonies during the 1800s, with a particular focus on how the gold rushes in Ballarat and Bendigo fuelled the development of Victoria and made Marvellous Melbourne the economic and political centre of the country. Lastly, students will also look at the key events and ideas from Sovereign Hill onwards, which all contributed to the federation of the colonies into the united country of Australia in 1901, where the people of the colonies became Australians.

COURSE ASSESSMENT:

Common ASSESSMENT TASK	DESCRIPTION
1. Creative Comparative Task	Students create a project in which they tell the story of Australia's colonisation from the perspective of a First Australian and a convict.
2. Research Project	Students complete a research project related to Victoria's gold rushes and the events at Sovereign Hill.
3. Analytical Essay	Students write an analytical essay on the process of Federation.
4. Examination	An examination of studied topics.

Elective Costs - Curriculum Contribution*:

They Called Australia Home	\$12.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

History, Australian History, Politics, VCE-Vocational Major

Trivia Time

Featured Learning Area	Humanities – Geography, History, Business
Additional Learning Areas	English
Learning Capabilities Developed	Critical/Creative Thinking/Enterprise

COURSE DESCRIPTION

Do you often come second or third in trivia events? Are you let down by the questions about the Great Lakes or rivers of Asia? Then pick this subject and learn to be NUMBER 1 in future trivia nights!

In this subject, students will develop their general knowledge of a range of Geography related topics which often appear in trivia questions, such as the world's continents, countries, flags, leaders, geographic features, industries, environments or landscapes, and peoples. As they learn about these topics, students will have weekly trivia night-like quizzes to track their progress in developing their general knowledge. In addition to this, students will also be able to pick an expert subject related to Geography or History, and they will learn study techniques such as the use of mnemonics, which will help them to better learn their chosen topic, but also develop study skills that will be useful in all future studies.

Lastly, students will be responsible for organising and marketing a trivia event of their own, where they will use a variety of enterprise skills to run the best trivia night (or day) that Somerville has ever seen!

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. General Knowledge Quizzes	For this first task, students will cover a range of Geography-related topics which commonly appear in trivia questions and engage in weekly quizzes to test their general knowledge.
2. Expert Subject Portfolio and Participation	Just like contestants on shows like Hard Quiz, students will pick an expert subject to study in detail, then engage in a quiz on that topic. Before the quiz, students will keep a portfolio of the study techniques that they utilized to learn the subject matter.
3. Trivia Time	For this task, students will develop their enterprise and collaborative skills to run a trivia event for a class, year level, teachers, or community group.
4. Examination	An examination of all studied topics.

Elective Costs - Curriculum Contribution*:

Trivia Time	\$12.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

Geography, History, Politics, VCE-Vocational Major

21st Century Tyrants

Featured Learning Area	Humanities - History
Additional Learning Areas	Humanities – Civics and Citizenship, Economics, Geography
Learning Capabilities Developed	Critical/Creative Thinking

COURSE DESCRIPTION

History isn't just something that happened in the past. Sure, the 20th century was full of interesting and important historical events which have shaped our world, but history has also been made in your lifetime. History is still being made!

The main element of 21st century politics that will be examined in this subject is that of leadership. Over time, the absolutist rule of monarchs has given way to increasingly democratic and free societies, but even in 2023, there are a number of leaders around the world who hold king-like powers and privileges over their people.

So how did they come to power? The first step is to explore how tyrants can put themselves in charge via military force, birthright, or careful manipulation of democratic processes and popular movements. The next step is to examine how dictators use a range of tools to maintain their political and legal power, even in a world which is increasingly connected and empowered by social media. The old propaganda posters of WWI may no longer be effective, but the old techniques of manipulating people's perceptions are still in effect, and often effective. So, students will examine how both dictators and their people try to operate in a modern technological world, as well as the techniques that outside agencies and nations often use to undermine dictators without resorting to open warfare.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Dictators and Tyrants Investigation Project	Students will investigate and explore the conditions and personalities that lead to tyranny and dictatorships, through a case study.
2. Propaganda Poster/Presentation	Students will choose one dictatorship of the 21 st century and research the ways in which both the leader and their people utilise social media.
3. Examination	An examination of studied topics.

Elective Costs - Curriculum Contribution*:

21 st Century Tyrants	\$12.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

20th Century History, Australian History, Politics, VCE-Vocational Major

World War I History

Featured Learning Area	Humanities, History
Additional Learning Areas	Humanities – Geography, Civics
Learning Capabilities Developed	Critical/Creative Thinking

COURSE DESCRIPTION

In this elective, students will look at the first major conflict involving Australia and the world in the 20th Century. Students will look at the events, ideologies and people that impacted on society because of the 'war to end all wars': World War I.

Students will study the ANZACS and their legends, as well as research how the use of new weaponry and trench warfare changed the way in which battles were fought. Students will also look at the ways in which this conflict impacted on the lives of people living during that time and the continuing impact of this conflict on the modern world over the following century, including its influence on our own lives. This unit includes an excursion to the Shrine of Remembrance.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Analytical Essay	An analytical essay about the causes of WWI.
2. Trench Diorama	A hands-on activity to create a diorama of trench warfare in WWI, with a research report.
3. Examination	An examination covering studied topics.

Elective Costs - Curriculum Contribution*:

World War 1 History	\$12.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

History, 20th Century History, Politics, VCE-Vocational Major

World War II History – Europe

Featured Learning Area	Humanities – History
Additional Learning Areas	Humanities – Geography, Civics
Learning Capabilities Developed	Critical/Creative Thinking

COURSE DESCRIPTION

This elective is designed to follow on from the WWI elective in Year 9, as it begins with an investigation of how the events at the end of “The Great War” lay the groundwork for the rise of the Nazi Party and the beginning of the second world war of the 20th Century. Students will study how the ideologies and actions of the Nazi Party allowed Hitler to rise to power and learn more about the awful atrocities that happened as part of the Holocaust. There will also be a focus on the significant battles of World War II, from the German invasion of Poland and Russia to D-Day and the Battle of Berlin and the collapse of Nazi Germany. The ways in which these conflicts impacted on the lives of the people who lived during this time is also examined, and students will also look at how the end of this war split Europe in half and therefore lay the groundwork for the Cold War battle of ideologies between the US and the USSR.

This unit also includes an excursion to the Jewish Holocaust Centre.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Inter Wars Test	A short answer and visual analysis test about the events of the Interwar Years of 1918-1939, the rise of the Nazis, and the failure of appeasement.
2. Battles of WWII	A multimedia mapping project on the major battles of WWII.
3. Holocaust Essay	An essay on the causes and impacts of the Holocaust.
4. Examination	An examination of studied topics.

Elective Costs - Curriculum Contribution*:

World War II History – Europe	\$12.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

20th Century History, Politics, VCE-Vocational Major

World War II History – The Pacific

Featured Learning Area	Humanities – History
Additional Learning Areas	Humanities – Geography, Civics
Learning Capabilities Developed	Critical/Creative Thinking

COURSE DESCRIPTION

This elective is designed to follow on from the other WWII elective in Year 10 – WWII Europe, although it is not necessary to have studied the other one as well. Parallels will be drawn between the rise of the Nazis and Imperial Japan during the 1930s, as well as the war crimes of both: of the Holocaust in Germany, and Imperial Japan's treatment of Asian civilians and British-Australian POWs. Students will learn about the Japanese invasion of Asia, including the Fall of Singapore, and the disastrous impact this had on Australian efforts to protect the continent from Japanese war efforts. This will lead into an examination of the Bombing of Darwin and Broome, as well as Pearl Harbour and the first air-sea battles in world history, as the US and Australia attempted to push the Japanese back. After studying the efforts at Kokoda in saving Australia from further attack, the course will then look at how the war ended with atomic bombs, before finishing with a study of how the end of the war in the Pacific led to the end of Asian colonisation and the start of the Cold War related conflicts the region later suffered from.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. War Crimes Project	A written or visual report on the war crimes committed by the Japanese in China, Korea, Thailand, Malaysia, and Singapore.
2. Battles of WWII	A multimedia mapping project on the main battles of WWII in the Pacific.
3. Kokoda Essay	An essay on the events at Kokoda, and how this one battle protected Australia.
4. Examination	An examination of studied topics.

Elective Costs - Curriculum Contribution*:

World War II History – The Pacific	\$12.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

20th Century History, Australian History, Politics, VCE-Vocational Major

Science

Science	Year 9	Year 10	Year 11	Year 12
	CORE: Science	CORE: Science		
	Animalia		Units 1 & 2 Biology Units 1 & 2 Chemistry Units 1 & 2 Physics Units 1 & 2 Psychology VCE Vocational Major	Units 3 & 4 Biology Units 3 & 4 Chemistry Units 3 & 4 Physics Units 3 & 4 Psychology VCE Vocational Major
	Cosmetic Science			
	Environmental Science			
	Forensic Science			
	Marine Science			
	Psychology			
	Space Science			

Elective Costs - Curriculum Contribution*:

Year 10 Core Science	\$25.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Animalia

Featured Learning Area	Science
Additional Learning Areas	
Learning Capabilities Developed	Ethical Capability

COURSE DESCRIPTION

The animal kingdom is the largest of all the 5 different areas of living things. Students will learn about the range of animals within this kingdom from sponges to flatworms and from jellyfish to giraffes. Students will learn about animal adaptations and the characteristics which make that animal special and help it to survive.

Student interest and choice of topics plays a large selection as to the focus of learning within this subject. Topics to choose from include Animal behaviour; Reproduction; Breeding programs; Habitat Conservation; Animal Conservation. An excursion to Melbourne Zoo, Moonlight Sanctuary is part of this subject but not included in subject fee.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Animal Adaptations	Students will complete an assessment task on animal adaptations and how they enable the success of the animal.
2. Student Report	Students will investigate and produce a report on the chosen topic to study within the course.

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Elective Costs*

Curriculum Contribution Extra-Curricular Items/Activities – User Pays

Animalia	\$20.00	\$9.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

Biology, Chemistry, Physics, Psychology, VCE-Vocational Major

Cosmetic Science

Featured Learning Area	Science
Additional Learning Areas	
Learning Capabilities Developed	Ethical Capability

COURSE DESCRIPTION

Students will develop their understanding of the key chemical ingredients in both make-up and skincare products. They will explore the interaction between atoms in chemical reactions that give rise to chemical products used within this industry. Students will develop their understanding of the structure of skin and the health effects of different products such as sunscreen. Students will investigate not only the chemical nature of cosmetics but also the ethical concerns of 'clean beauty' and animal testing; the use of ethically sourced material and the safe production of biochemicals in the beauty and healthcare industry.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Portfolio of Practical Reports	Students will conduct practical experiments and produce a written report.
2. Ethics Research Investigation	Students will research an ethical concern in the cosmetics industry of their choice. Students will report on their findings and formulate recommendations for the industry moving forward.

Elective Costs*

Curriculum Contribution

CosmeticScience	\$25.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

Biology, Chemistry, Physics, Psychology, VCE-Vocational Major

Environmental Science

Featured Learning Area	Science
Additional Learning Areas	
Learning Capabilities Developed	Ethical Capability

COURSE DESCRIPTION

Environmental science encompasses a variety of sciences, including Physics, Chemistry and Biology.

In this course, students will explore the fundamental principles of environmental science and how they can be applied to the everyday world. This course will cover topics such as the Earth's ecosystems, biodiversity, climate change, pollution, and sustainable development. Students will learn how human activities have impacted the environment and what can be done to mitigate negative effects. The course will also introduce students to various environmental technologies and innovations that are being developed to address these issues.

Part of this elective will involve conducting field research of the local area around Somerville Secondary College.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Research task	Students will research and produce a report on the chosen topic to study within the course.
2. Practical Investigation Task	Students will conduct a practical investigation and produce a scientific report

Elective Costs* Curriculum Contribution

Environmental Science	\$20.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

VCE Biology – Environmental Science

Forensic Science

Featured Learning Area	Science
Additional Learning Areas	Application of Science to Criminal and Civil Laws
Learning Capabilities Developed	Critical and creative thinking

COURSE DESCRIPTION

Forensic Science is the application of science to solve crimes. Forensic Scientists collect and analyse evidence from a crime scene that will allow the police to determine exactly what happened and who probably committed the crime. This elective aims to introduce students to the skills and knowledge of how forensic investigations work. You will explore the topics of Crime scene protocol, Fingerprint identification, Evidence Analysis (hair and fibre), Blood, DNA analysis. You will learn step by step how to make observations and how to collect, record and analyse data to draw conclusions and to answer the ultimate question.....who did it?

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Topic Test	A test on crime scene protocols and contact traces.
2. Practical report	A practical task and report on DNA extraction.
3. Practical report	A practical task and report on blood splatter
4. Exam	

Elective Costs - Curriculum Contribution*:

Forensic Science	\$20.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

VCE Biology, VCE Chemistry – VCE Physics, VCE Psychology, VCE-Vocational Major

Marine Science

Featured Learning Area	9/10 Elective Science
Additional Learning Areas	
Learning Capabilities Developed	Critical and creative thinking

COURSE DESCRIPTION

Students explore what makes up a marine environment and the diversity of life which exists within it. Students examine the roles and interactions of both plants and animals within various aquatic environments in maintaining a healthy and sustainable ecosystem. Students explore the global environmental issues, such as climate change and pollution, and explore the role humans have in the preservation of aquatic systems for generations to come.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Poster	Students develop a presentation demonstrating the relationships between organisms in an ecosystem.
2. Written Report	Students prepare a report that responds to their selected pollutant. They outline the impact of human activity and include the social and behavioural considerations in their solution.

Elective Costs - Curriculum Contribution*:

Marine Science	\$20.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

Biology, Environmental Science, VCE-Vocational Major

Psychology

Featured Learning Area	Science
Additional Learning Areas	Anatomy and Physiology
Learning Capabilities Developed	Ethical Capability

COURSE DESCRIPTION

This subject explores the work of psychologists and psychological scientists. Students will examine the history of psychology and how the discipline has developed across time into a science. Students will explore mental health and investigate a range of mental health disorders, including personality and neurocognitive disorders, and the effects these have on an individual's biological, psychological, and social functioning.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
3. Introduction to Psychology Test	Students will complete a test comprising of multiple choice and short answer questions to demonstrate their understanding of the history of psychology throughout time into a scientific study.
4. Mental Health Media Presentation	Students will investigate a mental health disorder of their choosing and present this to the class in the form of a multimedia presentation.
5. Laboratory Report	Students will design and conduct a psychological experiment. Students will present their results in the form of a psychological laboratory report.

Elective Costs - Curriculum Contribution*:

Psychology	\$20.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

Biology, Chemistry, Physics, Psychology, VCE-Vocational Major

Space Science

Featured Learning Area	Science
Additional Learning Areas	
Learning Capabilities Developed	Ethical Capability

COURSE DESCRIPTION

Space science is a fantastic course for those who are interested in exploring the vast and fascinating world of space. In this course, students will dive into the mysteries of the universe, learning about our solar system, celestial objects, the Big Bang, and the technologies that have allowed us to explore space.

Throughout this course, students will develop their scientific literacy and critical thinking skills by exploring complex scientific concepts and theories. They will engage in hands-on activities and projects that encourage experimentation and exploration, and they will learn to analyse and interpret data, making connections between theory and real-world observations.

On completion of this subject, students will have a solid foundation in the principles and theories of space science and will have developed the skills and knowledge needed to explore this fascinating field in more depth. They will gain a deeper appreciation for the wonders of the universe, and the role that science and technology play in our understanding of the world around us.

This elective may also include an excursion to the planetarium.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Research task	Students will research and produce a report on the chosen topic to study within the course.
2. Practical Investigation Task	Students will conduct a practical investigation and produce a scientific report

Elective Costs*

Curriculum Contribution Extra-Curricular Items/Activities – User Pays

Space Science	\$20.00	\$9.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential VCE Pathways

Physics

Indonesian

Indonesian	Year 9	Year 10	Year 11	Year 12
	Indonesian	Indonesian	Units 1 & 2 Indonesian	Units 3 & 4 Indonesian

Year 10 Indonesian

Featured Learning Area	Languages
Learning Capabilities Developed	Intercultural Capability

COURSE DESCRIPTION

Indonesian at Year 10 is a year-long subject that aims to build fluency and enjoyment in language learning. It will prepare students for a future that is increasingly multi-cultural, multi-lingual and global, through the study of the language and culture of our closest neighbour. Topics studied are highly personalised and are chosen to suit the language ability and interests of students in the class. Throughout the year, students will learn to use written and spoken Indonesian to communicate about personal interests and relationships, routines and experiences, and about broader social issues and lifestyles. They will respond to and create texts to give facts, tell stories, ask and answer questions and give opinions. They will continue to build language skills and will take part in incursions and excursions that become available throughout the year. Students will improve their communication skills to access more interesting and sophisticated topics and become increasingly fluent in general conversation. When overseas travel becomes available, Year 10 Indonesian students will have the opportunity to join an overseas trip to Indonesia. They will also participate in activities such as Skype calls, letter-writing, and inter-school learning with Indonesian-speakers. By the end of the year, students will be equipped with the skills and knowledge to continue to VCE Indonesian if they choose.

Common ASSESSMENT TASK	DESCRIPTION
1. Writing task	Personal writing
2. Speaking task	Role-play
3. Test	Reading and listening skills
4. Speaking task	Presentation
5. Writing task	Imaginative writing
6. Test	Reading and listening skills

Elective Costs - Curriculum Contribution*:

Indonesian	\$10.00	<i>*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.</i>
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Potential Pathways: VCE Indonesian

Art

Art	Year 9	Year 10	Year 11	Year 12		
	ELECTIVES					
	Digital Art		Units 1 & 2 Art - Making and Exhibition Units 1 & 2 Visual Communication Units 1 & 2 Music VCE Vocational Major	Units 3 & 4 Art - Making and Exhibition VCE Vocational Major		
	Digital Imaging					
	Digital Music					
	Digital Photography					
	Draw our World					
	From Page to Stage					
	Funny Business					
	Music Composition					
	Music Solo Performance					
	Music Group Performance					
	Minecraft					
	Visual Art					
	Visual Communication Design					

Digital Art

Featured Learning Area	The Arts
Additional Learning Areas	Digital Technologies
Learning Capabilities Developed	Critical and Creative Thinking

COURSE DESCRIPTION

In Digital Art, students are involved in the development and production of digital artworks using a range of software including Adobe Photoshop, Adobe Express, pixlr.com and pixilart.com. Students also experiment with a range of hardware including Canon digital SLR cameras and Wacom Pen Tablets. Students analyse key artists and their artworks to help inspire and inform their own personal creative practice, creating artworks in response to a series of skill building creative briefs. Students create and manage personal blogs for the publication of their work, and experiment with printing techniques to realise their work in the physical form.

COURSE ASSESSMENT

Assessment	Description
Elements of Art series	Digital prints
Pop Art	Digital Art
Animated Gif	Animation app

Elective Costs*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays
Digital Art	\$10.00	\$25.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential VCE Pathways

- Art Making and Exhibiting (Formerly Studio Arts)
- Visual Communication Design
- Product Design and Technology

Digital Imaging

Featured Learning Area	The Arts
Additional Learning Areas	Digital Technologies
Learning Capabilities Developed	Critical and Creative Thinking

COURSE DESCRIPTION

In Digital Imaging, students are involved in the development and production of digital artworks and images using a range of software and hardware including Adobe Photoshop and Canon digital SLR cameras. Students explore in detail the complete creative process from image capture right through to image production and publishing in both the digital and physical realm. If you are looking for a creative subject to express yourself and learn some fun technical and digital skills, this is the subject for you!

COURSE ASSESSMENT

Assessment	Description
Digital Art	Students use Photoshop to create a portfolio of digital artworks. This includes a magazine cover, a self-portrait and an abstract artwork.
Digital Photography	Students use photography to create a visual essay to represent their life as a student in the 21st century.
Exam	An examination of all topics studied for the semester.

Elective Costs*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays
Digital Imaging	\$10.00	\$25.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential VCE Pathways

Art Making and Exhibiting (Formerly Studio Arts), Visual Communication Design, VCE-Vocational Major

Digital Music

Featured Learning Area	Arts - Music
Additional Learning Areas	Technologies – Digital Technologies
Learning Capabilities Developed	Personal/Social, Intercultural, Critical/Creative Thinking

COURSE DESCRIPTION

Let's face it, the world has changed – like everything else, the world of music has moved into a digital age. If you love music, but are not keen on playing an instrument, then this is the course for you. Learn to make music from the comfort of your own room on your laptop. Digital technologies have allowed us to explore an infinite number of sounds and combine them to create all new kinds of music. Even if you have never played music before (especially if you have never played music before!), this course can help you become a modern-day music maker.

You will start by exploring a few different programs that will be available to you through this course. Each program will show you different ways of editing, combining and creating music. You will listen to many different kinds of music from different genres, decades and artists. Once you understand how to use the programs, and the different sounds that are out there, you will be ready to create your own purely digital song!

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Aural Assessment	A written task requiring you to listen to certain sounds and songs, and describe their intended purpose.
2. Music Presentation	Submission of a song as a mp3 and submission of written explanation describing the process, purpose and sound of the completed work.
3. Semester Exam	An examination of all topics studied for the semester.

Elective Costs*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays
Digital Music	\$10.00	\$20.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

VCE Music Performance - VCE Music Style and Composition - VET Music Industry – VCE Vocational Major

Digital Photography

Featured Learning Area	The Arts
Additional Learning Areas	Digital Technologies
Learning Capabilities Developed	Critical and Creative Thinking

COURSE DESCRIPTION

In Digital Photography, students explore the medium of photography and develop a range of creative and technical skills using a Canon digital SLR camera and Adobe Lightroom. Students develop their ability to control a camera in a creative manner, thus allowing them to embrace photography as a tool to communicate their ideas and emotions. Students gain inspiration from key artists and their artworks, exploring how others embrace photography as an artistic medium. Students create and manage personal blogs for the publication of their work, and experiment with printing techniques to realise their work in the physical form.

COURSE ASSESSMENT

Assessment	Description
Camera parts and functions	CAT
Photography Folio	Challenges - CAT
Exam	Photography knowledge of prac and theory

Elective Costs*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays
Digital Photography	\$10.00	\$25.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential VCE Pathways

- Art Making and Exhibiting (Formerly Studio Arts)
- Visual Communication Design
- Product Design and Technology
- VCE-Vocational Major

Draw our World

Featured Learning Area	The Arts
Additional Learning Areas	Digital Technologies
Learning Capabilities Developed	Critical and Creative Thinking

COURSE DESCRIPTION

Places and spaces, urban and suburban, from cityscapes to tree houses from secret escapes to public squares, we will be drawing and designing them all. This is a class to draw real and surreal, historical and future spaces, and even people and their pets who inhabit these spaces.

This class is for future artists, designers, architects and illustrators. We combine photography with digital art, we combine technical illustration with daily sketches.

We create drawings in 2D and 3D and even virtual worlds online.

COURSE ASSESSMENT

Assessment	Description
Design a building	Floorplan design and concept art of building of your choice, real or unreal!
Outdoor Spaces	Create an outdoor space for specific purpose.
Analysis	Evaluate the success of buildings and spaces from around the world.
Exam	An examination of all topics studied for the semester

Elective Costs*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays
Draw our World	\$10.00	\$40.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential VCE Pathways

- Art Making and Exhibiting (Formerly Studio Arts)
- Visual Communication Design
- Product Design and Technology

From Page to Stage

Featured Learning Area	Arts: Drama
Additional Learning Areas	Media/Studio Arts/Design
Learning Capabilities Developed	Critical & Creative Thinking; Intercultural; Ethical

COURSE DESCRIPTION

Students will gain understanding and experience in how theatre is produced. By exploring the possibilities and applications involved through practical planning and execution of production roles, students will gain knowledge of the skills and processes needed to create a theatrical presentation from page to stage.

Working independently and collaboratively in teams, the focus will be on learning about production roles: acting, directing and various design options (costume, lighting, make-up, props, set and sound) to investigate the possibilities of how they can be used to enhance an audience's theatre experience. It is intended that students would undertake at least one excursion to support their understanding.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Introduction to Production Roles	Students will present a scene using a choice of Production Roles: Acting; Directing; Designing (eg: Costume; Lighting; Make-Up; Props; Set; Sound). This will include an excursion to the Melbourne Arts Centre.
2. Introduction to Production	Students collaborate to present an existing script, working in a Production Roles in the processes of planning; development and presenting to produce a theatrical presentation.
3. Viewing a production	Students will compare a production of a script from page to stage. This will include viewing a 'live' interpreted performance of a script.
4. Exam	An examination of all topics studied for the semester

Elective Costs - Curriculum Contribution*:

From Page to Stage	\$15.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

Theatre Studies - Drama - English - Media – Literature

Funny Business

Featured Learning Area	Arts: Drama
Additional Learning Areas	Arts (Media); English; Humanities (History)
Learning Capabilities Developed	Critical & Creative Thinking; Intercultural; Ethical

COURSE DESCRIPTION

Working independently and collaboratively students will focus on trying to clarify and define: what comedy is; and, is there “good” and “bad” comedy? The class will look at comedy characters and scripts from throughout history in making connections between the funny people of the 2020s, and the inspirations behind them, sometimes from thousands of years ago. Links will be made to the important role of comedy in our world, as well as an awareness that “laughter is the best medicine” in any healthy society. This is largely a practical subject, where students will be invited to view and then respond by creating ideas through participation in various workshops to explore a range of comedy styles. We will use improvisation and an introduction to the *Commedia delle’arte* to understand the source of all comedy characters and how these can help the young comedian in the vitally important job of making their audiences laugh.

COURSE ASSESSMENT

Common Assessment Task	Description
5. Researching where comedy comes from	Students will view a range of resources and discuss what makes us laugh. They will participate in workshops related to improvisation and character <i>archetypes</i> . From this, they will identify a <i>Commedia delle’arte</i> character to explore.
6. Creating a comical masked character	Students use the research and knowledge of task 1 to make a mask, then use this to explore how to use it in creating a comic character.
7. Class Clowns	Students will have the opportunity to undertake a comedy workshop through the Melbourne International Comedy Festival’s “Class Clowns” program and be required to create a 3-minute scripted ‘sketch’, routine or scene. Extra points for performing the script!
8. Exam	An examination of all topics studied for the semester

Elective Costs*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays
Funny Business	\$10.00	\$25.00

*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student’s printing credits throughout the year.

Potential VCE Pathways

Theatre Studies - Drama – Art Making and Exhibiting (formerly Studio Arts) - English - Media – Literature

Minecraft (Creative Mode)

Featured Learning Area	The Arts
Additional Learning Areas	Digital Technologies
Learning Capabilities Developed	Critical and Creative Thinking

COURSE DESCRIPTION

You will complete collaborative and engaging activities with a focus on design while using Minecraft Education. You will have a series of challenges to complete in the digital world and share your creations with your classmates. Creative Mode allows students to gain future-ready skills including problem-solving, build social-emotional skills, and becoming a citizen in a digital future.

COURSE ASSESSMENT

Common Assessment Task	
Design inclusive space	CAT
Passion Project	CAT
Exam	Combination of theory and practical

Elective Costs - Curriculum Contribution*:

Minecraft	\$20.00
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**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential VCE Pathways

- Art Making and Exhibiting (formerly Studio Arts)
- Visual Communication Design
- Product Design and Technology

Music Composition

Featured Learning Area	Arts - Music
Additional Learning Areas	Technologies – Digital Technologies
Learning Capabilities Developed	Personal/Social, Critical/Creative Thinking

COURSE DESCRIPTION

Have you wondered why pop songs all sound so similar? Or how songwriters manage to keep coming up with new lyrics? Well, here is your chance to find out and write your own music! In this course, you will explore a range of musical genres from pop to blues, to rap, to classical and even themes from movies, TV shows and video games. Find out how music and emotion are connected and why some songs make you smile and others make you cry.

After your exploration, you will get to choose a genre that really resonates with you and start to write your own music. If you play an instrument, you will learn how to play your song on your instrument. If not, you will learn how to use digital technologies to bring your creation to life. This course will bring to light the fundamentals of music theory and show that the more you know the more creative you can be.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Oral Presentation	Investigation into a particular musical genre, how it evokes emotion and its contribution to the music industry.
2. Music Presentation	Submission of a song as a performance, mp3 and/or hard copy notation.
3. Semester Exam	An examination of all topics studied for the semester.

Elective Costs*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays
Music Composition	\$10.00	\$20.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

VCE Music - VCE-Vocational Major

Music Group Performance

Featured Learning Area	Arts - Music
Additional Learning Areas	
Learning Capabilities Developed	Personal/Social, Critical/Creative Thinking

COURSE DESCRIPTION

Do you sing? Do you play an instrument? Are you interested in playing in a band or duet? Is there a part of you that wants to be on a stage with thousands of people screaming your name? This unit is your first step. Bring your instruments, bring your talents and learn how to play in front of a crowd. Learn how to set up a stage, how to present yourself and show the world something that they have never seen before.

You will start by organising yourself into a group and brainstorm songs/genres that you would like to play. Over the course of the semester, you will continue to develop skills in your chosen instrument and learn how best to suit your instrument to your performance. You will learn your chosen songs inside and out until you understand every aspect before ending the semester with a final performance.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Folio	A physical and digital folio of accumulated investigation into chosen songs over the course of the semester.
2. Performance Exam	Performance on a chosen instrument in a group or as a solo artist to the college.
3. Semester Exam	An examination of all music theory topics studied for the semester.

Elective Costs*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays
Music Group Performance	\$10.00	\$10.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

VCE Music - VCE-Vocational Major

Music Solo Performance

Featured Learning Area	Arts - Music
Additional Learning Areas	
Learning Capabilities Developed	Personal/Social, Critical/Creative Thinking

COURSE DESCRIPTION

If you are taking instrumental lessons, or you are interested in starting to learn a musical instrument, then this is the class for you. In this class, you will choose from an array of instruments – vocals, guitar, piano, drums, clarinet, saxophone, clarinet, flute, violin, trumpet or even the trombone! – and you'll spend the semester developing your skills and learning songs!

Once you have chosen your instrument (if you're already taking Instrumental Music lessons, then you must stay with that instrument) you'll brainstorm songs/genres that you would like to play. Over the course of the semester, you will continue to develop skills in your chosen instrument and learn how best to suit your instrument to your performance. You will learn your chosen songs inside and out until you understand every aspect before ending the semester with a final performance.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Folio	A physical and digital folio of accumulated investigation into chosen songs over the course of the semester.
2. Performance Exam	Performance on a chosen instrument in a group or as a solo artist to the college.
3. Semester Exam	An examination of all music theory topics studied for the semester.

Elective Costs*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays
Music Solo Performance	\$10.00	\$10.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

VCE Music - VCE-Vocational Major

Visual Art

Featured Learning Area	The Arts
Additional Learning Areas	Digital Technologies
Learning Capabilities Developed	Critical and Creative Thinking

COURSE DESCRIPTION

Students learn to develop their own creative ideas, extend their ability in using a range of artistic materials and techniques and learn to resolve their work prior to starting a final piece. They learn about the art elements and principles, and how they can be used for visual impact. Students learn about artists and use art movements as inspiration for their own work. This is a practical art subject which covers a range of art techniques and processes and allows for personal artistic development.

COURSE ASSESSMENT

Assessment	Description
Printmaking	Students explore a range of printmaking processes to complete a series of prints.
Painting/ Drawing	Students develop ideas in their visual diaries to resolve their use of materials and techniques and aesthetic qualities to complete a series of artworks.
Analysis	Students learn about a range of artists and art movements. They learn how to analyse artworks based on subject matter, materials and techniques, aesthetic qualities, and the meaning of works.
Exam	An examination of all topics studied for the semester

Elective Costs*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays
Visual Arts	\$10.00	\$40.00

*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.

Potential Pathways

Art Making and Exhibiting (Formerly Studio Arts), Visual Communication Design, Product Design and Technology, VCE-Vocational Major

Visual Communication Design

Featured Learning Area	The Arts
Additional Learning Areas	Digital Technologies
Learning Capabilities Developed	Critical and Creative Thinking

COURSE DESCRIPTION

Do you love drawing and designing? Visual Communication Design is the subject for you! VCD is a practical art subject that looks at how information and ideas are communicated in the areas of communication, environmental and industrial design (think advertising, architecture, and product design). The content and form of these communications are explored, along with the materials and methods that students use to produce their work. Drawing plays a significant role in this subject, wherein students are required to employ a range of 2D and 3D drawing conventions to represent their ideas.

COURSE ASSESSMENT

Assessment	Description
Environmental Design	Students explore drawing conventions for the development of a house design solution
Communication Design	Students explore the communicative potential of type and image for the development and production of a musical album cover.
Industrial Design	Students explore materials and drawing conventions for the development of an industrial design solution that makes the world a better place
Exam	An examination of all topics studied for the semester

Elective Costs*

	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays
Visual Communication Design	\$20.00	\$20.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

Visual Communication Design, Product Design and Technology, Art Making and Exhibiting (Formerly Studio Arts), VCE-Vocational Major

TECHNOLOGY

Technology	Year 9	Year 10	Year 11	Year 12
	ELECTIVES			
	Computer Aided Design and Manufacture			
	Construction			
	Digital Technologies			
	Electronic Products			
	Product Design			
	STEAM			
	Food Around the World			
	Food for Health and Fitness			
	Create, Make and Bake			
	Food by Design			
	Café Culture			
	Food Gastronomy			

Computer Aided Design & Manufacture

Featured Learning Area	Technologies – Design and Technologies
Additional Learning Areas	Digital Technologies
Learning Capabilities Developed	Critical and creative thinking and planning. Developing, refining and evaluating design solutions. Production capabilities.

COURSE DESCRIPTION

The use of effective Computer Aided Design and Manufacture techniques are increasingly becoming a crucial element in assisting Australian industry to develop an edge over its competitors. In this elective, students will develop an understanding of how CAD/CAM technologies are used within industry and how they can use these techniques within school to create solutions that solve real design problems. Students will learn how to write and react to client-based design briefs, investigate design problems and offer innovative product solutions to meet client needs through the development of a design folio. They will manufacture their solutions using Computer Aided Product Prototyping and Computer Aided Design and Manufacture techniques. Students will consider the impacts of technological change and how new technologies may contribute to a sustainable future.

The course will culminate in the opportunity for students to put their products to the marketplace, costing their products and preparing marketing material before offering their products for sale. Will your product stand the reality of the marketplace?

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. CAD Skill Building	Manufactured Outcomes
2. CAD/CAM Product	Design Folio and Manufactured Outcome

Elective Costs*

	Curriculum Contributions	Extra-curricular items/activities – User Pays
Computer Aided Design & Manufacture	\$12.00	\$100.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential VCE Pathways;

VCE Product Design and Technology

VCE Systems Engineering

VCE Vocational Major

Construction

Featured Learning	Design and Technologies
Additional Learning Areas	Arts/Engineering principles and systems
Learning Capabilities developed	Critical and creative thinking and planning. Developing, refining and evaluating design solutions and production capabilities.

COURSE DESCRIPTION

This elective is designed to give students the experience of understanding and following drawn plans to manufacture products and artefacts to given specifications using a range of hand and machine workshop tools. Skills that are covered include:

- how to read plan drawings
- how to understand measurement and scale in working drawings
- how to measure and mark out a range of materials from given drawings
- how to plan ahead when making given product
- how to use hand tools and machine tools safely
- how to manipulate a range of materials including wood, metals and plastics
- safe workshop procedure and understanding of Safe Work Method Statements
- basic computer aided design skills to create dimensioned drawings

The aim is for students to demonstrate they can competently and safely operate in a workshop environment, follow instruction and read and understand given drawings to manufacture accurate outcomes using a range of hand and power tools and machines.

COURSE DESCRIPTION

Common ASSESSMENT TASK	DESCRIPTION
1. CAT 1 – Manufactured product and OH&S procedures	Accurately manufacture a simple product from given drawings and demonstrate safe workshop practices. Includes OH&S procedures and understanding working drawings.
2. CAT 2 – Manufactured product	Accurately manufacture a complex product from given drawings and demonstrate safe workshop practices. Includes SWMS documentation.

Elective Costs*	Curriculum Contributions	Extra-curricular items/activities – User Pays
Construction	\$12.00	\$110.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

VCE-Vocational Major, VET Building & Construction, Vocational pathways.



Digital Technologies

Featured Learning Area	Digital Technologies
Additional Learning Areas	Design Technologies
Learning Capabilities Developed	Data representation, computational thinking, design and programming, digital systems, interactions with and impact of digital systems.

The use of digital technology skills within our society is expanding at an ever-increasing rate. This elective gives students the opportunity to develop a range of digital technology skills using coding, electronic game design and website/app design.

Students develop their coding skills by developing an electronic game design whilst learning how to write Python code. They will design and create a basic website and app and create a media campaign to highlight the ethical issues associated with the web-based digital world.

Students will learn how to organise data and convert this data into visual graphic forms using Excel spreadsheets and relate this to practical, relevant scenarios. Throughout the elective, students will develop knowledge about different digital systems and networks, related hardware and software, and explore the use of computational thinking.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Coding Portfolio	Students build and present a digital portfolio containing written code and robotics tasks
2. Digital Data Portfolio	Students create a digital data and network/systems portfolio including Excel work

Elective Costs*	Curriculum Contributions	Extra-curricular items/activities – User Pays
Digital Technologies	\$10.00	\$10.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

VCE Product Design and Technology, VCE-Vocational Major

Electronic Products

(Formerly Innovative Wood & Electronics)

Featured Learning	Design and Technologies
Additional Learning Areas	Engineering principles and systems
Learning Capabilities developed	Critical and creative thinking and planning. Developing, refining and evaluating design solutions. Production capabilities.

COURSE DESCRIPTION

This elective is designed to expand student knowledge of electronic theory, coding and robotics. Students will learn through a practical based course how to build circuits, develop code to control electronic components and use sensors to interrupt the surrounding environment. A range of electronic componentry will be studied and different circuit types investigated to gain an understanding of how electronics and circuit design can be used in products that students have designed. Students follow Design Briefs, both given and created by them, and use the Design Process to investigate, design, manufacture and evaluate their own designed products. The use of Computer Aided Design and Manufacture as part of the Design Process is encouraged. Creativity, problem solving and critical thinking are the key!

This course is an excellent foundation course leading onto VCE Systems Engineering and VCE Product Design studying key issues such as ethical design and sustainability.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Introduction to Arduino and Robotics	Students will learn to build and code a series of circuits through problem solving activities that will conclude with the building and controlling of their own robotic arm.
2. Designing and Manufacturing an Electronic System	Building an electronics system to fulfill a need. The creation of a small design folio that demonstrates the use of the design process to investigate, design, manufacture and evaluate an electronics system.

Elective Costs*	Curriculum Contributions	Extra-curricular items/activities – User Pays
Electronic Products	\$12.00	\$120.00

*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.

Potential VCE/VET Pathways

VCE Product Design & Technology Units 1-4 – VCE Vocational Major, VET Building & Construction

Product Design

Featured Learning	Design and Technologies
Additional Learning Areas	Arts/Engineering principles and systems
Learning Capabilities developed	Critical and creative thinking and planning. Developing, refining and evaluating design solutions. Production capabilities.

COURSE DESCRIPTION

This elective is designed to give students the experience of developing practical design and manufacture skills working with metal, wood, and plastics to make functioning products. The course includes opportunities to use both hand and computer - based drawing skills and computer aided manufacturing processes such as 3D printing and laser cutting.

Students will follow the Design Process to design, create and manufacture their own solutions to different design problems. Students will choose their own design challenges that will allow them to become familiar with a range of materials, tools and equipment used to fabricate, join, shape and finish the materials into functioning products. The safe use of tools and machines and safe work practices within a workshop environment is covered.

Products made in previous classes have included surfboard racks, bedside tables, lighting, storage units, display units and gaming stands, amongst many other items.

COURSE DESCRIPTION

Common ASSESSMENT TASK	DESCRIPTION
1. Product 1 – Manufactured product	Manufacture of a product using wood, metals or plastic. Document safe workshop practices and materials properties and their uses.
2. Product 2 – Manufactured Product with a Design Portfolio	Working like a professional designer, use the Design Process to research, design, then manufacture and evaluate a product of your choice.

Elective Costs*	Curriculum Contributions	Extra-curricular items/activities – User Pays
Product Design	\$12.00	\$110.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

VCE Product Design & Technology, VET Building & Construction - VCE-Vocational Major

STEAM

Featured Learning Area	Design and Technologies
Additional Learning Areas	Arts, Engineering, Mathematics, Science
Learning Capabilities Developed	Critical and creative thinking and planning. Developing, refining and evaluating solutions. Scientific and mathematic principles, prototyping capabilities.

STEAM (Science, Technology, Engineering, Art and Technology education) is more than just hot air! STEAM education engages students in real-world, problem-based, inquiry learning. In the next decade, it is predicted that 75% of all jobs will require STEAM skills. Through this elective, students learn what STEAM skills are and how to use these skills to solve different challenges set for them and created by them. Students will learn to integrate these skills to help them prepare for future pathways and experience how these skills will help them work in a 21st Century world. Central to this elective will be the development of:

- Critical and Creative Thinking
- Communication
- Collaboration and Teamwork
- Personal and Social Skills
- Information Technology
- Understanding of STEM careers

Students will undertake a range of hands-on problem-solving activities across the fields of;

- Science and Digital Technologies
- Systems Engineering
- Coding, Robotics and Mathematics
- Creative Problem Solving
- Computer Aided Design and 3D printing
- Build links with local industry and enterprise

Common Assessment Tasks	Description
1. STEAM Challenge 1	Designing and manufacturing a mechanical system to solve a practical challenge. A practical outcome and report.
2 STEAM in Careers Team building challenge – practical/prototyping	A presentation (visual and/or verbal presentation) investigating a chosen career area and highlighting how STEAM skills are used within that career pathway.

Elective Costs*	Curriculum Contributions	Extra-curricular items/activities – User Pays
STEAM	\$12.00	\$60.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways:

VCE Product Design and Technology, VCE-Vocational Major, Vocational pathways

Café Culture

Featured Learning Area	Food Technology
Additional Learning Areas	Technology/ Business
Learning Capabilities Developed	Critical and Creative Thinking

COURSE DESCRIPTION

Café Culture explores the importance of coffee in society and investigates what makes a good café experience. Students will learn about the history of cafés and the rise of café culture in society, and employment pathways within this sector of the food industry. Students will develop their skills and knowledge in working hygienically and safely in the kitchen. They will produce different styles of food and drinks ranging from a slice, breakfast/lunch dishes, smoothies, and hot drinks. They will learn about developing a menu and consider how a café meets the specific dietary needs of its customers.

All Food Technology Electives contain common elements explored through the design context presented in the elective title. These core elements include:

- The design process (investigate, generate, produce, evaluate, plan, and manage).
- The development of safe food handling skills, the properties of ingredients and processes in recipes.
- Understanding issues relating to economic, environmental, and social and health aspects of food to make informed food choices.

The course is organised into a series of design challenges, one of which will be assessed as a common assessment task. Examples of design challenges might include:

- Breakfast in style – Design and prepare and dress to impress, a gourmet breakfast dish.
- I can't eat that! – Adapt a recipe to cater for a food allergy.
- Shake it up! – Design a healthy on the go takeaway smoothie for a health-conscious customer
- Wasted – Design a recipe to avoid food waste when ingredients are over ordered.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Practical test	Students will apply their knowledge of ingredients and processes. Students will plan, produce and evaluate a baked item using an unfamiliar recipe.
2. Design challenge	Students will respond to a design brief and use a design strategy to create their own recipe design.
3. Investigation activity	Students will investigate and present a written/ poster/ presentation piece related to a food issue explored in the course.

Elective Costs*	Curriculum Contributions	Extra-curricular items/activities – User Pays
Café Culture	\$20.00	\$110.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

Food Studies, Business Management, VET Hospitality, Geography, Environmental Studies, VCE-Vocational Major

Create, Make and Bake

Featured Learning Area	Food Technology
Additional Learning Areas	Technology
Learning Capabilities Developed	Critical and Creative Thinking

COURSE DESCRIPTION

In create, make, and bake, students gain an understanding of the functional properties of ingredients and the specific processes involved in creating sweet and savoury baked goods, such as pastry, breads, and cake. Many of these are technical, and precision is key to a high-quality outcome. They will learn a variety of finishing techniques to create professional looking outcomes with originality and flair. Using design, students will have the freedom to demonstrate their imagination and creative talents.

All Food Technology Electives contain common elements explored through the design context presented in the elective title. These core elements include:

- The design process (investigate, generate, produce, evaluate, plan, and manage).
- The development of safe food handling skills, the properties of ingredients and processes in recipes.
- Understanding issues relating to economic, environmental and social and health aspects of food to make informed food choices.

The course is organised into a series of design challenges, one of which will be assessed as a common assessment task. Examples of design challenged might include:

- One of my 5 a day! – The trend of using vegetables in sweet baked goods.
- Bake off! – How would you go with a technical challenge?
- Cupcake challenge – Apply your skills to decorate cupcakes to a specified theme.
- Showstopper challenge – show off your skills with a jaw dropping, gravity defying cake.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Practical test	Students will apply their knowledge of ingredients and processes. Students will plan, produce and evaluate a baked item using an unfamiliar recipe.
2. Design challenge	Students will respond to a design brief and use a design strategy to create their own original recipe idea following the design process.
3. Investigation activity	Students will investigate and present a written/poster/ presentation piece related to a food issue explored in the course.

Elective Costs*	Curriculum Contributions	Extra-curricular items/activities – User Pays
Create, Make & Bake	\$20.00	\$110.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

Food Studies, Science, VET Hospitality, English, VCE-Vocational Major

Food Around the World

Featured Learning Area	Food Technology
Additional Learning Areas	Technology/ Geography
Learning Capabilities Developed	Critical and Creative Thinking

COURSE DESCRIPTION

In Food Around the World, students will learn about different food cultures. This is a wonderful way for students to get to know and accept others and celebrate the cultural diversity of Australia. We will explore ways to prepare and cook delicious foods using the equipment and processes that are unique to different regions around the world such as Europe, Africa, the Americas, and Asia. All Food Technology Electives contain common elements explored through the design context presented in the elective title. These core elements include:

- The design process (investigate, generate, produce, evaluate, plan, and manage)
- The development of safe food handling skills, the properties of ingredients and processes in recipes
- Understanding issues relating to economic, environmental, and social and health aspects of food to make informed food choices.

The course is organised into a series of design challenges, one of which will be assessed as a common assessment task. Examples of design challenges might include:

- Same but different – Investigate how recipes using staple ingredients such as rice/ bread/ potatoes are used in different places around the world and the environmental issues relate to the globalisation of food.
- Spice trail challenge – Use spices flavour a dish (e.g. burger/parma) to reflect the cuisine of a country of your choice.
- Fusion food – Merge recipes from different cultures together to make your own original recipe idea.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Practical test	Students will apply their knowledge of ingredients and processes. Students will plan, produce and evaluate a dish using an unfamiliar recipe.
2. Design challenge	Students will respond to a design brief to create their own recipe idea following the design process
3. Investigation activity	Students will investigate and present a written/ poster/ presentation piece related to a food issue explored during the course

Elective Costs*	Curriculum Contributions	Extra-curricular items/activities – User Pays
Food Around the World	\$20.00	\$110.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

Food Studies, Geography, History, VET Agricultural studies, VCE-Vocational Major

Food By Design

Featured Learning Area	Food Technology
Additional Learning Areas	Technology
Learning Capabilities Developed	Critical and Creative Thinking

COURSE DESCRIPTION

Food by design explores the notion of food trends, creativity and approaches to developing original recipe ideas. Students will develop their knowledge of ingredients and processes and learn strategies for creative thinking to respond to a design challenge in a creative way. They will explore how food trends develop and how these impact on our food choices and health. Practical components include design activities using strategies to promote creative thinking, cooking, food sampling/taste testing, product analysis and food science experiments.

All Food Technology Electives contain common elements explored through the design context presented in the elective title. These core elements include:

- The design process (investigate, generate, produce, evaluate, plan, and manage)
- The development of safe food handling skills, the properties of ingredients and processes in recipes
- Understanding issues relating to economic, environmental, and social and health aspects of food to make informed food choices.

The course is organised into a series of design challenges, one of which will be assessed as a common assessment task. Examples of design challenged might include:

- Meals on a tight budget – Design a meal to cost less than \$3 a portion.
- Store cupboard challenge – Creating meals from what is in the cupboard/ fridge.
- Make me trendy – Reinvent a classic dish to fit a current food trend.
- Event cooking – Develop a recipe to meet a theme e.g., Valentine.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Practical test	Students will apply their knowledge of ingredients and processes. Students will plan, produce, and evaluate a baked item using an unfamiliar recipe.
2. Design challenge	Students will respond to a design brief and use a design strategy to create their own recipe design.
3. Investigation activity	Students will investigate and present a written/poster/ presentation piece related to a food issue explored in the course.

Elective Costs*	Curriculum Contributions	Extra-curricular items/activities – User Pays
Food by Design	\$20.00	\$110.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways Food studies, English, Media, Health & Human Development, VCE-Vocational Major

Food for Health & Fitness

Featured Learning Area	Food Technology
Additional Learning Areas	Health and Human Development/ PE
Learning Capabilities Developed	Critical and Creative Thinking

COURSE DESCRIPTION

Food for health and fitness focuses on the links between healthy eating and adolescent needs. Student will gain a greater understanding of the role of nutrients in the body and how to eat to optimise health. Students will learn how to read labels and food claims to make informed food choices. They will develop a deeper awareness of the impact food has on the consumer today as well as the influence of clever and sometimes misleading marketing on our food choices. All Food Technology Electives contain common elements explored through the design context presented in the elective title. These core elements include:

- The design process (investigate, generate, produce, evaluate, plan, and manage)
- The development of safe food handling skills, the properties of ingredients and processes in recipes
- Understanding issues relating to economic, environmental, and social and health aspects of food to make informed food choices.

The course is organised into a series of design challenges, one of which will be assessed as a common assessment task. Examples of design challenges might include:

- Rethink your drink – Investigate the sugar/ sweetener/ caffeine content of popular drinks which claim to be healthy or assist with fitness. Design and market a healthier alternative.
- A meal to suit my needs – Design, shop and cook for a meal to meet the specific dietary needs of teenagers.
- Make me healthy! Use dietary recommendations to make popular foods (e.g. fast foods) healthier.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Practical test	Students will apply their knowledge of ingredients and processes. Students will plan, produce, and evaluate a dish using an unfamiliar recipe.
2. Design challenge	Students will respond to a design brief to create their own recipe idea following the design process
3. Investigation activity	Students will investigate and present a written/ poster/ presentation piece related to a food issue explored in the course

Elective Costs*	Curriculum Contributions	Extra-curricular items/activities – User Pays
Food for Health & Fitness	\$20.00	\$110.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

Food Studies, Health & Human Development, PE, Media, English, VCE-Vocational Major

Food Gastronomy

Featured Learning Area	Technology - food
Additional Learning Areas	Technology/ STEM/ Science

COURSE DESCRIPTION

Food Gastronomy explores what happens when the chef and the scientist meet. It applies the principles of physical and chemical change in cooking, and how food can be manipulated to excite and surprise the senses. We will explore new foods and techniques used in restaurants to create gastronomic delights and experiment with molecular gastronomy techniques pioneered by chefs such as Heston Blumenthal. Students will learn more about the science of taste and how this influences our sensory appreciation of food. We will also explore how science is helping create more sustainable food futures through new technology in agriculture and the use of genetic modification.

All Food Technology Electives contain common elements explored through the design context presented in the elective title. These core elements include:

- The design process (investigate, generate, produce, evaluate, plan, and manage).
- The development of safe food handling skills, the properties of ingredients and processes in recipes.
- Understanding issues relating to economic, environmental, and social and health aspects of food to make informed food choices.

The course is organised into a series of design challenges, one of which will be assessed as a common assessment task. Examples of design challenges might include:

- Tricked you! – Surprise your taste buds by playing with your senses in the preparation and presentation of a dish.
- Science you can eat – Make a product that demonstrates the science behind common food processes.
- Cooked 3 ways – Design a recipe which demonstrates how the cooking method influences the sensory properties of a food item.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
4. Sensory Food Analysis	Students will be assessed on a range of sensory analysis from their practical activities
5. Production Design Brief	Students will design and produce a food product using their knowledge of gastronomical techniques.

Elective Costs*	Curriculum Contributions	Extra-curricular items/activities – User Pays
Food Gastronomy	\$20.00	\$110.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

VCE Food Studies, VET Hospitality, Science, Environmental Studies, Geography, VCE-Vocational Major

Health & Physical Education (HPE)

Health& PE	Year 9	Year 10	Year 11	Year 12
	CORE: Health and Physical Education (HPE)			
	ELECTIVES		Units 1 & 2 Physical Education Units 1 & 2 Health and Human Development Units 3 & 4 Outdoor and Environmental Studies VCE Vocational Major	Units 3 & 4 Physical Education Units 3 & 4 Health and Human Development VCE Vocational Major
	AFL Umpiring and Officiating			
	Active for Life			
	Active Sports (Court & Striking Sports)			
	BallisticSports (Ball Sports & Aquatics)			
	Body Balance			
	Dance and Chillax			
	Football Games			
	Gym and Fitness Training			
	Handball			
	Nutrition and Health Promotion			
	Outdoor Recreation			
	Sports Coaching and Officiating			
	Sports Performance and Science			
	Stickball			
	Track & Field			
	Urban Recreation			
	Water Sports			
		Units 1 & 2 Outdoor and Environmental Studies		

CORE Health and PE

Featured Learning Area	Health and Physical Education
Additional Learning Areas	Active Communities and Health Literacy
Learning Capabilities Developed	Personal and Social

COURSE DESCRIPTION

This subject exposes students to a broad range of physical disciplines including invasion, striking and fielding and divided court sports where they will develop their skills and tactics. Students set personal fitness goals, participate in fitness development and testing and experience community based recreational activities. In the theory component of the subject students will cover topics such as harm minimisation and healthy relationships.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Fitness/Health Articles Report	Students choose three articles to investigate and report on relating to teenager's health. Or Students examine the components of health and how they relate to their everyday lifestyle.
2. Practical Activity Report	Students undertake pre/post testing for a sport completed during practical classes.
3. Drugs Assignment	Students explore their understanding of a drug in terms of its effects on the body. An investigation into what we eat is undertaken including how and why our food choices occur. The importance of a balanced diet is examined and the purpose of portion sizes and the make-up of macronutrients in the food pyramid.

Elective Costs*	Curriculum Contributions	Extra-curricular items/activities – User Pays
Core Health & PE (Year 10)	\$10.00	\$90.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

Physical Education, Health and Human Development, Outdoor Education, VCE-Vocational Major

Active for Life

Featured Learning Area	HPE
Additional Learning Areas	Science
Learning Capabilities Developed	Personal and Social

COURSE DESCRIPTION

Students will be introduced to a variety of life-long sports and activities in the community such as lawn bowls, croquet, tennis, golf, swimming. Students will learn new skills and new sports and activities to allow them to be active and have fun! Students will be encouraged to plan and organise school community events to actively increase participation and awareness of non-traditional activities and sports.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Run a community activity	Students will prepare and run an activity for members of the local community.
2. Infographic	Students will develop an infographic poster/pamphlet promoting one of the leisure activities available in the local region.
3. Diary	Students will complete an activity diary detailing the activities conducted, the mental, physical, social and emotional benefits associated. (VCE HPE links)

Elective Costs*	Curriculum Contributions	Extra-curricular items/activities – User Pays
Active for Life	\$10.00	\$90.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

VCE Physical Education (PE), VCE Health and Human Development (HHD), VCE Outdoor and Environmental Studies (OES), VCE-Vocational Major

Active Sports (Court and Striking Sports)

Featured Learning Area	HPE
Additional Learning Areas	
Learning Capabilities Developed	Personal and Social

COURSE DESCRIPTION

Do you enjoy being active and playing different sports? Active Sports will allow students to be actively involved in learning and participating in a variety of different sports and activities. Students will be focusing on divided court (such as volleyball, badminton, tennis) + striking and fielding sports (such as softball and cricket) in this subject. Students will be involved in planning and organizing school lunchtime competitions and will compete in interschool sporting competitions.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
▪ Organise a competition	In small groups students will organize an in-school sports competition including promotion, schedule, umpiring and scoring.
▪ Field preparation	Students will be assessed on their ability to set up a full playing surface including lines, cones, equipment and safety precautions of a designated sport.
○ Theory exam	Exam will be based on one of the sporting activities we participate in through the semester.

Elective Costs*	Curriculum Contributions	Extra-curricular items/activities – User Pays
Active Sports (Court and Striking Sports)	\$10.00	\$90.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

VCE Physical Education (PE), VCE Health and Human Development, VET Sport and Recreation, VCE-Vocational Major

AFL Umpiring and Officiating

Featured Learning Area	HPE
Additional Learning Areas	Science
Learning Capabilities Developed	Personal and Social

COURSE DESCRIPTION

Earn an income by learning the skills and knowledge essential for officiating! This elective is focused on providing students with knowledge and skills relevant to umpiring AFL games. Throughout this course students will be given opportunities to gain officiating accreditation, learn to analyse own and others performance, and work in the MPJFL officiating games. Students will also study how to effectively communicate and apply best teaching practice strategies to ensure they are effective “officials”. This is a relevant elective for students looking to complete VCE Physical Education. The cost of this subject covers external umpiring coach training.

COURSE ASSESSMENT

COMMON ASSESSMENT TASK	DESCRIPTION
1. Completion of two online courses: a) Community Officiating General Principals b) Umpire AFL Introductory Course	Community Officiating General Principals <ul style="list-style-type: none"> - Module 1: Snapshot of a good official - Module 2: Preparing to officiate - Module 3: Working with others Umpire AFL Introductory Course <ul style="list-style-type: none"> - Integrity - Player Safety - Umpiring Roles - Basic Laws
2. Umpiring an AFL Game	Students will umpire an AFL game and reflect on their performance.
3. Exam	Questions derived from the information covered in the Community Officiating General Principals course and AFL Introductory Course. Questions related to AFL umpiring rules.

Elective Costs*	Curriculum Contributions	Extra-curricular items/activities – User Pays
AFL Umpiring and Officiating	\$10.00	\$120.00

*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.

Pathways

Physical Education; Psychology, Vocational Major, VET Sport and Recreation

Ballistic Sports (Ball Sports + Aquatics)

Featured Learning Area	HPE
Additional Learning Areas	
Learning Capabilities Developed	Personal and Social

COURSE DESCRIPTION

Students will be participating in a variety of invasion type sports, such as AFL, Basketball, soccer, netball, and an aquatics unit. This elective has an emphasis on active participation in physical activity in every class. Students will be involved in planning and organising school lunchtime competitions and will compete in interschool sporting competitions.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Organise a competition	In small groups students will organize an in-school sports competition includes: promotion, schedule, umpiring and scoring.
2. Water based first aid	Students will conduct a theoretical and practical first aid task for pool safety.
3. Theory exam	Exam will be based on one of the sporting activities we participate in through the semester.

Elective Costs*	Curriculum Contributions	Extra-curricular items/activities – User Pays
Ballistic sports (Ball Sports + Aquatics)	\$10.00	\$100.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

VCE Physical Education (PE), VCE Health and Human Development (HHD), VCE Outdoor and Environmental Studies (OES), VET Sport and Recreation, VCE-Vocational Major

Basketball Umpiring and Officiating

Featured Learning Area	HPE
Additional Learning Areas	Science
Learning Capabilities Developed	Personal and Social

COURSE DESCRIPTION

Earn an income by learning the skills and knowledge essential for officiating Basketball! This elective is focused on providing students with knowledge and skills relevant to refereeing basketball games. Throughout this course students will be given opportunities to gain officiating accreditation, learn to analyse own and others performance, and work in the WPBA officiating games. Students will also study how to effectively communicate and apply best teaching practice strategies to ensure they are effective “officials”. This is a relevant elective for students looking to complete VCE Physical Education. The cost of this subject covers external refereeing coach training.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Online Basketball refereeing certification Completion of two online courses: c) Community Officiating General Principals d) Basketball Introductory Course	Community Officiating General Principals <ul style="list-style-type: none"> - Module 1: Snapshot of a good official - Module 2: Preparing to officiate - Module 3: Working with others Basketball Refereeing Introductory Course <ul style="list-style-type: none"> - Integrity - Player Safety - Refereeing Roles - Basic Laws
2. Refereeing Practical Assessment Task	Students will referee a Basketball game and reflect on their performance.
Exam	Questions derived from the information covered in the Community Officiating General Principals course and Basketball Introductory Course. Questions related to Basketball refereeing rules.

Elective Costs*	Curriculum Contributions	Extra-curricular items/activities – User Pays
Basketball Umpiring and Officiating	\$10.00	\$120.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

VCE Physical Education; VCE Psychology, VET Sport and Recreation

Body Balance

Featured Learning Area	HPE
Additional Learning Areas	
Learning Capabilities Developed	Personal and Social

COURSE DESCRIPTION

Do you want to relax your body and mind? Then Body Balance is your elective. This subject will combine yoga, Pilates, tai chi, meditation, relaxation techniques and mindfulness. You will leave every lesson calm, relaxed and re-energized.

Students will participate in a range of mind and body activities at school and via incursions and excursions to local sporting facilities. This subject will focus on all dimensions of health – physical, spiritual, emotional, social, and mental.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Body Balance Technique Analysis	Students will choose a technique to research, analyse and report their findings in a practical session, including a sample hands-on session.
2. Mindfulness Session	Students will work in small groups to create, plan, and present a mindfulness session for the class.
3. Theory exam	Exam will be based on the sporting activities we participate in through the semester.

Elective Costs*	Curriculum Contributions	Extra-curricular items/activities – User Pays
Body Balance	\$10.00	\$110.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

VCE Physical Education (PE), VCE Health and Human Development (HHD), VET Sport and Recreation, VCE-Vocational Major

Dance and Chillax

Featured Learning Area	HPE
Additional Learning Areas	
Learning Capabilities Developed	Personal and Social

COURSE DESCRIPTION

In Dance, students explore and participate in the elements of dance, skills, techniques, and processes through the practices of choreography, performances, and appreciation. They will have the opportunity to explore a range of dance styles such as hip/hop, contemporary, ballet and jazz. Students will use a variety of stimuli and experiences to make dance and develop skills to respond to dance through evaluating their own and others dance pieces. A highlight of the semester is the choreographing and performing of their own group dance. Throughout the unit students will participate in workshops/performances that will further develop their dance appreciation. This subject also contains a theory component including the history of dance, anatomy, cultural dance, and dance around the world. Students will also be introduced to Pilates, yoga and breathing techniques throughout the unit so that they can practice mindfulness and improve their spirituality.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. History of Dance	Students research a dance style of choice, answering a range of questions to be presented in format of choice.
2. Dance around the world	Students research a dance style from country of choice and create an informative presentation along with a 30 second dance which will be taught to the rest of the class.
3. Dance Mash	Students work as part of a group to choreograph and perform a dance which combines three of the dance styles we have learnt over the semester.

Elective Costs*	Curriculum Contributions	Extra-curricular items/activities – User Pays
Dance and Chillax	\$10.00	\$80.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

VCE Physical Education (PE), VCE Health and Human Development (HHD), VCE Dance, VCE-Vocational Major

Football Games

Featured Learning Area	HPE
Additional Learning Areas	
Learning Capabilities Developed	Personal and Social

COURSE DESCRIPTION

Do you love playing AFL and soccer? Football Games will focus on AFL, soccer, Gaelic football, touch football and rugby.

Students will participate in learning the skills of these sports at school and via incursions and excursions to local sporting facilities. You will also be involved in planning and organising school lunchtime competitions and will be encouraged to compete in interschool sporting competitions, including AFL and soccer. Students will also be taught the key rules and be able to assist in refereeing/umpiring games in class.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Organise a warm-up and skill drill	In small groups students will prepare and organise a sport-specific warm up and skill drill and teach the class.
2. Refereeing/Umpire practical	Students will research their choice of football sport and have a clear understanding of rules and strategies to demonstrate in a class game.
3. Theory exam	Exam will be based on the sporting activities we participate in through the semester.

Elective Costs*	Curriculum Contributions	Extra-curricular items/activities – User Pays
Football Games	\$10.00	\$90.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

VCE Physical Education (PE), VCE Health and Human Development (HHD), VET Sport and Recreation, VCE-Vocational Major

Gym and Fitness Training

Featured Learning Area	HPE
Additional Learning Areas	Science
Learning Capabilities Developed	Personal and Social

COURSE DESCRIPTION

Do you want to be fitter, stronger, healthier? You will be learning about muscles, healthy eating, energy systems, training principles and training techniques. This subject blends theory with practical components and allows for the development of individual fitness and training programs. This elective will equip students with the strategies to improve fitness and develop training programs for individual and team sports. Theory based laboratory activities, projects and practical sessions are used to develop a basic knowledge of the body systems and fitness components. Practical sessions are utilised to develop an understanding of fitness training principles, with the goal of developing personalised training programs. Practical sessions include community-based activities with fitness centres and University Sports Science facilities. (VCE PE related).

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Personal Program	Students will develop a personal training program based on their goals. Including appropriate training principles and theory.
2. Exercise workshop	Each student will 'teach' other class members about a training movement, demonstrating knowledge of technique, muscle groups and training principles.
3. Theory exam	Exam will cover all areas taught including muscle groups, energy systems, training principles and techniques.
4. Training Journal	Students will compile a training journal of the fitness sessions they have conducted over the semester.

Elective Costs*	Curriculum Contributions	Extra-curricular items/activities – User Pays
Gym and Fitness Training	\$10.00	\$100.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

VCE Physical Education (PE), VET Sport and Recreation, VCE-Vocational Major

Handball

Featured Learning Area	HPE
Additional Learning Areas	
Learning Capabilities Developed	Personal and Social

COURSE DESCRIPTION

Do you love playing any ball sport? Handball will focus on the sports of basketball, netball, volleyball, European handball, NFL, tchoukball and ultimate frisbee.

Students will participate in learning the skills of these sports at school and via incursions and excursions to local sporting facilities. You will also be involved in planning and organising school lunchtime competitions and will be encouraged to compete in interschool sporting competitions.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1 Organise a warm-up and skill drill	In small groups students will prepare and organise a sport-specific warm up and skill drill and teach the class.
2 Refereeing/Umpire practical	Students will research their choice of football sport and have a clear understanding of rules and strategies to demonstrate in a class game.
3 Theory exam	Exam will be based on the sporting activities we participate in through the semester.

Elective Costs*	Curriculum Contributions	Extra-curricular items/activities – User Pays
Handball	\$10.00	\$90.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

VCE Physical Education (PE), VCE Health and Human Development (HHD), VET Sport and Recreation, VCE-Vocational Major

Nutrition and Health Promotion

Featured Learning Area	Health and Physical Education
Learning Capabilities Developed	Personal, Social and Community Health

COURSE DESCRIPTION

This elective looks at the concepts of Health, Wellbeing and Human Development from several perspectives. Students will have the opportunity to learn about the function and food sources of major nutrients, evaluate the validity of nutrition information and the factors that influence food selection. Students will also investigate the role that Health Promotion plays in improving health outcomes on an individual, community, national and global scale. Nutrition and Health Promotion provides an ideal pathway for VCE Health and Human Development or those who are interested in Health and Wellbeing.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Health and Wellbeing infographic	Students create an infographic outlining the five dimensions of health and wellbeing and how they interrelate with one another in everyday life
2. Lifespan nutrition guide	Students develop a short podcast which outlines key nutrients for a particular stage of the lifespan and provides suggestions about making healthy and informed choices around food
3. Health promotion program	Students research health promotion programs and/or health promoting resources in the local community and evaluate the programs using aspects of the social model of health and/or Ottawa Charter

Elective Costs*

	Curriculum Contributions
Nutrition & Health Promotion	\$10.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

Physical Education, Health and Human Development, VCE-Vocational Major

Outdoor Recreation

Featured Learning Area	Health and Physical Education
Additional Learning Areas	Geography/Science
Learning Capabilities Developed	Environments

COURSE DESCRIPTION

Students participating in this elective will develop skills and knowledge for enjoyable participation in outdoor adventure activities. They will investigate the concept of Outdoor Environmental Studies in the natural environment, study outdoor venues, conservation, commercialization, recreation and develop first aid skills.

Students will have the opportunity to participate in a variety of outdoor adventure activities such as rock climbing, surfing, surf kayaking, snorkelling, laser tag and archery. This elective enables students to build self-esteem, social skills, develop teamwork and group skills and reflect on practical activities through a personal logbook.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
○ Images/Videos of Outdoor Adventure Assignment	A selection of Adventure Sports videos is investigated to explore various aspects of risk. This includes the motivations for activity and how risk is managed.
2. Invaders of Australian Waters Report	Students will examine how invasive species have been introduced to Australia. This will include how they are managed, their effects on the surrounding flora and fauna and how they are managed.
○ Minimal Impact Assignment	The concept of minimal impact camping and activity participation is described and analysed via the selection of different outdoor activities.

Elective Costs*	Curriculum Contributions	Extra-curricular items/activities – User Pays
Outdoor Recreation	\$10.00	\$355.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

Physical Education, Health and Human Development, Outdoor Education, VCE-Vocational Major

Sports Coaching & Officiating

Featured Learning Area	HPE
Additional Learning Areas	Science
Learning Capabilities Developed	Personal and Social

COURSE DESCRIPTION

Take your team to the next grand final by learning the skills and knowledge essential for coaching and officiating! This elective is focused on providing students with knowledge and skills relevant to sports coaching and sports trainers. Throughout this course they will be given opportunities to gain a coaching/officiating accreditation, learn basic anatomy and physiology, performance analysis, prevention of sports injuries as well as basic first aid and CPR. Students will also study how to effectively communicate and apply best teaching practice strategies to ensure they are effective “teachers”. This is a relevant elective for students looking to complete VCE Physical Education. The cost of this subject covers all students for several excursions to use community facilities.

COURSE ASSESSMENT

1. Warm-up/Cool-Down Report	The role of the warm-up and cool-down in physical activity is explored in terms of how it prepares and repairs the body before and after exercise.
2. Peer Coaching Assessment Task	Students will coach the class for a sport of their choice and run a practical class session
3. Profile of a Coach Assignment	An analysis of the skills required to be an effective coach will be undertaken to provide valuable insights into this role.
4. Exam	Exam will cover all areas taught including anatomy, physiology, basic first aid and injury management, effective communication, and coaching skills

Elective Costs*	Curriculum Contributions	Extra-curricular items/activities – User Pays
Sports Coaching & Officiating	\$10.00	\$70.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

VCE Physical Education (PE), VCE Psychology, VET Sport and Recreation, VCE-Vocational Major

Sports Performance and Science

Featured Learning Area	HPE
Additional Learning Areas	Science
Learning Capabilities Developed	Personal and Social

COURSE DESCRIPTION

Sports Performance/Science (Nutrition, anatomy, physiology, skill acquisition and biomechanics). Students will learn the importance of nutrition, biomechanics, and skill acquisition in improving sports performance. Students will also become very familiar with the key muscles and bones in the human body which can help improve skill technique and lead to greater improvement in overall performance. Student learning will be aided by specific incursions and excursions to local sporting facilities. They will also be involved in practical investigations and analysis of movement skills in class using professional athletes and students to improve performance.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Practical Investigation	Student will participate in practical investigations to demonstrate and highlight the use of specific muscles to improve technique.
2. Movement Analysis	Research an athlete and evaluate their performance in at least 3 skills and give feedback for improved performance.
3. Theory exam	Exam will be based on the sporting activities we participate in through the semester.

Elective Costs*	Curriculum Contributions	Extra-curricular items/ activities – User Pays
Sports Performance and Science	\$10.00	\$90.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

VCE Physical Education (PE), VCE Health and Human Development (HHD), VET Sport and Recreation, VCE-Vocational Major

Stickball

Featured Learning Area	HPE
Additional Learning Areas	
Learning Capabilities Developed	Personal and Social

COURSE DESCRIPTION

Do you love playing different stick sports? Stickball will focus on stick sports like cricket, lacrosse, hockey, golf, softball, tennis, badminton, and table tennis. Students will participate in learning the skills of these sports at school and via incursions and excursions to local sporting facilities. You will also be involved in planning and organising school lunchtime competitions and will be encouraged to compete in interschool sporting competitions.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Organise a warm-up and skill drill	In small groups students will prepare and organise a sport-specific warm up and skill drill and teach the class.
2 Refereeing/Umpire practical	Students will research their choice of football sport and have a clear understanding of rules and strategies to demonstrate in a class game.
3 Theory exam	Exam will be based on the sporting activities we participate in through the semester.

Elective Costs*	Curriculum Contributions	Extra-curricular items/activities – User Pays
Stickball	\$10.00	\$90.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

VCE Physical Education (PE), VCE Health and Human Development (HHD), VET Sport and Recreation, VCE-Vocational Major

Track and Field

Featured Learning Area	HPE
Additional Learning Areas	
Learning Capabilities Developed	Personal and Social

COURSE DESCRIPTION

Do you love Athletics? Track and Field is the subject for you. In this subject, you will focus on key fundamental skills of running, jumping and throwing and learning the correct techniques to maximise your performance in these Athletic events.

Students will participate in learning the skills of these athletic disciplines at school and via incursions and excursions to local sporting facilities. You will also be involved in planning and organising the school Athletics competitions and will be encouraged to compete in interschool sporting competitions.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Teach a skill drill for an Athletic event	In small groups students will prepare and organise a sport-specific warm up and skill drill and teach the class in relation to a running, throwing, or jumping event.
2. Fundamental Skill Analysis	Students will research their choice of fundamental skill and analysis and breakdown the skill to teach to peers/other students.
3. Theory exam	Exam will be based on the sporting activities we participate in through the semester.

Elective Costs*	Curriculum Contributions	Extra-curricular items/activities – User Pays
Track and Field	\$10.00	\$90.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

VCE Physical Education (PE), VCE Health and Human Development (HHD), VET Sport and Recreation, VCE-Vocational Major

Urban Recreation

Featured Learning Area	HPE
Additional Learning Areas	Science
Learning Capabilities Developed	Personal and Social

COURSE DESCRIPTION

Students participating in this elective will develop skills and knowledge for enjoyable participation in outdoor adventure activities. Students will be participating in activities such as skateboarding, walking, bike riding, aquatics using community facilities. This elective enables students to build self-esteem, social skills, develop teamwork and group skills. Students will also investigate local recreational facilities and conduct a study of community use and impact on environment. Student will work in groups to plan and develop a new recreation facility for the local community.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Recreation facility proposal	Student will work in groups to plan and develop a new recreation facility for the local community.
2. Community Recreational Usage Study & Analysis	Students will investigate local recreational facilities and conduct a study of community use, analyse the quality of facility and impact on environment.
3. Exam	Exam at end of Semester based on theory topics studied related to recreation, community facilities and use of local facilities.

Elective Costs*	Curriculum Contributions	Extra-curricular items/activities – User Pays
Urban Recreation	\$10.00	\$130.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

VCE Physical Education (PE), VCE Health and Human Development (HHD), VCE Outdoor and Environmental Studies (OES), VCE-Vocational Major

Water Sports

Featured Learning Area	HPE
Additional Learning Areas	
Learning Capabilities Developed	Personal and Social

COURSE DESCRIPTION

Do you love the water? Then Water Sports is for you! In this subject you will participate in a variety of water sports, such as Stand up paddleboarding, beach sports, water polo, swimming, snorkelling, lifesaving and deep water running.

Students will participate in learning aquatic skills, knowledge and safety via incursions and excursions to local sporting facilities. You will also be involved in planning and organising the school Swimming competition.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Water based rescue	Students will be required to conduct to a water-based rescue in a pool based environment to establish water safety techniques.
2. Water sport Assessment	Students will be assessed on their participation, engagement, umpiring and theoretical knowledge of a specific sport.
3. Theory exam	Exam will be based on the sporting activities we participate in through the semester.

Elective Costs*	Curriculum Contributions	Extra-curricular items/activities – User Pays
Water Sports	\$10.00	\$290.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways

VCE Physical Education (PE), VCE Health and Human Development (HHD), VET Sport and Recreation, VCE-Vocational Major

Year 10 Extension and Additional Learning Opportunities

VCE Victorian Certificate of Education (VCE)

The VCE is a senior secondary certificate that provides pathways to tertiary education, advanced certificate courses and the workforce. It is a world-class credential that enables students to study a broad range of subjects. It is recognised nationally and internationally. At Somerville Secondary College we encourage all our students considering a VCE Pathway to begin their VCE in Year 10 by choosing one VCE subject.

How is the VCE structured?

The VCE course is made up of **studies** and **units**, some of which must be studied as a sequence.

A **study** is a subject, for example, English or Biology. It is made up of four **units** (Units 1, 2, 3 and 4), each of which is a semester in length. For most students, the VCE is completed over two years. Students typically study Units 1 and 2 in their first year, and Units 3 and 4 in their second year of the VCE. We encourage all students considering a VCE Pathway to begin their VCE in Year 10 by choosing one VCE subject.

The rules for obtaining your VCE: To achieve your VCE you must successfully complete 16 units, including:

- three units from the English group, two of which must be a Unit 3 and 4 sequence.
- at least three sequences of Unit 3 and 4 studies, which can include further sequences from the English group

While it may be possible to vary the number of units you can enrol in, a typical VCE program at Somerville Secondary College is made up of 22 units which are completed over two or 3 years. Generally, twelve units at the unit 1/2 level and ten units at 3/4 level would constitute the normal full-time program for most students.

What studies can I choose?

You have a variety of study options in the VCE through which you can pursue your interests and build your skills. There are more than 90 VCE studies and over 20 VCE VET programs across the humanities, sciences, mathematics, technology, the arts and languages, as well as vocational studies.

Somerville Secondary College does not offer all subjects, but if there is something specific you would like to complete, speak to the Sub School leader about Virtual School Victoria or the Victorian School of Language and other options that may be available.

How should I choose which VCE subject to do as part of my Year 10?

The best idea is to choose studies that:

- interest you.
- you are good at.
- lead to a job that interests you or will help you get into a university or TAFE course that you want to do (pre-requisite).

Example Student A	SAMPLE VCE PROGRAM		
After finishing school, this student wishes to complete an Arts Degree. They know they will need to get an ATAR to gain entry into a course. They choose the subjects they are best at to help them to achieve these results. As a result of having undertaken a Unit 1 & 2 subject in Year 10, they may complete the Unit 3 & 4 sequence in Year 11.	Year 10	Year 11	Year 12
	Core Subjects	English 1 & 2	English 3 & 4
		20 th Century History 1 & 2	Revolutions 3 & 4
		Legal Studies 1 & 2	Legal Studies 3 & 4
		Indonesian 1 & 2	Indonesian 3 & 4
	Studio Arts 1 & 2	Studio Arts 3 & 4	Total of 22 Units

Pre-requisites

Before you start picking subjects you need to be mindful that there are pre-requisite subjects and other criteria for entry into courses post Year 12 if you are planning on going on to University or TAFE. Course requirements are 'essential requirements and admission criteria' you may need to meet to be considered for selection into a course. These could include prerequisite studies, the completion of additional assessment tasks (such as tests, interviews or folios), and non-compulsory requirements that may strengthen your application. You must meet prerequisites and complete all compulsory course requirements by the dates specified to ensure your application for the course will be considered.

What are prerequisites?

Prerequisites are studies you **must** have completed to be eligible for selection to a course. Most prerequisites for courses in are Victorian Certificate of Education (VCE) studies.

Units 1 and 2 prerequisites

If a course specifies Units 1 and 2 of a study as prerequisites, this means that a satisfactory result must be awarded in both units.

Units 3 and 4 prerequisites

If a course specifies Units 3 and 4 of a study as prerequisites, this means that a minimum VCE study score of 10 is required, with at least two graded assessments higher than UG. Some courses specify a higher VCE study score.

Example prerequisite statement

Prerequisites: Units 3 and 4 — a study score of at least 30 in English or 25 in any other English. A statement like this means that before you are eligible to be selected for this course, you must have achieved a study score of at least 30 if you completed English or a study score of at least 25 in any other English at Units 3 and 4 level.

Where do I find prerequisites?

Prerequisites are listed in each course description within CourseSearch on the VTAC website.

<https://delta.vtac.edu.au/CourseSearch/searchguide.htm>. Prerequisites may be listed under 'Essential requirements for selection and application' or 'Admission criteria'.

VTAC Course and prerequisite explorer

The VTAC Course and Prerequisite Explorer is designed so that students in Years 10 to 12 can enter their actual or proposed VCE program or a specific VCE study and see which courses that program or VCE study meets the prerequisites for.

How do I achieve marks in the VCE?



Inspire to Aspire

Units 1 and 2 are marked by your school; your teachers will set a range of assessments to see how you are progressing. The assessments have deadlines, and you will need to plan and submit your work on time. Deadlines can only be extended in special circumstances.

For Units 1 and 2 you will receive either S (satisfactory) or N (not satisfactory). Your school may give you a grade for each unit but only the S counts towards your VCE. For Units 3 and 4 you will have grades calculated from A+ to E, or UG (ungraded) or NA (not assessed) for your assessment tasks, as well as an S or N. There are three graded assessments for each VCE study at the Unit 3 and 4 level.

School-based assessments are set by your teacher following the requirements set by the VCAA in the relevant study design. They include school-assessed coursework (SAC), which is completed at school, and school assessed tasks (SATs), which are completed at school and home. These are marked at your school by your teacher. You can read about the rules for assessment on the VCAA website or you can ask your teachers. External assessments are set and marked by the VCAA. They are the same for all students taking the same VCE study. Usually this will be an examination – written, oral, performance or in an electronic format. Your external assessments are marked by assessors who are experts in their area of study. All VCE studies are marked to the same standard and there are multiple checks to ensure that marking is fair.

VCE UNITS OF STUDY 2024

VCE Units offered at Somerville SC	VCE Units (Distance Education only)
THE ARTS <ul style="list-style-type: none"> Art Making & Exhibiting Visual Communication Design Music 	<ul style="list-style-type: none"> Theatre Studies Music Investigation Music Style and Composition Dance Drama Media
BUSINESS STUDIES <ul style="list-style-type: none"> Business Management Legal Studies 	<ul style="list-style-type: none"> Accounting Economics Industry and Enterprise
HEALTH & PHYSICAL EDUCATION <ul style="list-style-type: none"> Health and Human Development Outdoor and Environmental Studies Physical Education 	
ENGLISH <ul style="list-style-type: none"> English 	<ul style="list-style-type: none"> English as an Additional Language English Language Foundation English[†] Literature Bridging English as an Additional Language[†]
HUMANITIES <ul style="list-style-type: none"> Geography History <ul style="list-style-type: none"> Revolutions (1&2) Twentieth Century History (3&4) 	<ul style="list-style-type: none"> Australian Politics* Global Politics* Classical Studies History <ul style="list-style-type: none"> Ancient History Australian History* Global Empires[†] Philosophy Religion and Society Sociology Texts and Traditions
TECHNOLOGY <ul style="list-style-type: none"> Food Studies Product Design and Technology Systems Engineering 	<ul style="list-style-type: none"> Agricultural and Horticultural Studies Algorithmics (HESS)* Applied Computing <ul style="list-style-type: none"> Data Analytics Software Development
MATHEMATICS <ul style="list-style-type: none"> Further Mathematics (3&4) General Mathematics (1&2) Mathematical Methods 	<ul style="list-style-type: none"> Foundation Mathematics Specialist Mathematics
SCIENCE <ul style="list-style-type: none"> Biology Chemistry Physics Psychology 	<ul style="list-style-type: none"> Environmental Science
LANGUAGES <ul style="list-style-type: none"> Indonesian 	<p><i>Please see the Senior Sub School leader for a list of Languages you can study at the Victorian School of Language</i></p>
VCE VOCATIONAL MAJOR <ul style="list-style-type: none"> VCE Vocational Major 	<p>[†] Units 1 & 2 only * Units 3 & 4 only</p>

VCE Subject Descriptions

(In Alphabetical order)

Art: Making and Exhibiting

Art - Making and Exhibiting (formerly known as **Studio Arts**) encourages students to develop their potential in creating and presenting artworks. Students use a visual diary to develop and extend their ideas in different materials and techniques prior to making a final artwork. By learning how to analyse artworks, students can gain a deeper understanding about art and about the artists' intention. Students also visit galleries to see a range of exhibitions to gain a better understanding about the art industry.

Unit 1 – Explore, expand and investigate

In this unit students explore materials, techniques and processes in a range of art forms. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Students explore the different ways artists use materials, techniques and processes. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

Unit 2 – Understand, develop and resolve

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

Unit 1 & 2 ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
AoS1: Explore – materials, techniques and art forms	Visual Arts journal
AoS2: Expand – make, present and reflect	Finished artwork
AoS3: Investigate – research and present	Information for an exhibition
Unit 2: Understand, develop and resolve	
AoS1: Understand – ideas, artworks and exhibition	Thematic exhibition
AoS2: Develop – theme, aesthetic qualities and style	Experimental artworks and documentation
AoS3: Resolve – ideas, subject matter and style	Finished artworks

Subject Cost*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays*
Units 1 & 2 Art Making & Exhibiting	\$30.00	\$80.00

*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.

Art: Making and Exhibiting

Art – Making and Exhibiting (formerly known as **Studio Arts**) encourages students to develop and extend their knowledge about creating, refining and presenting artworks. Students continue to use a visual diary to develop and extend their ideas in different materials and techniques prior to making a final artwork. Students gain knowledge about the art industry and specific roles of gallery staff. They also explore art conservation methods that galleries use, including storage and collection.

Unit 3 – Collect, extend and connect

In Area of Study 1, **Collect – inspirations, influences and images**, students research inspiration to help develop subject matter and ideas, and understand how materials, techniques and processes are used to make works.

In Area of Study 2, **Extend – make, critique and reflect**, students extend their ideas from Area of Study 1 and make artworks. They develop their use of visual language to communicate their ideas in a presentation to their peers. They reflect on the critiques from their peers and further develop and refine their works. In Area of Study 3, **Connect- curate, design and propose**, students investigate galleries and exhibition spaces and examine the role of the curator. They select artworks of 3 artists and create an exhibition proposal and an online interactive presentation.

Unit 4 – Consolidate, present and conserve

In Area of Study 1, **Consolidate – refine and resolve**, create at least one finished artwork based on the work explored in Unit 3. Students document the use of materials and techniques, processes, subject matter and aesthetic qualities and investigate methods of conserving their works. In Area of Study 2, **Present – plan and critique**, students plan an exhibition for their own art works in a designated space and present their work to their peers. They reflect on feedback and evaluate the success of their own exhibition. In Area of Study 3, **Conserve – present and care**, students extend their knowledge about gallery conservation and investigate procedures in regards to storage and handling of works.

Unit 3 & 4 COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
Unit 3: Collect, extend and connect	
Outcome 1: Inspiration	Journal – School Assessed Task
Outcome 2: Make finals and present	Presentation and written SAT
Outcome 3: Research and plan an exhibition	Presentation SAC
Unit 4: Consolidate, present and conserve	
Outcome 1: Finished artwork and folio	Folio SAT
Outcome 2: Present and critique artworks	Presentation and written SAT
Outcome 3: Conservation	Presentation SAC

Subject Cost*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays*
Units 3 & 4 Art Making & Exhibiting	\$30.00	\$80.00

*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.

Biology

The study of Biology focuses on living things from complex multi-cellular to single celled micro-organisms. Students study the relationships between living things, their interactions with the non-living environment, and the processes that maintain life and ensure its continuity. Biology enables students to understand that despite the diverse ways of meeting the challenges of survival, all living things have many structural and functional characteristics in common. They build an understanding of the interconnectedness of all living things and their environment. The study of Biology prepares students for continuing studies in Bioscience and entry into the workforce in a wide range of careers.

Unit 1: BIO011 How do organisms stay alive?

In this unit students are introduced to the cell as the structural and functional unit of life. They analyse adaptations that enhance the organism's survival in a particular environment and the mechanisms that maintain the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to and utilises the resources of its habitat.

Unit 2: How is Continuity of Life Maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. They explore reproductive strategies, the role of stem cells and their potential use in medical therapies. Students use knowledge of chromosomes to explain the inheritance of traits, analyse patterns of inheritance, interpret pedigree charts and predict genetic outcomes.

Unit 3: BIO033 How do cells maintain life?

In this unit students develop an understanding of the workings of the cell and an appreciation of both the capabilities and the limitations of living organisms. Students investigate the importance of the plasma membrane and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules in and out. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions.

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

In this unit students investigate the relatedness between species and the impact of various change events on a population's gene pool. They examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology and explore how technological developments have resulted in evidence of change through measurements of relatedness between species. Students examine trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

Subject Cost*	Curriculum Contribution
Biology Units 1 & 2	\$50.00
Biology Units 3 & 4	\$35.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Business Management

Unit 1: BM011 Planning a Business

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

Unit 2: BM022 Establishing a Business

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

This course includes excursions to local businesses.

Unit 1 Common ASSESSMENT TASK	DESCRIPTION
1 AOS 1 SAC for The Business Idea	A business plan for a new business idea, with a presentation to the class.
2 AOS 2 SAC for External Environment	A research report into a chosen business, to identify the external factors which impact that business.
3 AOS 3 SAC for Internal Environment	An interview with a local business, with a written report on the internal factors which impact it.
4 Semester 1 Exams	A Term 1 and a Semester 1 examination.
Unit 2 Common ASSESSMENT TASK	DESCRIPTION
5 AOS 1 SAC for Legal Requirements and Financial Considerations	A written test of structured questions in response to business scenarios, with short answer responses.
6 U2 AOS 2 SAC for Marketing a Business	An analysis of a range of case studies, to evaluate the advertising strategies of Australian businesses.
7 U2 AOS 3 SAC for Staffing a Business	A written test of structured questions in response to business scenarios, with short answer responses.
8 Semester 2 Exams	A Term 3 and a Semester 2 examination.

Subject Cost*	Curriculum Contribution
Units 1 & 2 Business Management	\$18.00

*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.

Business Management

Unit 3: Managing a Business

This unit focuses on the key processes and issues concerned with managing a business efficiently and effectively to achieve business objectives for a range of business types. Students will consider the corporate culture, management styles, management skills, and the relationship between each of these, as they also investigate strategies for managing both staff and business operations. The course covers an investigation of potential conflicts between the demands of various stakeholders in a business, as well as how various theories can be used to effectively manage employees, and also considers the ways in which the production process can be maximised for efficiency. Students will develop an understanding of the complexity and challenge of managing businesses through the use of contemporary business case studies from the past four years, to order to apply their theoretical knowledge.

Unit 4: Managing a Business

This unit focuses on the key processes and issues concerned with managing a large business efficiently and effectively to achieve business objectives. Students will focus on how businesses can build a healthy corporate culture to manage their employees using a range of management skills, as well as how to balance the needs of various stakeholders in the production of goods and services. The course will also cover the different ways in which businesses can review their own processes to identify issues, then successfully undergo the change management process. This course includes excursions to local businesses.

Unit 3 Common ASSESSMENT TASK	DESCRIPTION
1. AOS 1 SAC for Business Foundations	A written test of structured questions in response to business scenarios and case studies.
2. AOS 2 SAC for Managing Employees	A written test of structured questions in response to legal scenarios and case studies – short answer response and extended response.
3. AOS 3 SAC for Operations Management	A written test of extended responses which evaluate the processes of selected businesses.
Unit 4 Common ASSESSMENT TASK	DESCRIPTION
4. AOS 1 SAC for Business Foundations	A written test of structured questions in response to legal scenarios, with an extended response.
5. U4 AOS 2 SAC for Reviewing Performance	A written test of structured questions applying FFA theory to business case studies.
6. U4 AOS 3 SAC for Implementing Change	A case study based report, which evaluates how well a selected business has implement a major change.
7. Exams	Students will complete in-school exams at the end of Term 1, Term 2, and Term 3, as well as an external VCAA examination at the end of the year.

Subject Cost*	Curriculum Contribution
Units 3 & 4 Business Management	\$18.00

*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.

Chemistry

Chemistry is a key science in understanding the workings of our universe. It is used to explain natural phenomena at the molecular level as well as create new materials such as medicines and polymers. Students will develop the ability to use chemical knowledge and scientific arguments in their everyday lives. Understanding Chemistry is important to allow new and improved materials to be made and to help solve problems of modern society, such as degraded environments, pollution and the need for new energy sources.

Unit 1: CH011 How can the diversity of materials be explained?

Students investigate the development of our current model of the atom and the Periodic Table and the classification of materials such as organic, inorganic, metals, polymers and nanotechnology. They learn how the chemical formulae to pure substances can be determined. Based on the models of bonding between molecules they will be able to determine the properties of materials.

Unit 2: What makes water such a unique chemical?

In this unit, students investigate how chemistry is used to respond to the effects of human activities on our environment. Students study the properties of water and its unique nature. They undertake qualitative and quantitative investigations of reactions involving acids and bases, precipitates and gases, and redox.

Unit 3: CH033: How can chemical processes be designed to optimise efficiency?

Students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems in order to produce desired chemicals.

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

In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They predict the products of reaction pathways and design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the reactions in which they are broken down and the reactions in which they are rebuilt to form new molecules. Students learn to use their knowledge of chemistry to calculate the energy content of food using a calorimetry.

Subject Cost*	Curriculum Contribution
Chemistry Units 1 & 2	\$35.00
Chemistry Units 3 & 4	\$35.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

English

The study of English empowers students to read, write, speak and listen in different contexts. VCE English prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses. By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

Unit 1: EN011

In this unit, students engage in reading and viewing texts with a focus on personal connections with the story. They explore the vocabulary, text structures, language features and ideas within a text. Students will also demonstrate an understanding of effective and cohesive writing through crafting of their own texts designed for a specific context and audience to achieve a stated purpose.

Unit 2: EN011

In this unit, students develop their reading and viewing skills. They extend their writing in response to a text to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning. Students will also consider the ways arguments are developed and delivered in many forms of media. They will apply their knowledge of argument to analyse persuasive texts and to construct a point of view text for oral presentation.

Common Assessment Task	Description
U1 AOS 1 SAC for Reading and Exploring Texts	A personal response to a set text.
U1 AOS 2 SAC for Crafting Texts	Two student created texts in response to the set mentor texts.
U2 AOS 1 SAC for Reading and Exploring Texts	An analytical text response to a set text.
U2 AOS 2 SAC for Exploring Argument	An analysis of the use of argument, persuasive language and tech AND An oral presentation of a point of view on a contemporary issue.

Subject Cost*	Curriculum Contribution
English Units 1 & 2	\$20.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

English

Unit 3: EN013

In this unit, students build upon the knowledge and skills they acquired in English Units 1 and 2 to complete a range of similar tasks. Students first read two texts and then respond to them: the creative response is to the work of a set poet, while the analytical response is to the Greek play *The Women of Troy*. Students are also expected to read a range of persuasive source material written by others, in order to identify the use of arguments and persuasive language within them and write a comparative language analysis of visual and written language. There will also be an excursion to a theatrical performance of *'The Women of Troy'*.

Unit 4: EN014

In this unit, students will continue to build upon the knowledge and skills from English Units 1 and 2, to complete two more tasks. First, students will create an oral presentation about an issue currently debated in the media to develop their arguments and position their intended audience. They will then present their speeches to the class. Afterwards, the final task for students to complete is the comparison of two texts, the novel *'The Hate Race'* and the film *'Charlie's Country'*, to analyse how the creators of each have used their differing forms to present the ideas, issues, and themes that are essential to the text.

Common ASSESSMENT TASK	DESCRIPTION
1. U3 AOS 1 SAC for Reading and Creating	A creative response to a studied poetry text, with a written explanation.
2. U3 AOS 1 SAC for Reading and Creating	An analytical essay response to the studied text <i>The Women of Troy</i> , a classical Greek play.
3. U3 AOS 2 SAC for Analysing Language	A written comparative language analysis of multiple persuasive texts from a contemporary issue.
4. U4 AOS 2 SAC for Presenting Language	An oral presentation in the form of a persuasive speech on a contemporary issue, with a written explanation.
5. U4 AOS 1 SAC for Reading and Comparing	A written comparative analytical essay in response to two texts – the novel <i>The Hate Race</i> and film <i>'Charlie's Country'</i> .
#6. External Exam	The external examination organised by VCAA for all Unit 3-4 students in Victoria.

Subject Cost*	Curriculum Contribution
English Units 3 & 4	\$20.00

*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.

Food Studies

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

Practical activities are integral to Food Studies and include comparative food testing, cooking, creating, and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis (including taste testing and use of focus groups).

Unit 1: FS011 Food Origins

In this unit students focus on food from historical and cultural perspectives and investigate the origins and roles of food through time and across the world. They explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one food-producing region of the world.

Students also look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. Students consider the influence of innovations, technologies, and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

Unit 2: Food Makers

In this unit students investigate food systems in contemporary Australia. They first focus on commercial food production industries, and then at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Subject Cost*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays*
Food Studies Unit 1 & 2	\$20.00	\$160.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Food Studies Unit 3

In this unit students investigate the many roles and everyday influences of food. They explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au), and develop their understanding of diverse nutrient requirements.

Students then move onto focus on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Unit 3 AOS 1 SAC	<ul style="list-style-type: none"> a range of practical activities and records of two practical activities related to nutritious foods to examine specific dietary needs <p>AND</p> <p>After class discussion students will be assessed using any one or a combination of the following:</p> <ul style="list-style-type: none"> an annotated visual report an oral presentation: face-to-face or recorded as a video or podcast a practical demonstration: face-to-face or recorded as a video or podcast a short-written report: media analysis, research enquiry or case study analysis
2. Unit 3 AOS 2 SAC	<ul style="list-style-type: none"> a range of practical activities and records of two practical activities related to healthy meals for children and families to evaluate factors influencing food choices <p>AND</p> <p>After class discussion students will be assessed using any one or a combination of the following:</p> <ul style="list-style-type: none"> an annotated visual report an oral presentation: face-to-face or recorded as a video or podcast a practical demonstration: face-to-face or recorded as a video or podcast a short-written report: media analysis, research inquiry or case study analysis
3. School based Exam	<ul style="list-style-type: none"> An examination of all topics studied for the semester.

Food Studies Unit 4

Students examine debates about Australia's food systems as part of the global food system and describe key issues relating to the challenge of adequately feeding a rising world population. They look at individual responses to food information and misinformation and the development of food knowledge, skills, and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends, and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

Students also focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage.

Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.

COURSE ASSESSMENT

Common TASK	ASSESSMENT	DESCRIPTION
4. Unit4 AOS 1		<ul style="list-style-type: none"> a range of practical activities and records of two practical activities related to healthy food choices based on the Australian Dietary Guidelines <p>AND</p> <p>After class discussion students will be assessed using any one or a combination of the following:</p> <ul style="list-style-type: none"> an annotated visual report an oral presentation: face-to-face or recorded as a video or podcast a practical demonstration: face-to-face or recorded as a video or podcast a short-written report: media analysis or case study analysis
5. Unit4 AOS 2		<ul style="list-style-type: none"> a research enquiry report that includes a selected food-related topic based on a range of practical activities explanation of concerns related to ethics, sustainability and/or food sovereignty, analysis of work being done to solve problems and support solutions, and a conclusion outlining major findings and suggested set of practical guidelines for food consumers.
6. External exam		<ul style="list-style-type: none"> an examination of all topics studied in both Unit 3 and 4

Subject Cost*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays*
Food Studies Unit 3 & 4	\$20.00	\$160.00

*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.

Geography

Unit 1: Hazards and Disasters

In this unit, students investigate two contrasting types of hazards that can cause harm to people and/or the environment, as well as how people respond to them when they occur. Hazards are classified as either geological, hydro-meteorological (weather), disease, or technological ones. Hazards that students may study include localised ones such as fast-moving traffic or coastal erosion, to the more regional or global issues of drought or infectious disease. Students will examine the processes involved with hazardous events, from the causes to impacts, as well as the interconnections between human activities and natural phenomena. Human responses to hazards, including how to reduce vulnerability, are also investigated.

Unit 2: Tourism

In this unit, students will then investigate the characteristics of tourism, in terms of how it has developed, the forms that it takes, how it changes over time, and also the impact of tourism on people, places and environments. Students will select contrasting examples of tourism from Australia and the world to use as case studies. This study of tourism will look at the local, regional, and global levels to identify how the interconnections of climate, landforms, and culture develop the unique character of a place and then attract tourists. The impact of a significant growth in tourism on local areas is also explored, as well as how this growth can be managed to protect the environment as well as sustain jobs.

This course will include fieldwork excursions to a range of locations.

COURSE ASSESSMENT

UNIT 1 Common ASSESSMENT TASK	DESCRIPTION
AOS 1 SAC for Characteristics of Hazards	A fieldwork report on a local, regional, or global hazard.
AOS 2 SAC for Response to Hazards and Disasters	A case study or report on a hazard of the student's choice, which includes an investigation of how humans responded to the issue.
Semester 1 Exams	Term 1 and Semester 1 Exams

UNIT 2 Common ASSESSMENT TASK	DESCRIPTION
AOS 1 SAC for Characteristics of Tourism	A SAC of structured questions and case studies, where students respond to prompts.
AOS 2 SAC for Impact of Tourism	A fieldwork report on how tourism has impacted a specified location.
Semester 2 Exams	Term 3 and Semester 2 Exams

Subject Cost*	Curriculum Contribution
Geography Units 1 & 2	\$20.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

History – Twentieth Century History

Unit 1: Twentieth Century History 1918-1939

Students begin their VCE History studies with a focus on the international events, ideologies, and movements that occur throughout the world in the aftermath of WWI, through to the causes of WWII. Students will investigate the impact of the Great War treaties which redrew the map of Europe, as well as the limitations of the League of Nations in preventing further conflict. There will also be an exploration of how well democracy is able to replace monarchies in an environment when the new ideologies of communism, socialism, and fascism are also becoming more popular in countries such as Russia, Italy, Spain and Germany, while at the same time, militarism rises in Japan and the USA pursue policies of isolationism during a time of social upheaval and economic depression.

Unit 2: Twentieth Century History 1945-2000

In Unit 2, students then proceed to focus on how the world adapts to the aftermath of WWII in Europe and the Pacific, as new challenges arise and there are significant changes to political, economic, and social arrangements in the second half of the twentieth century. Students will learn about how the establishment of the United Nations in 1945 and the Universal Declaration of Human Rights in 1948 intended to improve on the League of Nations' attempts to maintain international peace, as well as protect people from some of the atrocities of the Second World War. Students will then study the move of multiple countries towards independence, as the former empires lose their colonies across the globe, before examining how other social movements such as civil rights, feminism and environmentalism dominated the last half of the twentieth century.

This course includes an excursion to the Vietnam Museum.

COURSE ASSESSMENT

Unit 1 Common ASSESSMENT TASK	DESCRIPTION
1. AOS 1 SAC for Ideology and Conflict	A written test of structured questions on the competing ideologies of Europe and the causes of WWII.
2. AOS 2 SAC for Social and Cultural Change	A written analysis of primary sources and historical interpretations of the social and cultural changes in the 1920s and 1930s.
3. Semester 1 Exams	A Term 1 and Semester 1 exam.
Unit 2 Common ASSESSMENT TASK	DESCRIPTION
4. AOS 1 SAC for Competing Ideologies	An historical essay on the competing ideologies between world powers during the Cold War.
5. AOS 2 SAC for Challenge and Change	An historical inquiry into how two movements challenged and changed their nations.
6. Semester 2 Exams	A Term 3 and Semester 2 exam.

Subject Cost*	Curriculum Contribution
20 th Century History Units 1 & 2	\$18.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

History - Revolutions

Unit 3 and 4

Students will study two significant revolutions: the French Revolution of 1789 and the Russian Revolution of 1917, with each semester focusing on a different one. Revolutions are the great upheavals which mark deliberate attempts by people at turning their society into a new direction, after breaking with the past by destroying existing regimes and embarking on a program of political transformation.

For each topic, students will start with an examination of the long-term causes and short-term triggers of the revolution, to identify how significant events, ideas, individuals, and popular movements all interplay to create revolutionary outbreaks. This includes a study of how new political ideologies, such as the enlightenment for France, and Leninism for Russia, spark change, as well as how the intended and unintended actions of certain individuals brought their societies to the brink of revolution. Students also consider and evaluate a range of historical interpretations about the causes of revolution and explain why historians place differing emphases on the roles of events, ideas, individuals, and popular movements.

Once the course has covered the beginnings of the revolution, students focus on the aftermath and consequences of these events, to evaluate the extent to which it brought change to society. There is no guaranteed success when a revolution is begun, therefore students examine the challenges which confront the new regimes after the initial outbreak of revolution and evaluate the ability of the new regime's responses to these challenges, especially when there are civil wars or counter-revolutions. The consequences of these challenges can result in the new regimes compromising their ideological principles, as the leaders become more authoritarian and initiate severe policies of social control to stay in power. In analysing this past, students will engage with a range of historical perspectives and study the experiences of those everyday people whose lives are fundamentally changed.

COURSE ASSESSMENT

Unit 3 Common ASSESSMENT TASK	DESCRIPTION
1. AOS 1 SAC for the French Revolution	A written analysis of historical primary sources and an evaluation of historical interpretations.
2. AOS 2 SAC for the French Revolution	Structured questions and prompts to evaluate the social and political changes of the revolution.
Unit 4 Common ASSESSMENT TASK	DESCRIPTION
3. AOS 1 SAC for Russian Revolution	A written essay on the causes of the Russian Revolution.
4. AOS 2 SAC for Russian Revolution	An historical inquiry into the aftermath of the Russian Revolution.
5. Exams	Students will complete in-school exams at the end of Term 1, Term 2, and Term 3, as well as an external VCAA examination at the end of the year.

Subject Cost*	Curriculum Contribution
History Revolutions Units 3 & 4	\$18.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Health & Human Development

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Through the study of VCE Health and Human Development, students investigate health and wellbeing, and human development in individual, national and global contexts. The subject cost includes an excursion.

Unit 1: HH011 Understanding Health and Wellbeing

This unit looks at health and wellbeing as a concept with various perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of interpretations, with different meanings for different people. We will identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Multiple dimensions of health and wellbeing and the indicators used to measure and evaluate health status are explored. With a focus on youth, this unit considers health of both individuals and as a cohort. We will build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Unit 2: Managing Health and Development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. We will look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. The Australian healthcare system is explored and ways to access and analyse health information is addressed. We will investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Unit 3: HH033 Australia's Health in a Globalised World

This unit explores health, wellbeing and illness as global, dynamic and subjective concepts. Benefits of optimal health and wellbeing and its importance as an individual and a collective resource are examined. The fundamental conditions required for health improvement are used as the basis to analyse and evaluate the variations in health status of Australians. Health promotion and improvements in population health over time are used to look at various public health approaches and the relationship between different models of health.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
Understanding health and wellbeing	The student's performance on each outcome is assessed using one or more of the following: <ul style="list-style-type: none">A short written report, such as a media analysis, a research inquiry, a blog or a case study analysisOral presentation, such as a debate or a podcastA visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentationStructured questions, including data analysis
Promoting health and wellbeing	

Unit 4:

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

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
Health and wellbeing in a global context	The student's performance on each outcome is assessed using one or more of the following: <ul style="list-style-type: none"> A short written report, such as a media analysis, a research inquiry, a blog or a case study analysis Oral presentation, such as a debate or a podcast A visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation Structured questions, including data analysis
Health and the sustainable development goals	

Subject Cost*	Curriculum Contribution
Health & Human Development Units 1 & 2	\$10.00
Health & Human Development Units 3 & 4	\$10.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Indonesian Units 1 and 2

The study of Indonesian contributes to the development of communication skills, intercultural understanding, cognitive development, literacy and general knowledge. It encourages students to be open to different ways of thinking, acting and interacting in the world. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking. A broad range of social, education and employment opportunities in a wide variety of fields result from the study of a language in VCE.

In Units One and Two, students develop an understanding of the language and cultures of Indonesian-speaking Communities through the study of topics selected from the prescribed themes: 'The individual', 'Indonesian-speaking communities' and 'The world around us'. Topics are selected to suit student language development and interests, and to reflect current events.

Students access and share useful information on the topics and develop their vocabulary, grammar knowledge and language skills. They focus on analysing aspects of culture through visual, spoken or written texts. They reflect on the connections between language and culture, and how this impacts language use, meaning and understanding depending on the context and audience. Students develop and extend skills in listening, speaking, reading, writing and viewing in Indonesian and develop a deeper cultural understanding. They will use stories, films, songs, photographs, conversations, interviews, technology and written and recorded texts to acquire these skills and explore this knowledge.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
1. Unit 1 AOS1	Interpersonal Communication - Informal, personal spoken interaction.
2. Unit 1 AOS2	Interpretative Communication - Interpret information from spoken, written or visual texts and respond in writing.
3. Unit 1 AOS3	Presentational Communication - Explain an aspect of culture in a written presentation.

Common ASSESSMENT TASK	DESCRIPTION
4. Unit 2 AOS 1	Interpersonal Communication - Respond in writing to spoken, written or visual texts.
5. Unit 2 AOS2	Interpretive Communication - Analyse and use information from written, spoken or visual texts in a written response.
6. Unit 2 AOS 3	Presentational Communication - Explain an aspect of culture in an oral presentation.
7 End-of-year-Exam	Assessment of listening, reading and writing skills.

Subject Cost*	Curriculum Contribution
Indonesian Units 1 & 2	\$10.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Indonesian Units 3 and 4

In Units Three and Four, students investigate the way Indonesian speakers interpret and express ideas, and negotiate and persuade in Indonesian. Topics from the prescribed themes: 'The individual', 'Indonesian-speaking communities' and 'The world around us'. are selected to suit student language development and interests, and to reflect current events. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They consider cultural perspectives and explain personal observations. They access and share useful information on the topics and consolidate and extend language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices and perspectives of Indonesian-speaking communities. They reflect on how knowledge of Indonesian and Indonesian cultures can be applied in a range of contexts, such as further study, travel, business, or community involvement. They consider how culture, place and time influences values, attitudes, and behaviours and how the knowledge of more than one culture can influence the way we relate to each other in the world.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
#1. Unit 3_AOS1	Interpersonal Communication – Negotiate a solution to a personal issue in a 3-4 minute role-play.
#2. Unit 3_AOS2	Interpretative Communication – Interpret information from texts and respond in writing.
#3. Unit 3_AOS3	Presentational Communication – Express ideas through a 250 word personal, informative or imaginative piece of writing.

Common ASSESSMENT TASK	DESCRIPTION
#4. Unit 4_AOS1	Interpersonal Communication – Share information and respond to questions about an aspect of culture in a 3-4 minute interview.
#5. Unit 4_AOS2	Interpretive Communication - Analyse information from written, spoken and visual texts in a 250-word written response.
#6. Unit 4_AOS3	Presentational Communication – A 300 word evaluative or persuasive written piece on an issue.
#7. Written Exam	External assessment – 2 hours plus reading time
#8. Oral Exam	External assessment – 15-minute conversation and discussion on a chosen topic

Subject Cost*	Curriculum Contribution
Indonesian Units 3 & 4	\$10.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Legal Studies – Units 1 and 2

Unit 1: LS011 Guilt and Liability

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

Unit 2: LS022 Sanctions, Remedies and Rights

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

This course includes excursions to local Magistrates' Courts, the County and Supreme Courts, and Victorian Parliament.

Unit 1 Common ASSESSMENT TASK	DESCRIPTION
1. AOS 1 SAC for Legal Foundations	A report on foundational legal concepts and terminology.
1. AOS 2 SAC for Presumption of Innocence	A written test of structured questions in response to legal scenarios and case studies.
2. AOS 3 SAC for Civil Liability	An annotation of civil law case studies from the media.
3. Semester 1 Exams	Term 1 and Semester 1 exams.
Unit 3 Common ASSESSMENT TASK	DESCRIPTION
4. AOS 1 SAC for Sanctions	A folio of exercises related to real criminal cases from Victoria, with a presentation to the class.
5. AOS 2 SAC for Remedies	A written test of structured questions in response to legal scenarios, with an extended response.
6. AOS 3 SAC for Rights	A research task comparing Australia's political and legal system with that of another democracy.
7. Semester 2 Exams	Term 3 and Semester 2 exams.

Subject Cost*	Curriculum Contribution
Legal Studies Units 1 & 2	\$18.00

*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.

Legal Studies - Units 3 and 4

Unit 3: LS033 Rights and Justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Unit 4: LS034 The People and the Law

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

Unit 3 Common ASSESSMENT TASK	DESCRIPTION
1 AOS 1 SAC for the Victorian Criminal Justice System	A written test of structured questions in response to legal scenarios and case studies – short answer response and extended response.
2 AOS 2 SAC for the Victorian Civil Justice System	A written test of structured questions in response to legal scenarios and case studies – short answer response and extended response.
Unit 4 Common ASSESSMENT TASK	DESCRIPTION
3 AOS 1 SAC for the People and the Australian Constitution	A folio of exercises on High Court cases regarding the Australian Constitution.
4 U4 AOS 2 SAC for the People, the Parliament, and the Courts	A written test of structured questions in response to legal scenarios, with an extended response.
5 Exams	Students will complete in-school exams at the end of Term 1, Term 2, and Term 3, as well as an external VCAA examination at the end of the year.

Subject Cost*	Curriculum Contribution
Legal Studies Units 3 & 4	\$15.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Mathematics - General Mathematics Units 1 & 2

The areas of study for Unit 1 and 2 of General Mathematics are 'Data Analysis', 'Graphs of Linear and Non-Linear Relations', 'Arithmetic and Number', 'Decision and Business Mathematics', 'Measurement' and 'Geometry and Trigonometry'. These are designed as a preparation for Units 3 and 4 of Further Mathematics, which comprises the Data Analysis module as well as the modules: Geometry and Trigonometry, Discrete Mathematics and Business-related Mathematics. The appropriate use of technology to support and develop the teaching and learning of Mathematics is incorporated throughout the course.

*Note: Unit 1 & 2
General Mathematics
leads to Further
Mathematics in
Year 12.*

Unit 1: MA011

This unit introduces Computation and Practical Arithmetic, Financial Arithmetic, Matrices, Graphs and Networks, Investigating and Comparing Data Distributions

Unit 2:

In this unit students extend and refine their skills in the areas of Financial Arithmetic, Number Patterns and Recursion, Linear Graphs and Models, Investigating relationships between two numerical variables.

Subject Cost*	Curriculum Contribution
General Maths Units 1 & 2	\$10.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Mathematics: Further Mathematics Units 3 & 4

Further Mathematics has a strong emphasis on using Mathematics in data analysis, business modelling and everyday practical contexts. Students are expected to be able to apply problem solving techniques and processes as well as statistical analysis techniques to a wide variety of situations and application tasks including; univariate and bivariate data, networks, business modelling and matrices, Geometry and Trigonometry.

A strong emphasis on the use of Graphics calculators and other statistical and graphing packages is incorporated into all areas of study. Further Mathematics Units 3 and 4 provide general preparation for employment or further study, in particular, where data analysis is important. The assumed knowledge and skills for Further Mathematics Units 3 and 4 are drawn from General Mathematics Units 1 and 2. Students who have completed Mathematical Methods (CAS) Units 1 and 2 will also have had access to assumed knowledge and skills to undertake Further Mathematics.

Unit 3: MA033

The topics learned about in this unit are: Data analysis and Recursion and financial modelling. Data analysis covers the calculation of statistics to describe data sets and the differences between data sets and analysis of trends to make predictions. Recursion and financial modelling, covers the use of mathematical models and technology to model and analyse a range of financial situations, and solve related problems.

Unit 4

The topics learned about in this unit are Matrices and Networks and decision mathematics. Matrices covers the arithmetic used with matrices and the use of matrices to model a range of situations and solve related problems. Networks and decision mathematics covers the representation of different kinds of networks, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.

Subject Cost*	Curriculum Contribution
Further Mathematics Units 3 & 4	\$10.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Mathematics - Mathematical Methods CAS

Mathematical Methods CAS provides students with a range of mathematical techniques that are commonly used in analytical and problem-solving situations. Students are exposed to opportunities to apply mathematical techniques, routines and processes involving Rational and Real Arithmetic, Algebraic Manipulation, Equation Solving, Graph Sketching, Calculus and Theoretical Probability with and without the use of technology. The appropriate use of Computer Algebra System (CAS) technology to support and develop the teaching and learning of Mathematics, and in related assessments, is incorporated throughout the course and is required for the successful completion of the course. The study comprises four units: 1: Functions and Graphs, 2: Algebra, 3: Rates of Change and Calculus, and 4: Probability.

Unit 1: MA011

This unit provides an introduction to functions and relations, as well as new notation to describe them, the concept of domain and range, algebraic techniques to solve linear and quadratic equations. Students are also introduced to the power functions and their transformations. Students apply these to an introductory understanding of the theory and language of probability.

Unit 2:

This unit focuses on the introduction of Calculus as the mathematical study of change. Students learn differentiation and simple anti differentiation of power functions and their applications. Students extend their knowledge of trigonometric, exponential and logarithmic functions and apply them to a range of analytical situations. This unit also includes a study of counting techniques and how they can be applied to probability.

Unit 3: MA033

This unit focuses on developing a more rigorous understanding of the functions examined in Year 11 and their transformations and analytical applications. Students revise and refine the algebraic techniques associated with those functions. Students also extend their knowledge of calculus to extend to all functions studied in Year 11 and are introduced to the use of anti- differentiation as a method of evaluating area.

Unit 4:

This unit primarily focuses on the use of Calculus, particularly integration, in problem solving and analytical situations. This unit also comprises the study of probability extended from Year 11, examining the properties of discrete and continuous probability distributions and their properties.

Subject Cost*	Curriculum Contribution
Mathematics Methods Units 1 & 2	\$10.00
Mathematics Methods Units 3 & 4	\$10.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Music Units 1 & 2

VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators, and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt, and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performers and composers and respond to musical works as an audience. The developed knowledge and skills provide a practical foundation for students to compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner.

Unit 1 – Organisation of music

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

Unit 2 – Effect in music

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.

Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

Unit 1 & 2 ASSESSMENT

School Assessed Coursework	DESCRIPTION
Unit 1: Organisation of Music	
1. Area of Study 1: Performance	- Performances of at least two works - a discussion of the challenges presented by these works
2. Area of Study 2: Creating	- aural, oral, written and practical tasks
3. Area of Study 3: Analysing and responding	- composition and/or improvisation exercises and accompanying discussion
Unit 2: Effect in Music	
1. Area of Study 1: Performance	- Performances of at least two works - a discussion of the challenges presented by these works
2. Area of Study 2: Creating	- aural, oral, written and practical tasks
3. Area of Study 3: Analysing and responding	- composition and/or improvisation exercises and accompanying discussion

Subject Cost*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays*
Music Units 1 & 2	\$10.00	\$30.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Outdoor and Environmental Studies

Outdoor and Environmental Studies brings together two important areas of human interest, outdoor education and environmental studies, through academic study of environments and practical experiences of the outdoors. The study is directed towards enabling students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

NOTE:

- Students usually study **Unit 1 and 2 Outdoor and Environmental Studies in Year 10** even though it is a Year 11 subject. The reason for this is to minimise the disruption caused by students missing classes as a result of being out of school for camps and day trips.
- **Students usually study Unit 3 and 4 Outdoor and Environmental Studies in Year 11** even though it is thought of as a Year 12 subject. The reason for this is to again minimise the disruption caused by students missing classes as a result of being out of school for camps and day trips.

Unit 1: OES011 Exploring Outdoor Experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Unit 2: Discovering Outdoor Environments

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. Students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Practical Activities for Units 1 and 2 will include 3 Camps (2-3 days) and day trips as advised. *Day trips will include: bushwalking, mountain bike riding, laser tag, rock climbing, surfing, surf kayaking and snorkelling.*

Unit 3: OES033 Relationships with Outdoor Environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

Unit 4: Sustainable Outdoor Relationships

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

Subject Cost*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays*
Outdoor & Environmental Studies 1 & 2	\$10.00	\$355.00
Outdoor & Environmental Studies 3 & 4	\$10.00	\$355.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Physical Education

Unit 1:

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

They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Common ASSESSMENT TASK	DESCRIPTION
How does the musculoskeletal system work to produce movement?	<p>The student's performance on each outcome is assessed using one or more of the following:</p> <ul style="list-style-type: none"> A short-written report, such as a media analysis, a research inquiry, a blog or a case study analysis Oral presentation, such as a debate or a podcast A visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation Structured questions, including data analysis
How does the cardiorespiratory system function at rest and during physical activity?	

Unit 2:

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

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level and analyse the data in relation to physical activity and sedentary behaviour guidelines.

Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

Common ASSESSMENT TASK	DESCRIPTION
What are the relationships between physical activity, sport, health and society?	<p>The student's performance on each outcome is assessed using one or more of the following:</p> <ul style="list-style-type: none"> • A short-written report, such as a media analysis, a research inquiry, a blog or a case study analysis • Oral presentation, such as a debate or a podcast • A visual presentation such as a graphic organiser, a concept/ mind map, an annotated poster, a digital presentation • Structured questions, including data analysis
What are the contemporary issues associated with physical activity and sport?	

Unit 3:

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise.

They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
How are movement skills improved?	Structured questions that draw on primary data, which analyses a movement skill using biomechanical and skill acquisition principles.
How does the body produce energy?	A laboratory report based on primary data collected during participation in a practical activity, which analyses the relative contribution of energy systems and acute responses to exercise.
	<p>A response in one or more of the following forms, which focus on energy system interplay, fatigue and/or recovery.</p> <ul style="list-style-type: none"> • a practical laboratory report • a case study analysis • a data analysis • a critically reflective folio/diary of participation in practical activities • a visual presentation • a multimedia presentation • structured questions

Unit 4:

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

Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological, and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual and evaluate the chronic adaptations to training from a theoretical perspective.

COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
What are the foundations of an effective training program?	A written report analysing data from an activity analysis to determine the relevant fitness components and energy system requirements in a selected activity, and including justification of the selection of appropriate tests to assess fitness
How is training implemented effectively to improve fitness?	A reflective folio of participation in a minimum of five different training sessions focusing on the components of the session, the training method completed and the implementation of training principles to the fitness components being trained.
	A written report that will draw on the personal experiences recorded in the folio to design a six-week training program for a given case study
	A response in one or more of the following formats, which links chronic adaptations of the cardiovascular, respiratory and muscular systems to training methods and improved performance: <ul style="list-style-type: none"> • a case study analysis • a data analysis • structured questions.

Subject Cost*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays*
Physical Education Units 1 & 2	\$10.00	\$10.00
Physical Education Units 3 & 4	\$10.00	\$60.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Physics

Physics is a theoretical and empirical Science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the universe. This understanding has significance for the way we understand our place in the universe. This study is designed to enhance the scientific literacy of students in the specialised area of Physics. The knowledge gained through Physics will enhance students' ability to be innovative and contribute to the intelligent and careful use of resources.

Unit 1: PHY011 What Ideas Explain the Physical World?

Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Unit 2: Do Experiments Reveal About the Physical World?

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

Unit 3: PHY033 How do fields explain motion and electricity?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields.

Students use Newton's laws to investigate motion in one and two dimensions and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

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

A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter.

They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables:

- the role a person's attitude, perception of themselves and relationships with others influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research.
- A student practical investigation related to internal and external influences on behaviour is undertaken.

Subject Cost*	Curriculum Contribution
Physics 1 & 2	\$30.00
Physics 3 & 4	\$30.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Product Design and Technology

Designers play an important part in our daily lives. They determine the form and function of the products we use every day and transform ideas into drawings and plans for the creation of products that fulfil human needs and wants. Environmental and sustainability issues are key considerations. In VCE Product Design and Technology, students work as designer-makers. They develop skills to critically analyse existing products and develop their own creative solutions. Students follow the design process to develop and manufacture solutions to real problems. They will learn about and use a range of manufacturing techniques from hand skills through to Computer Aided Design and Manufacture, developing skills to work both independently and in teams.

Unit 1 - Sustainable Product Redevelopment

This unit focuses on the analysis, modification and improvement of a product design with specific consideration to the sustainability of the redesigned product. Students choose a product to redesign, investigate the product, create solutions and develop a final design which they manufacture and evaluate. Intellectual Property related to the design industry is studied.

Unit 2 - Collaborative Design

In this unit students work in teams to design, develop and manufacture an item in a product range or contribute to a group product. This teamwork mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. In this unit, students also research and gain inspiration from historical and contemporary design movements or styles.

Unit 1 & 2 COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
Unit 1: Sustainable Product Redevelopment	
AoS1; Sustainable redevelopment of a product	Design Folio
AoS2; Producing and evaluating a redeveloped product	Finished product and records of production
Unit 2: Collaborative Design	
AoS1; Designing within a team	Design Folio
AoS2; Producing and evaluating within a team	Finished product and records of production

Subject Cost*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays*
Product Design & Technology Units 1 & 2	\$12.00	\$220.00

*Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.

Product Design and Technology

Unit 3 - Applying the Product Design Process

In Area of Study 1, **Designing for End Users**, students examine how a design brief addresses particular product design factors and how evaluation criteria are developed from the constraints and considerations in the brief. They learn how a design brief directs research and design activities.

In Area of Study 2, **Product Development in Industry**, students examine how a range of factors, including new and emerging digital technologies, influence the design and development of products within industrial manufacturing settings. They consider issues associated with obsolescence and sustainability models, investigating specific case studies as reference. In Area of Study 3, **Designing for Others**, students start their Unit 3/4 project, undertaking the Investigation, Designing and Planning stages of their final project.

Unit 4 – Product Development and Evaluation

In Area of Study 1, **Product Analysis and Comparison**, students examine the success of commercially available products. Products are analysed and evaluated, and students develop an understanding of what people value and how they evaluate products using qualitative and quantitative methods. Students consider the impacts and consequences of product design success and failure.

In Area of Study 2, **Product Manufacture**, students make the product designed in Unit 3, using their scheduled production plan and apply risk management in the safe use of materials, tools, equipment and machines. They monitor and record their progress and make modifications if necessary.

In Area of Study 3, **Product Evaluation**, students evaluate the finished product through testing and feedback against criteria, create end-user/s' instructions or care labels and recommend improvements to future products.

Unit 3 & 4 COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
Unit 3: Applying the Design Process	
Outcome 1; SAC - Investigate and define a design problem	Written SAC
Outcome 2; SAC – Influences on industrial design, development, and manufacture	Written SAC
Outcome 3; SAT – Final project	Folio work (Investigation, Designing and Planning stages)
Unit 4: Product Development and Evaluation	
Outcome 1; SAC – Product Analysis	Written SAC
Outcome 2; SAT – Final Project	Folio work (Production)
Outcome 3; SAT – Final Project	Folio work (User instructions and Evaluation report)

Subject Cost*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays*
Product Design & Technology Units 3 & 4	\$12.00	\$220.00

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Psychology Units 1 & 2

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act. Psychology applies a biopsychosocial approach to the systematic and scientific study of mental processes and behaviour.

Unit 1: How are behaviour and mental processes shaped?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

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

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning. Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

Subject Cost*	Curriculum Contribution
Psychology Units 1 & 2	\$20.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Psychology – Unit 3 & 4

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act. Psychology applies a biopsychosocial approach to the systematic and scientific study of mental processes and behaviour.

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

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory. Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning. Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

Unit 4: How is wellbeing supported and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep. Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

Subject Cost*	Curriculum Contribution
Psychology Units 3 & 4	\$15.00

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Systems Engineering (Units 1 & 2)

VCE Systems Engineering promotes innovative systems thinking and problem-solving skills. In VCE Systems Engineering, students work as engineers to develop and produce solutions to real problems. Students will learn about mechanical and electro technologies including coding and robotics. It provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. VCE Systems Engineering integrates aspects of designing, planning, producing, testing and evaluating in a project management process. It prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships.

Unit 1 – Mechanical Systems

In this unit, students learn about fundamental mechanical engineering principles and the components. Students learn fundamental principles of how mechanisms and simple mechanical systems provide movement and mechanical advantage. Using the systems engineering process students research, design, plan, produce, test and evaluate a mechanical system.

Unit 2 – Electronic Systems

This unit focuses on electro technological engineering principles and the components and materials that make operational electro technological systems. Students develop their understanding of commonly used components and how they should be represented in schematic circuit diagrams and in circuit simulation software. Using the systems engineering process, students research, design, plan and produce an operational electro technological system.

Unit 1 & 2 COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
Unit 1; Mechanical Systems AoS1; Mechanical System Design AoS2; Producing and Evaluating Mechanical Systems	Design Folio Finished product and records of production
Unit 2; Electronic Systems AoS1; Electro technological Systems Design AoS2; Producing and evaluating Electro Technological Systems	Design Folio Finished product and records of production

Subject Cost*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays*
Systems Engineering Units 1 & 2	\$12.00	\$200.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Potential Pathways: Systems Engineering Unit 3 & 4

Systems Engineering (Units 3 & 4)

Unit 3 – Integrated and Controlled Systems

In Area of Study 1, **Integrated and Controlled Systems Design**, students investigate, analyse and apply concepts and principles, and use components to design, plan and commence production of an integrated and controlled mechanical and electro technological system using the systems engineering process.

In Area of Study 2, **Clean Energy Technologies**, students discuss the advantages and disadvantages of renewable and non-renewable energy sources, and analyse and evaluate the technology used to harness, generate and store non-renewable and renewable energy.

Unit 4 – Systems Control

In Area of Study 1, **Producing and Evaluating Integrated and Controlled Systems**, students finalise the production of the integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. They test and diagnose a mechanical and electro technological integrated and controlled system using the systems engineering process. Students manage, document and evaluate the system and the process, as well as evaluating their own performance.

In Area of Study 2, **New and Emerging Technologies**, students will evaluate a range of new or emerging systems engineering technologies. They analyse the likely impacts of a selected technology and resulting advantages and disadvantages of the systems in relation to social, economic and environmental factors.

Unit 3 & 4 COURSE ASSESSMENT

Common ASSESSMENT TASK	DESCRIPTION
Unit3 Integrated and Controlled Systems Outcome 1; SAT – Final project Outcome 2; SAC – Clean Energy Technologies	Folio work (Investigation, Designing and Planning stages) Written SAC
Unit4 Systems Control Outcome 1; SAT – Final Project Outcome 2; SAC – New and Emerging Technologies	Folio work (Production, Testing and Evaluation) Written SAC

Subject Cost*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays*
Systems Engineering Units 3 & 4	TBC	TBC

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Visual Communication Design

Visual Communication Design is a practical art subject that looks at how information and ideas are communicated in the areas of communication, environmental and industrial design (think advertising, architecture, and product design). Students work with computers and more traditional hands-on techniques and processes to allow for the development of design solutions to a wide range of creative challenges. Drawing is a particular skill that is developed, allowing students to communicate their ideas effectively through visual means.

Unit 1: Introduction to Visual Communication 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 to create messages, ideas and concepts. Students practise their ability to draw what they observe, and they use drawing methods to explore their own ideas.

Unit 2: Applications of Visual Communication Within Design Fields

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

COURSE ASSESSMENT

UNIT 1 Assessment	Description
Drawing as a Means of Communication	Turn your favourite piece of technology into some detailed promotional drawings, both manually and digitally.
Design Elements and Design Principles	Design an identity for a client; e.g. café, mechanic or nursery, to identify their business and provide information about them.
Visual Communications in Context	Research the social and cultural significance of poster designs from historical periods.
UNIT 2 Assessment	Description
Technical Drawing in Context	Convert an old shipping container into a shelter for the homeless. Using the same proportions as a shipping container, develop plans and elevations to the appropriate scale and correctly detail to Australian Standards.
Type and Imagery in Context	Manually create type forms from any found objects. Wire, school ties, stones, flowers all serve as units for manipulation and combination.
Applying the Design Process	Design a compact, multi-use cutlery set for camping, outlining constraints such as the need for it to be lightweight and easy to store.

Subject Cost*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays*
Visual Communication Design Units 1 & 2	\$30.00	\$50.00

**Costs are indicative and may be subject to change. Please note there may also be some additional costs for voluntary activities and student's printing credits throughout the year.*

Vocational Education and Training in Secondary Schools (VET)

Studying VET as part of a Senior Program gives students a headstart on a qualification, which is a great way to fast-track progress towards a rewarding career, while also developing independence and time-management skills.

What is VET and who is it for?

Vocational Education and Training (VET) programs come from the VET sector, where they are taught by TAFE institutes and other Registered Training Organisations (RTOs). All nationally recognised VET training counts towards a VET qualification as well as the VCE. It allows students to mix general and vocational education and to make a start on training for a career before they leave school. The training teaches skills and knowledge needed in particular occupations and workplaces, and normally includes some workplace experience that puts these into practice. An up-to-date list of VCE VET programs is available from the VCAA website:



<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx>

The VCAA website called “**Get VET**” offers a comprehensive list of resources, videos and other relevant information to see if VET is right for you. <https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/Index.aspx>



The number of schools offering VET programs has increased in recent years, and most schools now offer some VET options to senior secondary students. At Somerville Secondary we offer certificates in Plumbing, Electrotechnology and Construction Pathways. As well as preparing students for the workforce, VET programs can lead to further study, either in the VET sector (where students can gain credit for their VET certificate) or university, since results from some VET programs can be included in the calculation of an ATAR score. Of course, it is also possible for students to leave school and complete VET qualifications either full time or in combination with employment.

Programs are typically completed over one or two years and provide students with a qualification or partial completion of a nationally recognised certificate.

Brief Description of 2024 VET Subjects:

What can I study? List of VET subjects:

Please note this is a guide only, based on the courses offered last year. You will be notified of any changes if they affect your enrolment choice.

Certificate II Agriculture AHC20116

Curriculum Contribution: \$200

Working in agriculture goes beyond being on the land – we also need scientists, agricultural economists and environmental professionals. A vibrant and sustainable agricultural sector is the key to the future prosperity of Australia and the world. This program is delivered at Elisabeth Murdoch College on Wednesdays and aims to provide students with the knowledge and skills to achieve competencies that will enhance their employment prospects in the agricultural industry. Students are required to undertake 80 hours of structured workplace learning.

Sample units may include:

- Follow OHS procedures
- Maintain livestock water supplies
- Care for health and welfare of livestock
- Handle livestock using basic techniques
- Install, maintain and repair fencing

Certificate II & III in Acting (Screen) 22576VIC

Curriculum Contribution: \$200

The course is delivered at Elisabeth Murdoch College on Wednesdays. The general purpose of the course is to provide the skills, knowledge and attitudes for training in acting for film and television. The training will provide the skills and knowledge in a broad range of acting tasks relating to film and television. The course provides opportunities to visit on set locations, practical filming lessons and sessions with industry guest speakers who actively work in film and television.

Sample units may include:

- Prepare and present self for auditions
- Develop script knowledge and performance skills
- Develop acting techniques
- Develop and apply creative arts knowledge

Certificate II Animal Care ACM20121

Curriculum Contribution: \$200

Delivered at Foundation Learning College, Frankston, this course provides the basic skills and knowledge to become an animal carer. Students learn how to assist with general animal care, provide food and water for animals and follow occupational health and safety procedures in the workplace. Students will undertake work in the animal facility throughout the year giving them the opportunity to work with mice, rats, guinea pigs, rabbits, fish and reptiles. They will also have dogs and cats regularly attend class for practical training.

**** This course is a pre-requisite for entry to Veterinary Nursing****

Sample units may include:

- Feed and water animals
- Assist in health care of animals
- Provide information on companion animals, products and services

Certificate II Applied Fashion Design & Technology MST20616

Curriculum Contribution: \$200

This program is delivered at Elisabeth Murdoch College and aims to provide students with an introductory overview of fashion design. Students are provided with the opportunity to acquire and develop skills in sewing, design processes, working with and making patterns and applying quality standards. The program provides an introductory overview of fashion design which may lead to employment opportunities producing fashion products where a basic understanding of design skills is required. It is particularly suitable for those who are self-employed and involved in low volume production. Students are required to undertake 40 hours of Structured Workplace Learning.

Sample units may include:

- Using a sewing machine, sewing components
- Modifying patterns
- Drawing and interpreting basic sketches
- Identify fibres and fabrics, design concepts for simple garments
- Basic patternmaking principles

Certificate II in Automotive Vocational Preparation AUR20720

Curriculum Contribution: \$200

Delivered at Chisholm Institute, the Certificate II in Automotive Studies has been designed to align with needs in the automotive vehicle industry. The course is designed to provide a hands-on learning environment and focuses on providing students with simulated practical work experiences, employability skills, and career pathways into the automotive industry as an apprentice.

Sample units may include:

- Carry out basic vehicle servicing operations
- Dismantle and assemble multi-cylinder four stroke petrol engines
- Remove and replace vehicle front suspension springs

Drones - Certificate III in Aviation (Remote Pilot) AVI30419

Curriculum Contribution: \$200

This program will be delivered at Elisabeth Murdoch College. This qualification is relevant to individuals operating remotely piloted aircraft (Drones) within visual line of sight, below 400 feet outside of controlled airspace, greater than 3 nautical miles from an aerodrome, outside of populous areas. Students doing this qualification will also complete the requirements for certification by the Civil Aviation Safety Authority (CASA)

Sample units may include:

- Operate aeronautical radio
- Apply regulations and policies during remote pilot aircraft systems operations
- Operate and manage remote pilot aircraft systems
- Control remote pilot aircraft systems in normal flight

Certificate III in Beauty Services SHB30121

Curriculum Contribution: \$200

Delivered at Chisholm Institute, this course is designed to introduce students to the theory and practice of waxing, manicure and pedicure, make-up, business communications, retail and spray tanning. This course will be a full day, from 9am -3pm. There is a requirement to undertake 40 hours of Structured Workplace Learning for each year of the 2-year course.

Sample units may include:

- Provide manicure and pedicure services
- Advise on beauty products and services
- Design and apply make-up
- Apply eyelash extensions
- Provide waxing services

Certificate II in Construction Pathways CPC20220

Curriculum Contribution: \$200

This program is delivered at Somerville Secondary College (TBC) and gives students the opportunity to experience and learn about a range of vocational options before having to enrol in a particular trade stream whether it be at a Certificate II level or an Apprenticeship. The aim of the Construction Pathways program is to provide a multi-industry experience so that students are able to make a more informed choice about what trade/industry they may like to pursue.

Sample units may include:

- Read and interpret plans and specifications
- Prepare to work safely in the construction industry
- Apply OHS requirements, policies and procedures in the construction industry
- Construct basic sub-floor

Certificate III in Business BSB30120

Curriculum Contribution: \$200

Delivered at Chisholm, this course is designed to provide students with the opportunity to develop a broad range of skills and knowledge to work in a variety of work contexts. It provides partial completion of Certificate III in Business, Units 3 and 4 sequence of VCE VET Business, and is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2 (Certificate II in Business – BSB20115). This course is only a one-year duration.

Sample units may include:

- Deliver and monitor a service to customers
- Design and produce business documents
- Recommend products and services

Certificate II in Community Services CHC20215

Curriculum Contribution: \$200

Delivered at Foundation Learning College, Frankston. This VET course is designed to introduce students to the theories and practices necessary to enhance their future studies and employment prospects in the community services sector. This will include a language, literacy and numeracy assessment, and there is project work in both first and second years of the course. Students will not complete the full qualification; they receive a Statement of Results for the units successfully completed.

Note: The course also covers sensitive areas and issues which may trigger learners who have experience of the issues covered.

Sample units may include:

- Work with diverse people
- Manage personal stressors in the work environment
- Provide first point of contact
- Respond to client needs

CISCO – Incorporation units from Certificate IV in Integrated Technology 22263VIC

Curriculum Contribution: \$200

CISCO is an internationally recognised Networking Academy Program. The program is delivered at Elisabeth Murdoch College in partnership with Chisholm Institute of TAFE. The course provides students with training and practical skills in the design, construction and maintenance of small to medium sized computer networks. The program provides a pathway into further education and training in the ICT industry. There is a large theory component to this course.

Units include:

- Introduction of Networks
- Routing and Switching Essentials
- Scaling Networks / Connecting Networks

Certificate II in Computer Assembly and Repair UEE205020

Curriculum Contribution: \$200

Delivered at Chisholm, this course is designed to introduce students to the theory and practice of selecting components and assembling computers to customer specification and carrying out routine hardware repairs. Sample units may include:

- Install and configure a client computer operating system and software
- Assemble, set-up and test computing devices
- Install and configure a home or small office network
- Use computer applications relevant to a workplace

Certificate II in Dance CUA20111 selected Certificate III Units CUA30113

Curriculum Contribution: \$200

The program is delivered at Elisabeth Murdoch College and aims to provide students with the technical and performance skills, knowledge and attitudes to begin the process of establishing a career in the entertainment industry. The program contributes to the professional orientation of articulate dancers who aspire for both the technical dance skills necessary to work professionally as well as academic and theoretical knowledge and skills that will equip them to work in a variety of areas within the Entertainment Industry.

Sample units may include:

- Developing basic dance techniques
- Basic level of physical condition for dance performance,
- two specific dance styles e.g. Jazz, Contemporary and Street
- Preparing self for a dance performance, refining basic dance techniques and
- Applying basic dance techniques for performances

Certificate III in Design Fundamentals (Graphic Design) CUA30715

Curriculum Contribution: \$200

Delivered at Chisholm, this course is designed to introduce students to the theories and practices of creative arts industries, including those using emerging technology. Students will study skills in photo imaging and 3D printing common to screen and media, interactive games, graphic design and visual arts.

Sample units may include:

- Produce drawings to communicate ideas
- Make scale models
- Explore the use of colour
- Produce computer-aided drawings

Certificate III Early Childhood Education and Care CHC30121

Curriculum Contribution: \$200

Delivered at Chisholm, this course offers the minimum qualification required to work in early childhood education and care settings with babies and children up to six years of age. It prepares students for centre-based, out-of-school hours, family day care and nanny roles and covers child development and how to foster and support children's emotional and educational wellbeing.

All students must be 16 years old on 1 February of the commencing year and also need to have Year 10 English and Maths. Students are required to attend a compulsory information session before their applications are to be accepted dates and times will be advised. Students will also need to have a current Volunteer Working with Children Check.

This qualification is a partial completion – All students are required to complete practical placement in an Early Childhood Education and Care setting (40 hours per year).

Sample units include:

- Work effectively in children's education and care
- Support children to connect with the natural environment
- Support inclusion and diversity

Certificate III in Design Fundamentals (Photography) CUA30715

Curriculum Contribution: \$200

Delivered at Chisholm, this course is designed for students who wish to pursue a photographic career. It is designed build the theoretical and practical skills required to develop photographic expertise both in the studio and on location, and helps students explore their creativity and develop their photographic eye for capturing and enhancing dynamic photography. Sample units may include:

- Follow a design process
- Explore the use of colour
- Produce drawings to communicate ideas
- Explore and apply the creative design process to 3D forms

Certificate II in Electrotechnology UEE22020

Curriculum Contribution: \$200

Delivered at Somerville Secondary College (TBC), this course is designed to introduce students to the various careers available in electrotechnology through project based, hands-on experience in the workshop. These careers include electrical, electronics, renewable energy and telecommunications.

Sample units may include:

- Carry out routine work activities in an energy sector environment
- Use routine equipment/plant/technologies in an energy sector environment
- Identify and select components, accessories and material for energy sector work activities

Certificate II in Engineering studies (Mechanical) 22470VIC

Curriculum Contribution: \$200

Delivered at Chisholm, this scored VCE VET course is designed to introduce students to the theories and practices necessary to enhance their future studies and employment prospects in the engineering or engineering related industries. It introduces students to emerging technologies in engineering, and the design of new projects focuses on the knowledge and skills needed to move into the programming and robotics industry.

Sample units may include:

- Select and interpret drawings and prepare 3D sketches and drawings
- Apply basic fabrication techniques
- Create engineering drawings using computer aided systems
- Configure and program a basic robotic system

Certificate II in Furniture Making Pathways MSF20516

Curriculum Contribution: \$200

This course is delivered at Chisholm Institute of TAFE. You can learn furniture-making basics while completing your secondary school years. The course is designed to introduce students to the theories and practices necessary to enhance their future studies and employment prospects in the furnishing industry. The programs prepares students for further training in a range of furnishing industries, such as cabinet making, wood machining, polishing. Upholstery and picture framing.

Sample units may include:

- Apply domestic surface coatings
- Join materials used in furnishing
- Make a basic upholstery product
- Undertake a basic furniture making project

Certificate II in Hospitality SIT20416

Curriculum Contribution: \$200

Delivered at Chisholm or Bayside Christian College, this scored VCE VET course is designed to introduce students to the theories and practices for a range of tasks in hospitality establishments. The course leads to work in the areas of catering assistant, porter, food and beverage attendant, bar attendant, cafes and basic cookery.

Sample units may include:

- Use hygienic practices for food safety
- Prepare and present sandwiches
- Prepare and present simple dishes
- Provide responsible service of alcohol

Certificate III in Information, Digital Media and Technology (Cyber Security) ICT30120

Curriculum Contribution: \$200

Delivered at Chisholm, this course is designed to introduce students who are enthusiastic and passionate about IT to network administration. The course covers IT hardware, operating systems and the fundamentals of network administration within the context of cyber security. **Note:** This is a partial completion of the Certificate III in Information, Digital Media and Technology and does not carry scored assessment.

Sample units may include:

- Install and manage network protocols
- Install, configure and secure small office or home office network
- Provide basic system administration
- Determine and action network problems

Certificate III in Information, Digital Media and Technology (Games) ICT30120

Curriculum Contribution: \$200

Delivered at Chisholm, this course is designed to introduce students who are enthusiastic and passionate about gaming to the video games industry. The course covers IT hardware, digital imaging, animation, principles of game design, and interactive gaming and industry tools such as Unreal Development Kit. Students will be taught some advanced features of Microsoft Office. At this level, the emphasis is on simple game design. **Note:** This is a partial completion of the Certificate III in Information, Digital Media and Technology and does not carry scored assessment.

Sample units may include:

- Review and apply the principles of animation
- Identify and apply principles of games design and game playing
- Create visual design components for interactive games

Certificate III in (Interior Decoration) Retail Services SIR20216

Curriculum Contribution: \$200

Delivered at Mt Eliza Secondary College in partnership with Box Hill TAFE, Students will study interior decoration and learn the practical skills and knowledge required to plan and implement creative design and decoration solutions for a variety of interior environments.

They will also learn skills in computing, Google SketchUp, presentation methods, soft furnishings, hard material application, colour theory and application. Students will create a folio of design work of art and design courses at tertiary level.

Sample units may include:

- Evaluate the nature of design in a specific industry context
- Source and apply information on the history and theory of design
- Estimate and cost job
- Source and specify decoration products

Certificate II in Kitchen Operations SIT20416

Curriculum Contribution: \$200

Delivered at Chisholm or Bayside Christian College, this course is designed to introduce students to patisserie (cakes and pastries) or general cooking and provides the skills to work in a range of hospitality establishments. In the second year of the program students are required to complete 12 service sessions and complete a logbook. It is strongly advised that students complete at least some of this in the workplace, which can include Chisholm student restaurants. Sample units may include:

- Prepare and present simple dishes
- Use hygienic practices for food safety
- Prepare dishes using basic methods of cookery

Certificate III in Music Industry (Performance) CUA30920

Curriculum Contribution: \$200

Delivered at Mt Eliza Secondary College in partnership with Box Hill TAFE, this program provides students with a wide range of knowledge and skills that will enable them to maximise their employment opportunities as a performer or composer in the music industry.

Sample units may include:

- Apply knowledge of style and genre to music industry practice
- Develop technical skills in performance
- Develop improvisation skills
- Develop and maintain stagecraft skills

Certificate III in Music – (Sound Production) CUA30920

Curriculum Contribution: \$200

Delivered at Mt Eliza Secondary College in partnership with Box Hill TAFE, this program provides students with a wide range of knowledge and skills to be able to work in the music industry in a variety of music technology and related fields, including live technology, multimedia and recording technology.

Sample units may include:

- Work effectively in the music industry
- Develop basic audio skills and knowledge
- Record and mix a basic music demo
- Install and disassemble audio equipment

Certificate II in Plumbing 22569VIC

Curriculum Contribution: \$200

Delivered at Somerville Secondary College (TBC), this course is designed to introduce students to the basic theory and practice of plumbing in order to prepare them to enter the plumbing industry or a plumbing and gas-fitting apprenticeship.

Sample units may include:

- Fabricate simple plumbing pipe systems
- Cut and penetrate building materials and structures
- Perform basic oxy-acetylene welding and cutting
- Read and interpret plans and specifications
- Apply basic sheet metal practices

Certificate II in Salon Assistant SHB20216

Curriculum Contribution: \$200

Delivered at Chisholm, this one-year program will offer students the training of a first-year salon apprentice in their initial six months. Training includes practical skills for styling, basin services and removal of chemicals, as well as theory studies in client communication. A work placement of 40 hours is mandatory. If students are unable to source placement, they will be able to access Chisholm Salon days. (Salon days may not be scheduled on the same day as the VET program).

Sample units may include:

- Provide shampoo and basin services
- Conduct salon financial transactions
- Provide head, neck and shoulder massages for relaxation
- Braid hair

Certificate III in Screen and Media CUA31015

Curriculum Contribution: \$200

Delivered at Chisholm, this scored VCE VET course is designed to equip students for working as assistants in the multimedia and design industries. Delivery incorporates industry-relevant computer equipment, teachers are current industry practitioners, and the course focuses on developing employability skills.

Sample units may include:

- Produce and prepare photo images
- Prepare video assets
- Create visual design components
- Write content for a range of media

Certificate III in Visual Arts CUA31120

Curriculum Contribution: \$200

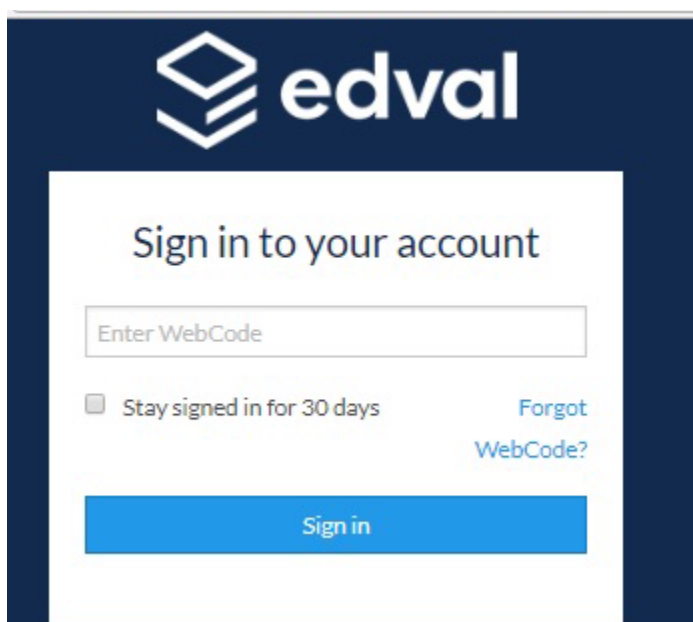
This course is designed for further study in all visual and creative art fields, and concentrates on creative thinking, design principles and arts practice theory. It explores drawing techniques including observational drawing, 2D studies including painting and printmaking techniques, 3D studies and photo media (Adobe Photoshop). All teachers of the course are practising artists who bring years of creative thinking and practice to the classroom.

Sample units may include:

- Produce drawings
- Produce paintings
- Plan a career in the creative arts industry

How to: Complete your selection in Edval Choice

- Navigate to <https://my.edval.education>
- Enter your unique webcode.



edval

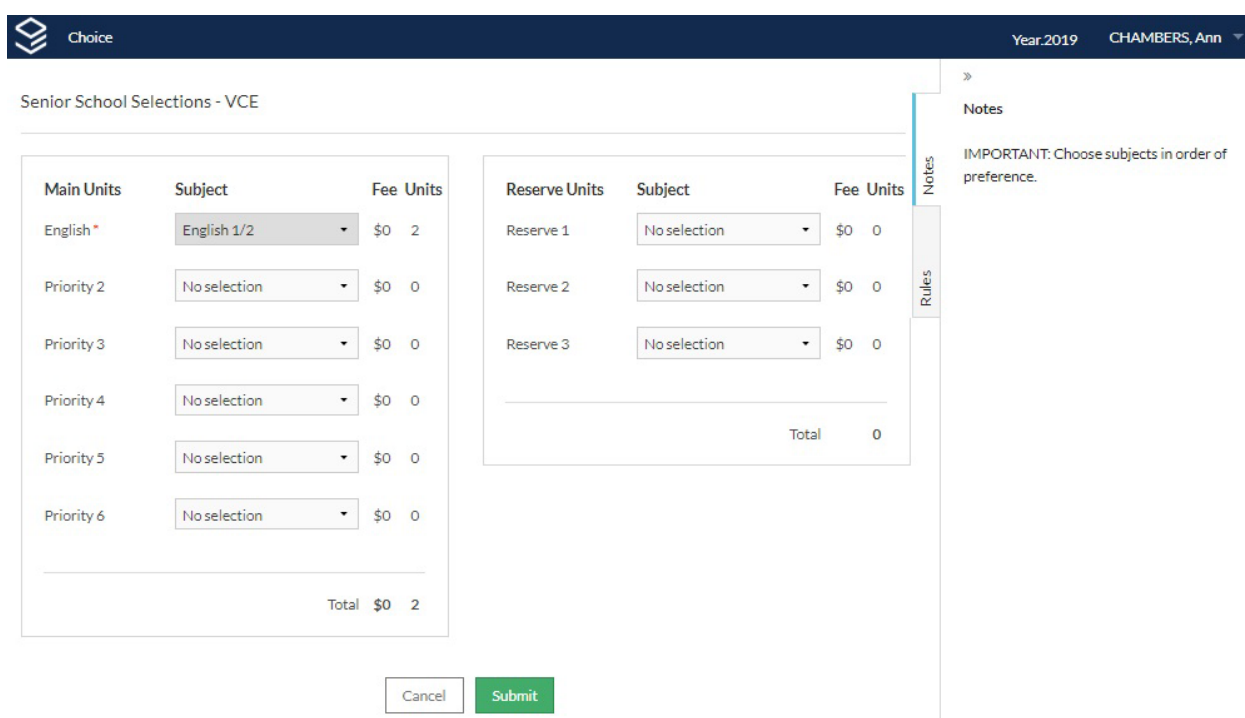
Sign in to your account

Enter WebCode

☐ Stay signed in for 30 days

[Forgot WebCode?](#)

Sign in



Choice

Year: 2019 CHAMBERS, Ann

Senior School Selections - VCE

Main Units	Subject	Fee	Units
English*	English 1/2	\$0	2
Priority 2	No selection	\$0	0
Priority 3	No selection	\$0	0
Priority 4	No selection	\$0	0
Priority 5	No selection	\$0	0
Priority 6	No selection	\$0	0
Total		\$0	2

Reserve Units	Subject	Fee	Units
Reserve 1	No selection	\$0	0
Reserve 2	No selection	\$0	0
Reserve 3	No selection	\$0	0
Total			0

Cancel Submit

Notes


IMPORTANT: Choose subjects in order of preference.

Inspire to Aspire

- The form will display a section for Main units and Reserve units, depending on what the school requires you to complete.
- On the right-hand side of the page, there are two tabs:
Notes: The school may have entered notes to communicate important information.
Rules: Check to see if there are any rules about choosing subjects.
- Select a subject from each drop-down menu. It is usually important to choose in preference order, so the more you want a subject, the higher it should appear in your selections.

Note that if the school has included subject costs, these will be totalled. The Units column will also total to ensure you are choosing the correct number of subjects.

If the same subject has been selected twice, it will be highlighted.


Choice

Senior School Selections - VCE

Main Units	Subject	Fee	Units
English *	English 1/2	\$0	2
Priority 2	Biology 1/2	\$0	2
Priority 3	History 1/2	\$0	2
Priority 4	General Maths 1/2	\$0	2
Priority 5	Media 1/2 (\$60.00)	\$60	2
Priority 6	Media 1/2 (\$60.00)	\$60	2
Total		\$120	12

Reserve Units	Subject	Fee	Units
Reserve 1	Outdoor Education 1/2 (\$300.00)	\$300	2
Reserve 2	Literature 1/2	\$0	2
Reserve 3	Art 1/2 (\$100.00)	\$100	2
Total			6

Cancel

Submit

When all choices have been made, select **Submit**.

A warning message will appear if an incorrect choice has been made. Make the correction and **Submit** again.

Choice
Year 2019

!
You need to have at least 2 units from the following subjects: VET - OTHER, VET Sport
×

Senior School Selections - VCE

Main Units	Subject	Fee	Units
English *	English 1/2	\$0	2
Priority 2	Biology 1/2	\$0	2
Priority 3	History 1/2	\$0	2
Priority 4	General Maths 1/2	\$0	2
Priority 5	Media 1/2 (\$60.00)	\$60	2
Priority 6	PE 1/2 (\$80.00)	\$80	2
Total		\$140	12

Reserve Units	Subject	Fee	Units
Reserve 1	Outdoor Education 1/2 (\$300.00)	\$300	2
Reserve 2	Literature 1/2	\$0	2
Reserve 3	Art 1/2 (\$100.00)	\$100	2
Total			6

Cancel
Submit

Rules

- You can't have duplicate subjects.
- If you select Math Methods 1/2 you must select General Maths 1/2
- English 1/2 is a compulsory subject.
- Please select at least 2 units of the subjects: VET - OTHER, VET Sport.
- You need to request 12 main units.
- You need to request at least 6 reserve units.

- When submitted, a summary of your choices will be displayed. This can be printed or emailed.

Acronyms

ATAR	Australian Tertiary Admission Rank
GA	Graded Assessment
GAT	General Achievement Test
MIPS	Managed Individual Pathways
N	N refers to not satisfactory completion in VCE
NA	Not Assessed
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
S	S refers to satisfactory completion
SAC	School-assessed Coursework
SAT	School-assessed Task
SBAT	School Based Apprenticeship and Traineeships
TAFE	Technical and Further Education
UG	Ungraded
VCAA	Victorian Curriculum and Assessment Authority
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
VSN	Victorian Student Number
VTAC	Victorian Tertiary Admissions Centre

Glossary

Assessing School	The school that is responsible for providing the assessment (through VASS) for one or more units for a student. The assessing school is usually, but not always, the home school. A student may have more than one assessing school.
Assessment Task	A task set by the teacher to assess students' achievements of unit outcomes for School-assessed Coursework (see also <i>Outcomes</i>).
Examinations	External assessments set and marked by the VCAA. All VCE Units 3 and 4 studies have at least one examination. Written examinations are held in October and November. Performance examinations and oral components of LOTE examinations are held in October.
Home School	Refers to the major school of the student. Only the home school may enter and change a student's personal details through VASS. A student can only have one home school at a time. The home school is usually, but not always, the assessing school.
Outcomes	What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design.
Recognition of Prior Learning (RPL)	Recognition of prior learning (RPL) means recognition of current competencies held. An assessment may be conducted to determine the student's eligibility to be awarded in the Work Related Skills or Personal Development Skills strands. The student needs to demonstrate that he/she has met the learning outcomes in the unit.
Registered Training Organisation (RTO)	An organisation that is approved by OTTE and registered by the VRQA to deliver Vocational Education and Training (VET) and Further Education (FE) within a defined Scope of Registration.
Satisfactory Completion (VCE)	The school or other VCE provider decision that a student has demonstrated achievement of the outcomes for a unit. Students receive an S for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an N for it. Students qualify for the VCE when they satisfy units which meet the program requirements.
School-assessed Coursework (SAC)	A school-based assessment that is reported as a grade for either a VCE Unit 3 and 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework consists of a set of assessment tasks that assess students' achievement of VCE Units 3 and 4 outcomes.

School-assessed Task (SAT)	A school-based assessment for a VCE Unit 3 and 4 sequence set by the VCAA and assessed by teachers in accordance with published criteria. Schools' assessments of tasks are subject to review by a panel appointed by the VCAA.
School Based New Apprenticeships (SBNA)	Structured training arrangements, usually involving on and off the job training, for a person employed under an apprenticeship/traineeship training contract. These may include apprenticeships, part-time apprenticeships or traineeships.
Semester	One half of the academic year. VCE units are designed to be completed in one semester
Sequence	VCE Units 3 and 4 are designed to be taken together as a sequence at Year 12 level.
Special Provision	Arrangements that are made to allow students who are experiencing significant hardship to achieve the learning outcomes and demonstrate their learning and achievement.
Statement of Results	The document/s issued by the VCAA showing the results a student achieved in the VCE and whether he/she has graduated.
Student Number	The unique number assigned to each student enrolled in VCE and VET
Studies	The subjects available in the VCE.
Study Score	A score from zero to 50 which shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in school assessments and examinations.
Victorian Certificate of Education (VCE)	An accredited senior secondary school qualification.
VCE Provider	A school or other organisation authorised to offer the VCE.
Vocational Education and Training (VET)	Nationally recognised vocational certificates. These certificates may be integrated within a VCE program.